1. **Title of the module**  
   Professional Practice – Screen and Audio Management – LAMDA521

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

3. **Start date of the module**  
   September 2013

4. **The number of students expected to take the module**  
   Up to 8

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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  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

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

7. **The number of credits and the ECTS value which the module represents**  
   25 Credits

8. **Which term(s) the module is to be taught in (or other teaching pattern)**  
   The module may be taken in any term of the second year of training, by negotiation with the Course Director

9. **Prerequisite and co-requisite modules**  
   None

10. **The programmes of study to which the module contributes**  
    FdA Stage Management & Technical Theatre

11. **The intended subject specific learning outcomes**  
    11.1 Demonstrate a First Assistant Director/Location Manager role on a full production from pre-production through to the wrap period, using a range of technical skills  
    11.2 Be able to demonstrate skills in communication, management, organisation, negotiation and budgeting in relation to a television or film production.  
    11.3 Be able to analyse and review situations and, through the use of a range of problem-solving skills, present the most appropriate action  
    11.4 Be able to apply appropriate health and safety techniques with supporting paperwork.

12. **The intended generic learning outcomes**  
    12.1 Team Work Skills  
    12.2 Communication Skills both written and oral  
    12.3 Time Management  
    12.4 Budget management Skills  
    12.5 Risk assessment and risk management skills
These generic learning outcomes support the overall educational aim of the programme to equip students with the necessary skills to gain and retain employment, regardless of their chosen specialism within the entertainment industry.

13. **A synopsis of the curriculum**

   Undertaking the role of the 1st Assistant Director or Location Manager on a film or television presentation with full production values. Both roles, though different in some of their responsibilities, enable the student to demonstrate an analytical understanding of how to negotiate between written, discussed and applied production elements as pertinent to a particular project.

   For the role of 1st AD this would include analysing the script and scheduling the shoot to maximise use of resources; minimising downtime of personnel and making the most efficient use of transport and other hire expenditure. Maintaining the schedule through effective management of personnel and resources. Problem solving and rescheduling as necessary to minimise the effect of unforeseen variables. Ensuring Health and Safety compliance for all associated personnel throughout the course of the shoot.

   For the role of Location Manager this would include working with the Director to source and reconnositre appropriate locations. Negotiating terms of use and sourcing local catering and other resources as necessary. Making thorough Hazard and Risk Assessments of any locations to be used. Managing location resources and ensuring terms of use are maintained. Communication traffic management with catering and other resources to allow for unforeseen changes in the schedule. Managing on site Health and Safety and ensuring transport, refreshments and other resources are available as necessary throughout the location shoot.

14. **Indicative Reading List**


15. **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 module learning outcomes**

   The students will work on a recorded media production/s carrying undertaking the role assigned. This will address learning outcomes 11.1-11.4, 12.1-12.5

   It is expected that students will complete approximately 250 experiential learning hours to complete the production role, although this figure may vary dependent on the nature of the production/s

   Students will receive regular feedback and support from the on-line tutors throughout the module and a two formal one-to-one tutorials, one in the middle of the module to review progress and the other at the end of the module to reflect on the work undertaken.
16. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

100% practical show rotation which tests all learning outcomes

Assessment is continuous and measured against the learning outcomes 11.1-11.4 and 12.1-12.5. Final grades are awarded at the end of the module and students are awarded a grade on the 15 to 1 scale (15 being the top mark and 1 being a fail). Students will be awarded two grades for the module, the first being for technical skills – how well the individual has applied the skills taught in class work to the realistic working environment, and the second 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. Students must gain a minimum of a 4 grade in technical skills and an 8 grade in common skills to pass the module. This reflects the programme’s pedagogic approach to training – students will have technical skills that may range in competency, but in order to be employable, students must demonstrate a good level of common skills.

Students who fail the module will be offered one opportunity to retrieve, agreed with the Course Leader.

The core teaching staff discuss student progress in all modules at twice termly meetings with final grades being agreed by the staff team at the end of each term.

The external examiner attends technical sessions throughout the programme duration, to observe students work and will discuss his/her findings with the Course Leader and Department Head.

17. Implications for learning resources, including staff, library, IT and space

There is the requirement for one additional member of the teaching staff to be employed and this has been approved and budgeted for. There are no additional room requirements as students will work within existing spaces.

18. The content of the module may contain staff directed and/or student initiated work which can require students to work in small groups, and on a range of diverse projects. The SEN requirements of students will be assessed and responded to as part of a Personalised Learning Plan (PLP), as directed by the module tutor and/or course director. The nature of the training offered enables students with SEN to be given additional preparation time, a choice of tasks as appropriate to their PLP, and additional tutorial support to enable candidates to maximise any learning opportunity.

19. Campus(es) where module will be delivered:

LAMDA (London Academy of Music and Dramatic Art)

20. If the module is part of a programme in a Partner College or Validated Institution, please complete the following:

Partner College/Validated Institution:

LAMDA (London Academy of Music and Dramatic Art)

21. University School responsible for the programme:

School of Arts