

MODULE SPECIFICATIONS

FdA Stage Management

Validated by the University of East Anglia

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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 updated in 2025 and the information presented is correct as of this date.

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LEVEL 4 MODULES

SMT400 FOUNDATION SKILLS

SMT410 PRODUCTION SKILLS

SMT420 INTRODUCTION TO PRODUCTION ROLES

SMT430 COLLABORATIVE PROJECT

SMT400 FOUNDATION SKILLS

Module Leader	Credits	Indicative Learning Hours
Production Arts Tutor	20	190

» RATIONALE

This module introduces the student to the core practical and research skills common to all areas of theatre production practice. It exists as an introduction to key technical, management and academic skills that underpin all subject specific work in subsequent modules. After completion of this module these core areas of study will continue to be developed through practical work at all levels of the programme.

» MODULE AIMS

The aims of this module are:

1. To introduce students to key practical and academic skills and contextual knowledge relating to theatre production processes.
2. To establish sound group and independent working practices.
3. To introduce students to safe working practices in a range of theatre production environments.

» MODULE INDICATIVE CONTENT

This module will be delivered through taught sessions and a series of short projects. Each project is self-contained and is to be completed within a defined timescale. In each project students will be given the opportunity to learn core skills and apply their learning to a project or task, either independently or as a group. Content will be made up of a combination of field trips, seminars, lectures and workshops.

» MODULE LEARNING OUTCOMES

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

1. Apply knowledge and understanding of the theoretical underpinning, working methods, materials, techniques and practices of technical theatre.
2. Ability to undertake independent research.
3. Accessing and analysing historical source materials to identify the original conditions and contexts for production.
4. Create and present in forms appropriate to content and in a range of contexts.
5. Understand group dynamics to operate collaboratively within collective, creative and professional contexts to generate and pursue shared goals.
6. Understand how to identify and manage risk, health, safety and how to employ ethical and safe working practices.

» COMPONENTS

Component	Assessment Weighting	Learning Outcomes
Foundation Skills Sessions & Projects	75%	1, 2, 3, 4, 5
Venue Awareness Training	25%	1, 6

» COMPONENT 1 – FOUNDATION SKILLS SESSIONS & PROJECTS

Research and Presentation Skills

Introduction to research and presentation methods. Visits to key cultural institutions in London. Text analysis. Group presentation.

Working with Scale

Introduction to use of scale in production work. Scale technical drawing; by hand and using CAD.

Introduction to the Performance Space

Venue visits. Theatre and staging configurations. Introduction to theatre history. Theatre terminology and etiquette.

Working in Venue

Introduction to tools and machinery. Researching, planning, testing and realisation of scenic elements. Collaborative problem solving. Safety in performance activity.

Assessment

Continuous assessment of classwork.
Project work and presentation.

» COMPONENT 2 – VENUE AWARENESS TRAINING

Indicative Content

General Health and Safety Training, Workshop Safety Training, Health and Safety in performance venue, working at height, rigging, elementary flying systems.

Assessment

Continuous assessment of classwork.
Health and safety test.

» 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 and/or 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. Demonstration of a knowledge of underlying concepts and principles in relation to a range of foundation level technical and creative theatre production processes.
2. Commitment and engagement in taught sessions.
3. Ability to work both independently and collaboratively, contributing to group work and projects.
4. Application of foundation level technical and academic approaches to problem solving.
5. Demonstration of the ability to communicate with others effectively, visually, orally and in writing.
6. Understanding and application of health and safety and safe working practices.

» MODULE LEARNING MATERIALS

Cottrell, S., 2005. *Critical Thinking Skills: Developing Effective Analysis and Argument*. Palgrave.

Gillette, M., 2007. *Theatrical Design and Production*. New York: McGraw-Hill Higher Education.

Health and Safety Executive (2019). *HSE: Information about health and safety at work*. [online] Hse.gov.uk. Available at: <https://www.hse.gov.uk/>

Holloway, J., 2002. *Illustrated Theatre Production*. Abingdon: Focal Press.

Kogler, R., 2009. *Stagecraft Fundamentals: A Guide and Reference*. Abingdon: Focal Press.

Mountview-Health & Safety Site - Home (sharepoint.com)

Reid, F., 2001. *The Staging Handbook*. London: A & C Black.

SMT410 PRODUCTION SKILLS

Module Leader	Credits	Indicative Learning Hours
Production Arts Tutor	30	340

» RATIONALE

This module will introduce students to the fundamental theory and practice underpinning the different production arts disciplines. Through a series of taught classes, workshops and observation of practical sessions, students will gain a more in-depth knowledge of Lighting, Sound, Video Production, Stage Management, and a selection of other associated skills including Applied Arts and Scenic Construction. This will equip them with the skills they need and prepare them for the roles they will undertake on public productions in the modules that follow.

» MODULE AIMS

The aims of this module are:

1. To outline creative and production concepts, processes, and principles in a clear and accessible way for all Production Arts disciplines.
2. To form a fundamental tool kit of skills and practices within a structured and managed environment.
3. To give an understanding of industry practice and familiarity with the components and logistics of production disciplines in a live performance environment.
4. To provide students with the base skills and knowledge needed to undertake a role on a public production in their chosen discipline.

» MODULE INDICATIVE CONTENT

This module will teach the key skills within the key disciplines of technical production, stage management and applied art through demonstrations, workshops, seminars, field trips and tutorials. The student's development and application of these skills will be observed through ongoing formative assessment within a structured and managed environment.

» MODULE LEARNING OUTCOMES

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

1. Develop a repertoire of technical skills, practices and making techniques, and applying them effectively to engage with a project, event or live production environment.
2. Appropriately select, employ and adapt digital media and information technologies.
3. Use technologies such as computer-aided design, lighting and sound editing, graphic image editing, 3 dimensional visualisations, project planning and other communication and visual software.
4. Articulate ideas and communicate information comprehensibly in visual, physical, oral and textual forms.
5. Make records of production work undertaken, using skills and technologies in notation and/or documentation commonly used in theatre productions.

» COMPONENTS

Component	Assessment Weighting	Learning Outcomes
Skills Sessions	40%	1, 2, 3, 4, 5
Practical Paperwork	20%	5
Specialist Lessons	20%	1, 2, 3, 4, 5
DSM Cueing Exercise	20%	1, 2, 4, 5

» COMPONENT 1 – SKILLS SESSIONS

Indicative Content

This component will equip students with a selection of Technical Production, Stage Management and Applied Arts skills and will give students a solid base knowledge from which they can continue to grow their practice once on public show roles in subsequent modules. Areas of Technical Production covered will be production and process roles, technical equipment identification and use, practical paperwork, system designs and set-up, sound processing, operating and control equipment and safe rigging practices. Introduction to key areas of applied arts will help to inform and enhance students' practice in their discipline and will include scenic art, prop making and scenic construction. Stage Management lessons will look at a number of skills including prop sourcing, individual SM roles, scheduling, budgeting, mark-outs, production meetings and administrative processes.

Assessment

Continuous assessment of classwork.

» COMPONENT 2 – PRACTICAL PAPERWORK

Indicative Content

Students will submit a portfolio of paperwork created in the taught sessions that will provide the students with information and templates they can take forward into their practical production roles.

Assessment

Portfolio of practical paperwork.

» COMPONENT 3 – SPECIALIST LESSONS

Indicative Content

These sessions look at contemporary equipment, materials, practices and processes commonly used by Stage management teams in live performance environments. Students will engage in taught sessions and independent learning and research, providing them with deeper insight into the roles of Stage Manager and Deputy Stage Manager and how these practitioners operate in live and recorded performance settings.

Assessment

Continuous assessment of classwork.

» COMPONENT 4 - DSM CUEING EXERCISE

Indicative Content

This practical exercise enables students to put into practice cueing skills learnt through taught sessions with tutors. Students will be able to demonstrate specialist skills and techniques used by contemporary Stage Management teams.

Assessment

DSM cueing assessment and associated paperwork.

» 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 note-taking 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. Successfully evaluate and apply appropriate use of materials, technologies, processes and environments fundamental to production arts practices.
2. Ability to communicate the results of study accurately and reliably, through structured written and oral means.
3. Display a professional approach and actively engage in taught sessions and workshops.
4. Evidence of a knowledge and understanding of techniques, practices and relationships within technical theatre.
5. Ability to interpret and apply health and safety legislation, in order to conduct safe and ethical working practices.
6. Secure understanding and completion of commonly used documentation relevant to each discipline.

» MODULE LEARNING MATERIALS

Applied Arts

Blaikie, T. and Troubridge E., 2002. *Scenic Art and Construction: A Practical Guide*. Marlborough: The Crowood Press.

Orton, K., 2004. *Model Making for the Stage: A Practical Guide*. Marlborough: The Crowood Press.

Thorne, G., 2010. *Technical Drawing for Stage Design*. Marlborough: The Crowood Press.

Wilson, A., 2003. *Making Stage Props: A Practical Guide*. Marlborough: The Crowood Press.

Lighting and Sound

Davis, G. and Jones, R., 1989. *Sound Reinforcement Handbook*. 3rd ed. Yamaha.

Donato Maniello (2017). *Augmented reality in public spaces : basic techniques for video mapping. Vol. 1. New technologies for the arts*. Brienza, Italy: Le Penseur.

Fraser, N., 2000. *Theatre Lighting-The Essential Handbook*. London: Queensgate.

Kaye, D. and Lebrecht, J., 2009. *Sound and Music for the Theatre: The Art and Technique of Design* 3rd ed. Abingdon: Focal Press. Izhaki, R., 2011. *Mixing Audio* 2nd Ed. Oxon : Focal Press. 13

Stage Management

Maccoy, P., 2004. *Essentials of Stage Management*. London: A&C Black.

Norburn, D. (2018). *Stage management*. Ramsbury: Crowood Press.

Palin, G., 2010. *Stage Management: The Essential Handbook New edition*. London: Nick Hern Books.

Porter, L. and Alcorn, N.E. (2020). *Stage management theory as a guide to practice: cultivating a creative approach*. New York, NY: Routledge.

SMT420 INTRODUCTION TO PRODUCTION ROLES

Module Leader	Credits	Indicative Learning Hours
Production Arts Tutor	40	400

» RATIONALE

This module provides students with their first experience of working on a public production as part of the Production Arts programme. Working at an assistant level, students begin to test the specialist skills learned during the first term of the year on one or more Mountview productions or projects, alongside fellow students, and professional practitioners. Students will have the opportunity to test, consolidate and develop their understanding of production practices through practical work.

» MODULE AIMS

The aims of this module are:

1. To provide students with experience of applied practice at a foundation level within one or more assistant level production roles.
2. To further develop the student's understanding and working knowledge of the relationships and collaborations key to the production of live performance.

» MODULE LEARNING OUTCOMES

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

1. Contribute to the production of performance, for example through stage management, scenography, sound and lighting production, video media skills and techniques.
2. Demonstrate practical technical skills, appropriate to the student's foundation level studies, in the making of a production.
3. Work in planned and improvisatory ways, to anticipate and accommodate change, ambiguity, creative risk taking, uncertainty and unfamiliarity.
4. Ability to work effectively as a member of a team - negotiating and pursuing goals with others and assisting others in the interests of the production process as a whole.
5. Ability to communicate effectively, orally and in writing, with others.
6. Analysis of the production process, including lessons learnt, skills gained, problem solving, and the approach to health and safety including risk assessment.

» COMPONENTS

Component	Assessment Weighting	Learning Outcomes
Production Practice	100%	1, 2, 3, 4, 5, 6

» COMPONENT 1 - PRODUCTION PRACTICE

Indicative Content

Students will be given one or more production roles and/or tasks according to the requirements of the current Mountview production season. The roles will be at an assistant level, and they will be working alongside industry professionals, staff members, and second- and third-year students. As part of their production roles, Students will be expected to attend meetings such as budget, design, production, and post-production meetings. Throughout this practice, they will be expected to provide tutors with all

paperwork created as a part of their roles and evidence of the technical and creative processes used. Students will be briefed on their specific responsibilities and deadlines at the beginning of the module.

At the end of the module, students will submit a self-evaluation form in which they must reflect on and assess the work they did and set new goals for future practical production work. This will be discussed in a tutorial with subject tutors.

Assessment

Continuous assessment of practical production work, projects or placements.

» 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 note-taking 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:

- Individual informal discussions.
- Tutorial.

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 ability to source, select and present appropriate and accurate visual, aural, contextual and technical research in order to inform the design process.
2. The demonstration of appropriate and coherent ideas, arguments and design solutions in response to a given text.
3. The ability to review creative processes and decisions on an on-going basis, and to make adjustments to work accordingly. The ability to objectively evaluate and reflect on project outcomes in order to inform further practice.
4. The ability to test, evaluate and make appropriate use of materials, technologies and processes in order to effectively communicate design solutions visually and aurally.
5. The ability to work independently, using initiative, exercising personal responsibility and managing time effectively in order to meet deadlines.

» MODULE LEARNING MATERIALS

Script or Text dependent on project.

Kelly, T.A. (2009). *The back stage guide to stage management: traditional and new methods for running a show from first rehearsal to last performance*. New York: Back Stage Books, An Imprint Of Watson-Guption Publications

- Norburn, D. (2018). *Stage management*. Ramsbury: Crowood Press.
- Niermann, T. (2019). *Collaborating Backstage*. Methuen Drama.
- Pallin, G. (2010). *Stage management: the essential handbook*. London: Nick Hern.
- Porter, L. and Alcorn, N.E. (2020). *Stage management theory as a guide to practice: cultivating a creative approach*. New York, NY: Routledge.
- Zhuo, J. (2019). *The making of a manager: what to do when everyone looks to you*. London: Virgin Books.

SMT430 COLLABORATIVE PROJECT

Module Leader	Credits	Indicative Learning Hours
Senior Production Arts Tutor	30	230

» RATIONALE

This module enables the practical, realised application of skills gained in previous modules, in the form of a collaborative project. Students will explore the collaborative processes that contribute to various aspects of performance production, including costume, lighting, set, sound, and video. Identifying the processes of collaboration and the application of skills from across the full range of production arts is fundamental to being able to function as a practitioner in the performance end event environment. This module develops the learning and application of the basic skills required for this, as well as furthering reflection on one's own practice and that of fellow students.

» MODULE AIMS

The aims of this module are:

1. To develop research methods and processes.
2. To encourage experimentation in applied practice.
3. To further develop the student's understanding of the roles and responsibilities of designers, and their relationships with other theatre practitioners.
4. To develop imagination and ideas.
5. To encourage collaborative working.
6. To develop further reflection and independent thinking.

» MODULE LEARNING OUTCOMES

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

1. Engage in production skills, based on an understanding of appropriate performance and production vocabularies, skills, structures, working methods and research models.
2. Work effectively under pressure and to deadlines set, showing effective time management skills and responding to the dynamic environment of a live project.
3. Demonstrate effective use of personal time and resource management – including materials, equipment, and budgets to full fill a brief in a flexible/imaginative and problem-solving way.
4. Operate independently and collaboratively, reflexively, creatively, critically and technically to develop ideas, proposals and solutions.
5. Reflect on, review and evaluate skills and processes through the on-going and retrospective analysis of project and production work.
6. Recognise situational and interpersonal factors and how these can be effectively accommodated to facilitate productive working relationships.

» COMPONENTS

Component	Assessment Weighting	Learning Outcomes
Collaborative Process	80%	1, 2, 3, 4, 6
Peer Assessment	20%	5, 6

» COMPONENT 1 – COLLABORATIVE PROCESS

Indicative Content

The module is undertaken through an initial series of practical classes, workshops and tutorials introducing the processes of researching and developing ideas. The students will be able to form a series of responses, based on a given theme, through a range of experiments, generating illustrations, plans, charts, media files, installations and other appropriate paperwork. These responses will enable the student to test skills learnt in previous modules.

Following the practical classes, a full-scale three-dimensional installation environment will be created and realised using the ideas generated. This will be undertaken as a team project, adhering to a production schedule, engaging the techniques and enquiries explored in the first part of the module. This will enable the students to exhibit their knowledge of the appropriate production process methodologies.

Assessment

Continuous assessment of practical production work.

» COMPONENT 2 – PEER ASSESSMENT

Indicative Content

The final part of the module is a post-production group meeting enabling the students to reflect on and articulate a critical appraisal of the processes learnt through collaborative working.

Assessment

Evaluative post-production group meeting.

» 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 note-taking 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. Personal input into the creation and execution of a piece of work that successfully communicates the intended idea to an audience.
2. A solid understanding of the design realisation process.
3. The ability to work both independently and collaboratively throughout the project.
4. Application of appropriate skills, techniques and working practices used across the project, including consideration for health and safety arrangements required.
5. Show strong communication skills and the ability to express ideas and knowledge in a group setting.
6. Demonstration of reflective skills and the ability to critically evaluate one's individual work and the work of the group as a whole.

» MODULE LEARNING MATERIALS

Beausse, P., 2004. *Contemporary Practices: Art as Experience*. Paris: Dis Voir.

Berger, J., 1977. *Ways of Seeing*. London: Penguin

Bishop, C., 2005. *Installation Art: A Critical History*. London: Tate Publishing.

Kaye, N., 2000. *Site Specific Art*. London: Routledge.

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

Smith, P., 2018. *Making Site-Specific Theatre and Performance*. Bloomsbury Publishing.

LEVEL 5 MODULES

SMT500 PRODUCTION ROLES 1

SMT510 APPLIED STAGE MANAGEMENT SKILLS

SMT520 PRODUCTION ROLES 2

SMT530 INDUSTRY RESEARCH

SMT500 PRODUCTION ROLES 1

Module Leader	Credits	Indicative Learning Hours
Production Arts Tutor	40	580

» RATIONALE

Production Roles 1 provides students with experience of applied practice at an intermediate level within a series of industry defined roles. As part of this module, students may participate in one or more industry placements relating to an area of Production Arts. These might comprise of along placement with one placement provider over several weeks, or several shorter placements with a range of companies or industry practitioners. Students are encouraged to organise their own placements, with the support of Mountview staff, in order to develop confidence in their networking skills. Within this module, students will also undertake production and project work relevant to their current chosen pathway.

This module runs across the equivalent of approximately 18 weeks, with at least one scheduled formative feedback point midway through it, to advise the student on their progress.

» MODULE AIMS

The aims of this module are:

1. To engage students in an exploration of how their chosen area of the industry practice functions, and enable them to realise, in full, at least one production or project from initial processes to evaluation.
2. To consolidate and further acquire skills, applying the knowledge developed in the Production Skills module to new contexts.
3. To enable students to gain new competencies that will enable them to assume significant personal responsibility and decision-making roles.

» MODULE LEARNING OUTCOMES

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

1. Engage in production skills, based on an understanding of appropriate performance and production vocabularies, skills, structures, working methods and research models.
2. Demonstrate practical technical skills, appropriate to the student's foundation level studies, in the making of a production.
3. Acquired a range of general abilities and capacities, qualities of mind and transferable skills. Apply a professional approach to all production activities.
4. Take responsibility as an individual production practitioner whether working independently or within a group for creative decision-making.
5. Ability to work independently and collaboratively to solve problems and to make decisions.
6. Identify personal strengths and needs and reflect on personal development and opportunities for career and lifelong learning.

» COMPONENTS

Component	Assessment Weighting	Learning Outcomes
Practical Production Work	100%	1, 2, 3, 4, 5, 6

» COMPONENT 1 – PRACTICAL PRODUCTION WORK

Indicative Content

Through this module students will further experience the roles and responsibilities of members of the creative and production teams and explore the integration and operation of those teams in different production arts contexts. The majority of the work undertaken within the module will be of a practical nature, with students working on a combination of roles on in-house productions, industry placements and/or independent projects. Students will be assigned to projects and roles relating to their discipline area and will be briefed on the specific responsibilities and outcomes required of that task. 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 submit a self-evaluation form in which they must reflect on and assess the work they did. This will be discussed in a tutorial with subject tutors where they will have the opportunity to identify targets for improvement and vocational aspirations.

Assessment

Continuous assessment of practical production work, projects or placements.

» 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 note taking 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, returned to the student 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. Understanding of appropriate production, skills, structures and working methods.
2. Demonstration of practical technical skills employed during the production process.
3. Creation of practical paperwork and documentation relevant to the role.
4. Ability to work independently and in collaboration with others for effective problem solving.
5. Identification of personal strengths and weaknesses and ability to reflect on and critically evaluate one's practice.

6. Capacity for responding to and learning from constructive feedback given by tutors and freelancers.

» MODULE LEARNING MATERIALS

Script or Text dependent on project.

Black, A. and Newhauser, T.M. (2022). *Supporting Staged Intimacy*. Focal Press.

Crawely, G., ed. 2011. *Transformation and Revelation*. London: The Society of British Theatre Designers.

Kelly, T.A. (2009). *The back stage guide to stage management: traditional and new methods for running a show from first rehearsal to last performance*. New York: Back Stage Books, An Imprint Of Watson-Guption Publications

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

Norburn, D. (2018). *Stage management*. Ramsbury: Crowood Press.

Pallin, G. (2010). *Stage management: the essential handbook*. London: Nick Hern.

Porter, L. and Alcorn, N.E. (2020). *Stage management theory as a guide to practice: cultivating a creative approach*. New York, NY: Routledge.

Zhuo, J. (2019). *The making of a manager: what to do when everyone looks to you*. London: Virgin Books.

SMT510 APPLIED STAGE MANAGEMENT SKILLS

Module Leader	Credits	Indicative Learning Hours
Senior Production Arts Tutor	20	130

» RATIONALE

Applied Stage Management Skills further explores the roles and responsibilities of the Stage Management team. Students will gain greater understanding of the individual roles and collaborative relationships across this discipline area in preparation for taking on higher levels of responsibility in Production Roles 2 and beyond.

» MODULE AIMS

The aims of this module are:

1. To further develop the student's understanding of Stage Management roles, and the responsibilities of the Stage Management team.
2. To expand on the role and responsibilities of the Deputy Stage Manager (DSM), and the Stage Manager (SM).
3. To further develop the student's text analysis and research skills, as well as further knowledge of methods of sourcing, adapting and making props.

» MODULE LEARNING OUTCOMES

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

1. Develop a repertoire of technical skills, practices and making techniques and applying them effectively to engage with a project, event, or live production environment.
2. Apply knowledge and understanding of the theoretical underpinning, working methods, materials, techniques, and practices of technical theatre.
3. Produce complex and detailed written work enabling effective communications within teams. For example, production schedules, meeting minutes, risk assessments, safe working practices, technical information, etc.
4. Demonstrate use of research methods in order to gather and organise material independently and to critically evaluate its significance.
5. Articulate ideas and communicate information comprehensibly in visual, physical, oral and textual forms.

» COMPONENTS

Component	Assessment Weighting	Learning Outcomes
Stage Management Skills	40%	1, 2, 3, 4, 5
Scene Setting Project	60%	1, 2, 4, 5

» COMPONENT 1 - STAGE MANAGEMENT SKILLS

Indicative Content

Through a series of workshops, lectures, seminars and independent assignments, students will continue to gain a more thorough understanding of the working practices and responsibilities of the DSM, SM,

CSM and PM. These will include a prompt book project (involving cueing, blocking and prompting), a rehearsal call assignment, show paperwork templates and production meeting minutes. It will also include methods of budgeting, knowledge of health and safety legislation, and the writing of risk assessments. Throughout this component students will compile a Stage Management portfolio consisting of all documentation and project work produced in classes.

Assessment

Continuous assessment of classwork.

» COMPONENT 2 – SCENE SETTING PROJECT

Indicative Content

Based on a given source, students will investigate and interpret a text in order to source appropriate props and furniture for set dressing. They will analyse the context, period and design brief and use creative interpretation to source and make a selection of props. Students will then dress a small scene with their sourced props and furniture, which will be assembled and then presented.

Assessment

Scene setting project and presentation.

» 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. Engagement in taught and independent learning to evidence increased levels of skill and understanding in technical skills, practices and making techniques.
2. Participation in group and focussed discussions and guest talks to advance knowledge and understanding in technical production.
3. Creation of professional level paperwork, relevant to Stage Management.

4. Level of independent organisational skills.
5. Ability to articulate ideas and communicate information comprehensibly in visual, physical, oral and textual forms.

» MODULE LEARNING MATERIALS

Black, A. and Newhauser, T.M. (2022). *Supporting Staged Intimacy*. Focal Press.

Kelly, T.A. (2009). *The back stage guide to stage management: traditional and new methods for running a show from first rehearsal to last performance*. New York: Back Stage Books, An Imprint Of Watson-Guption Publications.

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

Norburn, D. (2018). *Stage management*. Ramsbury: Crowood Press.

Pallin, G. (2010). *Stage management: the essential handbook*. London: Nick Hern.

Porter, L. and Alcorn, N.E. (2020). *Stage management theory as a guide to practice: cultivating a creative approach*. New York, NY: Routledge.

Zhuo, J. (2019). *The making of a manager: what to do when everyone looks to you*. London: Virgin Books.

SMT520 PRODUCTION ROLES 2

Module Leader	Credits	Indicative Learning Hours
Production Arts Tutor	40	460

» RATIONALE

Production Roles 2 follows Production Roles 1 and provides students with further and extended experiences of work-based learning and applied practice at an intermediate level through a series of industry defined roles and projects in their specialist area. As part of this module, students may participate in one or more industry placements relating to an area of Production Arts. These might comprise of a long placement with one placement provider over several weeks, or several shorter placements with a range of companies or industry practitioners. Students are encouraged to organise their own placements, with the support of Mountview staff, in order to develop confidence in their networking skills.

Within this module, students will also undertake production or project work at Mountview, relevant to their current chosen pathway. This module runs across the equivalent of one term, with at least one scheduled formative feedback point midway through it, to advise the student on their progress.

» MODULE AIMS

The aims of this module are:

1. To deepen students' engagement in an exploration of how their chosen area of the industry practice functions, and enable them to realise, in full, at least one production from initial processes to evaluation.
2. To extend production skills, at an intermediate level, applying the underlying concepts and principles developed in the previous Production Roles module to new contexts, including employment contexts and other realised production roles and/or projects.
3. To enable students to gain new competencies that will enable them to assume significant personal responsibility and decision-making roles.

» MODULE LEARNING OUTCOMES

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

1. Operate independently and collaboratively, reflexively, creatively, critically and technically to develop ideas, proposals and solutions.
2. Develop practical technical skills, appropriate to the student's foundation level studies, in the making of a production.
3. Produce complex and detailed written work enabling effective communications within teams. For example, production schedules, meeting minutes, risk assessments, safe working practices, technical information, etc.
4. Demonstrate effective use of personal time and resource management – including materials, equipment, and budgets to full fill a brief in a flexible/imaginative and problem-solving way.
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 the on-going and retrospective analysis of project and production work.

» COMPONENTS

Component	Assessment Weighting	Learning Outcomes
Practical Production Work	100%	1, 2, 3, 4, 5, 6

» COMPONENT 1 – PRACTICAL PRODUCTION WORK

Indicative Content

Through this component students will further experience the roles and responsibilities of members of the creative and production teams and explore the integration and operation of those teams in a variety of performance and production arts contexts. Much of the work undertaken within the module will be of a practical nature with students undertaking an industry placement or placements, as well as in-house production roles and/or independent projects. Students will be assigned to projects and roles relating to the discipline area and will be briefed on the specific responsibilities and outcomes required of that task. 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 submit a self-evaluation form in which they must reflect on and assess the work they did and how they have progressed from previous production roles. This will be discussed in a tutorial with subject tutors where they will have the opportunity to identify further targets for improvement and vocational aspirations.

Assessment

Continuous assessment of practical production work, projects or placements.

» 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 note-taking 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, returned to the student 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. Ability to work independently and collaboratively within the creative process.
2. Understanding of Stage Management process and their role in the creation of a production.
3. Ability to create complex and detailed written work enabling effective communications.
4. Effective use of personal time and resource management.
5. Level of professional approach and commitment to the project.
6. Personal reflection and identification of achievements made, new skills learnt and career development opportunities.

» MODULE LEARNING MATERIALS

Script or Text dependent on project.

Black, A. and Newhauser, T.M. (2022). *Supporting Staged Intimacy*. Focal Press.

Kelly, T.A. (2009). *The back stage guide to stage management: traditional and new methods for running a show from first rehearsal to last performance*. New York: Back Stage Books, An Imprint Of Watson-Guptill Publications.

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

Norburn, D. (2018). *Stage management*. Ramsbury: Crowood Press.

Pallin, G. (2010). *Stage management: the essential handbook*. London: Nick Hern.

Porter, L. and Alcorn, N.E. (2020). *Stage management theory as a guide to practice: cultivating a creative approach*. New York, NY: Routledge.

Zhuo, J. (2019). *The making of a manager: what to do when everyone looks to you*. London: Virgin Books.

SMT530 INDUSTRY RESEARCH

Module Leader	Credits	Indicative Learning Hours
Head of Stage Management Training	20	130

» RATIONALE

This module is intended to help students build confidence in their approach to learning and in their development of transferable skills. It will consolidate knowledge and skills gained at Level 4 and assimilate them into a Career Development Plan in preparation for ongoing personal and professional development beyond level 5, whether entering the workplace or continuing with study or training. Students will also gain further knowledge of Health and Safety regulations and how they apply to the various production roles and responsibilities.

» MODULE AIMS

The aims of this module are:

1. To introduce students to specific skills which will assist them in researching and making choices around a sustainable career trajectory.
2. To offer guidance in professional self-promotion and marketing, through digital platforms and visual presentation.
3. To further develop understanding of health and safety legislation, and its application to practical production processes.

» MODULE LEARNING OUTCOMES

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

1. Identify personal strengths and needs and reflect on personal development and opportunities for career and lifelong learning.
2. Research and examine information, materials and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation on a given stimulus.
3. Develop techniques informed by or derived from particular cultural forms/histories/contexts and/or practitioners to inform practice and development of career direction.
4. Analyse the production process, including lessons learnt, skills gained, problem solving, and the approach to health and safety including risk assessment.
5. Knowledge of the theatre and its associated industries and the employment opportunities offered.

» COMPONENTS

Component	Assessment Weighting	Learning Outcomes
Career Development Plan	80%	1, 2, 3, 4, 5
Health & Safety	20%	4

» COMPONENT 1 – CAREER DEVELOPMENT PLAN

Indicative Content

Students will produce a Career Development Plan in which they will assess their current skillset, research the job market and consider jobs they might wish to apply for after completing their training, and plan how they will bridge the gap between their current and desired skills and knowledge. This will enable them to enter the industry with a clear plan of action to reach their career goals. They will also provide an up-to-date copy of their CV and evidence of self-through social media and other digital platforms.

Additional Content

- Website design
- Utilising social media, networking and marketing tools
- CV Writing
- Interview technique
- Mock job application and interview.
- Sustainable practice
- Tax and personal accounting

Assessment

Career development plan.

» COMPONENT 2 – HEALTH & SAFETY

Indicative Content

Students will attend taught sessions covering a range of health and safety practice including COSHH, PUWER, CNWR, EAW, MSHAW, show safety folders, performance specific H&S practice, and use of guns, naked flames and ladder use. They will then be required to compile a risk assessment and method statement in response to a given brief.

Assessment

Risk assessment and method statement.

» ASSESSMENT STRATEGY & CRITERIA

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 note-taking 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. Ability to plan and manage ongoing personal, professional and career development.
2. Knowledge of career structures within Production Arts and the scope of employment and training opportunities.
3. Ability to reflect on and evaluate one's own knowledge and skill level, for the benefit of developing a career direction.
4. Demonstration of a solid knowledge of health and safety legislation and how regulations are applied in order to conduct safe working practices.
5. Ability to produce a sound Risk Assessment and Method statement.

» MODULE LEARNING MATERIALS

Bolles, R N (2008), *What colour is your parachute?: a practical guide to job-hunters and career changers*. Berkeley: Ten Speed Press.

Bright, J. and Earl, J. (2007). *Brilliant CV: what employers want to see and how to say it*. London: Prentice Hall.

O'Brien, J. and Feist, A. (2001), *Employment in the arts and cultural industries*. London: Arts Council of England.

Zarella, D. (2009). *The social media marketing book*. Beijing Etc.: O'reilly, Cop.

MODULE BREAKDOWNS: AT A GLANCE

LEVEL 4 STAGE MANAGEMENT

LEVEL 5 STAGE MANAGEMENT

LEVEL 4 STAGE MANAGEMENT

Module	Component	Assessment
FOUNDATION SKILLS (SMT400) 20 credits	Foundation Skills Sessions & Projects (75%)	Assessment of classwork, project work and presentation
	Venue Awareness Training (25%)	Assessment of classwork and health and safety test
PRODUCTION SKILLS (SMT410) 30 credits	Skills Sessions (40%)	Continuous assessment of classwork
	Practical Paperwork (20%)	Assessment of portfolio of practical paperwork
	Specialist Lessons (20%)	Continuous assessment of classwork
	DSM Cueing Exercise (20%)	Assessment of DSM cueing and associated paperwork
INTRODUCTION TO PRODUCTION ROLES (SMT420) 40 credits	Production Practice (100%)	Continuous assessment of practical production work, projects or placements
COLLABORATIVE PROJECT (SMT430) 30 credits	Collaborative Process (80%)	Continuous assessment of practical production work
	Peer Assessment (20%)	Assessment of evaluative post-production group meeting

LEVEL 5 STAGE MANAGEMENT

Module	Component	Assessment
PRODUCTION ROLES 1 (SMT500) 40 credits	Practical Production Work (100%)	Continuous assessment of practical production work, projects or placements
APPLIED STAGE MANAGEMENT SKILLS (SMT510) 20 credits	Stage Management Skills (40%)	Continuous assessment of classwork
	Scene Setting Project (60%)	Assessment of project and presentation
PRODUCTION ROLES 2 (SMT520) 40 credits	Practical Production Work (100%)	Continuous assessment of practical production work, projects or placements
INDUSTRY RESEARCH (SMT530) 20 credits	Career Development Plan (80%)	Assessment of career development plan
	Health & Safety (20%)	Assessment of risk assessment and method statement