University of East Anglia

MOUNTVIEW

# MODULE SPECIFICATIONS

## BA (Hons) Top Up Technical Production

Validated by the University of East Anglia

# CONTENTS



# INTRODUCTION

This document provides information on the academic content covered throughout the course, including details regarding modules, component subjects, and assessment formats and weightings.

The course is delivered on our campus at Peckham in Southeast London.

No document can answer every question – Student Services, academic staff and a range of external support services are here to help you if you need them.

A full list of staff can be found at: https://www.mountview.org.uk/about/people/staff/

# INFORMATION IN ALTERNATIVE FORMATS

If you need the information in a different format, such as Braille or large print, please contact Amy Barber, Student Welfare Manager (020 8826 9215, amybarber@mountview.org.uk). To help us respond promptly, please be as specific as you can about what you need.

This document was completed in August 2024 and the information presented is correct as of this date.

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**» MOUNTVIEW**
120 Peckham Hill Street, London SE15 5JT. 020 8881 2201. www.mountview.org.uk

# LEVEL 6 MODULES

TPN600 PROFESSIONAL PRACTICE 1

TPN610 PROFESSIONAL PRACTICE 2

TPN620 ADVANCED TECHNICAL PRODUCTION SKILLS

TPN630 SPECIALIST RESEARCH PROJECT

# TPN600 PROFESSIONAL PRACTICE 1

| Module Leader | Credits | Indicative Learning Hours |
|---|---|---|
| Production Arts Tutor | 30 | 400 |

## » RATIONALE

Professional Practice 1 provides students with experience of applied practice at an advanced level. The module engages students in further exploration of how their chosen area of the industry functions and enables the students to work across a series of live productions, events, and projects. It encourages directed and self-directed learning whilst students navigate the requirements of the projects.

As part of this module, students may participate in one or more industry placements relating to an area of production arts. Students are encouraged to organise their own placements, with the support of Mountview staff. Students will develop their practice and level of professionalism in preparation for entering the industry. Skills audits and tutorials will enable students to focus on specific skills and gain experience and understanding of creative and managerial responsibilities, whilst also developing planning and leadership skills through working at a senior level within a project. Productions and/or projects will be selected for the student to reflect and support their career aspirations.

## » MODULE AIMS

The aims of this module are:

1. To provide opportunities for students to develop and explore practical working methods within a position of responsibility and leadership.
2. To enable students to gain an advanced level of understanding of the roles and responsibilities of creative and production teams and to explore how those teams operate in a performance and production arts context.
3. To enable students to acquire the skills and confidence to operate autonomously, taking responsibility for their own progress as practitioners.

## » MODULE LEARNING OUTCOMES

On successful completion of this module, a student will be able to:

1. Contribute to the production of performance, through stage management, scenography, sound and lighting production, and video media skills and techniques.
2. Take responsibility as an individual production practitioner, whether working independently or within a group for creative decision-making.
3. Understand how to identify and manage risk, health, safety and how to employ ethical and safe working practices.
4. Communicate effectively with others, orally and in writing.
5. Apply advanced methods and techniques relevant to their discipline, in order to consolidate and further their practice.
6. Reflect on, review, and evaluate skills and processes through on-going and retrospective analysis of project and production work.

## » COMPONENTS

| Component | Assessment Weighting | Learning Outcomes |
|---|---|---|
| Professional Practice Project Work | 100% | 1, 2, 3, 4, 5, 6 |

## » COMPONENT 1 – PROFESSIONAL PRACTICE PROJECT WORK

### Indicative Content

The majority of work undertaken within the module will be of a practical nature with students working on a combination of production roles on public performances, industry placements, and/or independent projects. The selection of work will reflect the student's vocational interests and will aim to provide them with the skills and experience to support their professional development in their pathway. Students will be briefed on their role and responsibilities at the beginning of the module. Students will be required to complete all the appropriate paperwork related to their role and submit this to tutors for feedback throughout the process.

At the end of the module students will participate in a one-to-one assessment tutorial with their subject tutor. This will give them the opportunity to evaluate their processes and reflect on their learning trajectory. Also in this tutorial, feedback from production staff and subject tutors will be discussed and learning goals will be agreed and documented.

### Assessment

Continuous assessment of practical work.
Evaluative tutorials.

## » ASSESSMENT STRATEGY & CRITERIA

The assessment of this module will be continuous. Students will be supported by tutors and production staff as they undertake practical work on public productions. Throughout this work, staff will observe and feedback on students' level of technical skill, understanding of the role and its requirements, teamwork, communication skills, paperwork, and the way in which they operate in the space. These observations will inform final assessment grades alongside freelancer feedback from the process.

### Assessment Feedback Structure

Throughout the module feedback will be both formative and summative. Students can be expected to keep a record of their oral feedback through notetaking or the use of a recording device. This will supplement and form part of the assessment feedback strategy. Summative feedback at the end of the module may be written or/and oral. Wherever possible written feedback will be provided within 20 working days of the final assessment submission.

Formative feedback may take one/some of the following forms:

- Group discussion.
- Individual informal discussions.
- Tutorial.
- Written report.

Summative feedback may take one/some of the following forms:

- Written report.
- Tutorial.

### Assessment Criteria

Students will be assessed according to the following criteria:

1. The demonstration of an advanced level knowledge and understanding of the key working methods, materials, and techniques of Technical Production practice.
2. Engagement in the production process and in gaining new and improved skills and demonstration of effective time management.
3. The demonstration of knowledge and understanding of creative and managerial responsibility and leadership in their chosen field.

4. An advanced level of critical evaluation of their own work in relation to established industry practice.
5. The application of advanced methods and techniques, relevant to their discipline., in order to review, consolidate and extend their practice in their chosen field.
6. Demonstration of the ability to work independently, exercising personal responsibility and using initiative to solve problems and to make effective decisions.
7. An advanced level communication of ideas, problems, and solutions, in the forms relevant to their role and seniority, to both specialist and non-specialist audiences.
8. Awareness of health and safety practice and application of risk management and safe and ethical working practices.

## » MODULE LEARNING MATERIALS

Allen, K., 2015. *Vectorworks for Entertainment Design*. Oxon: Focal Press.

Cadena, R., 2015. *Electricity for the Entertainment Electrician and Technician 2nd Ed*. Oxon: Focal Press.

Claiborne,V., 2014. *Media Servers for Lighting Programmers*. Oxon: Focal Press.

Hopgood, J., 2014. *Q Lab 3 Show Control*. Oxon: Focal Press.

IET (2012) *Code of Practice for Inspection and Testing of Electrical Equipment*. 4thEdition.London: The Institute of Engineering and Technology.

Izhaki, R., 2011. *Mixing Audio 2nd Ed*. Oxon: Focal Press. 13.

Mort, S., 2015. *Stage Lighting the Technicians Guide*.2nd Edition.London: Bloomsbury.

Moran,N., 2013. *Electric Shadows*. Cambridge: Entertainment Technology Press.

Niermann, T. (2019). *Collaborating Backstage*. Methuen Drama.

Palmer, S., 2013. *Light*. Hampshire: Palgrave Macmillan.

# TPN610 PROFESSIONAL PRACTICE 2

| Module Leader | Credits | Indicative Learning Hours |
|---|---|---|
| Production Arts Tutor | 30 | 400 |

## » RATIONALE

This module follows Professional Practice 1, taking place in the second half of the academic year. It provides students with further experience of applied practice in senior level roles within a series of industry defined, professional level projects, which will enable them to consolidate, apply and further develop skills and knowledge gained in previous modules.

As part of this module, students may participate in one or more industry placements relating to Technical Production. Students are encouraged to organise their own placements, with the support of Mountview staff. The emphasis of the work at this level is on demonstrating creative and managerial responsibility and leadership and developing advanced expertise and knowledge in relation to their chosen discipline.

## » MODULE AIMS

The aims of this module are:

1. To provide opportunities for students to develop and explore practical working methods within a position of responsibility and leadership.
2. To enable students to demonstrate a professional level of understanding of the roles and responsibilities of creative and production teams and lead these teams in a performance and production arts context.
3. To enable students to operate autonomously, applying informed decision making and taking responsibility for their own progress as practitioners.

## » MODULE LEARNING OUTCOMES

On successful completion of this module, a student will be able to:

1. Effectively lead, facilitate, participate, and problem-solve within team working contexts.
2. Work in planned and improvisatory ways, to anticipate and accommodate change, ambiguity, uncertainty, and unfamiliarity.
3. Exercise strong time and resource management – including human resources – and flexible/imaginative problem solving.
4. Critically evaluate, to an advanced level, their own work in relation to industry practice.
5. Identify personal strengths and needs and reflect on personal development opportunities for career and lifelong learning.
6. Produce complex and detailed written work enabling effective communications within teams.

## » COMPONENTS

| Component | Assessment Weighting | Learning Outcomes |
|---|---|---|
| Professional Practice Project Work | 100% | 1, 2, 3, 4, 5, 6 |

## » COMPONENT 1 – PROFESSIONAL PRACTICE PROJECT WORK

### Indicative Content

The majority of work undertaken within the module will be of a practical nature with students working on a combination of production roles on public performances, industry placements, and/or independent projects. The selection of work will reflect the student's vocational interests and will aim to provide students with the skills and experience to support their professional development in a specific specialist area of practice and prepare them for their entry into industry. Students will be briefed on the responsibilities and outcomes required of their roles.

At the end of the module students will participate in a one-to-one assessment tutorial with their subject tutor. This will give them the opportunity to evaluate their processes and reflect on their learning trajectory. Also in this tutorial, feedback from production staff and subject tutors will be discussed and learning goals will be agreed and documented.

### Assessment

Continuous assessment of practical work.
Evaluative tutorials.

## » ASSESSMENT STRATEGY & CRITERIA

The assessment of this module will be continuous. Students will be supported by tutors and production staff as they undertake practical work on public productions. Throughout this work, staff will observe and feedback on students' level of technical skill, understanding of the role and its requirements, teamwork, communication skills, paperwork, and the way in which they operate in the space. These observations will inform final assessment grades alongside freelancer feedback from the process.

### Assessment Feedback Structure

Throughout the module feedback will be both formative and summative. Students can be expected to keep a record of their oral feedback through notetaking or the use of a recording device. This will supplement and form part of the assessment feedback strategy. Summative feedback at the end of the module may be written or/and oral. Wherever possible written feedback will be provided within 20 working days of the final assessment submission.

Formative feedback may take one/some of the following forms:

- Group discussion.
- Individual informal discussions.
- Tutorial.
- Written report.

Summative feedback may take one/some of the following forms:

- Written report.
- Tutorial.

### Assessment Criteria

Students will be assessed according to the following criteria:

1. The demonstration of a professional level knowledge and understanding of the key working methods, materials, techniques, and practices of Technical Production.
2. The ability to work flexibly to anticipate and accommodate change, and to make independent decisions in complex and unpredictable contexts.
3. Critical evaluation of one's own work in relation to industry practice and identification of areas for development and improvement.

4. The independent application of advanced methods and techniques relevant to Technical Production, in order to consolidate and extend their practice.
5. Communication of complex ideas, problems, and solutions to an advanced level, in both written and verbal forms.
6. The ability to independently lead creative and managerial processes and effectively lead, facilitate, participate, and problem-solve.

## » MODULE LEARNING MATERIALS

Allen, K., 2015. *Vectorworks for Entertainment Design*. Oxon: Focal Press.

Cadena, R., 2015. *Electricity for the Entertainment Electrician and Technician 2nd Ed*. Oxon: Focal Press.

Claiborne, V., 2014. *Media Servers for Lighting Programmers*. Oxon: Focal Press.

Hopgood, J., 2014. *Q Lab 3 Show Control*. Oxon: Focal Press.

IET (2012) *Code of Practice for Inspection and Testing of Electrical Equipment*. 4thEdition.London: The Institute of Engineering and Technology.

Izhaki, R., 2011. *Mixing Audio 2nd Ed*. Oxon: Focal Press. 13.

Mort, S., 2015. *Stage Lighting the Technicians Guide*.2nd Edition. London: Bloomsbury.

Moran, N., 2013. *Electric Shadows*. Cambridge: Entertainment Technology Press.

Niermann, T. (2019). *Collaborating Backstage*. Methuen Drama.

Palmer, S., 2013. *Light*. Hampshire: Palgrave Macmillan.

# TPN620 ADVANCED TECHNICAL PRODUCTION SKILLS

| Module Leader | Credits | Indicative Learning Hours |
|---|---|---|
| Production Arts Tutor | 20 | 130 |

## » RATIONALE

This module further explores the roles and responsibilities of the technical teams on a production. Covering lighting, sound and video production skills, this module provides students with a higher-level knowledge of technical production practices and processes. Through a series of masterclasses, industry talks, visits and investigations into new and updated equipment, practice and processes in the technical production fields, students will gain a greater understanding of the intricacies of their discipline area and the different forms individual roles can take. This gained expertise will enable the student to make informed decisions when entering their career in production arts.

There will be an emphasis throughout this module on developing students' health and safety operational skills and future career opportunities across many sectors of the live and recorded creative industries.

## » MODULE AIMS

The aims of this module are:

1. To enable the student to have an advanced level understanding of the techniques, practice and skills required to operate as part of a technical production team in specific specialist environments and allow them to make clear choices surrounding their career path.
2. To explore lighting, sound, and video media skills and how these are applied in the live production environment, including the use of commonly used lighting and sound interfaces and communication tools, and ability to operate both as an individual and as part of a technical team.
3. To further develop the student's knowledge and approach to safe working practices.

## » MODULE LEARNING OUTCOMES

On successful completion of this module, a student will be able to:

1. Apply a strong knowledge and understanding of the theoretical underpinning, working methods, materials, techniques, and practices of technical production.
2. Operate independently and collaboratively, creatively, and critically to develop ideas, proposals, and solutions in response to a given stimuli.
3. Articulate ideas and communicate information comprehensibly in visual, physical, oral, and textual forms.
4. Develop techniques informed by or derived from cultural forms, histories, contexts and, or practitioners to inform practice and development of career direction.

## » COMPONENTS

| Component | Assessment Weighting | Learning Outcomes |
|---|---|---|
| Advanced Technical Production Skills Sessions | 100% | 1, 2, 3, 4 |

## » COMPONENT 1 – ADVANCED TECHNICAL PRODUCTION SKILLS SESSIONS

### Indicative Content

Through a series of specialist workshops, lectures and seminars, students will gain a more thorough understanding of the working practices and responsibilities of the different roles in technical theatre. Throughout this component students will compile a skills portfolio consisting of all documentation and project work produced in the sessions.

### Assessment

Continuous assessment of classwork.

## » ASSESSMENT STRATEGY & CRITERIA

The assessment of this module will be continuous. Students will be supported by tutors and production staff as they undertake class-based and/or practical work. Throughout this work, staff will observe and feedback on students' level of technical skill, understanding, communication skills, teamwork, and the way in which they engage with their work. These observations will inform final assessment grades alongside freelancer feedback from the process.

### Assessment Feedback Structure

Throughout the module feedback will be both formative and summative. Students can be expected to keep a record of their oral feedback through notetaking or the use of a recording device. This will supplement and form part of the assessment feedback strategy. Summative feedback at the end of the module may be written or/and oral. Wherever possible written feedback will be provided within 20 working days of the final assessment submission.

Formative feedback may take one/some of the following forms:

- Group discussion.
- Individual informal discussions.
- Tutorial.
- Written report.

Summative feedback may take one/some of the following forms:

- Written report.
- Tutorial.

### Assessment Criteria

Students will be assessed according to the following criteria:

1. Evidence of an advanced level knowledge and understanding of Technical Production roles (and their equivalents in related fields) and working methods.
2. The ability to independently or collaboratively form ideas, concepts and proposals.
3. Display commitment and an active engagement in classes, group work and seminars.
4. Effective communication of complex information and ideas, both verbally and in writing.
5. Evidence of high-level organization skills and clear, precise, and factual documentation of learnt material.
6. Demonstrate the use of information technologies as an effective communication tool.

## » MODULE LEARNING MATERIALS

Allen, K., 2015. *Vectorworks for Entertainment Design*. Oxon: Focal Press.

Cadena, R., 2015. *Electricity for the Entertainment Electrician and Technician*. 2nd Ed. Oxon: Focal Press.

Claiborne, V., 2014. *Media Servers for Lighting Programmers*. Oxon: Focal Press.

Hopgood, J., 2014. *Q Lab 3 Show Control*. Oxon: Focal Press.

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Moran, N., 2013. *Electric Shadows*. Cambridge: Entertainment Technology Press.

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Palmer, S., 2013. *Light*. Hampshire: Palgrave Macmillan.

# TPN630 SPECIALIST RESEARCH PROJECT

| Module Leader | Credits | Indicative Learning Hours |
|---|---|---|
| Head of Production Arts Training | 40 | 400 |

## » RATIONALE

This module will introduce students to an extended research project around a chosen area of professional practice, enabling a thorough investigation of a subject matter relevant to their discipline and career aspirations. Through these investigations students will acquire a deeper understanding of their position within the contemporary production arts landscape. The module will develop students' skills in research and critical analysis and offers the opportunity to identify and explore current discourse and processes in the creative industries. This module will expect a very high level of independent learning appropriate to level six.

## » MODULE AIMS

The aims of this module are:

1. To enable the development of a thesis investigating an idea at the forefront of each student's own practice.
2. To offer an understanding of advanced level interrogation and critical analysis, research methodologies and synthesis of theoretical and practice-based research materials.
3. To promote exploration, research, and investigation as an important tool in the student's career or lifelong learning.
4. To support development of independent research skills to an advanced level, enabling a coherent and persuasive evidence-based project.

## » MODULE LEARNING OUTCOMES

On successful completion of this module, a student will be able to:

1. Apply a strong knowledge and understanding of the theoretical underpinning, working methods, materials, techniques, and practices of technical theatre.
2. Demonstrate use of research methods in order to gather and organise material independently and to critically evaluate its significance.
3. Identify and discriminate between primary and secondary sources of information.
4. Research and examine information, materials, and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review, and evaluation.
5. Articulate ideas and communicate information comprehensibly in visual, physical, oral, and textual forms.

## » COMPONENTS

| Component | Assessment Weighting | Learning Outcomes |
|---|---|---|
| Project Proposal | 20% | 1, 2, 4 |
| Final Project Submission | 80% | 1, 2, 3, 4, 5 |

## » COMPONENT 1 – PROJECT PROPOSAL

Indicative Content

The student will first produce a 1000-word proposal that outlines their chosen subject and how they will explore it. The topic will be identified and informed by each student's vocational interest. This will be explored, to develop ways in which they might choose to present their research findings. Through the development of the proposal a research plan of action and method of presentation will be agreed. The proposal will be signed off by tutors when it is suitably developed and when a clear research strategy and methodology is in place.

Assessment

Assessment of proposal document.

## » COMPONENT 2 – FINAL PROJECT SUBMISSION

Indicative Content

Option A: Written Dissertation

- 8000-word dissertation
- 15-minute Q&A session with tutors to defend research findings and demonstrate deep understanding

Option B: Creative/Digital Submission + Critical Commentary (written)

Digital/Creative Submission Options:

1. E-Portfolio (equivalent to 5000 words)
   a) Minimum 10 curated artefacts with annotations
   b) Visual/media documentation of process and findings
   c) Interactive elements demonstrating practical applications

2. Podcast Series (equivalent to 5000 words)
   d) 4-5 episodes (30 – 40 minutes total)
   e) Script/transcript submission
   f) Guest interviews demonstrating engagement with field professionals
   g) Sound design elements reflecting technical understanding

3. Vlog Series (equivalent to 5000 words)
   h) 4-5 episodes (25-35 minutes total)
   i) Visual demonstrations of technical processes
   j) Documented field research/observations
   k) Production elements demonstrating technical skills

Critical Commentary (3000 words):

- Theoretical framework and contextualisation of research
- Methodology justification
- Critical analysis of findings
- Evaluation of research process and outcomes
- Full bibliography and references

Q&A:

- Prepared to discuss
  - Research methodology choices
  - Theoretical underpinnings
  - Industry relevance and applications
  - Challenges encountered and solutions developed

### Assessment Criteria Guidelines

Digital/Creative Submission Focus:

- Practical demonstration of research findings
- Evidence of relevant technical skills
- Application of theory to practice
- Engagement with primary sources and field research
- Innovation and creative problem-solving

Critical Commentary Focus:

- Theoretical frameworks and contextualisation
- Research methodology justification
- Critical analysis of findings
- Evaluation of research process
- Academic rigor and scholarly engagement

Q&A Focus:

- Depth of understanding beyond written/creative submission
- Ability to defend research choices
- Responsiveness to critical questioning
- Professional communication skills
- Evidence of independent thinking

### Assessment Feedback Structure

Throughout the module, feedback will be both formative and summative. Students can be expected to keep a record of their oral feedback through notetaking or the use of a recording device. This will supplement and form part of the assessment feedback strategy. Summative feedback at the end of the module may be written or/and oral. Wherever possible written feedback will be provided within 20 working days of the final assessment submission.

Formative feedback may take one/some of the following forms:

- Group discussion.
- Individual informal discussions.
- Tutorial.
- Written report.

Summative feedback may take one/some of the following forms:

- Written report.
- Tutorial.

## » MODULE LEARNING MATERIALS

Dawson, C. (2019). *Introduction to research methods: a practical guide for anyone undertaking a research project*. 5th ed. London: Robinson

Silvia, P.J. (2007). *How to Write a Lot*. Washington, Dc: Apa Life Tools.

The University of Sheffield .2009. *TASH – The Academic Skills Hub* (online). Available: http://www.tash.group.shef.ac.uk/ (17/7/12).

*The Writing Lab. The Owl and Purdue University*. 1995-2012. General Writing Resources (online). Available: http://owl.english.purdue.edu/owl/section/1/ (17/7/12).

Wisker, G., 2009. *The Undergraduate Research Handbook*. Palgrave Macmillan.

# MODULE BREAKDOWNS: AT A GLANCE

## LEVEL 6 TECHNICAL PRODUCTION

# LEVEL 6 TECHNICAL PRODUCTION

| Module | Component | Assessment |
|---|---|---|
| **PROFESSIONAL PRACTICE 1** (TPN600)<br><br>30 credits | Professional Practice Project Work (100%) | Continuous assessment of practical work |
| **PROFESSIONAL PRACTICE 2** (TPN610)<br><br>30 credits | Professional Practice Project Work (100%) | Continuous assessment of practical work |
| **ADVANCED TECHNICAL PRODUCTION SKILLS** (TPN620)<br><br>20 credits | Advanced Technical Production Skills Sessions (100%) | Continuous assessment of classwork |
| **SPECIALIST RESEARCH PROJECT** (TPN630)<br><br>40 credits | Project Proposal (20%) | Assessment of proposal document |
| | Final Project Submission (80%) | Assessment of project (thesis and/or presentation and commentary) |