To use this template, download the file and insert text in the sections provided. You should consult your Department Director of Learning and Teaching when preparing a proposal. Directors of Learning and Teaching are required to sign off proposals before submission to the Faculty Learning and Teaching Committee. Please delete all the sections in italics before submission to the Faculty Officer.

### The title of the module
Professional practice – Lighting department

### The Department which will be responsible for management of the module
Stage Management and Technical Theatre

### The Start Date of the Module
September 2009

### The cohort of students (onwards) to which the module will be applicable.
Entry 2009

### The number of students expected to take the module
Up to 15

### Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal
None

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

### The number of credits which the module represents
25 Credits

### 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

### Prerequisite and co-requisite modules
Principles and procedures of the lighting department

### The programmes of study to which the module contributes
Foundation Degree Stage Management and Technical Theatre

### The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
At the end of this module the student will:
UNIVERSITY OF KENT AT CANTERBURY

- 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
- Be able to demonstrate skills in communication, management, organisation, negotiation and budgeting relating to a public production
- Be able to analyse and review situations and through the use of a range of problem solving skills, present the most appropriate action
- Be able to apply appropriate health and safety techniques with supporting paperwork.

During this module, students will be expected to work to a high standard in a senior role within the lighting department. Students will be required to manage a team of first year students, work with other departments and professional directors and designers as well as the student lighting designer, in the realisation of the production requirements and manage both organisationally and financially the department and production budget.

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

- Team work and participation
- Communication skills both written and oral
- Time management
- Independent work
- IT 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.

A synopsis of the curriculum

- Undertaking the role of Chief Electrician or Deputy Chief Electrician on a public production with full production values

Indicative Reading List

ABTT Portable Appliance Testing
ABTT Electricity at Work Regulations
HSE Electrical Safety for Entertainers
Fraser. N, 1995 Lighting and Sound Phaidon
Lewis. M, Electrical Installations Competences

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 learning outcomes

In achieving the learning outcomes for this module, students will work on a public production/s. It is expected that students will complete approximately 225 experiential learning hours to complete the production, 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 formal one-to-one tutorial at the end of the module to reflect on the work undertaken.

**Assessment methods and how these relate to testing achievement of the intended learning outcomes**

- 100% practical show rotation. (tests all learning outcomes)

Assessment is continuous and measured against the learning outcomes. 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 for the module. Grade one is for technical skills – how well the individual has applied the skills taught in class work to the realistic working environment, and Grade two 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 a 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 re-sit opportunity, agreed with the Course Leader.

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

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

**Implications for learning resources, including staff, library, IT and space**

This module is already taught and therefore all learning resource implications are already provided within existing budgets.

**A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**

LAMDA is satisfied that this module can be delivered to all students regardless of disability. LAMDA currently makes use of learning agreements to ensure all students are supported to achieve the learning outcomes.

**Statement by the Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.................................................................................................................. ..............................................
Director of Learning and Teaching               Date
UNIVERSITY OF KENT AT CANTERBURY

Statement by the Head of Department: "I confirm that the Department has approved the introduction of the module and will be responsible for its resourcing"

................................................................. .................................................................
Head of Department Date

Revised August 2002