1. **The title of the module**  
Placement Learning

2. **The Department which will be responsible for management of the module**  
Stage Management and Technical Theatre

3. **The Start Date of the Module**  
September 2009

4. **The cohort of students (onwards) to which the module will be applicable.**  
Entry 2009

5. **The number of students expected to take the module**  
Up to 5

6. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal**  
None

7. **The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
Honours (H)

8. **The number of credits which the module represents**  
30

9. **Which term(s) the module is to be taught in (or other teaching pattern)**  
Spring & Summer

10. **Prerequisite and co-requisite modules:**  
None

11. **The programmes of study to which the module contributes**  
BA Honours (Top Up) Theatre Production

12. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**

   - To gain professional employment experience within theatre production and/or its supporting industries
   - To gain insight into the working rights and requirements of theatre employees and how they affect theatre production
   - To develop a network of professional contacts
   - To create a sustainable professional development strategy in order to gain employment and progress within the field of production.

These learning outcomes are designed to develop the individual’s knowledge and understanding of the professional work environment they are seeking to join. Through the placement rotation, students will gain practical hands-on professional experience with a company that relates to their field of interest. They will also be given the opportunity to develop contacts to support their professional development and provide valuable references at the start of their career.

13. **The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**

   - Communication skills
   - Financial management
   - Teamwork skills
   - Negotiation skills
   - IT skills for the use of technology
   - Time Management
   - Work independently
These generic learning outcomes underpin the skills acquisition of this module, and aim to develop the individual’s employability skills in readiness for a career. The students need to be able to work effectively within a production team to ensure that technical and artistic visions are achieved.

14. A synopsis of the curriculum
Students will undertake between 8 – 10 weeks work placement at one or more companies related to theatre production. Placements will be mutually agreed by the Course Director and the student to ensure the placement provider can deliver an acceptable level of teaching and learning relevant to Honours level study. The student will undertake two weeks of classroom-based learning, including preparing a personal development file and placement file.

15. Indicative Reading List
There is no reading list for this placement learning opportunity. The focus is on practical learning. Books can be recommended in relation to the interests of the individual. Additionally, students may like to refer to the industry unions/representatives for more information.
www.equity.org.uk (Trade Union for Performers and Artists including Stage Management)
www.abtt.co.uk (Association of British Theatre Technicians)
www.stagemanagementassociation (Stage Management)

16. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes.
This module comprises of 300 hours of study, approximately broken down as follows:
300 hours of experiential learning (work placement)

This primary delivery mode for this module is through work placement. LAMDA has a long history of providing work placements with up to 25% of students gaining employment either directly or indirectly through the placement. Placements are arranged and managed in accordance with the placement handbook, which has been created in line with QAA guidelines.

Additionally, there will be taught class work and study centered learning to prepare and debrief students.

17. Assessment methods and how these relate to testing achievement of the intended learning outcomes

• 100% Placement (tests all learning outcomes for this module)

This will divide into 80% placements providers written and numerical assessment and 20% Course Leaders assessment based on a Viva Voce and placement portfolio.

Work placements are assessed by the placement provider and the Course Leader. Final grades are awarded at the end of the module. Students are awarded to grades, grade one is for technical skills – how well the individual has applied the skills taught in class work to the realistic working environment, and grade two is for common skills such as time keeping, use of initiative, communication skills etc, and reflects the transferable skills each student needs to gain and maintain employment within the industry. Technical skills are awarded within a range of 15 to 1 scale (15 being the top mark and 1 being a fail) and Common skills are awarded in a range of 8 to 1 for Common Skills. Students must gain a minimum of a 4 grade in technical skills and a minimum grade 3 in common skills to pass the module. This is in keeping with the assessment of other level two practice based modules.

The placement provider gives two grades using the system described based on the achievements of the learning outcomes in a professional environment. The Course Leader reviews the student’s work through their placement portfolio as part of a Viva Voce assessment. The Course Leader may then agree with, or moderate, the placement provider’s grade to reach a final mark. Any moderation is done in consultation with the placement provider.

If a student should fail a work placement, they will be offered one re-sit opportunity in the same academic year.
18. **Implications for learning resources, including staff, library, IT and space**

Students on this module will primarily be using the resources of the placement provider. The Course Director will ensure that the placement provider is able to provide an appropriate learning environment which will meet the learning outcomes of this module. Whilst on placement, students remain in regular contact with Course Director and are able to return to LAMDA to use any facilities as appropriate.

19. **A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**

LAMDA is satisfied that this module can be delivered to all students regardless of disability. LAMDA currently makes use of learning agreements to ensure all students are supported to achieve the learning outcomes. Any existing learning agreements would be shared with the placement provider on completion of the necessary data protection requirements.