

ROSE BRUFORD COLLEGE

Module Specification

1. GENERAL INFORMATION

Title	Production Practice: Interdisciplinary Technologist
Module code	CLC601
Credit rating	40
Level	6
Indicative scheduled learning and teaching activities	120 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	Nick Hunt
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 from a range of disciplines
- Continue to develop your understanding of performance making practices through research and analysis as well as through your own practice
- 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
- Enable you to take a high level of responsibility for the planning and management of project resources

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 CLC601 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 an interdisciplinary technologist.

You will have the opportunity to demonstrate and further develop your 'core' subject specific abilities already acquired on the programme in a 'lead' position or as a team member, gaining experience of the differing demands and roles which different types of live performance offer.

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You will undertake a minimum of two production roles to examine their professional requirements in more detail. These roles may include, but are not limited to:

1. Lighting or Media Programmer on a season of small-scale shows or one large-scale show
2. Head of Visualisation on a season of small-scale shows or one large-scale show
3. Head of Lighting on a season of small-scale shows or one large-scale show
4. Media Designer on a season of small-scale shows or one large-scale show
5. Media Content Creator on a season of small-scale shows or one large-scale show

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 theatrical and creative disciplines. You will work within a collaborative team (modelled on professional practice within a simulated professional environment), contributing to, supporting and developing the shared understanding of the project's design objectives from planning through to performance.

The role of the interdisciplinary technologist will require you to possess an intimate knowledge of all aspects of the production beyond your specialist area, to manage the project through production meetings, to negotiate with other production staff, and to advise on production matters such as risk assessment and other health and safety issues, and the control of budgets, equipment and crew. You will be expected to drive your projects through all production phases to performance, working with a high degree of independence. You will need to remain responsive to the need for changes to your contribution and processes, and to make considered judgements in ambiguous and uncertain situations.

4. INTENDED LEARNING OUTCOMES

Category of outcome	<i>On successful completion of this module, you will be able to:</i>
Knowledge and understanding	<p>Synthesise a range of current and emerging live performance practices and protocols to plan appropriately your own work and/or that of others in response to a variety of performance environments (A1, A2, A3)</p> <p>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)</p>
Intellectual skills	<p>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)</p>
Practical skills	<p>Take responsibility for selecting and deploying appropriate techniques and processes for the planning and realisation of a production, in response to given artistic and technical requirements and production environments (C1, C2, C3, C4)</p> <p>Prepare, setup and operate selected performance technologies showing proficiency and sensitivity to meet threshold professional expectations (C1, C2, C3, C4, A6)</p>
Transferable skills and personal qualities	<p>Work independently showing initiative and setting your own deadlines (D1)</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>

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	<p>Select, combine and apply existing ideas, techniques and processes to solve unfamiliar problems in situations of uncertainty and ambiguity (D3)</p> <p>Effectively and efficiently manage yourself and/or others, and manage physical and financial resources (D6, C5)</p> <p>Take full responsibility for your own learning strategy (D8)</p> <p>Analyse, evaluate and adapt your contribution in response to the needs of different production contexts, including circumstances of ambiguity, uncertainty and unfamiliarity (D5, C10)</p>
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5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

<p>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, supported by briefings and regular tutorials to monitor and guide your learning.</p> <p>Small group seminars encourage discussion and reflection on the working experience and ensure you will gain from shared experiences. Initial seminars introduce theoretical and other points of reference and suggest a variety of 'points of departure' to help you to develop your own response to the issues the module asks you to address. You will act as crew for your peer's projects, and as audience to the eventual performance, encouraging peer learning and feedback. The group seminars (both in person and through VLE forums) allow tutors to monitor the progress of your work, while enabling you to reflect on your progress and identify the good practice of your peers.</p> <p>The College's virtual learning environment supports your work in the module by providing study materials and hosting on-line discussion forums.</p> <p>Where appropriate, you are encouraged to pursue short 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.</p>
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6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

Assessment task	Length	Weighting within module (if relevant)
<p>Formative Assessment:</p> <p>Illustrated Case Study</p> <p>Illustrated case study examining a professional practitioner's career history and transferable skill set, including SWOT (strengths, weaknesses, opportunities, threats) analysis and VRIO (value, rarity, imitability, organisation) analysis.</p>	<p>1000-1500 words and SWOT Analysis</p> <p>To be submitted prior to start of performance projects</p>	

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<p>Summative Assessment – Element 1</p> <p>Practical Performance Project(s)</p> <p>Finished project(s) will be delivered by the deadlines determined by the project</p>	<p>Performance Project(s), supported by production documentation</p>	<p style="text-align: center;">70%</p>
<p>Summative Assessment – Element 2</p> <p>Professional Practice Analysis</p> <p>(Analysis of the practices of professional technologists, using your show roles as primary research, presented in one of a variety of formats: seminar presentation, illustrated essay, or hypertext document.)</p> <p><i>Please note: you must achieve a pass mark in both elements of the module in order to pass the module.</i></p>	<p>Illustrated essay: 2500-3000 words</p> <p>Or:</p> <p>Seminar presentation: 20 minutes</p> <p>Or:</p> <p>Hypertext document: 2500-3000 words</p>	<p style="text-align: center;">30%</p>

<p>Date of current version</p>	<p>29 June 2011</p>
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1. GENERAL INFORMATION

Title	Independent Research Project
Module code	DMT611
Credit rating	40
Level	6
Indicative scheduled learning and teaching activities	8 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	Adrian Sledmere
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 – practical, technical and craft techniques as a means of research
- Enable you to present your research and ideas as either a traditional dissertation or a documented research process, performance or artefact 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 Practitioner in Context 3* you will have selected a topic and developed a research methodology and timeline for your independent research project. Module DMT611 offers regular support and feedback to students in a number of ways. Student led seminars enable you to present work and evaluate work in progress. These are supported by regular tutorials, open access workshops and guest lectures, some of which may focus on particular research methods appropriate to the projects being done by a group of students.

Research in this module should include traditional academic research using both primary and

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secondary attributed sources, but you should also consider the use of other 'practice' based activities (such as observing professional practitioners and workplaces, practical investigations, and workshops) which may be more appropriate to the investigation of 'performance' and 'craft' related questions.

You will present a seminar to other students mid way through the project, to test your thinking, share knowledge, and track progress of your research.

Your submission for assessment will be:

EITHER

A 20-minute seminar presentation mid way through your project, and an 8,000 - 10,000 word (or equivalent) dissertation, which may use a combination of presentation methods both visual and textual.

OR

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

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). However, you must bear in mind that the choice may be determined in part by the availability of resources as well as your research topic. If you are considering going on to further study at Masters level, then – depending on the requirements of the Masters programme – the all-written dissertation may be more appropriate. Again, you should discuss this with your tutors as you establish your project proposal.

PRACTICE BASED RESEARCH

Practice based research may take one of three forms:

- Practice as 'laboratory'. The practical activity gives you the opportunity to investigate your research topic, but is not directly submitted for examination (for example, undertaking a role on a project or production).
- Practice that produces an artefact. The practice leads to a physical artefact (for example, a costume, prop or media object such as a soundscape or video).
- Practice that produces a performance. The practice results in or contributes to a performance or time-based installation.

Practice that produces a performance may be presented 'live' to the examiners, or through recordings and other documentation. In all cases you will need to keep records of the practical activities to submit with your critical commentary (see below).

All forms of practice based research must also include a critical commentary (written or in presentation form with a transcript) which contextualises your research, summarises your research findings and which follows academic conventions in terms of bibliography, referencing and language. If you are presenting your practice 'live', you must submit your critical commentary one week before the date when examiners attend the live event, 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.

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You will also be assessed through a viva-voce (oral exam), will be scheduled to take place at least one week after you submit the critical commentary and any other elements (artefact, documentation or 'live' event) so you have time for reflection. The viva will take no more than 20 minutes and will give you the opportunity to answer questions that the examiners may have about your work, discussing in detail any points or elements that were not self-evident in the other elements of your work.

You should see the viva as an opportunity 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.

During the initial stages of the module, before your practical research activity is confirmed, you will be asked to prepare a plan, to be agreed with your supervising tutor, complete with a timeline, a breakdown of resource requirements, and a risk assessment identifying how you will manage potential problems with achieving the practical work. The deadline for agreeing this plan will be set out in the module briefing, and in any case you must consult with staff at least 3 months before an assessed live event where examiners are required to attend. Resources required for a proposed event cannot be guaranteed, so you should give careful consideration to this and consult with your tutors before embarking on substantial preliminary work that cannot be later completed without a specific resource.

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 concepts to your own or others' 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>Work independently, showing initiative and setting your own deadlines (D1, D8)</p> <p>Present ideas, specifications and plans using communication techniques appropriate to the intended audience (D4)</p>

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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 Practitioner in Context 3*. The module is student-centred and largely self-directed, supported by individual tutorials, briefings and open-access support sessions.

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 artefact or ‘live’ practical event (as appropriate)	20 minute viva-voce	50%

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1. GENERAL INFORMATION

Title	Industry Study
Module code	CLC602
Credit rating	20
Level	6
Indicative scheduled learning and teaching activities	4 hours plus time at placement providers
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	Nick Hunt
ECT*	10
Notional hours of Learning**	200

2. AIMS

The Module aims to:

- Enable you to research and study performance making in a range of professional and performance contexts
- 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
- Continue to develop your research and analytical skills

3. BRIEF DESCRIPTION OF THE MODULE

This module focuses on the business and industry environment you are likely to encounter as a professional practitioner, and on your professional development. Building on module CLC501 *Programming Styles and Practice*, 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 undertake a series of workplace investigations, which may take the form of extended placements over several weeks, or shorter periods of contact with the industry, such as interviewing practitioners, and site visits. These will enable you to contrast your own experiences with a range of professional environments and practices, to reflect on the working environment, and critically examine and advance your own professional development. The placements may take the form of a position within the performance or related industries,

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according to your career plans and aspirations. In certain cases, the placement may be within the College (undertaking a project that will serve as a simulated workplace environment).

Through your placement activity and other research, you will investigate the business model that operates in your selected industry sector. You will research how your businesses and self-employed professionals work with their clients/customers, their financial model, and their organisational structures. The aim is not only to understand fully the business objectives and business model of your chosen sector but also, through the gathering of research, to make contacts that may help you to achieve your employment aims later. Alongside this macro level analysis, you will also conduct either a detailed SWOT analysis of one business or a comparative analysis of two businesses you have researched, paying specific attention to potential employment opportunities that may be open to you as a graduating student.

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) Demonstrate a detailed knowledge of current and emerging live performance practices and protocols in a range of performance environments (A1, A5)
Intellectual skills	Plan research questions and methods to gather information from a range of sources, including primary sources (B2, B3) Select, synthesise and evaluate information from a range of sources (B1) Formulate and express a structured argument (B4)
Practical Skills	Apply concepts to an analysis of the practices of others (C11)
Transferable skills and personal qualities	Identify and articulate coherently your strengths, weaknesses, opportunities and threats as an emerging professional in a chosen industry sector (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, and the environmental issues associated with the live performance industry.
- Work placements and other contact with industry – organised by students with staff support
- Self-directed research and study

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

Assessment task	Length	Weighting within module (if relevant)
<p>Formative Assessment</p> <p>Industry Analysis Proposal (Including details of the chosen mode of submission)</p> <p>A completed set of Placement Documentation in accordance with the College Placement Policy Guidelines, including placement proposal and proposed learning outcomes.</p>	<p>300-500 word Industry Analysis Proposal & Placement Documentation</p>	
<p>Industry Analysis</p> <p>Including:</p> <ul style="list-style-type: none"> • A detailed macro analysis - of your chosen live performance sector • A detailed Micro Analysis – A comparison of two specific employers • A SWOT Analysis – of yourself as an emerging professional in your chosen industry <p>You may present your work in a variety of formats: illustrated essay, Seminar Presentation or hypertext document.</p>	<p>Illustrated essay: 4000-4500 words</p> <p>Or:</p> <p>Seminar presentation: 30 minutes</p> <p>Or:</p> <p>Hypertext document: 4000-4500 words</p>	<p>100%</p>

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1. GENERAL INFORMATION

Title	Professional Preparation
Unit code	DMT612
Credit rating	20
Level	6
Indicative scheduled learning and teaching activities	30 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	Phil Wigley
ECT*	10
Notional hours of Learning**	200

2. AIMS

The module aims to:

- Enable you to investigate the range of possible future roles open to you as a professional practitioner
- Introduce you to some key aspects of working as a freelance professional
- Give you the knowledge and skills to understand the employment market and to communicate appropriately with potential employers and clients
- Give you the opportunity to develop a career plan, portfolio and CV, and to promote yourself and your peers to potential employers

3. BRIEF DESCRIPTION OF THE MODULE

Module DMT612 *Professional Preparation* focuses on your professional development and will help you to make the transition from study into work in your chosen field. As a professional practitioner you will need to make use of a range of networks and channels of communication, both formal and informal, to find work. You will need to be adept at managing the professional persona you present in written communications, on-line, and face-to-face. Throughout the module, the emphasis is on you developing an understanding of both the employment environment, and how you can tailor your communication with potential employers and clients appropriately.

Drawing on your experiences and knowledge of the industry acquired previously on your programme, you will map out and document possible future roles and career paths for yourself. You will also develop a career plan, and prepare for the process of finding work. Depending on your programme of study, this may include creating a CV and cover letter, assembling a

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portfolio (physical or online), and practicing interview technique. You will work both independently and with other graduating students from the School of DMTA to market yourself and your peers to potential employers.

Again, depending on your programme of study, this may include contributing to the content, organisation and running of events such as exhibitions of work, professional conferences, and industry trade shows.

The module will also introduce you to some key aspects of working as a freelance professional, including the UK tax system, basic account keeping and invoicing clients.

The assessment of your learning is through a Professional Promotion Plan, which comprises:

- An analysis of the established and emerging career paths and patterns in the sector of the industry relevant to your career aspirations, identifying your possible future roles as a professional practitioner
- A plan for activity to market yourself to potential employers and future clients, together with materials you have created appropriate to your career plan (according to your programme of study, these may include a CV with covering letter, portfolio, personal website, and information on job listings and other information and networking options – formal and informal).

4. INTENDED LEARNING OUTCOMES

Category of outcome	<i>On successful completion of this module, you will be able to:</i>
Knowledge and understanding	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	(see above)
Practical skills	(see below)
Transferable skills and personal qualities	Document and communicate effectively your experience, skills and abilities using a range of appropriate media (D4) Promote your own skills and abilities, taking into account the differing needs and expectations of employers and future clients (D9)

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

The majority of learning from this module is self-directed, with some guidance from tutors, and you will be expected to take a high level of responsibility in gathering the information and developing the materials (such as your career plan, CV and portfolio) that you will need to promote yourself as a professional practitioner.

Lectures and online learning materials on tax and self-employment will introduce you to the key aspects of working as a freelance professional, as well as giving you guidance on how to present yourself as a professional in various contexts. You will contribute to the collective promotion of yourself and your peers by taking a role in a range of activities to market graduating students to potential employers, which may include exhibitions of work (physical or online), professional conferences, and industry trade shows.

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

Assessment task	Length	Weighting within module (if relevant)
<p>Formative Assessment</p> <p>Contribution to group promotion activities</p>		
<p>Professional Promotion Plan and Materials</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Career paths analysis and marketing plan (1500 words) • Curriculum vitae (CV) <p>According to your programme, additional requirements may include:</p> <ul style="list-style-type: none"> • covering letter • portfolio • personal website • information file on job listings and other means of locating employment <p>The submission requirements are specific to your programme, and you will be briefed on them at the start of the module.</p>	<p>(according to the specific requirements of your programme)</p>	<p>100%</p>

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