

ROSE BRUFORD COLLEGE

Module Specification

1. GENERAL INFORMATION

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|---|---|
| Title | Specialist Practice |
| Module code | CLC621 |
| Credit rating | 40 |
| Level | 6 |
| Indicative scheduled learning and teaching activities | 20 hours, plus production or placement activities |
| Pre-requisite modules | N/A |
| Co-requisite modules | N/A |
| School responsible | Design, Management and Technical Arts |
| ECT* | 20 |
| Notional hours of Learning** | 400 |

2. AIMS

The Module aims to:

- Give you the opportunity to work within small and large groups on a variety of projects with students and/or professionals from a range of disciplines
- Prepare you for a work environment where advanced 'subject' specific skills alone are not enough to guarantee a successful career, where the ability to manage learning and skills acquisition, analyse work both critically and constructively and manage working relationships sensitively are often of higher importance
- Develop your understanding of the professional issues that frame the work of the lighting and media department(s), focusing on the application of advanced transferable skills

3. BRIEF DESCRIPTION OF THE MODULE

Once working professionally, you are likely to undertake a diverse range of roles as a technologist working in a variety of live performance models and environments. Module CLC621 asks you to consider how – as a professional technologist – you can adapt to the changing requirements of different modes and scales of performance, and the variety of interdisciplinary roles within them. The module gives you the opportunity to analyse the skillset, techniques, processes and creative potential of a Specialist Practitioner.

You will have the opportunity to demonstrate and further develop your 'core' subject specific abilities already acquired on the programme, gaining experience of the differing demands and roles which different types of project have to offer.

You will typically undertake two project roles and/or an extended industry placement, to examine their professional requirements in more detail.

* ECT (European Credit Transfer and Accumulation System): There are 2 UK credits for every 1 ECT credit, in accordance with the Credit Framework (QAA). Therefore if a module is worth 20 UK credits, this will equate to 10 ECT.

** Notional hours of learning: The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore if a module is worth 20 credits, this will equate to 200 notional study hours, in accordance with the Credit Framework (QAA).

ROSE BRUFORD COLLEGE
Module Specification

The production roles may include, but are not limited to:

1. Technical Manager
2. Lighting or Media Programmer
3. Head of Visualisation
4. Head of Lighting
5. Media Designer
6. Media Content Creator

You will develop skills in project management through taking ownership of a project or projects over an extended period, addressing issues of scheduling, compliance and health and safety, as well as gaining insight into other creative disciplines and types of project. You will work within a collaborative team, contributing to, supporting and developing the shared understanding of the project's objectives from planning through to production.

4. INTENDED LEARNING OUTCOMES

| Category of outcome | <i>On successful completion of this module, you will be able to:</i> |
|--|--|
| Knowledge and understanding | Conduct your work and/or plan that of others in relation to professional expectations, practices, protocols and regulations, including health and safety and environmental requirements (A4, A5) |
| Intellectual skills | Reflect critically upon and evaluate your work and the work of others using a variety of points of reference, including conceptual frameworks and wider fields of practice (B1, B5, C11) |
| Practical skills | Specify, prepare, setup and operate selected production technologies showing proficiency and sensitivity to meet threshold professional expectations, in response to given artistic and technical requirements (C1, C2, C3, C4, A6) |
| Transferable skills and personal qualities | <p>Work independently, taking full responsibility for your own learning strategy, showing initiative and setting your own deadlines (D1, D8)</p> <p>Work collaboratively with specialists from a range of disciplines, using a range of interpersonal skills and demonstrating an ability to listen and respond to the ideas of others (D2, D7)</p> <p>Select, combine and apply existing ideas, techniques and processes to solve unfamiliar problems in situations of uncertainty and ambiguity (D3, D5)</p> <p>Effectively and efficiently manage yourself, others, physical resources and/or financial resources (D6, C5)</p> <p>Analyse, evaluate and adapt your contribution in response to the needs of different production contexts (C10)</p> |

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

The majority of learning from this module is self-directed being acquired through your experiences in the workplace or in an equivalent simulated production environment within the College.

- You will be supported by briefings and regular tutorials to monitor and guide your learning.
- Peer learning and feedback will enable you to reflect on your progress and identify the good practice of others.

ROSE BRUFORD COLLEGE
Module Specification

- Where appropriate, you are encouraged to pursue individual placement opportunities to observe and work with professionals in the industry to develop your understanding further through primary research. All placements must be negotiated with tutors and professionals in advance and must adhere to the college placement policy.

6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

| Assessment task | Length | Weighting within module (if relevant) |
|--|---|---------------------------------------|
| Formative Assessment: Mid-module evaluation | Tutorial | |
| Summative Assessment – Element 1 Practical Project(s) Finished project(s) will be delivered by the deadlines determined by the project | Practical Project(s) and assessed tutorial, supported by production documentation | 70% |
| Summative Assessment – Element 2 Professional Practice Analysis (Analysis of the practices of professional technologists, using your show roles as primary research, presented as either a seminar presentation or an illustrated essay.) <i>Please note: you must achieve a pass mark in both elements of the module in order to pass the module.</i> | Illustrated essay: 2500-3000 words Or: Seminar presentation: 20 minutes | 30% |

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| Date of current version | July 2018 |
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ROSE BRUFORD COLLEGE

Module Specification

1. GENERAL INFORMATION

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|---|---|
| Title | Professional Preparation and Practice |
| Module code | CLC622 |
| Credit rating | 40 |
| Level | 6 |
| Indicative scheduled learning and teaching activities | 20 hours plus time at placement providers |
| Pre-requisite modules | N/A |
| Co-requisite modules | N/A |
| School responsible | Design, Management and Technical Arts |
| ECT* | 20 |
| Notional hours of Learning** | 400 |

2. AIMS

The Module aims to:

- Enable you to gain experience of the professional workplace and to help you develop a career plan
- Extend your knowledge of the organisational and business models operating in your chosen sector of the industry
- Prepare you to transition from study to professional practice, whether you are an employee or self-employed
- Continue to develop your research and analytical skills

3. BRIEF DESCRIPTION OF THE MODULE

This module focuses on the professional environment you are likely to encounter as a practitioner, and on your professional development. You will select a specific sector of the industry to examine in more detail, interrogating the work methods, processes and employment ecology of the sector. Depending on your own chosen career path, you may look at businesses, individuals (generally self-employed professionals) or a mixture of both as a comparative analysis. You will then choose to focus your research on either an employment or self employment pathway.

You will undertake a series of workplace investigations, to enable you to contrast your own experiences with a range of professional environments and practices. You will reflect on the working environment, and critically examine and advance your own professional development.

* ECT (European Credit Transfer and Accumulation System): There are 2 UK credits for every 1 ECT credit, in accordance with the Credit Framework (QAA). Therefore if a module is worth 20 UK credits, this will equate to 10 ECT.

** Notional hours of learning: The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore if a module is worth 20 credits, this will equate to 200 notional study hours, in accordance with the Credit Framework (QAA).

ROSE BRUFORD COLLEGE
Module Specification

You will investigate the business model that operates in your selected industry sector, and research how companies and professionals work with their clients/customers, their financial model, and their organisational structures.

The module will also prepare you to transition from study to professional practice, whether you are an employee or self-employed.

4. INTENDED LEARNING OUTCOMES

| Category of outcome | <i>On successful completion of this module, you will be able to:</i> |
|--|--|
| Knowledge and understanding | Analyse the economic and business context within which different types of performance occur (A3) Analyse your possible future roles as a professional practitioner and relate them to established and emerging career paths and patterns (A1, A3, B1, D9) |
| Intellectual skills | Research, select, synthesise and evaluate information from a range of sources, in order to express a structured argument (B1, B2, B3, B4) |
| Practical Skills | |
| Transferable skills and personal qualities | Identify and promote your current skills and abilities, taking into account the differing needs and expectations of employers and future clients (D4, D9) |

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

This module will make use of the following:

- A series of lectures and workshops exploring, in detail, the business and economic models of a range of live arts businesses.
- Work placements and other contact with industry – organised by students with staff support.
- Self-directed research and study.

ROSE BRUFORD COLLEGE

Module Specification

1. GENERAL INFORMATION

| | |
|---|---------------------------------------|
| Title | Independent Research Project |
| Module code | DMT611 |
| Credit rating | 40 |
| Level | 6 |
| Indicative scheduled learning and teaching activities | 20 hours |
| Pre-requisite modules | N/A |
| Co-requisite modules | N/A |
| School responsible | Design, Management and Technical Arts |
| Member of staff responsible | Hansjorg Schmidt |
| ECT* | 20 |
| Notional hours of Learning** | 400 |

2. AIMS

The module aims to:

- Enable you to carry out an extended independent enquiry into a chosen aspect of your discipline
- Enable you to utilise a variety of research methods, including – where appropriate – technical, craft and field-research techniques as a means of practice research
- Enable you to present your research and ideas as either a traditional dissertation or a documented practice research process, with accompanying critical commentary

3. BRIEF DESCRIPTION OF THE MODULE

Tutor-led seminars in both Levels 4 and 5 will have introduced different fields of enquiry and developed your critical, evaluative and research skills. This module represents the consolidation of those skills but now places the responsibility for setting research questions, sources and strategies with you as the learner.

In DMT511 *The Sustainable Practitioner* you will have selected a topic and developed a research methodology and timeline for your independent research project. Module DMT611 allows you a sustained period of time to research and disseminate this critical research project, either fully written or through practice with associated written critical commentary.

Research in this module should include academic research using both primary and secondary attributed sources. You should also consider the use of other practice based activities (such as observing professional practitioners and workplaces, practical investigations, and workshops)

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** Notional hours of learning: The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore if a module is worth 20 credits, this will equate to 200 notional study hours, in accordance with the Credit Framework (QAA).

ROSE BRUFORD COLLEGE

Module Specification

which may be more appropriate to the investigation of questions related to performance and craft.

Your submission for assessment will be:

EITHER

An 8,000 - 10,000 word (or equivalent) dissertation with a 20-minute seminar presentation mid-way through your project.

OR

A practice-based research project with 4000 - 5000 word (or equivalent) critical commentary and 20-minute viva-voce (oral exam) as a conclusion to the entire project.

In close consultation with your tutors, you will choose the most appropriate form for your final submission, and you will be expected to justify your chosen form and why it is the most appropriate to answer your research question(s) within the availability of appropriate resources.

PRACTICE BASED RESEARCH

Practice based research may be undertaken in one of three ways:

1 As an experiment/presentation or series of experiments/presentations during the process of research, with findings and documentation included in the critical commentary,

OR

2 As Field Research, undertaken in a professional or educational environment where you can investigate the work of others or undertake your own research-led practice, with findings and documentation included in the critical commentary,

OR

3 As a Presentation/Performance/Artefact/Installation following the submission of the critical commentary, as a way of demonstrating and illustrating the findings from the research.

In all three instances, documentation of the practice process must be submitted alongside the practice. This documentation can be any appropriate media e.g. sketches, notes, audio/video files, photographs, samples, surveys, journals, e-journals etc.

Alongside the practice, a critical commentary contextualises your research, summarises your research findings and follows academic conventions in terms of bibliography, referencing and language. If you are presenting your practice at the end of the process, you must submit your critical commentary one week before the date when examiners attend the event or presentation, to allow them to familiarise themselves with your research questions and argument prior to the presentation, so that they can view the work in its research context.

You will also be assessed through a 20-minute viva-voce (oral exam) to demonstrate your analysis and understanding of your chosen topic of enquiry, and you will be expected to be confidently familiar with your arguments and research material. This is scheduled to take place at least one week after you submit the critical commentary and any other elements (presentation, artefact, or event) so you have time for reflection.

ROSE BRUFORD COLLEGE

Module Specification

4. INTENDED LEARNING OUTCOMES

| Category of outcome | <i>On successful completion of this module, you will be able to:</i> |
|--|---|
| Knowledge and understanding | <p>Establish an aspect of performance practice within historical, social, cultural and other contexts (A3)</p> <p>Articulate the creative and aesthetic values and principles which inform different types of live performance (A2)</p> |
| Intellectual skills | <p>Initiate and carry out a sustained independent enquiry to investigate a clearly identified research question (B2, D8)</p> <p>Frame appropriate questions in order to identify solutions to both practical and theoretical problems (B3)</p> <p>Apply critical reasoning in the evaluation of information from a range of sources (B1)</p> <p>Formulate sophisticated arguments and express them in written, visual, oral or other forms (B4)</p> |
| Practical skills | <p>Apply ideas and techniques from existing work to your own practice (C11)</p> <p>Select and deploy appropriate processes and techniques in situations of ambiguity and uncertainty (D5)</p> |
| Transferable skills and personal qualities | <p>Present ideas, specifications and plans using communication techniques appropriate to the intended audience (D4)</p> |

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

The proposal for the project is developed and agreed as part of module DMT511 *The Sustainable Practitioner*. The module is student-centred and largely self-directed, supported by individual tutorials, briefings and open-access support sessions. Seminars offer guidance on methods of research, presentation, writing structure and referencing. These are supported by regular tutorials with an assigned supervising tutor.

6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

| Assessment task | Length | Weighting within module (if relevant) |
|--|---|---------------------------------------|
| Seminar presentation | 20 minutes (not including Q&A) | 20% |
| Final Submission - Dissertation | 8,000 - 10,000 words or equivalent | 80% |
| OR | | |
| Final Submission – Critical Commentary | 4,000 – 5,000 words or equivalent | 50% |
| Final Submission – viva-voce and practice | 20-minute viva-voce | 50% |

ROSE BRUFORD COLLEGE
Module Specification

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| Date of current version | 9 th March 2017 |
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