1. **Title of the module**

   Screen & Audio – LAMDA521

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 competence as a production co-ordinator on a full production, from pre-production through to the wrap period, using a range of technical skills, equipment and programmes, including Movie Magic

   8.2 Be able to demonstrate skills in communication, management, organisation, negotiation and budgeting in relation to film production

   8.3 Be able to analyse and review situations and, through the use of a range of problem-solving skills, present the most appropriate action

   8.4 Be able to apply appropriate Health & Safety techniques with supporting paperwork.

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**

    Students undertake the role of an on-set/location production co-ordinator on a film or television presentation with full production values. This role enables the student to demonstrate an analytical understanding of how to negotiate between written, discussed and applied production elements, as pertinent to a particular project.
Students are required to work with other departments and the professional directors and creatives in the realisation of the production. They will manage the schedules and co-ordinate the logistics involved in the filming as well as managing production budgets.

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


12. **Learning and teaching methods**

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

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 a production co-ordinator.

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>Activity</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Academic lectures</td>
<td>12h</td>
</tr>
<tr>
<td>Practical production</td>
<td>180h</td>
</tr>
<tr>
<td><strong>Total Contact Hours:</strong></td>
<td>192h</td>
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<tr>
<td>Independent Study Hours</td>
<td>58h</td>
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<tr>
<td><strong>Total Study Hours:</strong></td>
<td>250h</td>
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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:


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 (section 12) 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>
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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.

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<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
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Module Specification Template (July 2016)