



ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Management of Theatre Production | | | | |
| Module Code | UAMPF6-20-M | Level | M | Version | 3 |
| UWE Credit Rating | 20 | ECTS Credit Rating | 10 | WBL module? | No |
| Owning Faculty | ACE /Bristol Old Vic Theatre School | Field | Stage Management | | |
| Department | Arts and Cultural Industries | Module Type | Professional Practice | | |
| Contributes towards | Postgraduate Diploma in Theatre Arts Management (WN4212) | | | | |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | N/A | |
| First CAP Approval Date | September 2005 | | Valid from | September 2005 | |
| Revision CAP Approval Date | 20/05/2014 | | Valid from | September 2014 | |

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| Review Date | September 2020 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Plan a temporary theatre installation within health and safety and licensing laws, including schedules, building layout, budgets, staffing, fire risk assessment, and a senior management report. (A) • Plan for a given restaged production and short tour, to include schedules, budgets, staffing plans, transport logistics and a middle management report. (A) • Demonstrate the management process throughout each project, including their ability to research and evaluate material and apply it effectively. (A) • Formulate and deliver an oral and visual presentation, expressing their project ideas coherently and succinctly, answering questions in detail. (A) • Understand the impact of different forms of production on a theatre organisation's working methods and resources. (A) |

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| Syllabus Outline | <p>Tutor-led classes introduce the students to the wide range of skills and knowledge necessary for managing theatre production. These include production processes, scheduling and planning, staffing and development, management and leadership, employment law, contracts and unions, budgets and financial systems, health and safety, buildings and performance spaces, materials and equipment, reading and understanding building and stage plans.</p> <p>Students then undertake two production projects, developing from tutor-led to self-directed learning through research, action, reflection and evaluation.</p> <p>1. The first project requires the students to plan the theoretical installation of a temporary theatre space. Following a project briefing the students will plan their installation based on health and safety regulations, licensing laws and technical factors, using appropriate materials and equipment.</p> <p>Installation schedules, budgets and staffing plans should be produced as well as a fire risk assessment for the proposed space. A set of plans for the temporary theatre space will be provided. A management report for the proposed installation aimed at senior management/board level is required.</p> <p>2. The second project requires the students to plan for a theoretical restaged production and short tour. A set of theatre and stage plans will be provided. Following a project briefing the students will gather the relevant theatre information before producing the technical requirement information. Clear schedules, budgets and staffing plans should be produced. A management report aimed at middle management is required.</p> <p>At the end of each project the students are required to display, present and answer questions on their work to a selected panel of professionals.</p> |
| Contact Hours | |
| Teaching and Learning Methods | <p>The syllabus for this module is delivered through a variety of teaching methods, including individual tutorials, practical workshops and classes, and independent research.</p> <p>Tutor-led subject classes are given during the earliest weeks of term to allow time for full exploration of projects and tasks. Classes are taught by the Head of Theatre Production, and other in-house or visiting professionals. Work is based in and around the theatre production office, with full time access to staff, I.T. and other learning resources combined with visits to a range of theatre venues. At key points individual tutorials take place, which are reflective, developmental, promoting self-evaluation and action planning.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute</p> |

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| | <p>an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Placement learning: may include a practice placement, other placement, year abroad.</p> |
| <p>Reading Strategy</p> | <p>Students are encouraged to become familiar with the subject area, and texts specific to the module, through reading lists and reference material provided in the course handbook. Lists are updated annually to maintain currency and relevance. Each department holds texts and reference material, as well as the general access provided to the Schools library and access to the Internet. The specifically vocational nature of training and study, combined with the project based nature of learning on the course, may require that students are guided to reading and research material in the first instance by the module leader.</p> <p>NB: BOVTS students do not have access to UWE Libraries and UWE OnLine'</p> |
| <p>Indicative Reading List</p> | <p>The primary source for this module will be trade directories, theatre / recorded media industry individual websites and trade publications.</p> <p>To include:</p> <p>Model National Standard Conditions For Places of Entertainment and associated guidance: The District Surveyors Association/The Local Government Licensing Forum(ABTT, London 2002)</p> <p>Technical Standard For Places Of Entertainment: The District Surveyors Association (ABTT, London 2002)</p> <p>R. Mulryne and M. Shewring - Making Space for Theatre (Mulryne and Shewring, London 1995)</p> <p>A. Todd and J-G. Lecat - The Open Circle (Faber and Faber, London 2003)</p> <p>M. van Beek - Practical Guide to Health and Safety in the Entertainment Industry (Entertainment Technology Press, London 2002)</p> <p>J. Aveline - Production Management (Entertainment Technology Press, London 2002)</p> <p>P. Dean - Production Management - making shows happen (Crowood, London 2002)</p> <p>www.theatrenet.co.uk</p> <p>www.abtt.co.uk</p> |

Part 3: Assessment

Assessment Strategy

This is a Professional Practice module with only one component of assessment. This component has only one element of assessment and is Pass/Fail.

This component has two elements.

In assessing Component A there will be meetings between the student and the Head of Theatre Production at formal assessment points over the course of the module to discuss and record the student's progress judged against the learning outcomes for this module. The results of these assessment points (of which there are normally not more than three) are cumulative in nature and give rise to a final mark/grade at the end of the module.

First Assessment Opportunity

Component A Element weighting

Description of each element 100%

1. Assessment of Process of project

- Evidence of research, application, and critical analysis on projects.
- Feedback from tutors and visiting specialists.

2. Assessment of Final project

- Standard achieved by final projects with reference to the requirements of the relevant briefs.
- Standard achieved in the final project presentations with particular reference to: clarity of ideas, conviction of work, ability to inspire confidence and motivate, and quality of response.

Assessment Strategy

Both formative (ongoing throughout project) and summative (student presentation). This will include:

- Feedback from Head of Theatre Production, from in-house and visiting tutors and presentation panel.
- The individual self-assessment task

Particular attention will be paid to the students understanding and application of technical and human resource planning, health and safety, licensing and interpreting drawings to a professional standard.

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| | <p>Finally a written assessment from Head of Theatre Production is discussed in conjunction with the student's written self-assessment, and a student action plan is formulated, which are recorded on a tutorial report form.</p> <p>Second Assessment Opportunity (further attendance at taught classes is required)</p> <p>AS FOR FIRST ASSESSMENT OPPORTUNITY</p> <p>SECOND (OR SUBSEQUENT) ATTEMPT: Attendance at taught classes is required.</p> |
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| Identify final assessment component and element | Comp A | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 100% | |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Project - Plan and execute the marketing and publicity for a production in a Bristol theatre venue | Pass/Fail | |
| N/A | | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. Project - Plan and execute the marketing and publicity for a production in a Bristol theatre venue | Pass/Fail | |
| N/A | | |

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| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. | | |
| 2.(etc) | | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. | | |
| 2.(etc) | | |
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If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.