Programme Specification

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

### Degree and Programme Title: BA (Hons) in Production and Technical Arts: [specialism] [top-up]

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<tbody>
<tr>
<td><strong>1. Awarding Institution/Body</strong></td>
<td>University of Kent</td>
</tr>
<tr>
<td><strong>2. Teaching Institution</strong></td>
<td>London Academy of Music and Dramatic Art (LAMDA)</td>
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<tr>
<td><strong>3. School responsible for management of the programme</strong></td>
<td>School of Arts</td>
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</table>
| **4. Teaching Site** | London Academy of Music and Dramatic Art (LAMDA)  
155 Talgarth Road  
London W14 9DA |
| **5. Mode of Delivery** | Full-time |
| **6. Programme accredited by** | Not applicable |
| **7. Final Award** | BA (Hons) Top Up |
| **8. Programme** | BA (Hons) Production and Technical Arts (Lighting) [top-up] or,  
BA (Hons) Production and Technical Arts (Production Management) [top-up] or,  
BA (Hons) Production and Technical Arts (Scenic Construction) [top-up] or,  
BA (Hons) Production and Technical Arts (Sound) [top-up] or,  
BA (Hons) Production and Technical Arts (Stage Management) [top-up] or,  
BA (Hons) Production and Technical Arts (TV, Radio & Film) [top-up] |
| **9. UCAS Code (or other code)** | HESA Code W450 |
| **10. Credits/ECTS Value** | 120 UK credits (60 ECTS) |
| **11. Study Level** | Level 6 |
12. Relevant QAA subject benchmarking group(s)

| 2) | QAA FHEQ, approved in 2001 and revised in 2015 |
| 3) | QAA SBS Art and Design 2008 |

As points for further reference only, the following document has also been consulted:


13. Date of creation/revision (note that dates are necessary for version control)

| September 2009/ revised January 2017 |

14. Intended Start Date of Delivery of this Programme

| September 2017 |

15. Educational Aims of the Programme

The programme aims to:

Develop a student’s professional expertise in Production and Technical Arts through in-depth training in technical and managerial competencies. These also aim to enable graduates to develop as independently-minded practitioners of considerable professional versatility (LAMDA, LTAS Strand 1.4, 2015).

Develop skill in, and understanding of, Construction, Sound, Stage Management, Lighting, Production Management and TV, Radio & Film work at an appropriate level for a Honours (H level) qualification, thereby preparing the student for employment across the widest range of opportunities (LAMDA, LTAS Strand 1.3, 2015).

16 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes are linked to the QAA’s subject benchmarking statement for Dance, Drama and Performance (2015), unless stated otherwise.

A. Knowledge and Understanding:

1. A student will demonstrate knowledge and critical understanding of the processes by which productions are created, managed and documented, with particular reference to their chosen specialist route (SBS 4.2.7)
2. A student will demonstrate knowledge of the application of production skills, with particular reference to their chosen specialist route, to facilitate audience engagement and participants’ practice (SBS 4.3.6)

3. A student will demonstrate knowledge, understanding and application of the underlying concepts through which objects are designed and made (SBS Art and Design 4.2.3)

4. A student will have the ability to recognise situational and interpersonal factors and how these can be effectively accommodated to facilitate productive working relationships (SBS 5.8.3)

5. A student will demonstrate a critical awareness of research methodologies and methods used to investigate their chosen field of study (SBS 4.2.9)

6. A student will demonstrate an understanding of the applications of performance in educational, community and social contexts (SBS4.2.10)

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

**Teaching/learning**

Teaching and learning takes place in the following environments:

- Tutor-led lectures and seminars
- Tutor-led workshops
- Experiential learning including rehearsal periods and public performances
- Non-mediated student learning to encourage self-reflective practice
- Peer evaluations and reflections which are a central part of ensemble working

The nature of training at LAMDA is strongly vocational and classes are devised to be practical and provide an experiential learning environment. Students will learn skills that will prepare and support them in a professional work environment. Practical experience in realistic environments allows students to gain the confidence needed by a self-reflective practitioner who has acquired a basis for furthering his/her own professional development.

Training in academic practices is delivered in small class sizes of up to eight students in which research skills are developed through reflective and analytical engagement with the work.

In teaching students technical and communication skills as professionals, the Academy seeks to prepare individuals for employment opportunities within a highly competitive market place. LAMDA considers transferable skills as vital part of technical theatre training to ensure students are well equipped and flexible to the needs of the wider market place, in order to sustain a career.

**Assessment**

**Productions and Placement Learning**

Assessment of practical modules at LAMDA takes two forms, described below as Continuous Assessment and Formative Assessment.

*Continuous Formative Assessment:* staff and students are able to monitor progress through an open process of discussion and review that happens before, during and after class/production work. This
continuous dialogue allows the students to understand their attainments and become aware of any areas for development.

**Summative Assessment:** at the end of each module, the tutor completes an assessment form and allocates grades to a range of detailed aspects of the work involved, including the technical skills learned and demonstrated, and aspects of professional behaviours demonstrated during the student’s work on that module. Assessment thus results in two marks, one for Technical Skills and one for Common skills. The pass mark is 40%.

**Technical skills** - These are the skills that make up the nature of the work, e.g. rigging and focussing for electrics. This aspect is weighted at 45% of the overall mark.

**Common skills** - These are the skills that apply to any work carried out that markers would be looking for in a potential employee. This aspect is weighted at 55% of the overall mark.

After each show rotation, usually twice a term, the Head of Technical Training will chair a markers’ meeting to monitor student work and second mark the grades given, as per the second marking policy set out in the University of Kent’s credit framework (see above). This meeting allows all the staff members to comment on student progress and identify areas of strength and further development.

**Written work**

All assessment of written work is based on the module’s learning outcomes, and graded in percentages. These follow the University of Kent’s marking policy as set out on the following web link:

http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex6.html

**Feedback and tutorials**

At the end of each module the Head of Technical Training will conduct a tutorial with each student, to take them through the marks they have been awarded, to discuss the reports their tutors have made, to confirm that all the comments have been noted and understood, and to agree new goals for the next module, if applicable. Tutorial records are signed by the student at the end of the meeting.

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. A student will have the ability to reflect analytically on work undertaken as part of a programme of self-development, and communicate this effectively *(SBS 5.2.7)*

2. A student will be able to demonstrate contributing to the performance effectively through stage management, sound and lighting production and administration *(SBS 5.2.3)*

3. A student will be able to use group processes in the analysis and creation of work including hierarchical and non-hierarchical structures *(SBS4.3.7)*

4. A student will have the ability to be open and receptive to unfamiliar issues and ideas and to review and deploy these in unpredictable contexts *(SBS Art and Design 6.8.5)*

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

See section A
C. Subject-specific Skills:

1. A student will have the ability to use effectively technologies, including television and sound editing, sampling, and digital and media arts, in the realisation of their work (SBS 5.2.9)
2. A student will demonstrate the diagnostic ability to describe and evaluate events from a range of critical and technical perspectives, and using appropriate subject specific vocabularies (SBS 5.3.1)
3. A student will have the ability to work independently, set goals and manage their own workload (SBS 5.6.1)
4. A student will have the ability to lead, facilitate, and participate and problem-solve effectively within team working contexts (SBS 5.8.1)
5. A student will have the ability to use and document project management skills, involving the ability to investigate, organise, curate and realise activities (SBS 5.10.3)

   6.1 (Lighting route only) A student will demonstrate the ability to select and use appropriate techniques and processes for the design, installation, configuration and application of lighting systems and networks, and to operate such systems in production environments (SBS 7.10.1; 7.13.1 - 4)

   6.2 (Production Management route only) A student will demonstrate the ability to manage theatre production process effectively and efficiently in completion of a brief, managing the human, physical and financial resources, and to devise and deliver the production schedule (SBS 7.10.1; 7.13.1 - 4)

   6.3 (Scenic Construction route only) A student will demonstrate the ability to produce technical designs enabling the realisation of a design brief, and to select and use appropriate materials, techniques and processes for the construction of scenery and the creation of props (SBS 7.10.1; 7.13.1 - 4)

   6.4 (Sound route only) A student will demonstrate the ability to select and use appropriate techniques and processes for the design, installation, configuration and application of sound systems and networks, and to operate such systems in production environments (SBS 7.10.1; 7.13.1 - 4)

   6.5 (Stage Management route only) A student will demonstrate the ability to select and use an appropriate range of technical and craft skills in managing live events, from pre-production to ‘get-out’, and to co-ordinate specialist inputs from other teams (SBS 7.10.1; 7.13.1 - 4)

   6.6 (TV, Radio & Film route only) A student will demonstrate the ability to manage screen and/or audio production processes effectively and efficiently in completion of a brief, managing the human, physical and financial resources, and to devise and deliver the production schedule (SBS 7.10.1; 7.13.1 - 4)

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated
See section A

D. Transferable Skills:

1. A student will gain and evidence a high level of communication skills (SBS 5.9.1)
2. A student will have the ability to use initiative and creativity in complex problem solving (SBS 5.7.1)
3. A student will have the ability to evaluate his/her own development and contribution to group work, and to articulate findings where appropriate (5.6.1)
4. A student will have advanced IT skills for presentation and research (SBS 5.9.4)
5. A student will have the ability to research, analyse and examine a range of information, and to undertake appropriate further training of a professional nature (SBS 5.7.2)

6. A student will have the ability to develop their professional individual strategies to sustain a career as a freelance professional, and to apply these effectively to a range of unfamiliar situations (SBS 5.6.5)

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

See section A

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification.
This programme is studied over one year full-time. It is not available part-time.

Students successfully completing the programme and achieving 120 credits at L6 and meeting Credit Framework requirements will be eligible for the award of a BA Production and Technical Arts: [specialism]. The specialism of the course will be determined by the student’s choice of one of the following six subjects available as a specialisation:

- Lighting,
- Production management,
- Scenic Construction,
- Sound,
- Stage Management,
- TV, Radio & Film.

The dissertation module offers a choice of two pathways. These are either a major dissertation or a minor dissertation with a practical project.

This course does not offer the opportunity of a sandwich/ study abroad year.

All modules are compulsory.

The course does not permit entry with advanced standing through APL; all entrants must study all three modules.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

There are no co-requisite modules.

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<td>SMTU301</td>
<td>Placement Learning</td>
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<td>Dissertation</td>
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<td>1-3</td>
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Optional Modules Students must select from the following:
18 Work-Based Learning
Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students:

L6 Placement Learning
Students undertake a professional placement of 8-10 weeks at one or more companies involved in theatre or film production, and/or the design or manufacturing of goods and services used in technical theatre.

The nature of the placement varies depending on the student’s choice of department within technical theatre. However, all placements enable students to work in an industry environment whilst benefitting from the academic support available at LAMDA, thereby preparing for employment through work-based practice in a non-HEI setting.

Throughout the placement period, the Head of Technical Training will make contact with the student during the placement as well as with the placement provider, to ensure the placement experience is as expected. Students are briefed by the course director or a departmental tutor before they attend a placement.

The placement provider is briefed by the Head of Technical Training and given a pro-forma to complete at the end of the placement period. The placement provider will normally have a de-briefing session with the student before they leave the placement, to give feedback on the placement experience and the student’s attainment. The placement provider will award the student a provisional grade which is second marked by the Head of Technical Training.

19 Support for Students and their Learning
- LAMDA induction programme
- Department tutors
- Head of Technical Training
- Programme/module handbooks, available in the student area of www.lamda.org.uk
- Sackler Library and Study Centre at LAMDA https://lamda.koha-ptfs.co.uk/
- Student Support http://www.cdd.ac.uk.students/student-support/
- Student Wellbeing and Counselling Service, accessible via the Registry at LAMDA
- Academic Services division at LAMDA
- Student Reps

20 Entry Profile
The minimum age to study a degree programme at the university is normally at least 19 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 Entry Route
For fuller information, please refer to the University prospectus.

Entrance to the course is by successful interview. Applicants are required to have achieved at least a Merit classification in a Foundation Degree (or equivalent qualification) in Stage Management or Technical Theatre, or be able to demonstrate equivalent learning in a professional environment. An average 6.5 in IELTs test, minimum 6.0 in reading and writing is required for applicants to demonstrate an appropriate command of English.

20.2 What does this programme have to offer?

The nature of the training provided enables graduates of the programme to seek employment in the appropriate professional settings. The course’s emphasis on understanding collaborative working and its promotion of skill acquisition through self-discipline and reflective understanding, as well as academic training, enables graduates to apply themselves to a range of occupations in which these skills are required.

20.3 Personal Profile

A typical applicant to the course might be expected to demonstrate the following at the commencement of his/her studies:

- A minimum of a Merit Classification at Foundation degree level, or equivalent, in Stage Management, Technical Theatre or a related area
- Experience of working in technical theatre or similar
- A tangible commitment to acquiring academic research skills
- The capacity to respond positively to the diverse working practices.

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluations
- Annual programme and module monitoring reports [http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html)
- External Examiners system [http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html)
- Periodic programme review [http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html)
- Annual staff appraisal
- Peer observation
- QAA Higher Education Review [http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx](http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx)

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- LAMDA Academic Board
- LAMDA Learning & Teaching committee
- Staff-Student Liaison Committee
- Internal Board of Examiners
- LAMDA/ University of Kent External Board of Examiners
### 21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module evaluations
- Staff-Student Liaison Committee
- LAMDA student rep system
- LAMDA quality assurance student feedback sessions
- LAMDA departmental end-of-term tutorials
- Annual NSS

### 21.4 Staff Development priorities include:

- Annual appraisals
- Institutional Level Staff Development Programme
- Professional body membership and requirements
- Programme team meetings
- Research seminars/ conferences

### 22 Indicators of Quality and Standards

- Results of periodic programme review 2011
- QAA Higher Education Review 2015
- Annual External Examiner reports
- Annual programme and module monitoring reports

### 22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- LAMDA LTAS 2015

*template last updated November 2016*
Programme Title: BA (Hons) Top Up in Production and Technical Arts: [specialism]

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<th>Stage 3</th>
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<tr>
<td>Module 2: Placement</td>
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<tr>
<td>Module 3: Dissertation</td>
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Programme Learning outcomes

Knowledge and Understanding:

- A1
- A2
- A3
- A4
- A5
- A6

Intellectual Skills:

- B1
- B2
- B3
- B4

Subject-specific Skills:

- C1
- C2
- C3
- C4
- C5

Transferable Skills:

- D1
- D2
- D3
- D4
- D5
- D6