MODULE SPECIFICATION

1. Title of the module
   Lighting – LAMDA506

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 5

4. The number of credits and the ECTS value which the module represents
   25 Credits [12.5 ECTS]

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 Demonstrate the role of Chief Electrician or Deputy Chief Electrician on a full production, from rehearsals through to the get out using a range of technical skills
   8.2 Demonstrate skills in communication, management, organisation, negotiation and budgeting relating to a public production
   8.3 Analyse and review situations and through the use of a range of problem solving skills, present the most appropriate action
   8.4 Apply appropriate health and safety techniques with supporting paperwork
   8.5 Evidence the application of Technical Skills as appropriate to a public production.

9. The intended generic learning outcomes.
   On successfully completing the module students will be able to:
   9.1 Demonstrate effective communication skills
   9.2 Research, analyse and evaluate information
   9.3 Evaluate the appropriateness of own work
   9.4 Understand the application of safe working practices
   9.5 Evidence transferable skills necessary for employment and requiring the process of personal decision making
   9.6 Demonstrate evolution of autonomous practice and process.

10. A synopsis of the curriculum
    During this module, students will be expected to work to a high standard in a senior role within the lighting department. This will be as either Chief Electrician or Deputy Chief Electrician on a public production with full production values.

    Students are required to manage a team, work with other departments and professional directors and designers as well as the student lighting designer, in the realisation of the production
requirements. This includes the organisational and financial management of the department and production budget.

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 lighting training. The module content is delivered through a mixture of academic lectures, practical production training, and students’ independent work on an individual submission.

Academic lectures are taught in small groups of no more than 6 students. Practical production training is appropriate to the role a student is allocated as either Chief Electrician or Deputy Chief Electrician.

During the course of the module students receive informal feedback from tutors in academic lectures and production training. 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>Practical production:</th>
<th>180h</th>
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<tbody>
<tr>
<td>Academic lectures</td>
<td>6h</td>
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<tr>
<td><strong>Total Contact Hours:</strong></td>
<td><strong>186h</strong></td>
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<tr>
<td>Independent Study Hours:</td>
<td>64h</td>
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<tr>
<td><strong>Total Study Hours:</strong></td>
<td><strong>250h</strong></td>
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13. Assessment methods
Technical Skills: 50%
Common Skills: 50%

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 before, during and after class/production work. This formative feedback allows the students to understand their attainments and become aware of any areas for development.
Summative Assessment: at the end of each unit of work, or module (whichever happens sooner), the tutor completes a combined grading and report form, allocating grades to reflect the technical ability and professional approach of every area of the student’s work. This process results in two overall marks, equally weighted: one for Technical Skills and one for Common Skills.

Technical Skills - These are the individual skills that make up the nature of the work, e.g. rigging and focussing for electrics. The overall pass mark for this assessment is 40%.

Common Skills - These are the qualities of any work carried out that markers would be looking to see successfully demonstrated by a potential employee, e.g. time management or team-work. The overall pass mark for this assessment is 55%

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 (section 12) and methods of Assessment (section 13)

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
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<th>8.3</th>
<th>8.4</th>
<th>8.5</th>
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<tr>
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<tr>
<td>Academic lectures 6h</td>
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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

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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.

<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>
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Module Specification Template (July 2016)