Programme Specification

Queen Margaret University
EDINBURGH

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement **(BS)**

1	**Awarding Institution**	Queen Margaret University
2	**Teaching Institution**	Edinburgh Stage Management School
3	**Professional body accreditation**	N/A
4	**Final Award**	MA in Stage Management (180 credits)
	Subsidiary exit awards	PgDip in Stage Management (120 credits)
		PgCert in Stage Management (60 credits)
5	**Programme Title**	MA in Stage Management
	UCAS code (or other coding system if relevant)	NA
7	**SCQF Level**	11
8	**Mode of delivery and duration**	1 year F/T, 7 years P/T
9	**Date of validation/review**	July 2016

10. Educational Aims of the programme

The PG Cert in Stage Management will enable students to:

- Demonstrate a critical understanding of current practice in stage management;
- Display a critical awareness of current issues in stage/theatre and events management;
- Develop personal and professional competencies through responses to complex issues related to stage management practices;
- Take responsibility for their own work and critically reflect on the experience.

In addition to the above, the PG Dip in Stage Management will enable students to:

- Apply a range of practical skills within a theoretical framework in a stage/events management context.

In addition to the above the MA in Stage Management will enable the student to:

- Contribute to theoretical and/or professional innovation within the field of stage management;
- Demonstrate initiative and responsibility within a framework of substantial autonomy.

11. Benchmark statements/professional and statutory body requirements covered by the programme

There are no QAA subject benchmark statements for Masters programmes in the arts, however, there are Masters level benchmark statements for business and management programmes (QAA, 2015). Although these provide a broad frame of reference, particularly with regard to the development of transferable and lifelong skills (2.1), it was felt that the specific business nature of the statements was not applicable to the specialist requirements of a programme in Stage Management. Therefore the proposed learning outcomes have been devised in order to specifically acknowledge a focus on the specificities of stage management.

12. Learning Outcomes of the Programme

The MA programme provides the opportunity for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas. These learning outcomes articulate with the characteristic outcomes described in the Level 11 descriptors of the SCQ Framework which requires students to seek to develop a deeper understanding of both the relevant body of knowledge and their personal and professional skills in order to contribute to development of a subject area or field.

Knowledge and understanding of …

- Contemporary issues affecting stage management
- Theoretical issues and concepts relating to stage management
- The key components which constitute, and the processes by which, an effective stage management team is created and maintained
- Approaches for utilising management tools and techniques effectively within the context of theatres and events
- Vocabularies, techniques, structures and working methods related to the technical arts involved in theatres and events
- Qualitative research methods relevant to the study of theatre and events in the broader context of the creative industries

Intellectual (thinking) skills in order to…

- Reflect critically on the relationship between theory and practice in the field of stage management
- Review evidence from primary and secondary sources
- Exercise individual judgement and develop strategic thinking within both academic and vocational environments
- Apply knowledge, practices, concepts and skills from other disciplines to the stage management arena
- Gather and analyse their own primary data and knowledge through the application of relevant research and enquiry methods

Professional and practical skills to enable students to ….

- Examine and evaluate the present and future role of the stage management team within any organisation
- Engage in debate and construct arguments on issues relating to the stage management of theatrical and other entertainment events;
- Critically evaluate the backstage management of theatres, venues, and festivals
- Identify and develop the leadership qualities required in the field of stage management
- Work both within a stage management team, and interconnect with other professional teams in the world of theatre and events
- Work in a variety of stage management positions within theatre, events, and arts organisations.

Transferable skills that enable the student to …

- Retrieve and analyse information and ideas from a range of print and electronic resources
- Present information and communicate ideas in appropriate forms for diverse audiences
- Undertake problem solving activities
- Play a proactive role in the professional development of self and peers
- Work and learn independently, exercising initiative and taking personal responsibility
- Work and learn effectively in groups
- Manage time and resources effectively
- Use qualitative research methods in academic and professional settings

13. Teaching and learning methods and strategies

In line with the QM QELTA strategy, the programme places the student at the centre of the learning process. The student is expected to take overall responsibility for their learning and the teaching and learning strategies utilised are designed to enable independent progress within a supportive framework. The structure and content of the programme modules is designed to facilitate flexibility and allow students to follow their own specific interests. They are also designed to balance the needs of academic scholarship with the practical skills and knowledge required to work in the sector.

To implement this strategy, a varied menu of learning and teaching methods allow all students to engage with, practice, and demonstrate mastery of new skills and achievements in as wide a variety of contexts as possible. The methods may include lectures, tutorials, discussions, field trips, case studies and master-classes. This variety of approach, coupled with an emphasis on self-directed learning, supports the effectiveness of the learning process and fosters reflective student practice. Face-to-face teaching is supported by the use of on-line forums.

14. Assessment strategies

Summative assessments have been developed that accurately reflect both the knowledge and skills that have been addressed in class. Summative assessments are intended to mirror the balance between the practical and the critical that runs throughout the course. Summative assessments take a variety of forms in order to draw out the students' knowledge and skills, as well as preparing them for the types of tasks they will face when engaged in professional stage management. Where a module is composed primarily of a vocational element (e.g. Professional Practice 1 & 2) it is accompanied by an assignment that requires students to critically reflect on that practice; this ensures that all modules require students to exhibit the critical reflexivity that is central to study at SCQF level 11. The summative assessments are

- Reflective blog
- Research topic presentation, with Q&A
- Case Study, with presentation
- Research essay 3,000 words
- Portfolio, with 'compare & contrast' report and presentation
- Critical and evaluative report

The final project is a choice of:

- 12,000-15,000 word research dissertation OR
- Reflective Project, including a 6,500+ word essay, supported by relevant documentation

Formative assessment is embedded into each of the modules and includes a range of activity such as class debates, peer/tutor reviewed written work/oral presentations, and contribution to online discussions and activities. It is likely that formative assessment methods will be adapted and altered over the course of the programme in response to the experience and learning needs of the students.

15. **Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)**

Modules	Credits	Core / Option
Semester One		
Core Technical Skills for Theatre Production	15	Core
Managing Productions: Theory & Practice	15	Core
Professional Practice 1	30	Core
Semester Two		
Advanced Technical Practice for Live Performance	15	Core
Managing People and Projects	15	Core
Professional Practice 2	30	Core
Semester Three		
Project	60	Core

To be eligible for the Award of MA in Stage Management a student must have successfully completed the equivalent of 45 weeks of full time study in the form of eight core modules (120 credits) and one independent piece of research or equivalent (60 credits).

To be eligible for the award of Postgraduate Certificate in Stage Management a student must have successfully completed the equivalent of 15 weeks of full time study in the form of four modules (60 credits) each requiring 150 hours of student effort.

To be eligible for the award of Postgraduate Diploma in Stage Management a student must have successfully completed the equivalent of 30 weeks of full time study in the form of the eight core modules (120 credits) each requiring 150 hours of student effort.

16. **Criteria for admission**

To enter the MA in Stage Management, applicants should normally hold a UK honours degree or equivalent. As this programme is designed as a conversion degree we particularly welcome applicants from theatre/drama related subjects.

Applicants whose first language is not English must provide evidence of proficiency in English language. Acceptable evidence is:

- an overall IELTS score of 6.5, with no individual component scores below 5.5;
- a score of 237 in the computer-based TOEFL exam or 580 in the paper-based exam.

Where an applicant has an overall IELTS score of 6.5, they will be required to take part in the pre-sessional English course offered by the Effective Learning Service. Where an applicant has an overall IELTS score of 7 they will be strongly advised to take part in the pre-sessional English course offered by the Effective Learning Service.

In line with the University policy of seeking to offer opportunities to candidates regardless of their personal background and level of educational attainment, and our desire to welcome more practising stage managers onto the course, the programme team will promote entry to the programme for all students irrespective of their academic history. Practically this means that the programme team will consider:

- Applicants who have obtained an undergraduate general degree level qualification but can demonstrate a period of substantive work experience (e.g. internship; management experience);
- Candidates who have no formal degree level qualification but can demonstrate substantive professional experience and suitable CPD outcomes.

17. Support for students and their learning

Students will have access to all of the standard support mechanisms at QMU. These include:

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

In addition a longitudinal induction will ensure that study skills are developed at an appropriate time in the programme, relevant to the work students are undertaking.

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: http://www.qmu.ac.uk/about-the-university/quality/