RADA

Programme	BA (Hons) Technical Theatre and Stage Management (TTSM)
Awarding Institution	King's College London
Teaching Institution	RADA Royal Academy of Dramatic Art
Location of study	Gower Street/Chenies Street, London WC1E
Mode	Full time
Duration	1 year (up to 2 years) September - July
UK Credits	120 (240 from RADA's FdA or equivalent)
ECTS	60
Final Award	BA (HONS) COMPLETION AWARD
Exit Awards	n/a
Attendance	Full Time
JACS Code	W453, HECoS 100704 - *Formerly coded generically as W400*

SUMMARY DESCRIPTION

The aims of the BA (Hons) Technical Theatre and Stage Management Course (TTSM) are to:

- Develop students' practical and theoretical understanding of technical theatre and stage management as part of a dramatic performance or project.

- Develop students' engagement with the complex and interconnected disciplines that make up technical theatre arts.

- Develop students' analytical and problem-solving skills in order that they can be applied in technical theatre, other related performance industries and the wider world.

- Develop students' ability to conduct research, evaluate evidence, make appropriate arguments and communicate effectively.

- Develop students' ambition to aim for a career at the highest level within their chosen industry.

Further, through both practical and theoretical classes, project and production work, the course aims to develop reflective professional practitioners, specialists in their respective fields and potential leaders for the future.

This programme has been designed with reference to the relevant subject benchmark statement and qualification descriptor.

LEARNING OUTCOMES

Learning outcomes show what a student is intended and expected to learn over the course of their studies. Each module has learning outcomes that are directly mapped onto the degree learning

outcomes. Learning outcomes describe what you should know and be able to do if you fully engage with your learning. If you successfully complete the course;

You will obtain a **knowledge and understanding** of:

- The roles, responsibilities and working relationships in theatre and related performance industries [A1].
- The relationship between theory and practice in your relevant field of Technical Theatre and Stage Management [A2].
- Contextual, conceptual and critical frameworks in relation to Performance [A3].

You will develop **skills and abilities** that will enable you to:

- Creatively solve problems to support and enhance both independent and collaborative work [B1].
- Plan and undertake rigorous independent research [B2].
- Experiment, interrogate, analyse, evaluate and create new models of practice [B3].
- Apply relevant specialist techniques, crafts and associated technologies to your work [B4].
- Document and present your work to both specialist and non-specialist audiences [B5].
- Practice and apply health and safety considerations rigorously and consistently in your work [B6].
- Demonstrate effective time management and organisational skills [B7].
- Contribute effectively to the needs of a given production or performance as an individual and as a member of a team [B8].
- Apply current working practice in your discipline and its associated technologies [B9].

You will develop **professional values and competencies** that will enable you to:

- Evaluate your personal development through a process of reflection and self-appraisal [C1].
- Develop strategies for lifelong learning [C2].
- Communicate effectively and actively collaborate with others to achieve common goals [C3].
- Utilise Information technology creatively [C4].
- Conceptualise, develop and implement creative project management in speculative and realised contexts [C5].

GRADUATE ATTRIBUTES

RADA recognises individual student aspiration and ambition, and the Technical Theatre and Stage Management Course (TTSM) offers an environment in which students are encouraged to explore their own creativity and become autonomous, life-long learners.

Core disciplines making up the BA(Hons) TTSM are:

1. Stage Management
2. Prop making
3. Costume and Wardrobe
4. Scenic Construction
5. Scenic Art
6. Lighting
7. Sound

Understanding that our graduates require a broad knowledge of the world they are going into as well as the skills they need to work in their chosen areas, our disciplinary teaching is built around the three core strands of:

1. Context – historical, political, cultural, social, managerial
2. Design
3. Stagecraft and Production

Through which we work with students to develop their:

1. Professional practice
2. Theoretical understanding
3. Management, teamwork and leadership skills
4. Interpersonal communication skills
5. Career aspirations

Aiming to produce graduates who are:

1. Creative and resourceful individuals who exhibit technical excellence within their field;
2. Collaborative practitioners and contributors who recognise their potential to engage with a variety of contexts; social, community, performance, business, education;
3. Equipped to take advantage of the wide range of employment opportunities available within the technical theatre and performance related industries, who understand how to generate their own work and who have the skills to manage sustainable and enriching careers.

RADA

Modules and Credits

Module Title	Module Code	Module Credits	Core/ Elective	Level
Level 6				
Contextual and Development Studies 3	TTSM601	10	Core	6
Advanced Skills 2	TTSM602	10	Core	6
Production Practice 5	TTSM603	20	Core	6
Production Practice 6	TTSM604	20	Core	6
And with Tutorial guidance, 60 Credits from the following:				
Production Practice 7	TTSM605	20	Elective	6
Production Practice 8	TTSM606	20	Elective	6
Production Practice 9	TTSM607	20	Elective	6
Project 2	TTSM608	20	Elective	6
Extended Project 2	TTSM609	20	Elective	6
Placement 2	TTSM610	20	Elective	6

Extended Placement 2	TTSM611	20	Elective	6

These options take into account the differences in technical disciplines in that, for example, a student specialising in Scenic Art is likely to opt for a Project Module in order to enhance their skills in that area, whereas a student specialising in Stage Management is likely to opt for further Production experience and learning.

Year Structure

At the start of the year, we frontload teaching in the autumn term to prepare you for work on projects and productions as the year progresses:

Year/Level	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Level 6	TTSM601 TTSM602	TTSM 603-611 are taken by individual students on a range of placements, productions and/or projects throughout the remainder of the year.				

Key Progression Points (if applicable)

You are required to achieve all credits in order to pass the year and graduate.

Options/Electives (if applicable)

At level 6, in addition to the core modules comprising 60 credits, you will opt for a 60 Credit combination of modules. Whilst we will consult with you about your allocation to disciplines, productions, placements and projects, for reasons that include student numbers, material and learning experience, the final decision rests with RADA and the DTT.

Pre and Co-requisites (if applicable)

BA (Hons) TTSM requires students to have achieves 240 credits on the RADA FdA or an equivalent programme of study in order to be considered for acceptance onto the BA (Hons) programme.

TTSM608 must be taken for its extension TTSM609 to be taken.

TTSM610 must be taken for its extension TTSM611 to be taken.

All modules must be passed.

Additional Credit

N/A

LEARNING AND TEACHING

Notional learning hours

Are defined by the QAA as the number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. This may include time spent in class, directed learning, independent study and assessment. One credit is typically described as being equal to 10 hours of notional learning.

At RADA, we expect students to work up to 35 hours a week, often more when working on an Academy Production.

Our definitions:

- **Contact Hours** – the hours spent in contact with academic staff for the purposes of learning, teaching, and assessment (including feedback); undertaken online or in person.
- **Directed learning** – when it is clear which activities a student needs to be doing in order to be prepared for upcoming live (either online or in-person) interactions.
- **Self-directed learning** – the autonomous learning students are always expected to do whilst studying at an HEI, reading beyond the core materials or from selected reading lists.

At level 6

Contextual and Development Studies module teaching pattern (10 credits)

Mode	Contact Hours	Directed learning	Self-directed learning	Total
Classes, workshops and seminars	15			15
Tutorials	5			5
Personal research and reflection		40	40	80

Totals	**20**	**40**	**40**	**100**

Advanced skills module teaching pattern (10 credits)

Mode	Contact Hours	Directed learning	Self-directed learning	Total
Classes, workshops and seminars	15			15
Tutorials	5			5
Personal practical work		70		70
Personal research and reflection			10	10
Totals	**20**	**70**	**10**	**100**

Production and Project module teaching pattern (20 credits each)

Mode	Contact Hours	Directed learning	Self-directed learning	Total
Classes, workshops and seminars	5			5
Tutorials	5			5
Practical work on production		150	20	170
Personal research and reflection			20	20
Totals	**10**	**150**	**40**	**200**

Placement module teaching pattern (20 credits each)

Mode	Contact Hours	Directed learning	Self-directed learning	Total
Tutorials	5			5
Practical work		175		175
Personal research and reflection			20	20

Totals	5	175	20	200

For the year:

- Total contact hours - 90
- Total directed learning hours - 860
- Total self-directed learning hours - 250
- Total learning and teaching hours - 1200

Learning and teaching methods

Most learning and teaching takes place in group and 1:1 venue or workshop-based classes, group and 1:1 tutorials and seminars.

Self-directed study hours include group and 1:1 research and practice, project and production work.

In addition, classroom-based teaching takes place in support of theoretical and textual studies

Placements and Exchanges

At level 6, placements or work-based learning modules are optional. Professional work may be considered as a placement provided it fulfils the learning outcomes for one of the placement modules.

In addition, at level 6, up to two (2) Production Practice modules (comprising one (1) term of study) may be completed at a partner HE Institution, for example the National School of Drama, (New Delhi, India).

ASSESSMENT

Overview

You are assessed using continuous, formative and summative methods.

Your continuous and formative assessment includes classroom observation and feedback, classroom presentations and feedback, reflective journal and portfolio review, 1:1 and group tutorials.

Summative assessment is given at the conclusion of production or project work. You will also be assessed on portfolio work as appropriate.

Marking Criteria

The marking criteria for this course follow RADA's generic system based on professionally related standards, as well as criteria devised for each specific project or role, a copy of which is made available to each student at the beginning of their course and is available on the RADA SharePoint

What do I have to do to pass?

In order to pass the programme you must achieve the credit for each module with an overall mark of 40 or above.

Assessment Board

The course reports to the TTSM UG Assessment Board, usually held in July. (existing Board)

External Examiners

The course will appoint an external examiner in line with Kings requirements.

AWARDS

This programme leads to the award of BA (Hons) on successful completion of all level 6 modules.

BA (Hons) The minimum percentage in the overall aggregate for recommendation for BA (Hons) are:

Class 1 (I)	Minimum 70%
Class 2 Upper Division (II:i)	Minimum 60%
Class 2 Lower Division (II:ii)	Minimum 50%
Class 3 (III)	Minimum 40%

Level 6 will constitute 100% of the overall aggregate

Accreditation and additional qualifications

N/A

ADMISSIONS CRITERIA

Please see RADA's Academic Regulations and admissions policy.

Equality, diversity and inclusion

Candidates are encouraged to disclose any disabilities or impairments at the application stage so that adjustments can be made in the audition process, and applicants are assessed with such adjustments in place to ensure that they are not disadvantaged.

Early learning needs assessment usually conducted by the Director of Technical Training, in consultation with Student & Academic Services, and regular review of all learning agreements.

RADA provides needs assessments and support for students with specific learning disabilities or other forms of impairment including adjustments in the work or assessment (for example, providing teaching notes in hard copy, or adjusting time commitments)

The nature of the programme and small intake of students (c. 17 per cohort) means that we can provide reasonable adjustments for students meeting entry requirements (as demonstrated through the application process)

Our Student Support and Student Wellbeing Service provides significant support for students with mental health (or resilience) concerns, including up to 12 sessions with a counsellor and private referrals to a consultant psychiatrist, eating disorder specialist or other relevant specialists.

CURRICULUM MAP

TT&SM	Year 3 (Level 6)										
	TTSM601	TTSM602	TTSM603	TTSM604	TTSM605	TTSM606	TTSM607	TTSM608	TTSM609	TTSM610	TTSM611
Knowledge and Understanding											
A1 The roles, responsibilities and working relationships in theatre and related performance industries.		X	X	X	X	X	X				
A2 The relationship between theory and practice in your relevant field of Technical Theatre and Stage Management		X	X	X	X	X	X	X	X	X	X
A3 Contextual, conceptual and critical frameworks in relation to Performance	X							X	X	X	X
Skills and Abilities											
B1 Creatively solve problems to support and enhance both independent and collaborative work			X	X	X	X	X				
B2 Plan and undertake rigorous independent research	X	X						X	X	X	X
B3 Experiment, interrogate, analyse, evaluate and create new models	X	X						X	X	X	X

	1	2	3	4	5	6	7	8	9	10	11
B4 Apply relevant specialist techniques, crafts and associated technologies to your work		X	X	X	X	X	X	X	X	X	X
B5 Document and present your work	X	X	X	X	X	X	X	X	X	X	X
B6 Practice and apply health and safety considerations rigorously and consistently in your work		X	X	X	X	X	X	X	X	X	X
B7 Demonstrate effective time management and organisational skills	X	X	X	X	X	X	X	X	X	X	X
B8 Contribute effectively to the needs of a given production or performance as an individual and as a member of a team			X	X	X	X	X				
B9 Apply current working practice in your discipline and its associated technologies			X	X	X	X	X	X	X	X	X
Professional Values and Competencies											
C1 Evaluate your personal development through a process of reflection and self-appraisal	X	X	X	X	X	X	X	X	X	X	X
C2 Develop strategies for lifelong learning	X	X	X	X	X	X	X			X	X
C3 Communicate effectively and actively collaborate with others to achieve common goals			X	X	X	X	X				
C4 Utilise Information technology creatively	X	X	X	X	X	X	X	X	X	X	X
C5 Conceptualise, develop and implement creative project management in speculative and realised contexts			X	X	X	X	X			X	X