



Royal Conservatoire  
*of* Scotland

**Student Programme Handbook**  
**2019/20**

**BA Production Technology & Management**

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## **Equality and Diversity Statement**

The Royal Conservatoire of Scotland welcomes a diverse population of staff and students. The Conservatoire is committed to promoting equality in its activities and it aims to provide a performing, learning, teaching, working and research environment free from unlawful discrimination against applicants, staff and students on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, actual or perceived religious or similar belief, sex and actual or perceived sexual orientation.

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## WELCOME

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Welcome to the Bachelor of Arts Ordinary Degree in Production Technology and Management (BAPT&M) at the Royal Conservatoire of Scotland (RCS).

Studying at the Conservatoire will provide you with a series of unique opportunities, in an environment where, for those who feel passionately about their careers, rewarding successes and important failures will take place and throughout your training you will be encouraged to integrate practical skills with theoretical knowledge and to extend your creative curiosity.

The programme will demand that you are a self-determined learner and your ability to combine creativity and analytical thought with skills and technique will be constantly challenged. Now you are with us we have a duty of care to ensure that upon graduation you are best equipped to compete in the expanding and evolving industries of culture, entertainment and the arts.

Alumni of the department are already using these skills to make original contributions to the arts, both nationally and internationally. In turn the events and projects they are engaged in can have a profound influence on the people and way of life in the localities in which they are produced and performed. As such, training at the Conservatoire is more than just a personal commitment; it is also a commitment to the future of the arts and culture and their meaning and direction in society and for future generations to come.

Take full advantage of the Conservatoire environment and successfully complete the BAPT&M degree programme and you will have the potential to play a leading role in the future of the arts sector and, in consequence, will have an excellent opportunity to develop into an industry leading practitioner.

The Production staff teams look forward to working with you in achieving this goal.

**Ros Maddison,**  
Head of Production

## OUR CURRICULUM

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Our curriculum at RCS is based on the six curriculum principles below and facilitates choice and flexibility for all students whilst maintaining disciplinary focus.

Our curriculum:

- Develops excellence alongside high levels of reflection in all of our disciplines.
- Fosters the creative attitudes and skills needed for collaborative learning in and through practice.
- Enables students to take responsibility for managing and evaluating their own learning.
- Provides students with insight into a diversity of artistic fields and experience of what is required to succeed in their individual arts practice.
- Develops the ability to use theoretical understanding to inform practice and practice to inform theory.
- Enables students to make a contribution in the world as artists, educators, advocates and active citizens.

We're the only Conservatoire in the UK and one of few in the world to offer such a rich range of art forms – music, drama, dance, production and film. Our curriculum enables students to work with each other across the disciplines via choice modules, learning from each other, creating together and expanding as artists in a way that would be hard to experience elsewhere.

## THE PROGRAMME

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### RATIONALE OF THE PROGRAMME

As the only HE programme of its kind in Scotland, we recognize our responsibility to develop graduates in the full range of production technology and management roles who are not only capable of taking advantage of the employment opportunities offered, but also to act as advocates and develop as future leaders of the industry. Our programme is designed to allow students to develop autonomy in their own learning and development ensuring that they are more able to adapt and respond to new challenges, technologies and innovations as they emerge.

The BA Production Technology and Management has been written to produce Production Technicians, Managers and Designers who can turn their hand to any related role, making them both useful and employable in a range of contexts, whilst also being specialists in specific career pathways i.e. Stage Management, Stage Technology, Sound Technology and Lighting.

Our graduates will aspire to become the creative leaders and innovators of the future and will be encouraged to push accepted boundaries and create new standards of practice in the industry at large, especially in the area of health and safety practice.

Working, as you will, with both established practitioners and colleagues from all disciplines not only encourages you to develop a variety of approaches and attitudes to production practice but also exposes you to those professionals who may become future employers. It is our intention to help you develop as a self-motivated learner and an independent, inter-dependent, collaborative, articulate, and reflective practitioner.

### AIMS OF THE PROGRAMME

Within the programme's overarching aim of producing employable stage managers, technicians and technical designers, the BA Production Technology and Management embraces the Conservatoire's general aims and learning outcomes – with each being given an appropriate (and varying) emphasis in the context of the programme's vocational and professional focus. Within the framework established by the Conservatoire, the programme will place particular emphasis on:

- High level skills development through practice in both a workshop and a production setting.
- The development of reflective and autonomous practice through an emphasis on goals setting and personal development planning.
- The development of conceptual and theoretical insights to both support and contextualize practical knowledge of the production process.



- The enrichment of personal praxis through the exposure of students to a range of theories, practices and learning experiences in a diverse range of performance outcomes and settings.
- The development of communication skills and documentation practices including the importance of production archiving.
- The importance of the production practitioner role in the changing landscape of the professional industry and their potential involvement in shaping the future of that landscape.

Naturally, there will be a changing emphasis on each of these aspects of the programme as you progress through its three levels. Given the absolute focus on the needs of the individual student, emphasis will also vary from student to student – all moderated and agreed through the Student Contract. This will culminate in praxis which, for graduates of the BA Production Technology and Management will, primarily, be evident through (and evidenced by) the practice of their specialism at a professional level.

**NB:** Programme aims and levels are benchmarked across the Higher Education sector in Scotland. You can find the national benchmark statements in your *Conservatoire Undergraduate Handbook*.

## PROGRAMME LEARNING OUTCOMES

### SHE Level One

LO No.	Learning Outcomes (SCQF Level 7)
1	At the end of the level you will be able to choose and apply effective methods of communication and collaboration within a supported learning environment to ensure you constructively support all production departments.
2	At the end of the level you will be able to understand and follow health & safety controls within a supported learning environment to ensure the safety of yourself and your peers.
3	At the end of the level you will be able to work effectively, anticipate and react to technical challenges in a supported learning environment in order to effectively contribute to your allocated production team.
4	At the end of the level you will be able to share an awareness of past, present and potential future theatre practices in order to evaluate your own personal learning needs and development priorities.

## SHE Level Two

LO No.	Level 2 Learning Outcomes (SCQF Level 8)
1	At the end of the level you will be able to choose and apply effective methods of communication and collaboration within a semi-supported learning environment to ensure you constructively support all production departments.
2	At the end of the level you will be able to disseminate knowledge and skills among your peers within a semi-supported learning environment in order to be an effective team member and utilise the resources under your control.
3	At the end of the level you will be able to follow instruction, plan, prepare, anticipate record and archive technical challenges in a variety of semi-supported learning environments in order to work safely and effectively as part of your allocated production team.
4	At the end of the level you will be able to identify your professional goals and initiate an appropriate personal learning and development plan, through a process of reflection and exploration of your emerging professional practice.

## Level Three

LO No.	Level 3 Learning Outcomes (SCQF Level 9)
1	At the end of the level you will be able to choose and apply effective methods of communication and collaboration within a variety of live production environments to ensure your department constructively aids the productions.
2	At the end of the level you will be able to disseminate knowledge and skills while evidencing decisive and assertive management technique within a variety of live productions environment to effectively utilise the resources under your control in accordance with current Health and Safety guidelines.
3	At the end of the level you will be able to plan, prepare, anticipate, record and archive the technical challenges within a variety of live production environments in order to creatively and safely fulfil the technical design challenges of the productions.
4	At the end of the level you will be able to implement and evaluate personal and self-promotional tools, in the broader context of employment and entrepreneurship opportunities, as part of your Continued Professional Development plan.

## **GRADUATE ATTRIBUTES**

The Conservatoire has identified key attributes by which it expects its graduates will be identified professionally. You should consider these attributes within your goals setting and identify how you will aspire to achieve them.

The full list of attributes can be found in your Undergraduate Handbook but here is a list of areas you could consider.

### **What kind of graduate will you be?**

- Excellence in practice and reflective in outlook. How will you get the best out of your programme in order to become a leader, an innovator and fulfil your potential?
- You are creative. You are a collaborator. Your opinion is valid. Consider the teams around you and watch how they function. What is your natural position in a team? How can you develop this?
- Responsibility is inherent in all production work. You are responsible for yourself and for your team. Take advantage of the opportunities available to you over your time as a student at RCS. If you don't nobody else will.
- Glasgow is a cultural hub. You are at the centre of it. Make the most of where you are and open your eyes to the professional world you aspire to join. What's going on? How can you learn from what you see and how will you make a difference in the future?
- Don't be afraid of theory. It will inform your practice and broaden your outlook. You will never stop learning so never assume you know it all. What do you want to learn?
- We are a diverse institution, unlike any other, full of people and opportunities to link you with other cultures, opinions, beliefs, backgrounds and professions. Explore the potential of this, meet new people, share your ideas and aspirations with students and staff from across the building and beyond. How will you take your own learning and ensure that it makes a difference?

## PROFESSIONALISM AND PEOPLE

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### GUIDELINES ON PROFESSIONAL CONDUCT

#### Professional Conduct and Assessment

In the School of Drama, Dance, Production and Film the development of professionalism is one of our primary objectives. In so doing the School educates not only towards the acquisition of skills and methodology, but also towards an understanding of self and the world.

The effectiveness of this educational process depends upon respect. That is respect of self, of peer and of lecturer. Inevitably this implies acceptance of certain Guidelines on Professional Conduct, which will be rigorously observed by all involved. The performance profession operates a legally binding contractual system, which invokes stern penalties if breached. As part of your preparation for the profession, the School of Drama, Dance, Production and Film's Guidelines on Professional Conduct are consistent with those operating in professional contexts.

Students are expected:

- To behave in class, rehearsal, performance and production in a disciplined manner at all times.
- To work, explore and experiment outside supervised time.
- To contribute fully to the work of the group.
- To respect and value the contributions of others and be willing to work supportively with their peers outside of supervised time.
- To prepare thoroughly and independently for the work in hand and to come.
- To be willing to respond positively to new challenges.
- To relate their work within the School to the wider context of the arts, culture and society.

Your wholehearted commitment to the above Guidelines is essential to your progress in the School and in the profession.

**Your demonstration of this commitment will form part of your continual assessment throughout your core modules on the programme.**

## WORK STRATEGIES

Apart from the obvious, like working hard and not leaving everything until the very last minute, here is some advice on the way to succeed on this programme, and how to avoid some of the more common traps:

- **Get up and get involved.** Don't sit around waiting for someone to tell you what to do. A full idea of what really needs to be done usually comes through active participation.
- Take creative risks and **challenge yourself.** Don't be scared of making mistakes.
- Don't stick with the first solution you come up with. Try to **generate** as many alternatives as possible and **explore** as many of these as you can.
- **Be positive.** Always try and see the potential benefits of situations and embrace the challenges they present.
- **Talk to us.** If you have a problem don't sit around moaning, see a lecturer and get some help, we are as keen for you to succeed as you are yourself.
- **Treat your colleagues with respect.** You will not get on with everyone on your programme but you will have to work with them all, so be respectful of individual differences and remember, one day they may be in a position to employ you or recommend you for work.
- **Enjoy the programme.** The Royal Conservatoire should not be intimidating or boring, but an open, friendly, creative, humorous, dynamic and stimulating environment; a pleasure to be in.
- **Plan ahead** where possible, particularly in terms of reflective journals and blogs. If you stay on top of it, the workload stays manageable.
- Treat all Professional Services staff (Administration, Domestic Services, Client Services etc) with **respect.** Remember they have to deal with issues for over 1000 students across the institution. Two good simple rules to remember are:
  1. Thank staff for their help
  2. Do not leaving work spaces in a mess

**Be self-motivated – staff will support you but we can't do it for you!**

## WORKING PRACTICES AND PROCEDURES

In practice the Royal Conservatoire Regulations are reflected in the following Working Procedures:

- **Punctuality is essential at all times.** You are expected to be in attendance and ready to work at the start of each session.
- Too be early is to be on time. To be on time is to be late. To be late in UNACCEPTABLE.
- Unexpected absences should be reported immediately using ASIMUT.
- Authorised absence must be applied for through your Student Contract. It will then be considered by your Programme Leader in consultation with your subject lecturer and your departmental line manager, where appropriate.
- Permission for an absence for work will not be given unless there is **NO IMPACT** on the production you are allocated to. This includes other students 'covering' for you.
- There should also be **no impact on your learning**. It is therefore unlikely that requests for work-related absence will be approved at level one and level two due to the potential impact on your learning and understanding later in the programme.
- **Unauthorised absence is a serious disciplinary matter and is not permitted.**
- Where programme commitments require you to attend during breaks or during the designated independent learning week, time off in lieu of this attendance may be negotiated with subject staff.
- It is essential that **correct footwear** and **appropriate clothing** should be worn. Guidance as to suitable clothing and footwear will be given at the start of your programme. If your class requires you to have bare feet then you must put your shoes back on before walking into the corridors.
- **No food or drink (other than water where applicable)** is allowed in working spaces including venues other than by permission.
- Procedures for room bookings and room standards must be strictly observed and respected.

**NB: Any student considered to be under the influence of either drugs or alcohol during a working session will be asked to leave the premises immediately and may be subject to disciplinary action.**

## HEALTH AND SAFETY PRACTICES

**The Conservatoire procedures on Health and Safety will apply at all times.** You should fully acquaint yourself with the **Production Department Operational Responsibilities and Procedures.**

These are some critical things that you must NEVER do unless you have been given specific permission by a member of staff, or trained to the appropriate level or you are being directly supervised on each and every occasion.

- **Do not** enter restricted venue areas including mains-power or dimmer rack areas, grid, cat-walks, fly floor or high level rigging areas.
- Do not adjust or operate workshop or stage machinery including access equipment.
- **Do not** wear headsets for mobile devices such as smart phones or MP3 players in the workshops or in backstage areas.
- **Do not** perform any maintenance or repair work on any equipment at all.
- **Do not** lift or move heavy objects or equipment.
- **Never** remove stock items from any workshop/store without the approval of the relevant member of staff.
- **Always** keep long hair tied back in the workshops and backstage areas and wear appropriate footwear at all times.
- **Always** wear PPE (such as goggles, ear-defenders, safety masks, hard hats, gloves, aprons) as instructed.
- **Always** observe safety signage posted in individual workshops, and additional safety regulations, such as *COSHH* data-sheets.
- **Do not** work with chemicals, accelerants, hardeners, solvents, adhesives or other unfamiliar substances at any time unless you have been specifically trained in the use of that substance and authorised to use it. If you are in doubt, then ask before you touch.

**Do not** leave personal valuables unattended. The Conservatoire does not insure personal items.

**If you are unsure about what you have been asked to do (or how to do it) then please ask to be shown again.** Production staff will always be more than willing to demonstrate techniques and practices as often as is necessary, as far as is reasonably practicable.

**Your safety and the health and safety of others are your responsibility!** The behaviour of one individual can affect the wellbeing of all. Good safe working practice is the result of anticipation, common sense, maintenance of regulations, adherence to procedures and care and attention at all times.

**Failure to follow any of the above Working Practices and Procedures will be considered to be an infringement of regulations and is likely to result in appropriate disciplinary action. Please see Production Department Operational Responsibilities and Procedures for full details of departmental Health and Safety practice.**

## PROGRAMME STAFF

There are three levels of full time staffing support for students on the BA Production Technology and Management Programme. They are:

- The Programme Teams who oversee the academic process and deliver formal teaching and tutorials. The BA Production Technology and Management team is made up of the Head of Production, four dedicated lecturers and four tutors. They are:

**Ros Maddison** Head of Production/Programme Leader

**Steve Macluskie** Lecturer in Stage Technology  
**Susan May Hawley** Lecturer in Stage Management  
**Christoph Wagner** Lecturer in Lighting  
**Clare Hibberd** Lecturer in Sound

**Yvonne Carruthers** Stage Management Tutor  
**Malcolm Stephen** Stage Supervisor/Tutor  
**Dave Evans** Lighting Tutor  
**Barry McCall** Sound Tutor

- The BA Production Arts and Design Programme team deliver a range of sessions on your programme especially throughout year one. This team is also led by the Head of Production and consists of five dedicated lecturers. They are:

**Gary Fry** Lecturer in Scenic Art  
**Zander Lee** Lecturer in Scenery Construction  
**Martin Mallorie** Lecturer in Props Construction & Design  
**Christine Murphy** Lecturer in Costume Construction & Design  
**Robin Peoples** Lecturer in Design

- Central Production Unit (CPU) Tutors who mentor and supervise students in the production arts workshops including tuition and tutorial support. There are also three Production Managers in the CPU who will be your line managers on production work but who also have tutor status and are there to support your learning. The CPU is separate to the academic schools and supports all Conservatoire productions as required.
- The Venues' Team Technicians who help supervise students in the Conservatoire's venues and provide technical information in production practice. The Venues Team also work independently to the academic schools and have responsibility for all the Conservatoire's internal venues.

The Programme also has administration support from the Academic Administration and Support (AAS) staff. Your first point of contact in the AAS office will be:

**Kirstin Halliday** Programme Support Administrator



You may also come into contact with:

<b>Ruth Calder</b>	Programme Support Administrator (BA Acting, BA Performance in BSL/English)
<b>Sophie McAlpine</b>	Programme Support Administrator (BA Musical Theatre, MA Musical Theatre)
<b>Suzanne Shanks</b>	Programme Support Administrator (BA Modern Ballet, MA Classical & Contemporary Text)
<b>Josie Stay</b>	Programme Support Administrator (Vocal Performance)
<b>Hana Graham</b>	Programme Support Administrator (BA Contemporary Performance Practice, Introduction to Collaborative Practice and Choice Modules)
<b>Dawn Forrest</b>	PA to the Director of Drama, Dance, Production & Film
<b>Jane Balmforth</b>	Conservatoire Counsellor and Disabilities Advisor

### **External Examiner**

Each programme has an External Examiner whose primary function is to ensure fairness to students and comparability of standards with comparable institutions. They are appointed by the Academic Board for their experience of assessment procedures and/or their expertise in certain areas of the Programme work. Their main duties are:

- To judge your work impartially, in accordance with the School's assessment regulations and compare your work with that of other comparable Programmes.
- To approve the form, content and delivery of the School's assessment procedures.
- To consult with internal assessors and to moderate, if required, the marks given.

***Your External Examiner is Dr Katherine Sandys, Head of Theatre Practice at Royal Central School of Speech and Drama.***

The External Examiner normally visits the programme twice in the academic year and also attends the Examination Board meeting at the end of the year. The External Examiner will see at least one stage production and a range of student project work and written assessments.

## PROGRESS AND EXAMINATION REGULATIONS

Full details of the role of the External Examiner and the Progress regulations of the Conservatoire can be found in your Conservatoire Undergraduate Handbook but here are some important things to remember about assessment:

- **You will be charged** for the resit of any assessment component you fail due to either non-submission or plagiarism.
- Work that is submitted late will not be accepted.
- Extensions to deadlines will only be considered using the RCS Extension Request form.
- If you do not attend we cannot assess you and you will not pass.
- If you have good reason for non-attendance or late submission you must declare personal mitigating circumstances so this can be considered.

## SUBMISSION OF WRITTEN WORK

### Layout

All written submissions **MUST** be presented in the following formatting and procedures:

- All written work should be **single sided** and lines **double-spaced** (except for indented quotations).
- All written work should have a **title cover** with name, programme, title, date and lecturer's name (available from the AAS Office).
- Pages should be **numbered** consecutively.
- The name of the student should appear on **every page**.
- Leave a **4cm margin** at the sides and top of the page.
- All work should be in Arial 12 point, justified.
- Indicate the **word count** at the end of the work (excluding quotations).
- You are responsible for keeping a **copy** of your work.

Unless otherwise specified, all written work should be submitted for assessment by email attachment to [bapt&msubmissions@rcs.ac.uk](mailto:bapt&msubmissions@rcs.ac.uk). Email submissions are automatically time/date stamped.

NB This may be different for Options modules so please check details carefully!

When work is submitted to the Academic Administration and Support Office, it must be **signed for, and date stamped in the presence of the student on the agreed date and within the times specified.**

## Submission Deadline Extensions

Full guidelines on individual extensions and mitigating circumstances can be found in your Conservatoire Undergraduate Handbook.

Please note however, that failure to submit work due to computer or software failure e.g. virus, damaged/lost information storage, damaged computer etc. will not be considered as legitimate reasons to not submit work. This includes submission to the incorrect email address!

**It is your responsibility to ensure that all of your work is backed up regularly. E-mail submissions should also be saved in order that a copy can quickly be retrieved in the event of non-receipt of a submission.**

## SOME USEFUL CONTACTS

You can dial direct to an internal extension from outside by dialling:  
(0141) 270 8 + ext

The Royal Conservatoire's main switchboard 0141 332 4101

### BA Production Technology and Management Staff

Ros Maddison	Ext 326	<a href="mailto:r.maddison@rcs.ac.uk">r.maddison@rcs.ac.uk</a>
Steve Macluskie	Ext 257	<a href="mailto:s.macluskie@rcs.ac.uk">s.macluskie@rcs.ac.uk</a>
Susan May Hawley	Ext 257	<a href="mailto:s.hawley@rcs.ac.uk">s.hawley@rcs.ac.uk</a>
Christoph Wagner	Ext 257	<a href="mailto:c.wagner@rcs.ac.uk">c.wagner@rcs.ac.uk</a>
Clare Hibberd	Ext 256	<a href="mailto:c.hibberd@rcs.ac.uk">c.hibberd@rcs.ac.uk</a>
Yvonne Carruthers	Ext 256	<a href="mailto:y.carruthers@rcs.ac.uk">y.carruthers@rcs.ac.uk</a>
Malcolm Stephen	Ext 257	<a href="mailto:m.stephen@rcs.ac.uk">m.stephen@rcs.ac.uk</a>
Dave Evans	Ext 256	<a href="mailto:d.evans2@rcs.ac.uk">d.evans2@rcs.ac.uk</a>
Barry McCall	Ext 256	<a href="mailto:b.mccall@rcs.ac.uk">b.mccall@rcs.ac.uk</a>
BAPA&D staff	Ext 116	<a href="mailto:initial.surname@rcs.ac.uk">initial.surname@rcs.ac.uk</a>

### Academic Administration and Support Office (AAS)

Reception Desk  
(For general enquires) Ext 241 [aas@rcs.ac.uk](mailto:aas@rcs.ac.uk)

Kirstin Halliday  
Programme Support Administrator Ext 356 [k.halliday@rcs.ac.uk](mailto:k.halliday@rcs.ac.uk)  
(For Programme related administration matters)

Effective Learning Service  
(For learning support and guidance) [els@rcs.ac.uk](mailto:els@rcs.ac.uk)

Prod. Reception Desk at Wallace Studios Ext 101

International & Student Experience Advisors  
Ext 281 [international@rcs.ac.uk](mailto:international@rcs.ac.uk)  
Counsellor and Disabilities Officer  
Ext 282 [j.balmforth@rcs.ac.uk](mailto:j.balmforth@rcs.ac.uk)

### Workspaces

Wardrobe  
Ext 106 [wardrobe@rcs.ac.uk](mailto:wardrobe@rcs.ac.uk)  
Construction Workshop  
Ext 108 [s.cook@rcs.ac.uk](mailto:s.cook@rcs.ac.uk)  
[m.doolan@rcs.ac.uk](mailto:m.doolan@rcs.ac.uk)  
Paintshop  
Ext 107 [s.mcintosh@rcs.ac.uk](mailto:s.mcintosh@rcs.ac.uk)  
Props  
Ext 105 [a.oldham@rcs.ac.uk](mailto:a.oldham@rcs.ac.uk)  
or [m.currie@rcs.ac.uk](mailto:m.currie@rcs.ac.uk)  
Student Prod. Office (WS)  
Ext 117  
Student Design Base (WS)  
Ext 118  
Student Prod. Office (Renfrew Street)  
Ext 307

### Other

Client Services – Renfrew Street  
Ext 200 [clientservices@rcs.ac.uk](mailto:clientservices@rcs.ac.uk)  
Student Union  
Ext 296 [su@rcs.ac.uk](mailto:su@rcs.ac.uk)  
Venues Office  
Ext 207 [venuetechs@rcs.ac.uk](mailto:venuetechs@rcs.ac.uk)  
AV Stores  
Ext 207 [avsupport@rcs.ac.uk](mailto:avsupport@rcs.ac.uk)  
CPU Stores  
Ext 104 [cpustores@rcs.ac.uk](mailto:cpustores@rcs.ac.uk)  
Box Office  
Ext 207 [boxoffice@rcs.ac.uk](mailto:boxoffice@rcs.ac.uk)  
Production Management  
Ext 109 [l.mackenzie@rcs.ac.uk](mailto:l.mackenzie@rcs.ac.uk)  
Ext 110 [s.roe@rcs.ac.uk](mailto:s.roe@rcs.ac.uk)  
[k.murray@rcs.ac.uk](mailto:k.murray@rcs.ac.uk)  
Ext 111 [c.bell@rcs.ac.uk](mailto:c.bell@rcs.ac.uk)  
Email for submitting written assessments [bapt&m submissions@rcs.ac.uk](mailto:bapt&m submissions@rcs.ac.uk)

## PROGRAMME REQUIREMENTS

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### THE WORKING WEEK

Although the working week is from 9am to 6pm Monday to Friday, it is usual for production work and student generated work to continue into the evening and over the weekends. It should not be assumed, therefore, that evenings, Saturdays and Sundays are automatically for part time jobs, home visits and other recreational activities. There will certainly be time for these, but great care must be taken to study schedules, which will be published in advance. However, in line with professional practice there may inevitably be last minute changes to work schedules. You are expected to accommodate these changes other than in the most exceptional circumstances.

### INDEPENDENT LEARNING

**You are responsible for your own progress.**

It is stressed from the outset, and throughout the programme, that your development will require your systematic pursuit of Self Determined study. You will need, and are expected, to undertake **Independent Learning** to support and develop lecturer-led work initiated in class, rehearsal etc.

Independent learning can be done at any time when you don't have timetabled commitments.

### PEER LEARNING

On your journey through the programme you will come across a lot of new information. This may come from staff, from independent study or possibly even from other students, that is to say - your peers. There is a lot of peer to peer learning on the programme - across subject specialisms or across year groups. There is wealth of knowledge in the people around you so make the most of this resource. Be open and receptive to what other students have to say. Learn to listen. If you are in any doubt about advice given to you by another student, always check with a staff member.

Peer to peer learning works both ways. The more you explain something to someone else, the more you will consolidate those skills for yourself.

### TRANSFERABLE SKILLS

The programme will prepare you for work in the entertainment industry by teaching you the core knowledge, skills and understanding of traditional stage production but remember this learning is transferable into a range of disciplines. Over your time at the Conservatoire and through your work placement you might also engage with areas such as devised theatre, site specific performances, parades, film making, TV programmes, videos, theme parks, festivals or concerts. The skills you learn on the programme will be transferable across these experiences and many more.

You will be encouraged to be a self-motivated learner and to seek out new opportunities, approaches and experiences. Even if you have never done something before you should be able to work out what is required, based on that core knowledge and understanding.

### **MUTUALLY CONSTRUCTED FEEDBACK**

You will receive feedback in a range of ways throughout your studies. Most frequently your subject staff will be offering advice and guidance regularly as you work on production work or projects. This is valuable 'in the moment' feedback which can be acted on immediately but is not documented.

In order to ensure you are aware of your progress, you will also be called for, or can request, a regular tutorial with your subject or module staff. This tutorial is documented and agreed upon by both you and the staff member.

The process for this 'mutually constructed feedback' is as follows:

- First you will be asked to offer any observations you have about your experiences and learning on your most recent project or module.
- Then the staff will offer their feedback and, where appropriate, discuss with you why it differs from yours.
- Finally both of you will sign the tutorial document as a true record and to acknowledge that you understand what has been said.
- The document is then uploaded to your Student Contract for future reference.

This process is designed to ensure you are fully aware of your progress and fully involved in reflecting on your development so please ensure you attend your tutorials ready to contribute.

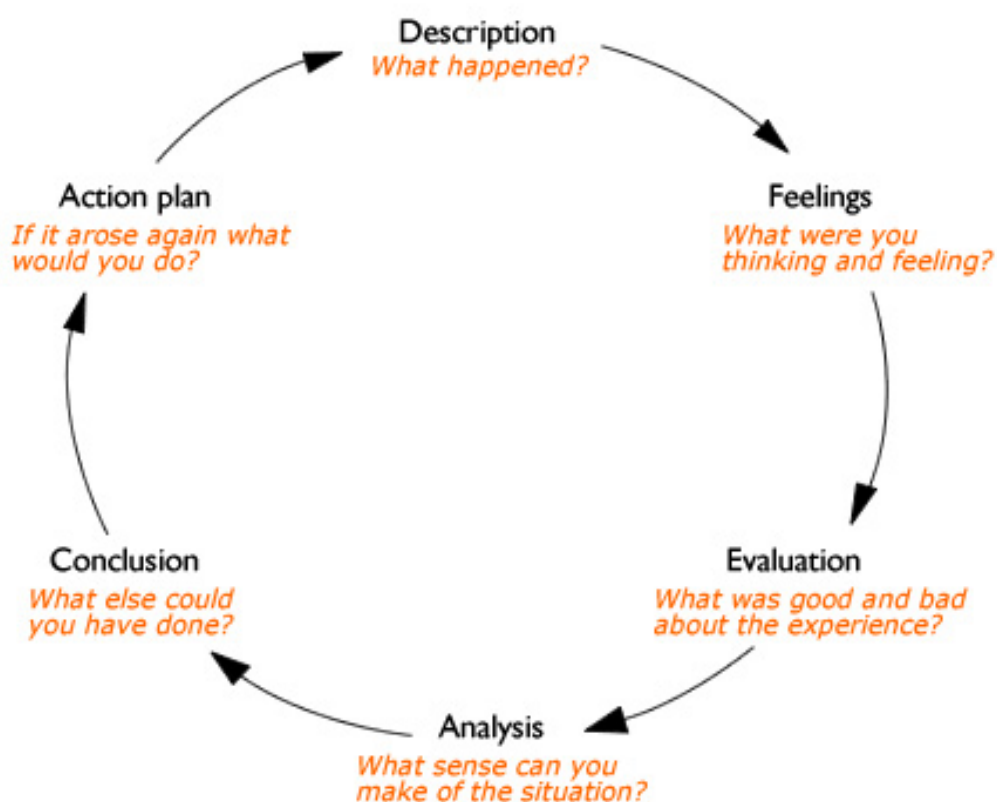
### **REFLECTIVE PRACTICE**

#### **Online Portfolio**

As part of your continuing personal development planning, which runs throughout your time at the Royal Conservatoire of Scotland, you will be expected to document your experiences in each module. As you progress through your modules you should keep an online portfolio, detailing your experiences, what you have learned and your reactions. As appropriate your portfolio should include photographs, diagrams, videos and any other material relevant to your experience.

The following reflective cycle (Gibbs') encourages you to think systematically about the phases of an experience or an activity and you should use all the questions to structure your reflection. It may assist you to use the questions as section headings in your journal entries and/or your reflective summaries.

Your online portfolio itself is not assessed but you are expected to refer to it in your reflective summaries.



Your online portfolio will be created in the RCS Portal and must be made visible to the PTM Lecturing team and the Head of Production. The portfolio should be as detailed as you like and you will need to quote key learning moments in your end of year summary.

Quotes from your online portfolio should be used to **contextualise** your reflective summary and so you **should not reference the whole post**.

When referencing your posts in your reflective summary you should note the post name and the date as well as actually quoting your own words. The quote itself should also be italicised, in single quote marks and not counted as part of your word count.

e.g. *'I really feel like my understanding of opera has improved'* (Getting the Hang of It, 8/3/19)

If referencing an opinion from another source you should at least include the source, the author and the date.

e.g. *'It is impossible for a production manager to predict all of the problems they and their team will encounter.'* (Production Management – Making Shows Happen, Dean, 2002)

## COMMUNICATION

### Notice Boards

A notice board for curriculum information is situated in the production office at Renfrew Street. This shows relevant student information such as work opportunities, union news, what's on in Glasgow etc. Please feel free to contribute!

### Computers

As well as the dedicated Royal Conservatoire IT suite at Renfrew Street and the general computer terminal kiosks across both buildings, there are computer workstations dedicated specifically to Production and Film students in the production offices. These should only be used for production work and not homework or personal matters – including social networking.

Drinking and eating are strictly prohibited in the IT areas including the production offices. All computer pre-settings should be left as found and no unauthorised software should be installed onto the hard disk of any computers in the department. Students are instructed to store all their own work files on removable media such as memory sticks or portable hard drives. The Head of Production must be informed immediately should any changes to a computer set-up appear or if IT equipment in the department fails to function or appears damaged.

The IT facilities within the Conservatoire are constantly expanding and there will be additional IT resources available such as video editing and sound design facilities elsewhere in the buildings. All these rules regarding food, hygiene, tidiness and appropriate use apply equally, if not more so, to these specialist computers.

*It is a serious disciplinary offence for students to use any staff computers.*

### Asimut – Timetabling and Space Bookings

All students' schedules are provided via ASIMUT, the Conservatoire's official timetable and scheduling software, available at <https://rcs.asimut.net/public/login.php>. Students have access to book studios and rehearsal spaces via the ASIMUT system up to 48 hours in advance. Please see the Student ASIMUT Bookings Rules and Regulations for further details. Access to performance venues are for practice only and can be reserved through your Programme Support Administrator. The ASIMUT system also holds all of the Conservatoire's timetabled information.

ASIMUT training is given in induction week as part of the IT induction. Studios and rehearsal spaces cannot be booked until ASIMUT training has been received.

Policy, Rules and Regulations are available on Moodle & RCS Portal.



For further details or to report any anomalies in your timetables, please contact your Programme Support Administrator or the space planning department at: [spaceplanning@rcs.ac.uk](mailto:spaceplanning@rcs.ac.uk)

### **Email/Outlook Calendar**

You will receive a Conservatoire e-mail account as part of your induction to the Conservatoire. You should also acquaint yourself with the Outlook Calendar in your account and use this as your main time management tool. This is particularly important for Production students as calls, schedules, class times etc. change frequently and will be sent by outlook appointment or via Asimut wherever possible. Please ensure you accept/decline appointments as appropriate to ensure an effective line of communication.

Please also ensure that you have transported your Asimut schedule into your Outlook Calendar.

Additional access points are available around the Conservatoire buildings to send and retrieve your e-mail. The Head of Production also uses email and outlook appointments to communicate quickly and efficiently with individual students, year groups and the whole programme. **It is your responsibility to check your email account daily – preferably in the morning and again at the end of the day.**

### **Moodle**

Moodle is the Royal Conservatoire's online, interactive environment. It is a dynamic resource that includes programme information, production information, online courses, forums, discussions, chat rooms, instant messaging, news announcements, web links and hosts Production pod casts. As such it is the one of the primary communication tools for both Production staff and students. You can access Moodle on the web at: <http://inspire.rcs.ac.uk>

All students can access Moodle from any computer with internet access, either within or without the RCS. It is also available from the many computer terminals situated around the Conservatoire buildings. There is also a link on the Conservatoire website. During your induction you will be given your Moodle username and password and a brief introductory session on how to enjoy and get the best out of this Virtual Learning Environment. There will also be a follow up session in the Professional Practice Transitions module in Term One.

### **Telephones**

Production students are permitted to use Conservatoire telephones situated in the production office **providing** the calls are for production practice purposes or relating to an emergency situation. However, the Conservatoire monitors these telephones closely and the use of these phones for personal calls will not be tolerated. Please note that production calls should be made on the production telephones as calls made on personal phones will not be reimbursed.

**All mobile phones should be switched to silent during the working day.**

## STORAGE

The Conservatoire allocates one secure locker for every student. You will be required to pay a deposit. The key to this locker is then exclusively yours during your time at the Conservatoire. Prior to leaving/Graduating you **MUST** empty your locker and remove all belongings and return the key. Your deposit will be refunded on return of the locker key. Please do not ignore this as any possessions found in lockers when you leave will be thrown out.

## SPACES

There are several spaces that are allocated specifically to production students; some (like the Renfrew Street Production Office) are shared with BA Filmmaking students. These spaces must be treated with respect and with regard for the other users. They are not common rooms and should not be treated as such.

- No food and drink except for bottled water should be in these areas.
- All work surfaces should be left tidy, free from clutter and ready for the next person to use.
- Put your rubbish in the bins provided.
- Take your turn at emptying recycling bins as appropriate.
- No practical making should take place in offices.

## PROGRAMME MEETINGS

In keeping with the philosophy of the programme, where students are not only involved in their own work but also involved in the development of the programme, each week either the whole programme or one identified year group will meet with the Programme Staff to discuss items of importance relating to the programme.

Programme and year group meetings will not be long, formal, tedious or confrontational but should be a valuable forum for you to exchange ideas with staff and each other in a joint effort to get the best from the programme. It is therefore important that you all attend, make your ideas heard, and listen to others.

In addition, full production department meetings are scheduled once each term bringing together staff and students from both production programmes along with the Head of Production.

These programme and departmental meetings are normally scheduled on **Mondays from 11am – 12pm.**

All of these meetings are compulsory and should not be missed.

You are expected to attend all meetings including those called, with reasonable notice, by student representatives. If you are to be unavoidably absent from any meeting, it is your responsibility to inform a member of the programme team in advance of the meeting and to make sure that you inform yourself about everything that was discussed and get all the information that is handed out as appropriate.

## **STUDENT REPRESENTATION**

Each year group is required to elect one student representative who will normally serve for the duration of his/her programme. It is the job of the elected student representatives to collect information from the year group to bring to meetings, and to provide feedback from the meetings to the students. There is a range of ways in which you can represent your programme within the conservatoire.

### **Programme Meetings**

Elected student representatives are expected to help lead discussion and feedback at weekly programme meetings and to ensure the whole group is being represented in the dialogue. Occasionally the student reps might be asked to lead these meetings or may request to do so either with or without staff in attendance as appropriate.

### **Programme Committee Meetings**

The Programme Committee meets three times a year and is convened by the Programme Leader with all teaching staff and all elected student representatives in membership. This committee is integral to the ongoing management and development of the programme as it reports to the Quality and Standards Committee. Student representatives are full members and have an equal voice on this committee although some reserved business relating to student progress may be conducted after the student representatives have been excused.

For further information on the remit and membership of your Programme Committee please contact Marie Green, Assistant Registrar (Programme Support)  
– [m.green@rcs.ac.uk](mailto:m.green@rcs.ac.uk)

### **Programme Committee Open Forum**

This is a forum in which all students can participate and express their views on the operation of their programme. It is convened by a student representative and reports directly to the Programme Committee.

### **Health and Safety Action Group**

There is a Health and Safety Action Group representing each operational area of the Conservatoire. The Production Health and Safety Action Group meets monthly to discuss any matters relating to the safe and healthy working practice within the department. There is a student representative on this group from each of the production and film programmes.

### **Reading Lists**

There are detailed specialism reading lists in your subject handbooks which you will have access to once you matriculate.

## **EQUIPMENT**

### **Clothing**

Most of your work will be practical and will mean that you need to wear suitable clothing. You should wear clothes that you feel comfortable in and that you are not too precious about, as they will undoubtedly get quite dirty. You are required to provide a set of overalls for the really messy work.

You will be provided with safety footwear and other personal protective equipment, as relevant to your subjects, for use in workshops and on stage. If you do not have this equipment you will be excluded from certain classes.

### **Tools**

All first years will receive an initial equipment list. You will then receive specialism specific equipment lists separately as you progress through the programme.

The cost of these items will vary depending on quality but if you have any concerns about these requirements, please feel free to contact a member of Production Technology and Management staff for advice.

### **Production Visits**

As part of your own professional development you will be expected to attend as many professional productions as possible in your free time over the three years. You will also be specifically required to see some productions as part of your studies. We will help with some costs where possible but you should think of these outings as an integral part of your budgeting for the year.

### **Laptops and other digital equipment**

Whilst it is not essential to have a personal laptop or tablet for your studies, you would find one of great use throughout your programme and beyond. Digital cameras are excellent for all kinds of documentation and creative projects. If someone wants to buy you a 'Starting University' gift, then either of these items would be fantastic! We are happy to advise you more once you begin the programme.

### **Consumables One Off Payment**

Throughout your studies you will use an inordinate amount of 'consumables'; this includes PVC tape, paper, printer ink, scripts, departmental tool replacement and upgrades, supplementary materials etc. In order to cover the cost of these items, as well as certain safety equipment and the occasional organised field trip or networking event, we charge a one-off compulsory payment of **£300.00 per student** which will be collected at matriculation in your first week.

## PROGRAMME OVERVIEW

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The BA Production Technology and Management is a practice-based programme which develops skill, knowledge and understanding incrementally in one of four major study subjects; Stage Management, Stage Technology, Lighting and Sound. Students are required to study all four subjects until level two.

The student journey commences with a broad introduction to the concept and practice of 'production' but builds quickly into a practical training in the core skills, knowledge and understanding required to engage fully with the production and design process. Alongside production allocations, the curriculum also introduces and develops key concepts and practices in areas such as collaboration, communication, health and safety, management practices, cultural and historical context, employability, sustainability, entrepreneurship and business planning.

Much of the students' work will be documented by means of an online portfolio which will provide the basis for their reflective practice and for evidencing key areas of development throughout the programme.

From level two the delivery pattern of modules is long and thin and, as such, the learning experiences therein complement and contextualize each other. Thus enabling the student to analyse their professional practice in a classroom based environment, whilst also exploring this practice in a live production environment.

These modules cover four central areas of development;

1. Communication and Collaboration
2. Management (including Health and Safety, Peer to Peer learning and Knowledge Exchange)
3. Stagecraft (including Technical Competence, Planning and Preparation)
4. Personal and Professional Development

Collaboration is consolidated in discrete cross-conservatoire experiences in levels one and two and can be further explored through options modules in levels two and three in order to consolidate and/or broaden interest and abilities.

**NB:** Levels, credits and credit allocations are explained in full in your Conservatoire Undergraduate Handbook. Please ask a member of staff if you require clarification.

**DIAGRAMMATIC STRUCTURE OF THE PROGRAMME**

**Level One**

Level One												
	1	2	3	4	5	6	7	8	9	10	11	12
Term One	Welcome Week	Production 1 (Classes)					ILW	Production 1 (Production Allocation)				
		Personal & Professional Development 1 (Classes & Seminars)						Personal & Professional Development 1 (Classes & Seminars)				
Term Two	Production 1(Workshops and Projects)					Stagecraft 1 (incl H&S) Communication 1 (Junior Production Allocations)					Learning to Collaborate	
	Personal & Professional Development 1(Classes & Seminars) Learning to Collaborate											
Term Three	Stagecraft 1 (incl H&S) Communication 1 (Junior Production Allocations)					Bridge week	Personal & Professional Development 1 (Classes & Seminars)					

Level Two													
	1	2	3	4	5	6	7	8	9	10	11	12	
Term One	Stagecraft 2 / Communication 2 / Management 2 (Production Allocations)						ILW	Stagecraft 2 / Communication 2 / Management 2 (Production Allocations)					
	Personal & Professional Development 2 Options							Personal & Professional Development 2 Options					
Term Two	Stagecraft 2 / Communication 2 / Management 2 (Production Allocations & Specialist Subject Classes)											Options	
	Personal & Professional Development 2 Collaborative Project/Options												
Term Three	Stagecraft 2 / Communication 2 / Management 2 (Senior Production Allocations)									Bridge week			
	Personal & Professional Development 2 Options												

		Level Three											
		1	2	3	4	5	6	7	8	9	10	11	12
Term One	Stagecraft 3 / Communication 3 / Management 3 (Production Allocations)						ILW	Stagecraft 3 / Communication 3 / Management 3 (Production Allocations)					
	Personal & Professional Development 3 (incl Work placement) Options							Personal & Professional Development 3 (incl Work placement) Options					
Term Two	Stagecraft 3 / Communication 3 / Management 3 (Production Allocations)											Options	
	Personal & Professional Development 3 (incl Work placement) Options												
Term Three	Stagecraft 3 / Communication 3 / Management 3 (Production Allocations)										Bridge week		
	Personal & Professional Development 3 (incl Work placement) Options												



### **LEVEL ONE IN OUTLINE**

(Level Coordinator – Steve Macluskie)

Level one of the programme is based on experiential learning and skills acquisition focusing on the context of ‘production’.

Students engage with a broad-based introduction to the production environment and standard practices both in the four core subject areas and more broadly in production arts and design subjects. The production and design process is deconstructed and examined through a range of classroom, workshop and venue based experiences culminating in at least two allocated roles on Conservatoire productions.

Personal and Professional Development 1 introduces and embeds themes such as equality and diversity, cultural and historical context and professional practice as well as investigating skills in communication and knowledge exchange.

Collaborative practice is also introduced in level one.

<b>Production Technology and Management Level One</b>		
<b>Module Title</b>	<b>SCQF Credits</b>	<b>SHE Level</b>
Learning to Collaborate	10	One
Personal and Professional Development 1	30	One
Production 1	40	One
Stagecraft 1	20	One
Communication 1	20	One

### **LEVEL ONE IN OUTLINE**

(Level Coordinator – Christoph Wagner)

Students begin by engaging with practice-based work on Conservatoire productions as part of a collaborative team with students from Level Three. In this way, roles will be allocated by team, allowing a flexibility of both workload and responsibility and, as such, Level Two students may take on more senior roles on smaller shows.

From this position, students can begin to develop leadership skills whilst, at the same time, consolidating their operational capabilities. This begins the individual pathway for each student, where learning is designed to promote development and achievement for the individual. Term two brings a return to the ‘classroom’ to develop their specialist skills in order to equip themselves to continue their learning journey and undertake more complex, senior roles by the end of the year.

Modules are long and thin enabling practical work to be contextualised by classroom based learning and vice versa.

Personal and professional development at level two focuses on the individual practitioner, looking at more advanced health and safety practices, practical management techniques such as budgeting and scheduling, personal development

and promotional tools such as cvs and websites as well as a mock interview with an industry partner. The students incorporate this into their overall reflective journey and from this develop end of year goal setting in their e-portfolio.

Twenty credits are available for option modules.

<b>Production Technology and Management Level Two</b>		
<b>Module Title</b>	<b>SCQF Credits</b>	<b>SHE Level</b>
Stagecraft 2	30	Two
Communication 2	30	Two
Management 2	20	Two
Personal & Professional Development 2	20	Two
Options	20	Two

### **LEVEL THREE IN OUTLINE**

(Level Coordinator – Susan May Hawley)

Level three enables consolidation of all prior learning and exploration and development of specialist skills in autonomous situations.

Students undertake a variety of production roles, working collaboratively with peers and external professionals, offering the opportunity to explore leadership skills as well as more complex operational roles. This will enable the students to develop their practice to the highest possible standards as well as providing an opportunity to reflect on leadership strategies.

Modules are long and thin enabling the four key developmental areas to be considered separately but delivered together in a synoptic approach to assessment.

Personal and Professional Development offers further opportunities to develop key skills such as risk management and personal business planning as well as continuing the cultural and reflective journey started in Level one. The opportunity for a Work Placement is embedded in this module and culminates in an evaluation of the student's entire learning journey on the programme and their subsequent continued professional development goals.

There are twenty credits of Options allocated to Level Three.

<b>Production Technology and Management Level Three</b>		
<b>Module Title</b>	<b>SCQF Credits</b>	<b>SHE Level</b>
Stagecraft 3	20	Three
Communication 3	30	Three
Management 3	30	Three
Personal & Professional Development 3	20	Three
Options	20	Three

## MODULE DESCRIPTORS

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### UNDERSTANDING MODULES

The following pages of module descriptors contain the key details about every module that makes up BA Production Arts and Design. They contain the information both you and your lecturers may refer to in order to understand (amongst other things):

- What you are expected to be able to achieve in order to pass the module
- How you will be assessed
- How long work should take
- The aims of the module and the indicative content
- Which core member of staff is responsible for the module
- What reading may be helpful to better prepare for the module
- How many credits the module carries

### Module Terms Glossary

The following glossary introduces each term. If you have further questions about your modules or the way they are recorded contact your Module Co-ordinator, Programme Leader or Subject Lecturer.

**Module Title:** e.g. Design in Practice, refers to the official title of the module.

**Brief Description:** Gives a brief overview of the wider aims/content of the module.

**Level:** e.g. SCQF7, refers to the level at which you are studying. All module levels are defined in relation to the Scottish Credit Qualifications Framework (SCQF).

**Credit Rating:** Amount of credit assigned to the module (1 credit equals 10 hours of notional effort).

**Status:** A module may either be core, open core, closed, choice or elective.

Core – Compulsory within the programme

Open Core – Compulsory within the programme but open to other participants

Closed – Only available within the programme

Options – Chosen by student from menu of modules across the institution

Elective – Elective within programme, chosen by student

**Pre-requisites:** Lists the modules you are required to have passed before taking the given module.

**Co-requisites:** Lists the modules required to be undertaken simultaneously of the given module.

**Anti-Requisites:** Lists of modules, completion of which, prohibits you from taking given module.

**Learning Modes:** The ways in which you will learn on the module and the notional hours assigned to each mode.

**Module Co-ordinator:** This is the core member of staff who is charged with organising the delivery of the module to a good standard. Although the Module Co-ordinator may not actually teach any part of the module they are responsible for briefing the staff who do and oversee the correct application of marking practices. You may always approach the Module Co-ordinator with questions and comments about their module.

**Module Aims:** The module aims give a succinct indication of the purpose of the module and its role in the development of your practice at the given point in the level.

**Module Content:** Provides an expansion of the concepts mentioned in the module aims highlighting the main areas of study. Note this content is indicative and liable to be adapted by the tutor/lecturer/artist delivering the module.

**Learning Outcomes:** Lists the skills and understanding you must be able to demonstrate in order to pass the module. You must meet each of the outcomes to pass the module and demonstrate your grasp of the learning outcomes in the work that you are assessed on.

**Assessment Type and Weighting:** Lists the ways in which you will be assessed by the tutors delivering the module and the weightings assigned to these assessments.

**Note that you must complete and pass all modes and components of a module in order to pass the module.**

Modes may include the following:

- Performance (in production terms this means assessment of a final outcome or artefact)
- Continuous Observation (assessment of your production/practical work based on staff observations based on assessment criteria )
- Reflective Journal or Summary (see section on Reflective Practice for more details)
- Presentation or Project (either written or practical)
- Other documentation (normally clarified on the descriptor - this might be a portfolio or production based paperwork etc)

**Assessment Criteria:** Identifies what you are being assessed on and what criteria you are being measured against. You should also consider this in the context of the assessment calibration matrix in the Undergraduate Handbook.

**Alignment of Assessment and Learning Outcomes:** A table identifying which Learning Outcomes are assessment by which modes.

**Feedback:** How you will receive feedback.

You will get feedback in one or more of the following ways:

- Formative Verbal – Informal discussion or tutorial based feedback with your tutor as you progress through the module. This is vital up to the moment and regular feedback which is specific to the close working nature of the programme.
- Formative Written – Documentation of mutually constructed feedback tutorials as appropriate
- Summative Written – Written module report. This is sometimes the notes from your final tutorial.
- Summative Mark – Mark from the Assessment Grading Scale
- Pass/Fail outcome

**Resources:** Resources required for module including:

- Online resources including use of Moodle, RCS Portal, Paperclip etc. You will find everything you need and in more detail here
- Access/specific room requirements
- Specific software/equipment requirements

**Other Relevant Details:** Notes important information not covered anywhere else in the Module Descriptor.

## MODULE DESCRIPTORS

### SHE Level One

#### Module Co-ordinators

<b>Module Title</b>	<b>Module Co-ordinator</b>
Learning to Collaborate	Una McGlone
Personal and Professional Development 1	Ros Maddison
Production 1	Steve Macluskie
Stagecraft 1	Steve Macluskie
Communication 1	Steve Macluskie

<b>Module Title</b>	<b>Learning to Collaborate</b>			
<b>Brief Description</b>	This module introduces methods for practical collaboration with other artists. During lectures you will explore a range of artistic case-studies, working processes and questions to develop a basic understanding of collaborative skills and challenges. In workshops you will apply these skills in practice with students from other programmes in the Conservatoire. Through the module you will develop an understanding of other art forms and practices in the conservatoire, with a view to developing new collaborative work and ideas.			
<b>Level</b>	SCQF 7			
<b>Credit Rating</b>	<b>10 SCQF Credits / 5 ECTS credits</b>			
<b>Status (Core/Option/CRSC)</b>	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: Year 1 of all Undergraduate Conservatoire programmes			
<b>Pre-requisites</b>	N/A			
<b>Co-requisites</b>	N/A			
<b>Anti-Requisites</b>	N/A			
<b>Maximum number of Students</b>	All Year One	<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Lectures		2	4	8
Workshops		2	4	8
Facilitated Learning – Intensive Choice Week		18	1	18
Directed Learning – Intensive Choice Week		20	1	20
Independent Study		5.75	8	46
Total Notional Student Effort				<b>100</b>
<b>Module Co-ordinator</b>	Una McGlone			
<b>Module Aims</b>	<ul style="list-style-type: none"> <li>To interrogate collaboration as a core skill for the contemporary artist</li> <li>To explore a range of collaborative methods</li> <li>To develop a meaningful understanding of the diverse range of skills and practices within the RCS community</li> </ul>			

	<ul style="list-style-type: none"> <li>To model a best practice approach to working collaboratively</li> <li>To make a short piece of practical collaborative work</li> <li>To propose a collaborative project to realise in Level 2</li> </ul>
<b>Module Content</b>	<p>This module will include:</p> <ul style="list-style-type: none"> <li>A module briefing session</li> </ul> <p><b>Lectures</b></p> <ul style="list-style-type: none"> <li>Four lectures by visiting artists and practitioners around the four key learning questions:</li> </ul> <p><i>What is collaboration?</i>  <i>How can we collaborate?</i>  <i>What are our resources?</i>  <i>What can we achieve together?</i></p> <p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Four facilitated practical workshops which explore the four key questions in cross disciplinary groups</li> </ul> <p><b>Facilitated/Directed Learning in Independent Learning Week</b></p> <ul style="list-style-type: none"> <li>Facilitated practical workshops each morning</li> <li>Classroom sharing of short pieces of practical collaborative work from the sub-groups on the final morning of the week</li> </ul> <p><b>Independent Learning</b></p> <ul style="list-style-type: none"> <li>Development of proposals for pitching cross discipline collaborations for level 2</li> <li>Independent attendance at a range of performance events at RCS during the remainder of the academic year</li> <li>Facilitate each other to observe class work from other disciplines during the remainder of the academic year</li> </ul>
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:
<b>LO1</b>	Collaborate with students from different disciplines in small groups
<b>LO2</b>	Plan a collaborative project for level 2
<b>Assessment 1 Type and Weighting</b>	You will be assessed through: <b>Classroom sharing of collaborative work (LO1)</b> PASS/FAIL
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>An understanding of the personal and professional qualities required for successful collaboration</li> <li>An ability to offer ideas and to actively respond to the ideas of others</li> <li>An ability to develop a bespoke collaborative method in a small group</li> </ul>
<b>Assessment 2 Type and Weighting</b>	You will be assessed through: <b>Written proposal</b> for a collaborative project at level 2 (LO2) PASS/FAIL



<b>Assessment Criteria for Assessment 2</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• A clear proposal demonstrating a theoretical and practical understanding of the implications of cross disciplinary work</li> <li>• Evidence of how the proposal may enhance the student's own skills and practice</li> <li>• Evidence of creativity, innovation and challenge</li> </ul>			
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2	
	LO1	x		
	LO2		x	
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Pass/Fail result</li> <li>• Formative feedback from staff and peers</li> </ul>			
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Moodle</li> <li>• Online internet-based</li> <li>• You Tube</li> </ul>			
<b>Other Relevant Details</b>	<p><u>Indicative Reading List:</u></p> <ul style="list-style-type: none"> <li>• Edit. Williams. D; 1999, <i>Collaborative Theatre: The Theatre Du Soleil Sourcebook</i>,</li> <li>• Landy, L and Jamieson, E; 2000, <i>Devising Dance and Music: Idee Fixe-Experimental Sound and Movement Theatre</i></li> <li>• John-Steiner, V; 2006, <i>Creative Collaboration</i>,</li> <li>• Waincott. R &amp; Fletcher, K; 2003, <i>Theatre: Collaborative Acts</i></li> <li>• Meill, D and Littleton, K; 2004 <i>Collaborative Creativity: Contemporary Perspectives</i>, – London Free Association Books, 2004</li> <li>• Keirnander, A; 1993 <i>Ariane Mnouchkine &amp; the Theatre du Soleil</i></li> <li>• Graham, S; 2009, <i>The Frantic Assembly Book of Devising Theatre</i></li> <li>• Govan, E; 2007, <i>Making a Performance, Devising Histories</i></li> <li>• Edit Bicat, T &amp; Baldwin, C; 2002, <i>Devised and Collaborative Theatre: A Practical Guide</i></li> </ul> <p>NB: The titles in this list appear to be theatre focused. However, it is their emphasis on inter-disciplinary work which makes them best suited for consideration</p>			
<b>Next Steps</b>	This module is a foundation for all future creative collaborations, whether mono- disciplinary or inter-disciplinary. It is the pre-requisite for collaborative projects in level 2.			

<b>Module Title</b>	<b>Personal and Professional Development 1</b>		
<b>Brief Description</b>	An introduction to and exploration of the cultural and interpersonal issues relevant to the performing arts industry. You will discuss key areas relating to an equality and diversity awareness as well as responding to current topics that may arise at the time as agreed with the group. You will learn to share experiences and skills with peers as well as learning from others students. You will also begin the process of reflecting on your own practice both individually and within the team context towards setting personal development goals for the future.		
<b>Level</b>	Level 7		
<b>Credit Rating</b>	30 SCQF Credits / 15 ECTS credits		
<b>Status (Core/Option/CRSC)</b>	X Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below:  BA Production Arts and Design 1 BA Production Technology & Management 1 <hr/>		
<b>Pre-requisites</b>	None		
<b>Co-requisites</b>	Core modules in BAPTM level 7		
<b>Anti-Requisites</b>			
<b>Learning Modes</b>	Hours per week/task	No. of Weeks	Total (hours)
Lectures	1	30	30
Seminars	4	5	20
Directed Study	4	10	40
Independent Study	7	30	210
Total Notional Student Effort			<b>300</b>
<b>Module Co-ordinator</b>	Ros Maddison		

<b>Module Aims</b>	To introduce you to a broad range of concepts relevant to the performing arts. This will cover cultural awareness, equality and diversity, knowledge exchange and reflective practice.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Module Briefing</li> <li>• Lectures and talks covering Health and Safety; Theatre History; Cinema History &amp; the Film industry; Digital Technologies incl. Moodle, Portal &amp; Paperclip; the Reflective Practitioner; the Scottish Cultural Landscape incl. the national companies and other key organisations and practitioners.</li> <li>• Seminars and group discussions around issues such as prejudice, disability, mental health and deaf culture (other subjects may arise from group discussion)</li> <li>• Group project work</li> <li>• Reflective practice and reflective summaries</li> <li>• Goal setting</li> </ul>
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:
<b>LO1</b>	Show evidence of an enquiry into and basic understanding of the wider creative and cultural landscape including the relevance of history and the potential of the future.
<b>LO2</b>	Demonstrate the ability to reflect on your own practice and develop learning goals from that reflection
<b>Assessment 1, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• (LO 1) Pass/Fail Presentation Group Project</li> </ul>
<b>Assessment Criteria for Assessment 1</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• Evidence of developing cultural awareness identifying one particular area where deeper investigation and learning has occurred through research and knowledge exchange.</li> <li>• Collaborative approach and team participation</li> </ul>
<b>Assessment 2, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• (LO2) Pass/Fail Reflective Journal Reflective summary and goals statement</li> </ul>
<b>Assessment Criteria for Assessment 2</b>	Assessors will look for:

	<ul style="list-style-type: none"> <li>a summary reflective statement of your experiences during year one referencing key points of learning from your journal and identification of future learning goals</li> </ul>		
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2
	LO1	X	
	LO2		X
	Pass/fail components in this module are equally weighted.		
<b>Feedback</b>	<p>Formative</p> <ul style="list-style-type: none"> <li>Regular verbal feedback in classes and seminars</li> <li>Verbal group feedback on group projects</li> <li>Written or verbal feedback on initial reflective summary submission</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>Written feedback on reflective summary from statement bank</li> <li>Final outcome (P/F)</li> </ul>		
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>Indicative Reading – see Moodle</li> <li>E- Portfolio &amp; reflection on E-Portfolio</li> <li>Documentation and archiving through Paperclip</li> <li>Digital design software</li> <li>DTU/Production Classroom as required</li> <li>Budget from student levies for field trips</li> </ul>		
<b>Other Relevant Details</b>	This module has shared delivery between students in BAPT&M1 and BAPA&D1		
<b>Next Steps</b>	Personal and Professional Development 2		

<b>Module Title</b>		<b>Production 1</b>		
<b>Brief Description</b>		An introduction to all the production specialisms through classes and small group activities. Also an opportunity to work on a major Conservatoire production in a junior role under close supervision from Conservatoire staff.		
<b>Level</b>		Level 7		
<b>Credit Rating</b>		40 SCQF Credits / 20 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		X Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below:  <u>BA Production Technology and Management 1</u> <hr/>		
<b>Pre-requisites</b>		None		
<b>Co-requisites</b>		PPD1 - Transitions		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Workshops		24	5	120
Supervised / Taught group activity		28	5	140
Directed Study		24	3	72
Workshops		24	2	48
Independent Study				20
Total Notional Student Effort				<b>400</b>
<b>Module Co-ordinator</b>		Steve Macluskie		
<b>Module Aims</b>		This module is designed to:  Introduce the fundamental skills and processes required to realise productions, to enable basic acquisition of the skills in core subjects and facilitate		

	a cohesive and holistic understanding of the production and design process.																
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• The Production Process</li> <li>• Production Technology &amp; Management Skills</li> <li>• Production Art &amp; Design Awareness</li> <li>• Design Project</li> <li>• Health &amp; Safety</li> </ul>																
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:																
<b>LO1</b>	Identify the key elements and chronology of the production and design process including the outline roles and responsibilities of the production team.																
<b>LO2</b>	Demonstrate a basic knowledge of the skills required in core subject areas including fundamental health and safety practices.																
<b>Assessment 1, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• Pass/Fail (LO1, LO2) Written examinations and practical projects in core Production Technology and Management subjects</li> </ul>																
<b>Assessment Criteria for Assessment 1</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• Safe and appropriate demonstration of knowledge and understanding of both theory and practical skills in Production Technology and Management subjects.</li> </ul>																
<b>Alignment of Assessment and Learning Outcome</b>																	
	<table border="1"> <thead> <tr> <th></th> <th>Assessment 1</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>LO2</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Assessment 1			LO1	✓			LO2	✓						
		Assessment 1															
	LO1	✓															
LO2	✓																
<b>Feedback</b>	<p>Formative</p> <ul style="list-style-type: none"> <li>• Oral on ad hoc basis in class &amp; on projects</li> <li>• Group or individual feedback at end of projects</li> <li>• Individual feedback on exams as required</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Pass/Fail outcome</li> </ul>																
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see Portal</li> <li>• E- Portfolio &amp; reflection on E-Portfolio</li> <li>• Documentation and archiving through Paperclip</li> <li>• Digital design software</li> <li>• DTU/Production Classroom as required</li> <li>• Production Workshops as required</li> </ul>																

	<ul style="list-style-type: none"><li>• Venues as required</li></ul>
<b>Other Relevant Details</b>	Due to the range of subjects available full details of the delivery pattern, module content, assessment modes and criteria required for each discipline within the module will be provided in the Module Briefing Paper.
<b>Next Steps</b>	On successful completion of this module, you may consider taking the following module(s): <ul style="list-style-type: none"><li>• Stagecraft 1</li><li>• Communication 1</li></ul>

<b>Module Title</b>		<b>Stagecraft 1</b>		
<b>Brief Description</b>		An opportunity to work on Conservatoire productions in junior roles to begin applying the skills and knowledge developed in Production 1		
<b>Level</b>		Level 7		
<b>Credit Rating</b>		20 SCQF Credits / 10 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		X Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below:  <u>BA Production Technology and Management 1</u> _____		
<b>Pre-requisites</b>		Production 1		
<b>Co-requisites</b>		PPD1 - Transitions		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		13	14	182
Tutorials		2	.25	0.5
Independent Study				17.5
Total Notional Student Effort				<b>200</b>
<b>Module Co-ordinator</b>		Steve Macluskie		
<b>Module Aims</b>		This module is designed to facilitate the application of skills acquired in Introducing the Production Process by introducing Stage Management, Production Electrics and Stage Technology within the production context.		
<b>Module Content</b>		Over this period you will be assigned junior Production Technology and Management roles over a number of projects which will normally be based around the Conservatoire production throughput.		



<b>Learning Outcomes</b>	On successful completion of this module you will be able to:	
<b>LO1</b>	Apply fundamental operational skills effectively within your allocated roles in the production context.	
<b>LO2</b>	Apply safe working practices in the production environment	
<b>Assessment 1, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• Pass/Fail (LO1, LO2) Continuous Observation</li> </ul> <p>You will be assessed by observation of practice and use of associated paperwork at negotiated points in the process dependent on your role allocation and as defined in your Module Briefing Paper.</p>	
<b>Assessment Criteria for Assessment 1</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• Safe and appropriate application of practical skills in Production Technology and Management during production work including use of paperwork as a working tool.</li> <li>• Clarity, detail and appropriate content in your production paperwork.</li> </ul>	
<b>Alignment of Assessment and Learning Outcome</b>		
	Assessment 1	
	LO1	✓
	LO2	✓
<b>Feedback</b>	<p>Formative</p> <ul style="list-style-type: none"> <li>• Oral on ad hoc basis on allocations</li> <li>• Tutorial at end of each allocation (MCF)</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Pass/Fail outcome</li> </ul>	
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see portal</li> <li>• E- Portfolio &amp; reflection on E-Portfolio</li> <li>• Documentation and archiving through Paperclip</li> <li>• Digital design software</li> <li>• DTU/Production Classroom as required</li> <li>• Venues as required</li> <li>• Production Office &amp; facilities</li> </ul>	
<b>Other Relevant Details</b>	Due to the range of subjects available full details of the delivery pattern, module content, assessment modes and criteria required for each discipline within	

	the module will be provided in the Module Briefing Paper.
<b>Next Steps</b>	On successful completion of this module, you may consider taking the following module(s): <ul style="list-style-type: none"><li>• Stagecraft 2</li></ul>

<b>Module Title</b>		<b>Communication 1</b>		
<b>Brief Description</b>		An opportunity to explore, identify and apply suitable communication techniques and collaborative practices in junior roles in a supported production context.		
<b>Level</b>		Level 7		
<b>Credit Rating</b>		20 SCQF Credits / 10 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		X Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below:  <u>BA Production Technology and Management 1</u> _____ _____		
<b>Pre-requisites</b>		Production 1		
<b>Co-requisites</b>		PPD1 - Transitions		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		13	14	182
Tutorials		2	.25	0.5
Independent Study				17.5
Total Notional Student Effort				<b>200</b>
<b>Module Co-ordinator</b>		Steve Macluskie		
<b>Module Aims</b>		This module is designed to facilitate the application of new and existing communication techniques and collaborative initiatives within a supported production context.		
<b>Module Content</b>		Over this period you will be assigned junior Production Technology and Management roles and will apply communication skills over a number of projects which will normally be based around the Conservatoire production throughput.		

<b>Learning Outcomes</b>	On successful completion of this module you will be able to:		
<b>LO1</b>	Choose and apply effective methods of communication and collaboration as part of your production practice		
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• Pass/Fail (LO1) Continuous Observation</li> </ul> You will be assessed by observation of practice dependent on your role allocation and as defined in your Module Briefing Paper.		
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• Appropriate application of communication devices and techniques</li> <li>• Clarity, relevant detail and appropriate content in your communications.</li> </ul>		
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	
	LO1	✓	
<b>Feedback</b>	Formative <ul style="list-style-type: none"> <li>• Oral on ad hoc basis on allocations</li> <li>• Tutorial at end of each allocation (MCF)</li> </ul> Summative <ul style="list-style-type: none"> <li>• Pass/Fail outcome</li> </ul>		
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see Portal</li> <li>• E- Portfolio &amp; reflection on E-Portfolio</li> <li>• DTU/Production Classroom as required</li> <li>• Venues as required</li> <li>• Production Office &amp; facilities</li> </ul>		
<b>Other Relevant Details</b>	Due to the range of subjects available full details of the delivery pattern, module content, assessment modes and criteria required for each discipline within the module will be provided in the Module Briefing Paper.		
<b>Next Steps</b>	On successful completion of this module, you may consider taking the following module(s): <ul style="list-style-type: none"> <li>• Communication 2</li> </ul>		

## **SHE Level Two**

### **Module Co-ordinators**

<b>Module Title</b>	<b>Module Co-ordinator</b>
Stagecraft 2	Christoph Wagner
Communication 2	Christoph Wagner
Management 2	Christoph Wagner
Personal and Professional Development 2	Ros Maddison

<b>Module Title</b>		<b>Stagecraft 2</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		This module focusses on skills development in a designated specialist area (lighting, sound, stage management or stage technology). It engages the students in practical roles with increasing technical responsibility and also involves a period of formal taught classes through which the students can consolidate current knowledge, experience new, more complex concepts and skills and experiment with these in a classroom context.		
<b>Level</b>		Level 8		
<b>Credit Rating</b>		30 SCQF Credits / 15 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below: <hr/> BA Production Technology & Management 2		
<b>Pre-requisites</b>		Completion of BA Production Technology & Management Year 1 or APL		
<b>Co-requisites</b>		Communication 2 Management 2 Personal and Professional Development 2		
<b>Anti-Requisites</b>				
<b>Maximum number of Students</b>	20	<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Workshops		21	6	126
Supervised / Taught group activity		5	16	80
Supervised / Taught group activity		10	8	80
Tutorials		0.25	4	1
Independent Study				13
Choose an item.				

Total Notional Student Effort	<b>300</b>
<b>Module Co-ordinator</b>	Christoph Wagner
<b>Module Aims</b>	This module is designed to enable students to develop and apply technical and problem solving skills in a production environment both practically and through their production paperwork.
<b>Module Content</b>	<p>Junior production allocations in specialist roles. Senior production allocations.</p> <p>Formal taught classes in specialist areas:</p> <p>Stage Management</p> <ul style="list-style-type: none"> <li>• The roles of the DSM and SM</li> <li>• Safe use of stage weapons</li> <li>• Production Arts or Electrics &amp; Vectorworks</li> <li>• Score Reading</li> <li>• Stage Combat blocking and Risk Assessment</li> <li>• Pyrotechnics</li> </ul> <p>Stage Technology</p> <ul style="list-style-type: none"> <li>• Automation</li> <li>• Advanced Vectorworks</li> <li>• Rope access</li> <li>• Rigging &amp; Trussing</li> <li>• Problem solving/Technical solutions</li> <li>• Pyrotechnics</li> </ul> <p>Lighting</p> <ul style="list-style-type: none"> <li>• Lighting Design</li> <li>• Text analysis</li> <li>• Production Electrics</li> <li>• Console training</li> <li>• Soldering &amp; PAT testing</li> <li>• Vectorworks</li> <li>• Projection/ A/V</li> <li>• Pyrotechnics</li> </ul> <p>Sound Technology</p> <ul style="list-style-type: none"> <li>• Electrical installation, soldering &amp; equipment testing</li> <li>• Rigging &amp; Trussing</li> <li>• Vectorworks</li> <li>• Acoustics &amp; Audio Calculations</li> <li>• System Design</li> <li>• Sound recording</li> <li>• Sound software</li> <li>• Paperwork and legislation</li> <li>• Microphones and Loudspeakers</li> <li>• Pyrotechnics</li> </ul>
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:

<b>LO1</b>	Follow instruction, plan, prepare and anticipate technical challenges in a variety of semi-supported learning environments in order to work safely and effectively as part of your allocated production team.		
<b>LO2</b>	Record and archive technical challenges in a variety of semi-supported learning environments in order to work safely and effectively as part of your allocated production team.		
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• Pass/Fail (LO1, LO2)</li> <li>• Continuous Observation</li> </ul>		
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• Evidence of ability to use practical skills to work effectively in a production environment</li> <li>• Evidence of ability to problem solve production challenges and apply known skills and techniques</li> <li>• Evidence of ability to anticipate production challenges and take steps to overcome or alleviate consequences</li> <li>• Evidence of ability to plan, execute and record solutions to production challenges</li> </ul>		
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	
	LO1	x	
	LO2	x	
	LO3		
<b>Feedback</b>	Formative <ul style="list-style-type: none"> <li>• Oral on ad hoc basis on allocations</li> <li>• Tutorial at end of each allocation (MCF)</li> <li>• Oral during sessions &amp; tutorials</li> </ul> Summative <ul style="list-style-type: none"> <li>• Written Report</li> <li>• Grade</li> </ul>		
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see portal</li> <li>• E- Portfolio &amp; reflection on E-Portfolio</li> <li>• Documentation and archiving through Paperclip</li> <li>• Digital design software</li> <li>• DTU/Production Classroom as required</li> <li>• Venues as required</li> <li>• Production Office &amp; facilities</li> <li>• RCS Portal</li> </ul>		



<b>Other Relevant Details</b>	During this module you will be involved in several live production environments
<b>Next Steps</b>	Stagecraft 3

<b>Module Title</b>		<b>Communication 2</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		This module builds on communication and collaboration skills acquired in level one and enables the students to explore and experiment with these skills in a range of practical production contexts within specialist subjects.		
<b>Level</b>		Level 8		
<b>Credit Rating</b>		30 SCQF Credits / 15 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below: <hr/> Production Technology & Management , Year 2		
<b>Pre-requisites</b>		Completion of Production Technology & Management Year 1 or agreed equivalency		
<b>Co-requisites</b>		Stagecraft 2 Management 2 Personal and Professional Development 2		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Workshops		3	6	18
Supervised / Taught group activity		10	16	160
Supervised / Taught group activity		10	8	80
Tutorials		0.25	4	1
Independent Study				41
Total Notional Student Effort				<b>300</b>
<b>Module Co-ordinator</b>		Christoph Wagner		
<b>Module Aims</b>		This module is designed to enable students to understand the importance of effective		

	communication and collaboration in a production environment.		
<b>Module Content</b>	Junior production roles, support workshops, senior production roles.		
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:		
<b>LO1</b>	Choose and apply effective methods of communication within a semi-supported learning environment to ensure you constructively support all production departments		
<b>LO2</b>	Choose and apply effective methods of collaboration within a semi-supported learning environment to ensure you constructively support all production departments		
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• Pass/Fail (LO1, LO2) Continuous Observation</li> </ul>		
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• Evidence of ability to <b>collaborate</b> effectively as part of a production team in a variety of production contexts</li> <li>• Evidence of ability to <b>collaborate</b> effectively with other technical &amp; artistic departments, staff members, managers and observe the importance of the hierarchy of theatrical management.</li> <li>• Evidence of ability to <b>communicate</b> within the production team to ensure effective and efficient flow of information.</li> <li>• Evidence of ability to <b>communicate</b> effectively with other technical &amp; artistic departments, staff members and managers.</li> <li>• Evidence an understanding of the importance of collaboration and communication in a theatrical environment.</li> </ul>		
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	
	LO1	x	
	LO2	x	
<b>Feedback</b>	Formative <ul style="list-style-type: none"> <li>• Oral on ad hoc basis on allocations</li> <li>• Tutorial at end of each allocation (MCF)</li> <li>• Oral during sessions &amp; tutorials</li> </ul> Summative <ul style="list-style-type: none"> <li>• Written Report</li> </ul>		

	<ul style="list-style-type: none"> <li>• Grade</li> </ul>
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see portal</li> <li>• E- Portfolio &amp; reflection on E-Portfolio</li> <li>• Documentation and archiving through Paperclip</li> <li>• Digital design software</li> <li>• DTU/Production Classroom as required</li> <li>• Venues as required</li> <li>• Production Office &amp; facilities</li> <li>• RCS Portal</li> </ul>
<b>Other Relevant Details</b>	During this module you will be involved in several live production environments.
<b>Next Steps</b>	Communication 3

<b>Module Title</b>		<b>Management 2</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		This module builds on team working skills acquired in level one and begins to contextualise these in relation to team management. Support classes and production allocations enable the students to explore and experiment practical applications of this knowledge in a range of contexts within specialist subjects.		
<b>Level</b>		Level 8		
<b>Credit Rating</b>		20 SCQF Credits / 10 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below: <hr/> BA Production Technology & Management 2		
<b>Pre-requisites</b>		Completion of BA Production Technology & Management Year 1 or APL		
<b>Co-requisites</b>		Communication 2 Stagecraft 2 Personal and Professional Development 2		
<b>Anti-Requisites</b>				
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Workshops		3	6	18
Supervised / Taught group activity		5	10	50
Supervised / Taught group activity		10	8	80
Tutorials		0.25	4	1
Independent Study				51
Total Notional Student Effort				<b>200</b>
<b>Module Co-ordinator</b>				

<b>Module Aims</b>	This module is designed to enable students to understand the importance of management, team working and effective use and dissemination of acquired knowledge.		
<b>Module Content</b>	junior production roles, supporting classes, senior production roles		
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:		
<b>LO1</b>	Disseminate knowledge and skills among your peers within a semi-supported learning environment in order to be an effective team member.		
<b>LO2</b>	Disseminate knowledge and skills among your peers within a semi-supported learning environment in order to utilise the resources under your control.		
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• Pass/Fail (LO1, LO2)</li> <li>• Continuous Observation</li> </ul>		
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• Evidence of ability to manage your own time effectively as part of a production team in a variety of production contexts</li> <li>• Evidence of ability to manage others in a variety of production environments</li> <li>• Evidence of ability to disseminate knowledge and information effectively in a variety of production environments.</li> </ul>		
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	
	LO1	x	
	LO2	x	
<b>Feedback</b>	Formative <ul style="list-style-type: none"> <li>• Oral on ad hoc basis on allocations</li> <li>• Tutorial at end of each allocation (MCF)</li> <li>• Oral during sessions &amp; tutorials</li> </ul> Summative <ul style="list-style-type: none"> <li>• Written Report</li> <li>• Grade</li> </ul>		
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see portal</li> <li>• E- Portfolio &amp; reflection on E-Portfolio</li> <li>• Documentation and archiving through Paperclip</li> <li>• Digital design software</li> </ul>		

	<ul style="list-style-type: none"><li>• DTU/Production Classroom as required</li><li>• Venues as required</li><li>• Production Office &amp; facilities</li><li>• RCS Portal</li></ul>
<b>Other Relevant Details</b>	During this module you will be involved in several live production environments.
<b>Next Steps</b>	Management 3

<b>Module Title</b>		<b>Personal and Professional Development 2</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		This is the second module in your personal and professional development journey. The module is delivered over all three terms of second year and focuses on the development of key employment skills such as CVs and interview techniques as well as continuing the reflective journey established in year one. You will further your knowledge of professional health and safety practices and production management techniques as well as investigating other core areas of personal development such as cultural awareness and knowledge exchange.		
<b>Level</b> 1 = SCQF 7 2 = SCQF 8 3 = SCQF 9 4 = SCQF 10 M = SCQF 11		Level 8		
<b>Credit Rating</b>		20 SCQF Credits / 10 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below:  <hr/> BA Production Technology & Management , Year 2 <hr/>		
<b>Pre-requisites</b>		BAPT&M Level one		
<b>Co-requisites</b>		Communication 2 Management 2 Stagecraft 2		
<b>Anti-Requisites</b>				
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Workshops		1	30	30
Directed Study		4	30	120
Tutorials		0.5	2	1
Independent Study				49



Total Notional Student Effort	<b>200</b>
<b>Module Co-ordinator</b>	Ros Maddison
<b>Module Aims</b>	<p>This module is designed to Support the development of your personal reflective practice and begin to develop the professional tools of self-promotion. The module enables you to investigate the key tools required such as CVs and interview techniques as well as encouraging you to develop a deeper understanding of areas such as cultural awareness and knowledge exchange. Professional practice in health and safety and in production management complete the range of key elements in this module which culminates with goal setting toward level 9 and beyond.</p>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Presentation skills and micro-teaching exercises</li> <li>• Creative &amp; cultural awareness discussion seminars</li> <li>• Production Management Techniques</li> <li>• Approaches to Health &amp; Safety Management</li> <li>• CVs &amp; interview techniques</li> <li>• Self-employed tax</li> <li>• Mock interview</li> </ul>
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:
<b>LO1</b>	Evidence understanding of key components of health and safety and production management practice
<b>LO2</b>	Evidence exploration of knowledge exchange techniques
<b>LO3</b>	Reflect effectively on your learning journey and your place within the a broader cultural context including identification of learning goals for future action
<b>Assessment 1, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• (LO1) Pass/Fail Other Documentation Production Management/Health and Safety Assignment</li> </ul>
<b>Assessment Criteria for Assessment 1</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• Detailed theoretical and practical understanding of health and safety practices</li> </ul>

	<p>and policies including risk assessment and relevant legislation</p> <ul style="list-style-type: none"> <li>• Clear, written evidence of understanding and practical application of management techniques and procedures</li> </ul>																
<b>Assessment 2, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• (LO2, LO3) Pass/Fail Reflective Journal</li> </ul>																
<b>Assessment Criteria for Assessment 2</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• Detailed reflective summary of your learning journey through year two including your <ul style="list-style-type: none"> <li>- Production work</li> <li>- Introduction of knowledge exchange techniques and their application</li> <li>- Awareness of a broader cultural context and its relevance to professional practice</li> <li>- Mock Interview</li> <li>- Other relevant experiences</li> </ul> </li> <li>• Goal setting including one year and five year goals</li> <li>• Initial self-promotional materials such as CV and website as appropriate to specialist subject</li> </ul>																
<b>Alignment of Assessment and Learning Outcome</b>	<table border="1"> <thead> <tr> <th></th> <th>Assessment 1</th> <th>Assessment 2</th> <th></th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>LO2</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>LO3</td> <td></td> <td>X</td> <td></td> </tr> </tbody> </table>		Assessment 1	Assessment 2		LO1	X			LO2		X		LO3		X	
		Assessment 1	Assessment 2														
	LO1	X															
	LO2		X														
	LO3		X														
Pass/fail components in this module are equally weighted																	
<b>Feedback</b>	<p>Formative</p> <ul style="list-style-type: none"> <li>• Oral during sessions &amp; tutorials</li> <li>• Group feedback after projects</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Written Report</li> <li>• Grade</li> </ul>																
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see portal</li> <li>• E- Portfolio &amp; reflection on E-Portfolio</li> <li>• DTU/Production Classroom as required</li> <li>• Production Office &amp; facilities</li> <li>• RCS Portal</li> </ul>																
<b>Other Relevant Details</b>																	
<b>Next Steps</b>	Personal and Professional Development 3																

### **SHE Level Three**

#### **Module Co-ordinators**

<b>Module Title</b>	<b>Module Co-ordinator</b>
Stagecraft 3	Susan May Hawley
Communication 3	Susan May Hawley
Management 3	Susan May Hawley
Personal and Professional Development 3	Ros Maddison

<b>Module Title</b>		<b>Stagecraft 3</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		This module focusses on planning, preparation and archiving technical challenges within a variety of live productions in order to creatively and safely fulfil the technical design challenges of the productions.		
<b>Level</b>		Level 9		
<b>Credit Rating</b>		20 SCQF Credits / 10 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below: <hr/> BA Production Technology & Management 3		
<b>Pre-requisites</b>		Completion of BA Production Technology & Management Year 2 or APL		
<b>Co-requisites</b>		Communication 3 Management 3 Personal and Professional Development 3		
<b>Anti-Requisites</b>				
<b>Maximum number of Students</b>	20	<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		7	24	168
Tutorials		0.25	6	1.5
Independent Study				31.5
Choose an item.				
<b>Total Notional Student Effort</b>				<b>200</b>
<b>Module Co-ordinator</b>		Susan May Hawley		
<b>Module Aims</b>		This module is designed to enable students to further develop and apply technical and problem solving skills at level three in a production environment both practically and through their production paperwork.		

<b>Module Content</b>	Senior production role allocations, working autonomously and without intervention as far as is reasonably practicable, in a live production environment.		
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:		
<b>LO1</b>	Plan, prepare and anticipate technical challenges to a professional standard in a variety of autonomous learning environments in order to work safely and effectively as part of your allocated production team.		
<b>LO2</b>	Record and archive technical challenges to a professional standard in a variety of autonomous learning environments in order to work safely and effectively as part of your allocated production team.		
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• Pass/Fail (LO1, LO2) Continuous Observation</li> </ul>		
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• Evidence of ability to use practical skills to work effectively in a production environment</li> <li>• Evidence of ability to problem solve production challenges and apply known skills and techniques</li> <li>• Evidence of ability to anticipate production challenges and take steps to overcome or alleviate consequences</li> <li>• Evidence of ability to plan, execute and record solutions to production challenges</li> </ul>		
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	
	LO1	x	
	LO2	x	
<b>Feedback</b>	Formative <ul style="list-style-type: none"> <li>• Oral on ad hoc basis on allocations</li> <li>• Tutorial at end of each allocation (MCF)</li> </ul> Summative <ul style="list-style-type: none"> <li>• Written Report</li> <li>• Grade</li> </ul>		
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see portal</li> <li>• E- Portfolio &amp; reflection on E-Portfolio</li> <li>• Documentation and archiving through Paperclip</li> </ul>		

	<ul style="list-style-type: none"><li>• Digital design software</li><li>• DTU/Production Classroom as required</li><li>• Venues as required</li><li>• Production Office &amp; facilities</li><li>• RCS Portal</li></ul>
<b>Other Relevant Details</b>	During this module you will be involved in several live production environments
<b>Next Steps</b>	

<b>Module Title</b>		<b>Communication 3</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		This module builds on communication and collaboration skills acquired in level one and two and enables the students to apply these skills autonomously in a range of practical production contexts within specialist subjects.		
<b>Level</b>		Level 9		
<b>Credit Rating</b>		30 SCQF Credits / 15 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below: <hr/> Production Technology & Management , Year 3 <hr/>		
<b>Pre-requisites</b>		Completion of Production Technology & Management Year 2 or agreed equivalency		
<b>Co-requisites</b>		Stagecraft 3 Management 3 Personal and Professional Development 3		
<b>Anti-Requisites</b>				
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		10	24	240
Tutorials		0.25	6	1.5
Independent Study				58.5
Total Notional Student Effort				<b>300</b>
<b>Module Co-ordinator</b>		Susan May Hawley		
<b>Module Aims</b>		This module is designed to enable students to understand the importance of effective communication and collaboration and apply appropriate methods in a range of production environments.		
<b>Module Content</b>		Senior production role allocations, working autonomously and without intervention as far as is		

	reasonably practicable, in a live production environment.		
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:		
<b>LO1</b>	Choose and apply effective methods of communication as an autonomous learner to ensure you constructively support all production departments		
<b>LO2</b>	Choose and apply effective methods of collaboration as an autonomous learner to ensure you constructively support all production departments		
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• Pass/Fail (LO1, LO2) Continuous Observation</li> </ul>		
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• Evidence of ability to <b>collaborate</b> effectively as part of a production team in a variety of production contexts</li> <li>• Evidence of ability to <b>collaborate</b> effectively with other technical &amp; artistic departments, staff members, managers and observe the importance of the hierarchy of theatrical management.</li> <li>• Evidence of ability to <b>communicate</b> within the production team to ensure effective and efficient flow of information.</li> <li>• Evidence of ability to <b>communicate</b> effectively with other technical &amp; artistic departments, staff members and managers.</li> <li>• Evidence a deep understanding of the importance of collaboration and communication in a theatrical environment.</li> </ul>		
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	
	LO1	x	
	LO2	x	
<b>Feedback</b>	Formative <ul style="list-style-type: none"> <li>• Oral on ad hoc basis on allocations</li> <li>• Tutorial at end of each allocation (MCF)</li> </ul> Summative <ul style="list-style-type: none"> <li>• Written Report</li> <li>• Grade</li> </ul>		



<b>Recommended Resources</b>	<ul style="list-style-type: none"><li>• Indicative Reading – see portal</li><li>• E- Portfolio &amp; reflection on E-Portfolio</li><li>• Documentation and archiving through Paperclip</li><li>• Digital design software</li><li>• DTU/Production Classroom as required</li><li>• Venues as required</li><li>• Production Office &amp; facilities</li><li>• RCS Portal</li></ul>
<b>Other Relevant Details</b>	During this module you will be involved in several live production environments.
<b>Next Steps</b>	-

<b>Module Title</b>		<b>Management 3</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		This module builds on deepening your managerial skills at HOD level. You are required to both manage your own work and the work of your team and the impact of that work on the other technical departments. You will be required to effectively disseminate skills and knowledge to your team and delegate to a high level of competency.		
<b>Level</b>		Level 9		
<b>Credit Rating</b>		30 SCQF Credits / 15 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below: <hr/> BA Production Technology & Management 3		
<b>Pre-requisites</b>		Completion of BA Production Technology & Management Year 2 or APL		
<b>Co-requisites</b>		Communication 3 Stagecraft 2 Personal and Professional Development 3		
<b>Anti-Requisites</b>				
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		10	24	240
Tutorials		0.25	6	1.5
Independent Study				58.5
Total Notional Student Effort				<b>300</b>
<b>Module Co-ordinator</b>	Susan May Hawley			
<b>Module Aims</b>	This module is designed to enable students to understand the importance of management, delegation and effective use and dissemination of acquired knowledge.			
<b>Module Content</b>	Senior production role allocations, working autonomously and without intervention as far as is reasonably practicable, in a live production environment.			

<b>Learning Outcomes</b>	On successful completion of this module you will be able to:
<b>LO1</b>	Effectively disseminate knowledge and skills among your peers in order to be an effective senior manager and utilise the resources under your control.
<b>LO2</b>	Effectively delegate to a high level of competency in order to be an effective senior manager and utilise the resources under your control.
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• Pass/Fail (LO1, LO2) Continuous Observation</li> </ul>
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• Evidence of ability to manage your own time effectively as part of a production team in a variety of production contexts</li> <li>• Evidence of ability to manage others and delegate in a variety of production environments</li> <li>• Evidence of ability to disseminate knowledge and information effectively in a variety of production environments.</li> </ul>
<b>Alignment of Assessment and Learning Outcome</b>	
<b>Feedback</b>	Formative <ul style="list-style-type: none"> <li>• Oral on ad hoc basis on allocations</li> <li>• Tutorial at end of each allocation (MCF)</li> </ul> Summative <ul style="list-style-type: none"> <li>• Written Report</li> <li>• Grade</li> </ul>
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see portal</li> <li>• E- Portfolio &amp; reflection on E-Portfolio</li> <li>• Documentation and archiving through Paperclip</li> <li>• Digital design software</li> <li>• DTU/Production Classroom as required</li> <li>• Venues as required</li> </ul>

	<ul style="list-style-type: none"><li>• Production Office &amp; facilities</li><li>• RCS Portal</li></ul>
<b>Other Relevant Details</b>	During this module you will be involved in several live production environments.
<b>Next Steps</b>	-

<b>Module Title</b>		<b>Personal and Professional Development 3</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		This module considers key areas such as risk management and professional standards. It includes a work placement and professional practice sessions which will inform your reflections on your learning journey to date and culminate in detailed CPD planning and goal setting for the future.		
<b>Level</b>		Level 9		
<b>Credit Rating</b>		20 SCQF Credits / 10 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below: <hr/> BA Production Technology & Management 3		
<b>Pre-requisites</b>		Completion of BA Production Technology & Management Year 2 or APL		
<b>Co-requisites</b>		Communication 3 Management 3 Stagecraft 3		
<b>Anti-Requisites</b>				
<b>Maximum number of Students</b>	20	<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Workshops		1	24	24
Directed Study		1	24	24
Tutorials		1	2	2
Independent Study <i>(on placement)</i>				150
<b>Total Notional Student Effort</b>				<b>200</b>
<b>Module Co-ordinator</b>	Ros Maddison			
<b>Module Aims</b>	This module is designed to focus your reflection and understanding of your learning journey on the			

	programme. You will consolidate your understanding of professional standards and set goals for your future as part of a Continued Professional Development plan.		
<b>Module Content</b>	Reflective practice including e-portfolio and evaluation Continued Professional Development planning including risk management; Business start-up skills; Unions & trade associations; Other relevant associations/organisations; Networking & self-promotional tools. Work Placement		
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:		
<b>LO1</b>	Reflect in depth on your personal learning journey including your time on Work Placement and previous goal setting		
<b>LO2</b>	Identify and evaluate a personal plan towards your Continued Professional Development and employment.		
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• Pass/Fail (LO1, LO2) Presentation</li> </ul>		
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• Clear and detailed evaluation of your learning journey over the past three years referencing annual goal setting, personal achievements and challenges, internal and external work placement experiences and readiness for employment</li> <li>• SMART Goalsetting for the next five years</li> <li>• Detailed supplementary materials identifying suitable continued professional development planning.</li> </ul>		
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	
	LO1	x	
	LO2	x	
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Formative oral – during sessions &amp; tutorials</li> <li>• Summative grade</li> </ul>		

<b>Recommended Resources</b>	<ul style="list-style-type: none"><li>• E-Portfolio</li><li>• RCS Library</li><li>• External work placement as negotiated</li><li>• Online resources</li></ul>
<b>Other Relevant Details</b>	
<b>Next Steps</b>	

## **PERSONAL DEVELOPMENT PLANNING – TOWARDS THE FUTURE**

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Throughout your studies you will be constantly reminded that your ultimate goal is to gain successful employment in the industry of your chosen specialist field. The graduate employment percentage rate from the Conservatoire's production programmes is traditionally very high, consistently in the high nineties, but this is no reason to be dilatory in your approach to job seeking. It has been achieved by previous students actively chasing, and sometimes creating, the opportunities for themselves.

Throughout the programme you are encouraged to develop your own professional contacts and C.V. so that on graduation you are well placed to pursue a diversity of employment opportunities. You are required to actively engage in the Personal and Professional Development modules throughout the programme.

We develop your autonomy and offer you clear guidance for your career as a professional in the following ways, through:

- Specific programme modules.
- Contact with visiting practitioners.
- Work placements within the industry.
- Links with local and national organisations.
- Advertising job opportunities.
- Continuing professional development support.

### **Specific Programme Modules**

All programme modules within the curriculum will in some way prepare you for employment but there are specific Personal and Professional Development modules aimed at developing your readiness to be a self-employed practitioner. You will be guided on core skills such as C.V.s, interview techniques and business planning but you will also develop a broader awareness of reflective practice, communication techniques and knowledge sharing, equality and diversity, presentation of the self and networking.

The use of reflection to develop as an autonomous, self-motivated learner and practitioner is central to the philosophy of both the programme and the Conservatoire. All students are encouraged to keep a journal or blog to document their thoughts, feelings and activities and to consider and build upon their key moments of learning whether achieved through success or failure.

### **Contact with Visiting Practitioners**

During formal teaching in the classroom there are many opportunities to interact with professional practitioners. Most formal taught programmes employ guest speakers at some point in the curriculum and master classes are normally opened for all year groups to attend. These sessions invariably take the form of a lecture demonstration



followed by an informal question and answer session during which a wealth of career advice is generally given.

Your main contact with visiting practitioners, however, will be in production practice when you will be working on Conservatoire productions alongside a broad range of Stage Managers, Lighting and Sound Designers and other freelance professionals. It is well known that no two designers work in exactly the same way but this is also true for most production roles. Through observation and investigation over and above your production work you will be able to learn a great deal from these guests and, if used to its fullest potential, the experience will broaden your outlook and options regarding both employment and career decisions.

### **Placements within the Industry**

Another exciting feature of the programme is the opportunity to become involved with outside projects on work placement. These take place mainly in year three and are designed to give you work practise in 'real life' situations. They are also an extremely useful way of making contacts. Whilst on a work placement you are in a position to establish relationships in a professional context and to practise your newly acquired skills in a supportive environment. The placements last between four and six weeks although in certain circumstances this can be extended to allow you to follow a project through to its completion.

### **Links with Local and National Organisations**

The Production Programmes at the Conservatoire have, over the past few years, established strong contacts with a broad range of local and national companies and organisations. Through our membership to Association of British Theatre Technicians (ABTT), United States Institute for Theatre Technicians (USITT), Professional Lighting and Sound Association (PLASA), the Production Services Association (PSA) and the Society of British Theatre Designers (SBTD), we are able to stay abreast of developing technologies in the industry as well as attend trade shows and seminars across the country. The contacts made at these events bring more companies to the attention of our students and vice versa. As hosts of our own industry trade show we are able to bring representatives of a huge variety of companies through our doors, enabling them to see you work, which is exhibited alongside the event. Close ties with companies such as Cirque du Soleil, Disney, Scottish Opera, Scottish Ballet, Edinburgh Festival Theatre, Citizens Theatre, Tron Theatre and many more ensure that on graduation you will know exactly where to start looking for work.

### **Advertising Job Opportunities**

Throughout the year the Head of Production and departmental staff frequently distribute information regarding casual and vacation work, which has come to their attention through their own contacts or through graduates of the programme. This type of work is strongly encouraged, however, it is imperative that students prioritise their programme work and do not over stretch themselves either physically or emotionally, which is why this type of work is closely monitored.

A database of contact details is kept, with your permission, by the Head of Production who constantly passes on information and job opportunities for several years after graduation.

Whilst we actively encourage you to seek employment in the industry you do require explicit permission from the Head of Production before you take up any industry related external employment. This is partly to monitor and discuss your workload and that of your team, but it is also to share our evaluation and knowledge of your potential employer, their workplace and the conditions of work. Sadly, not all employers are as scrupulous or as committed to good practice as they would seem at first sight. In having this discussion and sharing your experiences you help us all to monitor and improve our profession.

### **Continuing Professional Development Support**

As well as passing on job opportunity information, the department endeavours to stay in contact with as many graduates as possible and staff continue to give support and advice on request as you take your first steps in the industry and beyond. The process eventually comes full circle when you find yourself in a position needing to employ people and turn to the Conservatoire for assistance! Many excellent job opportunities have been filled in this way.