1. **Title of the module**
   Screen & Audio 1 – LAMDA401

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 (e.g. Level 4, Level 5, Level 6 or Level 7)**
   Level 4

4. **The number of credits and the ECTS value which the module represents**
   5 credits [2.5 ECTS]

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

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

7. **The programmes of study to which the module contributes**
   BA (Hons) Professional Acting

8. **The intended subject specific learning outcomes.**
   On successfully completing the module students will be able to:
   8.1 Demonstrate awareness of the underlying skills appropriate to screen & audio
   8.2 Demonstrate an emerging understanding for interpreting the demands of screen & audio work
   8.3 Communicate the results of their work accurately and reliably
   8.4 Evaluate the appropriateness of skills developed to their application in screen and audio
   8.5 Evidence the taking of some personal responsibility in decision-making as appropriate to the topic

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, evaluate and interpret data, 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

10. **A synopsis of the curriculum**
    The present module is an introduction to Screen & Audio as applied to actor training. Students receive four sessions on radio work and six sessions as an introduction to screen performance, the latter in small groups (c.6-8 students per group). There is also an intensive block period of practical exposure to reviewing filmed material critically, through peer and tutor contributions.
    The curriculum of the sessions is focused on non-verbal storytelling, modulating levels of attention according to the placement of the camera, and recording techniques using mono and stereo microphones.
    The curriculum consists of two classes/workshops:
    - **Introduction to Screen**
    - **Radio**
11. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**


12. **Learning and Teaching methods**

Students work in small groups of 6-8 students. Tutor-led sessions offer introductions to the topics concerned before students operate the equipment to record material. An important element of the module is an ongoing critical review of activities, to enable students to understand and change aspects of their work.

Throughout the module 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 targets for development. This tutorial draws on written reports form every class the student has taken. In addition, students receive informal feedback on solo and ensemble work throughout the module as part of LAMDA’s policy to monitor process.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Screen</td>
<td>27h</td>
</tr>
<tr>
<td>Radio</td>
<td>6h</td>
</tr>
<tr>
<td>Total Contact Hours:</td>
<td>33h</td>
</tr>
<tr>
<td>Independent Study Hours:</td>
<td>17h</td>
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<tr>
<td>Total Study Hours:</td>
<td>50h</td>
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13. **Assessment methods**

Assessment is made according to the University of Kent’s assessment scheme, and its available percentage grades. The criteria applied are outlined in the LAMDA assessment form which identifies the competencies of student work according to the appropriate classifications.

All marking is undertaken by the module or production skills tutor, as appropriate. Marks are second-marked by the relevant Head of Department. All marks are moderated by the end-of-term joint Heads of Department meeting, which is attended by the Heads of Departments and the Head of the Drama School. First and second marking procedures follow the regulations as set out by the University of Kent.

This module will be assessed by 100% course work. For Introduction to Screen, students shoot one short scene (3-5 minutes) at the end of the module. The assessment in Radio is based on the recording of a monologue in the final class (also 3-5 minutes).

Although a student’s skills are developed through ensemble work, which includes tutor-led feedback and peer observation, the module grade is determined by the assessing of each individual student’s attainment.

The assessment of course work is based on continuous evaluation which results in a summative report and overall grade of the student’s work at the end of the module. The student’s achievement results in
two marks awarded at the end of the module; one mark for process and one for performance. Both marks recognise achievement and are weighted equally.

The assessment points for both marks are based on set work given to students, up to and including the last production. To arrive at an overall module grade, the marks awarded are weighted as follows:

<table>
<thead>
<tr>
<th>Production</th>
<th>Individual development (process)</th>
<th>Individual attainment (performance)</th>
<th>Overall percentage of marks within the module grade</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Screen</td>
<td>35%</td>
<td>35%</td>
<td>70%</td>
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<tr>
<td>Radio</td>
<td>15%</td>
<td>15%</td>
<td>30%</td>
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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>
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<th>8.5</th>
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<tbody>
<tr>
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<tr>
<td>Introduction to Screen</td>
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<td>Radio</td>
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15. **The School/Collaborative Partner (delete as applicable) recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s/Collaborative Partner’s (delete as applicable) expectations.**
applicable) disability/dyslexia student support service, and specialist support will be provided where needed.

16. **Campus(es) or Centre(s) where module will be delivered:**
   LAMDA, 155 Talgarth Road, London, W14 9DA

17. **Partner College/Validated Institution:**
   LAMDA, 155 Talgarth Road, London, W14 9DA

18. **University School responsible for the programme:**
   School of Arts

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

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<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>
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Module Specification Template (September 2015)