UNIVERSITY OF KENT

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: Fd Production and Technical Arts: Stage & Screen |
|---|---|
| 1. **Awarding Institution/Body** | University of Kent |
| 2. **Teaching Institution** | London Academy of Music and Dramatic Art (LAMDA) |
| 3. **School responsible for management of the programme** | School of Arts |
| 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** | Foundation Degree  
Alternative Exit Award: Cert HE in Production and Technical Arts: Stage & Screen |
| 8. **Programme** | Production and Technical Arts: Stage & Screen |
| 9. **UCAS Code (or other code)** | HESA Code W450 |
| 10. **Credits/ECTS Value** | 240 UK credits (120 ECTS) |
| 11. **Study Level** | Level 5 |
### 12. Relevant QAA subject benchmarking group(s)

<table>
<thead>
<tr>
<th>1) QAA SBS Dance Drama Performance 2015</th>
</tr>
</thead>
</table>

2) QAA FHEQ, approved in 2001 and revised in 2015

3) QAA SBS Art and Design 2008

4) QAA Characteristics Statement. Foundations Degree 2015

As points for further reference only, the following documents have also been consulted:

5) QAA SBS Dance Drama Performance 2007

### 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 |

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### 15. Educational Aims of the Programme

The programme aims to:

Develop a student’s professional expertise in stage management, production and technical theatre through in-depth training in craft, technical and managerial competencies, which also aim to enable graduates to develop as independently-minded practitioners of considerable professional versatility (LAMDA, LTAS Strand 1.4, 2015).

Develop skills in Construction, Sound, Stage Management, Lighting and Screen & Audio work at an appropriate level for a Level 5 qualification, thereby preparing the student for employment across the widest range of opportunities (LAMDA, LTAS Strand 1.3, 2015).

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### 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).

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### A. Knowledge and Understanding:

1. A student will demonstrate knowledge and understanding of the processes by which productions are created and managed (SBS 4.2.7)
2. A student will demonstrate knowledge of the application of production skills to facilitate participants’ practice (SBS 4.3.6)

3. A student will demonstrate knowledge and understanding of the processes through which objects are designed, made and used (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)

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 class work
- Tutor-led workshops and seminars
- 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.

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

Assessment 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
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 critically on work undertaken as part of a programme of self-development (SBS 5.2.7)
2. A student will be able to demonstrate contributing to the production through stage management, sound, construction, screen & audio and lighting production and administration (SBS 5.2.3)
3. A student will be able to use group processes in the creation of work including hierarchical and non-hierarchical structures (SBS 4.3.7)
4. A student will have the ability to be open and receptive to unfamiliar issues and ideas and to deploy these effectively (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 be able to engage in, and contribute to, production, based on the acquisition and understanding of appropriate production vocabularies, skills and working methods (SBS 5.2.1 & 5.2.3)
2. A student will have the ability to use technologies, television and sound editing, sampling, and digital and media arts in the realisation of their work (SBS 5.2.9)
3. A student will demonstrate the ability to describe and evaluate events from a range of critical and technical perspectives, and using appropriate subject specific vocabularies (SBS 5.3.1)
4. A student will have the ability to work independently, set goals and manage their own workload (SBS 5.6.1)
5. A student will have the ability to lead, facilitate, and participate and problem-solve within team working contexts (SBS 5.8.1)
6. A student will have the ability to use project management skills, involving the ability to investigate, organise, curate and realise activities (SBS 5.10.3)

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 an effective level of communication skills (SBS 5.9.1)
2. A student will be able to work as a valuable and contributory team member (SBS 5.8.2)
3. A student will have the ability to use initiative in problem solving (SBS 5.7.1)
4. A student will have the ability to evaluate his/her own development and contribution to group work (5.6.1)
5. A student will have appropriate IT skills for presentation and research (SBS 5.9.4)
6. A student will have the ability to research, analyse and examine a range of information (SBS 5.7.2)
7. A student will have the ability to develop their professional individual strategies to sustain a career as a freelance professional (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.
17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

This programme is studied over two years full-time. It is not available part-time.

The programme is divided into two stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of ‘learning time’ (including all classes and all private study and research). Thus, obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html.

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html. To be eligible for the award of a foundation degree students must obtain 240 credits, at least 90 of which must be at Level 5 or above.

Students successfully completing Stage 1 (HE Level 4) of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Cert HE in Production and Technical Arts: Stage & Screen.

Progression into Stage 2 (HE Level 5) is conditional upon successful completion of all Stage 1 modules.

Students successfully completing Stage 2 of the programme and achieving 240 credits overall including at least 90 credits at level 5 or will be eligible for the award of a Fd Production and Technical Arts: Stage & Screen.

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

The course does not permit entry through APL.

Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which the Head of Technical Training will select a stated number of modules.

At Stage 1, students will first undertake an introductory, diagnostic period of 12 weeks’ basic training, after which their module choices will be finalised by the Head of Technical Training. All students in Stage 1 will take at least one module from the Stage Management department. Stage 2 option choices will be discussed and agreed by the end of the summer term of Stage 1.

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.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Term(s)</th>
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<tr>
<td></td>
<td><strong>Stage 1</strong></td>
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<td><strong>Compulsory Module</strong></td>
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<td>L4</td>
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<td><strong>Optional Modules</strong> Students must select three from the following:</td>
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<tr>
<td>LAMDA 101</td>
<td>Electrics and Lighting</td>
<td>L4</td>
<td>30</td>
<td>1-3</td>
</tr>
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<td>LAMDA 102</td>
<td>Sound</td>
<td>L4</td>
<td>30</td>
<td>1-3</td>
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<td>LAMDA 103</td>
<td>Scenic Workshop</td>
<td>L4</td>
<td>30</td>
<td>1-3</td>
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<td>LAMDA 104</td>
<td>Technical Stage Management</td>
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<td>LAMDA 201</td>
<td>Placement Learning</td>
<td>L5</td>
<td>20</td>
<td>1-3</td>
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<td><strong>Optional Modules</strong> Students must select four from the following:</td>
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<tr>
<td>LAMDA 509</td>
<td>Stage Management</td>
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<tr>
<td>LAMDA 506</td>
<td>Lighting</td>
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<td>LAMDA 507</td>
<td>Production Sound</td>
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<td>1-3</td>
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<td>LAMDA 508</td>
<td>Scenic Construction</td>
<td>L5</td>
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<td>1-3</td>
</tr>
<tr>
<td>LAMDA 510</td>
<td>Production Management</td>
<td>L5</td>
<td>25</td>
<td>1-3</td>
</tr>
<tr>
<td>LAMDA 511</td>
<td>LX Design</td>
<td>L5</td>
<td>25</td>
<td>1-3</td>
</tr>
<tr>
<td>LAMDA 521</td>
<td>Screen &amp; Audio</td>
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<td>25</td>
<td>1-3</td>
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<td></td>
<td><strong>Stage 3</strong></td>
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<td><em>Not applicable</em></td>
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</table>

**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 LAMDA 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:

**L5 Placement Learning**

During this module, students will be expected to research and source a work placement opportunity with an established company within the entertainment industry. This placement should be of at least five-week duration. Students will develop their communication and organisational skills through a series of classes and will create an appropriate CV for applications in this field.
Students are required to work with the placement host company, following current Health & Safety legislation and company policy. The student will complete a reflective journal throughout the work placement.

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 18 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 must demonstrate an ability to learn, and for such learning to articulate itself in prior experience in school, or in amateur or professional production situations. An average 6.5 in IELT tests, 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 strongly vocational 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. The promotion of skill acquisition through reflective understanding, applied practice and self-discipline enable 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 demonstrable aptitude for working in technical theatre
- A tangible commitment to acquiring skills
- The capacity to respond positively to the diverse working practices of stage and screen
- A willingness to work in a group setting

### 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
- LAMDFALTAS 2015

*template last updated November 2016*
<table>
<thead>
<tr>
<th>Stage 1 / Level 4</th>
<th>Stage 2 / Level 5</th>
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<tbody>
<tr>
<td>Module 100: Stage Management</td>
<td>Module 201: Professional Practice</td>
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<td>Module 101: Electrics &amp; Lighting</td>
<td>Module 200: Stage Management</td>
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<td>Module 102: Sound</td>
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<td>Module 103: Scenic Workshop</td>
<td>Module 301: Production Sound</td>
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<td>Module 304: Production Management</td>
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<td>Module 305: LX Design</td>
<td>Module 306: Screen &amp; Audio</td>
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</tbody>
</table>

Programme Learning outcomes Knowledge and Understanding:

| A1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Intellectual Skills:

| B1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| B2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| B3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| B4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Subject-specific Skills:

| C1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Transferable Skills:

| D1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| D2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| D3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| D4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| D5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| D6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| D7 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |