

Course Specification

BA (Hons) Production and Technical Arts (top-up)

1. Awarding Institution/Body	LAMDA
2. Teaching Institution (if different)	
3. Department	Production and Technical Arts
4. Teaching site	
5. Mode of delivery	FT
6. External accreditation	
7. Target award	BA (Hons)
8. Alternative exit award(s)	Graduate Diploma
9. Course name	BA (Hons) Production and Technical Arts (top-up)
10. Course code	PTABA
11. Total credits	120
12. Academic level (final year)	6
13. Relevant QAA subject benchmarking group(s)	1) QAA SBS (Subject Benchmarking Statement) Dance Drama Performance 2019 Subject Benchmark Statement: Dance, Drama and Performance (qaa.ac.uk) 2) QAA SBS Art and Design 2019 Subject Benchmark Statement: Art and Design (qaa.ac.uk)
15. Date of creation / revision	March 2023
16. Intended start date for this course	September 2023

17. Educational Aims of the Course

The course aims:

- To produce independent, motivated, and versatile graduates who are equipped to make professional and creative contributions to the world of stage, screen, and associated media
- To produce graduates of value to the industry, with specialist competencies in production and technical arts
- To provide students with creative competence and understanding, grounded in professional practice
- To provide students with knowledge of how to work in and create collaborative and inclusive environments
- To enable students with appropriate prior learning (e.g. FdA in Production Arts: Stage & Screen) to gain skills commensurate with Level 6 attainment
- To develop collaborative skills in specialist production disciplines, preparing students for employment as professional practitioners within and beyond the performance industries
- To develop a practice rooted in sustainability, understanding the environmental impact of your work

In relation to LAMDA's mission statement, the course aims:

- To empower our students to shape the future of the creative industries
- To nurture our students' talents so that they can thrive in a changing creative industries landscape
- To bridge the gap between traditional theatre and screen craft and the new possibilities that we uncover in the creative industries

18. Course structure and requirements: Levels, Modules, Credits and Awards

This course is studied over one year full-time. It is not available part-time and there are no co-requisite modules.

The course is organised in the form of show rotations, where students undertake production roles on LAMDA's public productions, which run throughout the year. LAMDA possesses 3 fully-equipped theatres, and students are working in spaces similar to those of commercial theatres. Thus, the learning environment is hands-on and practical, where students collaborate with actors and directors to create the production.

The exact sequence in which the modules below are taken will vary from student to student, depending on when in the year the placement is taken.

List of modules

Code	Title	Level	Credits	Term(s)
Stage 3 - Level 6				
Compulsory modules (total 45 credits)				
PTASS350	Professional placement	L6	30	1-3
PTASS360	Independent Industry Project	L6	15	1-3
Optional modules (total 75 credits) Students must complete <u>three</u> Specialist Production modules				
Role 1: Students must choose <u>one</u> of the following modules				
PTASS301CN	Construction – Specialist Production Role 1	L6	25	1-3
PTASS301LX	Stage Lighting – Specialist Production Role 1	L6	25	1-3
PTASS301PM	Production Management – Specialist Production Role 1	L6	25	1-3
PTASS301SC	Screen – Specialist Production Role 1	L6	25	1-3
PTASS301SD	Sound – Specialist Production Role 1	L6	25	1-3
PTASS301SM	Stage Management - Specialist Production Role 1	L6	25	1-3
Role 2: Students must choose <u>one</u> of the following modules				
PTASS302CN	Construction – Specialist Production Role 2	L6	25	1-3
PTASS302LX	Stage Lighting – Specialist Production Role 2	L6	25	1-3
PTASS302PM	Production Management – Specialist Production Role 2	L6	25	1-3
PTASS302SC	Screen – Specialist Production Role 2	L6	25	1-3
PTASS302SD	Sound – Specialist Production Role 2	L6	25	1-3
PTASS302SM	Stage Management - Specialist Production Role 2	L6	25	1-3
Role 3: Students must choose <u>one</u> of the following modules				
PTASS303CN	Construction – Specialist Production Role 3	L6	25	1-3
PTASS303LX	Stage Lighting – Specialist Production Role 3	L6	25	1-3
PTASS303PM	Production Management – Specialist Production Role 3	L6	25	1-3
PTASS303SC	Screen – Specialist Production Role 3	L6	25	1-3
PTASS303SD	Sound – Specialist Production Role 3	L6	25	1-3
PTASS303SM	Stage Management - Specialist Production Role 3	L6	25	1-3

Students will consolidate their previous learning and build a comprehensive range of appropriate technical and production vocabularies, skills, structures, working methods. Students undertake senior production roles in public productions, sometimes as the head of a department (such as lighting, sound, construction), stage manager or production manager, or specialist screen production roles. In the capacity of a head of department, they may have responsibilities of leading and managing a team of Level 4 and 5 students. Each show role and project is accompanied by briefing notes or a job description to ensure students understand what will be expected of them and how they will be assessed.

During this year, students develop expertise and capabilities which will enable them to take up employment in theatre and the creative industries.

In addition, students undertake a professional placement of at least five weeks at one or more companies involved in theatre or film production, and/or the design or manufacturing of goods and services used in technical theatre. In addition to assessment by the placement provider's assessment, students write an essay which situates their work within a broader

understanding of their chosen sector of the theatre industry and its current developments and challenges.

The placement component complements LAMDA's in-house teaching and training by enabling students to work in industry conditions, test their skills and hopefully develop new ones, as well as make valuable industry contacts.

Students also undertake an independent project which allows them to explore an area of special interest in more depth.

Credit Framework

The course is comprised of one stage at Level 6 which accrues to a total of 120 credits. Students must successfully complete each module to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus, obtaining 120 credits in the academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <https://www.lamda.ac.uk/sites/default/files/LAMDA%20Credit%20Framework%202021-22.pdf>

Each module and course at LAMDA is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework.

Retrieval of Failed Modules

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the course learning outcomes. For further information refer to the Credit Framework (see above).

Progression

This course does not offer the opportunity of a sandwich / study abroad year.

Compulsory modules are core to the course and must be taken by all students studying the course. Optional modules provide a choice of subject areas, from which the Head of Technical Training will select a stated number of modules.

Exit awards

To be eligible for the award of a BA Honours degree, students must obtain 120 credits. An exit award of Graduate Diploma may be available for students leaving the course with 60 or more credits.

19. Course outcomes

The London Academy of Music and Dramatic Arts (LAMDA) is a world-leading conservatoire with over 160 years' experience in vocationally-focused training for theatre and the creative industries. The Production and Technical Arts team work closely with the Drama School in the creation, development and running of LAMDA's productions. During this 3-year course, students will gain professional expertise in stage management, production and technical theatre through in-depth training in craft, technical and managerial competencies, which also aim to enable graduates to develop as independently-minded practitioners of considerable professional versatility.

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills, and other attributes in one or more of the following areas:

- Stage Management
- Lighting
- Sound
- Production Management
- Construction
- Screen and Audio

In addition, graduates possess strong applied research, organisational, IT and communication skills, enhanced by the ability to work both as an independent practitioner and as a member of a team.

On successfully completing the course, students are awarded a BA (Hons) Degree in Production and Technical Arts: Stage & Screen, but more importantly, graduates emerge well-equipped to gain direct employment within the theatre and related industries. Alumni have been employed in West End productions, regional theatres, touring productions and as independent theatre-makers.

The course outcomes are linked to the QAA's subject benchmarking statement for Dance, Drama and Performance (2019), and, to a lesser extent, to the QAA's subject benchmarking statement for Art & Design (2019). The terms 'performance' and 'theatre' are used inclusively throughout, understood to refer to creative work either within or outside of a theatre space, live and recorded, including disciplines such as drama, theatre, performance art, site-specific performance, and other modes characteristic of the expanding field of the performing arts.

19.1. Learning outcomes

Each learning level has its own set of learning outcomes, reflecting the development expected of students as they progress through the course. The learning outcomes pertain to the following fields:

- Subject Knowledge and Understanding
- Subject Specific Skills
- Transferable Skills

These are underpinned by the QAA Subject Benchmark Statement for Drama (indicated as SBS).

The learning outcomes are mapped to specific modules: see Learning Outcomes Map.

(Level 6) Learning Outcomes

On successful completion of Level 6, a student will be able to:

A. Subject Knowledge and Understanding	
A10	Demonstrate comprehensive and detailed knowledge and understanding of the processes by which productions are created, realised, and managed, with, where relevant, particular reference to their specialist route (SBS 4.2.vii)
A11	Demonstrate comprehensive and detailed knowledge and understanding of the craft and technique related to the discipline, with, where relevant, particular reference to their specialist route (SBS 4.2.v)
A12	Demonstrate comprehensive and detailed knowledge and understanding of the use of production and technical skills in creative modes of expression (SBS 4.3.v, SBS
A13	Demonstrate comprehensive and detailed knowledge and understanding of the materials, media, techniques, methods, technologies, and tools associated with the discipline(s), with, where relevant, particular reference to their specialist route
A14	Demonstrate a knowledge of their work within a professional industry context
A15	Demonstrate a knowledge of industry contexts
B. Subject Specific Skills	
B17	Demonstrate enhanced ability to engage in performance and production, based on acquisition and understanding of a comprehensive range of appropriate technical and production vocabularies, skills, structures, working methods (SBS 5.2.i)
B18	Contribute to the production through defined senior or leadership role in one or more specialisms, which may include stage management, sound, construction, screen & audio and lighting production and administration (SBS 5.2.iii)
B19	With minimal supervision, appropriate professional records of performance, using skills and technologies in notation and/or documentation. (SBS 5.2.vi)
B20	Understand and take responsibility as an individual artist and work with autonomy in creative decision-making (SBS 5.2.vii)
B21	Demonstrate ability to use group processes to lead effectively and proactively in the creation of work including hierarchical and non-hierarchical structures (SBS 4.3.vii)
B22	Demonstrate advanced competencies in use of relevant methods and technologies (SBS 5.2.ix)
B23	With increasing independence and discernment, describe and analyse events from a detailed and comprehensive range of critical and technical perspectives, and using appropriate subject specific vocabularies (SBS 5.3.i)
B24	Demonstrate comprehensive range of appropriate technical and production vocabularies, skills, structures, working methods ((SBS 5.10.iii)
B25	Engage effectively with the professional practice of others in the preparation of one's own work
C. Transferable Skills	
C13	Lead, facilitate, and participate and problem-solve within team working contexts, and deploy effective strategies for collaboration (SBS 5.8.i)
C14	Critically reflect upon personal strengths and needs; reflect on personal development and strategies for self-development and opportunities for lifelong learning (SBS 5.6.v)
C15	Work independently, set goals and manage their own workload with increasing professionalism and confidence. (SBS 5.6.i)

C16	Facilitate and manage group dynamics to operate collaboratively within collective, creative, and professional contexts to generate and pursue shared goals (SBS 5.8.ii)
C17	Demonstrate the ability to recognise situational and interpersonal factors and manage how these can be effectively accommodated to facilitate productive working relationships and within professional contexts (SBS 5.8.iii)
C18	Demonstrate ability to research, analyse and examine a range of information from a comprehensive range of sources.
C19	Be able to select, evaluate and articulate ideas and communicate information comprehensibly in visual, physical, oral, and textual forms
C20	Demonstrate the capacity to review, consolidate and extend their knowledge and understanding

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this course of study, see the [module mapping table](#), located at the end of this specification.

19.2. Methods and strategies for learning, teaching and assessment: *how learning outcomes can be achieved and demonstrated*

19.2.1. Learning and teaching

The nature of training at LAMDA is strongly vocational and classes are devised to be practical and provide an experiential learning environment informed by applied research. Teaching and learning take place in the following environments:

- Tutor-led class work
- Tutor-led practical workshops, lecture/demonstrations, and seminars
- Experiential learning including rehearsal periods and public performances
- Individual and group project work
- Visits to theatres and/or relevant industry settings
- Non-mediated student learning to encourage self-reflective practice
- Peer evaluations and reflections which are a central part of ensemble working
- Work based learning and placements

Students will learn skills that will prepare and support them in a professional work environment and be encouraged to be mindful of environmental sustainability. Practical experience in realistic environments allows students to gain the confidence needed by a self-reflective practitioner who has acquired a basis for furthering their own professional development.

In teaching students technical and communication skills as professionals, the Academy seeks to prepare individuals for employment opportunities within a highly competitive marketplace. LAMDA considers transferable skills as vital part of training to ensure students are well equipped and flexible to the needs of the wider marketplace, in order to sustain a career.

19.2.2. Assessment

Learning is assessed by:

- Submission of written work in a variety of formats to provide the most appropriate means of testing learning outcomes on individual modules. These may include
 - critical evaluations of projects undertaken
 - critical self-reflection
 - research projects
 - funding applications, and
 - other documentary material.

Several pieces of writing may be submitted as part of a portfolio assignment.

- Oral presentation, often supported by visual material
- Contributions in class, including oral, intellectual, practical, and creative contributions and evidence of preparation
- Observation of group and individual process on practical projects
- The delivery of practical/creative work through public and/or in-class performances.

Continuous Feedback:

Staff and students are able to monitor progress through an open process of discussion and review before, during and after class/production work. This feedback allows the students to understand their attainments and become aware of any areas for development.

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 LAMDA's credit framework: <https://www.lamda.ac.uk/sites/default/files/LAMDA%20Credit%20Framework%202021-22.pdf> . This meeting allows all the staff members to comment on student progress and identify areas of strength and further development.

20. Work-based learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this course of study, a representative of LAMDA will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

L6 Professional Placement PTASS350

During this module, students will be expected to research and source a work placement opportunity with an established company within the entertainment industry. This placement should be of at least five-week duration. Students will develop their communication and organisational skills through a series of classes and will create an appropriate CV for applications in this field.

Students are required to work with the placement host company, following current Health & Safety legislation and company policy. The student will complete a reflective journal throughout the work placement.

Throughout the placement period, the Head of Technical Training will contact the student during the placement as well as with the placement provider, to ensure the placement experience is as expected. Students are briefed by the course director or a departmental tutor before they attend a placement.

The placement provider is briefed by the Head of Technical Training and given a pro-forma to complete at the end of the placement period. The placement provider will normally have a de-briefing session with the student before they leave the placement, to give feedback on the placement experience and the student's attainment.

21. Support for students and their learning

- LAMDA induction programme
- Department tutors
- Head of Technical Training
- Course/module handbooks, available in the LAMDA World intranet
- Library and Study Centre at LAMDA <https://lamda.koha-ptfs.co.uk/>
- Student Support
- Student Advice, Guidance, Wellbeing and Counselling services are all available through Student Services in person and online
- Additional Academic advice and learning support is available through the Librarian and through Academic Services
- Student Representatives

22. Entry profile

The minimum age to study a degree course at the university is normally at least 18 years old by 20 September in the year the course begins. There is no upper age limit.

22.1. Entry route

<https://www.lamda.ac.uk/courses/explore-courses>. For fuller information, please refer to the LAMDA website: The course does not permit entry through APL.

Entrance to the course is by successful interview.

22.2. What does this course have to offer?

The strongly vocational nature of the training provided enables graduates of the course to seek employment in the appropriate professional settings.

The course's emphasis is on understanding collaborative working. The promotion of skill acquisition through reflective understanding, applied practice and self-discipline enables graduates to apply themselves to a range of occupations in which these skills are required.

22.3. Applicant profile

A typical applicant to the course might be expected to demonstrate the following at the commencement of his/her studies:

- Significant prior experience in Production & Technical Arts
- Prior completion of a relevant course at Level 5 (ie FdA / DipHE), with a 'Merit' profile or above (ie final weighted average at 60% or over).
- Fluency in English; for non-native speakers this equates to an average 6.5 in IELTS test, with a minimum score of 6.0 in reading and writing
- A demonstrable aptitude for working in technical theatre
- A tangible commitment to acquiring skills
- The capacity to respond positively to the diverse working practices of stage and screen
- A willingness to work in a group setting

23. Methods for evaluating and enhancing the quality and standard of learning and teaching

23.1. Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student evaluation surveys
- Annual course and module monitoring reports
- External Examiners system
- Periodic course review
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework
- QAA Higher Education Review

23.2. Committees with responsibility for monitoring and evaluating quality and standards

- LAMDA Academic Board
- LAMDA Learning & Teaching committee
- Student – Staff Liaison Committee
- Internal Board of Examiners
- LAMDA External Board of Examiners

23.3. Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student evaluations
- Staff-Student Liaison Committee

- LAMDA student rep system
- LAMDA quality assurance student feedback sessions
- LAMDA departmental end-of-term tutorials
- Annual NSS (National Student Survey)

23.4. Staff Development priorities include:

- Annual appraisals
- Institutional Level Staff Development Programme
- Professional body membership and requirements
- Course team meetings
- Research seminars/ conferences

24. Indicators of Quality and Standards

- Results of periodic course review 2011
- QAA Higher Education Review 2015
- Annual External Examiner reports
- Annual course and module monitoring reports

24.1. The following reference points were used in creating these specifications

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement for Dance, Drama and Performance (2019)
- QAA Benchmarking statement for Art and Design (2019)

25. Inclusive Course Design

26. Learning Outcomes Map

Level 6					
	PTASS350: Professional placement	PTASS360: Independent Industry Project	PTASS301: Specialist Production Role 1	PTASS301: Specialist Production Role 2	PTASS301: Specialist Production Role 3
A10			✓	✓	✓
A11			✓	✓	✓
A12	✓	✓	✓	✓	✓
A13		✓	✓	✓	✓
A14	✓	✓			
A15	✓	✓			
B17			✓	✓	✓
B18			✓	✓	✓
B19			✓	✓	✓
B20	✓		✓	✓	✓
B21			✓	✓	✓
B22	✓		✓	✓	✓
B23	✓		✓	✓	✓
B24	✓	✓	✓	✓	✓
B25	✓				
C13	✓		✓	✓	✓
C14	✓				
C15	✓	✓	✓	✓	✓
C16	✓		✓	✓	✓
C17	✓		✓	✓	✓
C18		✓	✓	✓	✓
C19	✓	✓	✓	✓	✓
C20	✓	✓	✓	✓	✓

27. Student and Academic Services use only

Date approved by Course Approval Committee:

28 Nov 2022

Date approved by Academic Board:

Template updated: November 2022