1. **Title of the module**
   Scenic Workshop – LAMDA103

2. **School or partner institution which will be responsible for management of the module**
   London Academy of Music and Dramatic Art (LAMDA)

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
   Level 4

4. **The number of credits and the ECTS value which the module represents**
   30 Credits [15ECTS]

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Autumn, Spring and Summer

6. **Prerequisite and co-requisite modules**
   Not applicable

7. **The programmes of study to which the module contributes**
   Fd Production and Technical Arts: Stage & Screen

8. **The intended subject specific learning outcomes.**
   On successfully completing the module students will be able to:
   8.1 Use a range of introductory techniques and materials involved with scenic construction and finishing
   8.2 Understand and operate basic stage machinery and construction tools safely
   8.3 Understand the roles and responsibilities of key members within a scenic workshop and be able to undertake the role of a scenic construction crew member for a production
   8.4 Understand the Health and Safety responsibilities and safe practice as a member of the scenic construction department
   8.5 Design and build items used as scenic elements in a public production
   8.6 Collaborate with others in achieving outcomes appropriate to a production.

9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to:
   9.1 Communicate the results of their study/work accurately
   9.2 Demonstrate the ability to present and evaluate given information and/or decision-making
   9.3 Evaluate the appropriateness of own work
   9.4 Understand the application of safe working practices
   9.5 Develop new skills within a structured and managed environment
   9.6 Adapt the work required to a given environment.

10. **A synopsis of the curriculum**
    The module introduces students to the roles and responsibilities within the Scenic Construction department. It encourages the development of practical and technical skills and team work. Students work on the construction of a scenic element for a public production in order to experience the realistic working environment of the Scenic construction department. They are part of a production team that is involved in the staging of a show from rehearsals and technical preparation up to, and including, the get-out.
MODULE SPECIFICATION

During the workshop rotation, students cover the following topics, either through a show rotation or in practical class work:

- The relationship between the workshop department and the production team
- Adhering to Health and Safety requirements, including risk assessments
- Operating hand, bench and power tools
- Using a range of materials and finishes
- Developing welding techniques
- Developing basic scenic painting techniques
- Understanding current workshop practices as applied to members of the workshop crew
- Having an understanding of CAD drawings.

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)


12. Learning and teaching methods

Students work with staff in tutor-led sessions that are based on the specific requirements of scenic construction training. The module content is delivered through a mixture of academic lectures, practical workshops, projects, and students’ independent work on an individual submission.

Workshops are taught in small groups of no more than 8 students. Show rotation crewing requirements are calculated by the needs of the show, but it is expected that there would be no more than 8 students on each crew.

During the course of the module students receive informal feedback from tutors in practical workshops and projects. Each student receives a formal individual feedback tutorial at the end of every term to discuss progress with a member of staff, and to agree individual attainment and targets for development. This tutorial draws on the module tutor’s written assessment of student work.

<table>
<thead>
<tr>
<th>Academic lectures:</th>
<th>36h</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical workshops</td>
<td>160h</td>
</tr>
<tr>
<td><strong>Total Contact Hours:</strong></td>
<td><strong>196h</strong></td>
</tr>
<tr>
<td>Independent Study Hours:</td>
<td>104h</td>
</tr>
<tr>
<td><strong>Total Study Hours:</strong></td>
<td><strong>300h</strong></td>
</tr>
</tbody>
</table>

13. Assessment methods

100% practical show rotation.
All assessment 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

Assessment at LAMDA takes two forms, described below as Continuous (Formative) Assessment and Summative Assessment.

Continuous 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. Formative 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.

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
<th>8.3</th>
<th>8.4</th>
<th>8.5</th>
<th>8.6</th>
<th>9.1</th>
<th>9.2</th>
<th>9.3</th>
<th>9.4</th>
<th>9.5</th>
<th>9.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Study</td>
<td>104h</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Academic Lectures</td>
<td>36h</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Practical workshops</td>
<td>160h</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Assessment method</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Study</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Common Skills</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Module Specification Template (July 2016)
15. **Inclusive module design**

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

16. **Campus where module will be delivered**

LAMDA, 155 Talgarth Road, London, W14 9DA

17. **Internationalisation**

Theatre training is a subject area developed through contributions from across the globe. The tutorial team responsible for teaching the programme (to which this module belongs) exemplifies such professional experience. Meeting the subject-specific learning outcomes enables students to apply the skills developed in a wide range of international contexts.

The reading list has been compiled with particular reference to the internationally recognised practices in this field.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. **Partner College/Validated Institution**

LAMDA, 155 Talgarth Road, London, W14 9DA

19. **University School responsible for the programme**

School of Arts

---

**FACULTIES SUPPORT OFFICE USE ONLY**

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>