Royal Conservatoire *of* Scotland

BA Production Technology & Management

Student Programme Handbook

2023/34

Equality, Diversity & Inclusion Statement

The Royal Conservatoire of Scotland embraces a diverse population of students and staff. We believe that excellence can be achieved through recognising and celebrating the value of every individual, and are committed to promoting equality, diversity and inclusion in all of our activities.

We are committed to developing and upholding a culture based on respect, inclusiveness, transparency and open-mindedness. We will proactively advance equity and inclusive practice in our activities and through effective and collaborative action, ensure that we all have the right to be seen, heard and celebrated.

Anti-Racism Statement

The RCS Anti-Racism Action Plan (ARAP) was created in 2020 and shows key activities undertaken in our journey towards being a more equitable and just community of students and staff. RCS is next month (September 2023) launching a new institutional Strategic Plan taking us through to 2030. As part of this, we will be reflecting on lessons learned to date, as well as how we develop anti-racism further in a way that is embedded fully in our values and goals.

The Conservatoire has a zero-tolerance approach to racism and condemns all racist and discriminatory behaviour. We are committed to challenging and dismantling structural racism within our practices, policies, procedures, and community. In using the term 'Zero Tolerance', our meaning is that we do not tolerate acts of racism in RCS and that our response to any abuse will be timely, visible, credible, dealt with through transparent systems and in line with our policies. Students and staff, through their membership of RCS's Equality, Diversity and Inclusion Forum, worked together to refine a contextualising statement about Zero Tolerance, so that it would be clearly understood across our community what is meant in using this term within an RCS context.

It is unacceptable that anyone at the Conservatoire experiences racism or discrimination. The Conservatoire through its policies and practice pledges to support BIPOC staff and students and those from all under-represented ethnic groups. We will take action to ensure that the Royal Conservatoire of Scotland is an anti-racist environment where all staff and students can work, train, study and progress.

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WELCOME

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

Studying at the Conservatoire will provide you with a series of unique opportunities, in a diverse and intellectually stimulating environment, where rewarding successes and important failures will take place throughout your training. You will be encouraged to integrate practical skills with theoretical knowledge and to extend your creative curiosity both in your own practice and through opportunities across the Conservatoire.

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. Your staff will empower you to use learning opportunities to ensure you can compete in the expanding and evolving industries of culture, entertainment and the performing arts.

Alumni of the department are making 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 help ensure an inclusive and sustainable future for the arts and culture for generations to come.

If you take full advantage of the BAPTM degree programme, including the people you meet and the opportunities presented to you during your time at the Conservatoire, you will have an excellent opportunity to develop into an industry leading practitioner and to make your mark on the future of production arts practice.

The Production Department staff and I look forward to working with you in achieving this goal.

Ros Maddison,
Head of Production

OUR CURRICULUM

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, learning from each other, creating together and expanding as artists in a way that would be hard to experience elsewhere.

THE PROGRAMME

RATIONALE OF THE PROGRAMME

As the only HE programme of its kind in Scotland, we recognize our responsibility to develop graduates from diverse backgrounds, who are not only capable of taking advantage of the employment opportunities offered in production but also to act as advocates and develop as leaders of the future 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 and Lighting.

Our aspiration is that, as our graduates, you will become the creative leaders and innovators of the future, pushing accepted boundaries and creating 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)
	At the end of the level you will be able to:
1	Choose and apply effective methods of communication and collaboration within a supported learning environment to ensure you constructively support all production departments.
2	Understand and follow health & safety controls within a supported learning environment to ensure the safety of yourself and your peers.
3	Work effectively, anticipate and react to technical challenges in a supported learning environment in order to effectively contribute to your allocated production team.
4	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)
	At the end of the level you will be able to:
1	Choose and apply effective methods of communication and collaboration within a semi-supported learning environment to ensure you constructively support all production departments.
2	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	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	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.

SHE Level Three

LO No.	Level 3 Learning Outcomes (SCQF Level 9)
	At the end of the level you will be able to:
1	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	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	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	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.

It is a useful exercise to reword these outcomes for yourself in language you would normally use and with the specifics required for your own pathway.

GRADUATE ATTRIBUTES

The Conservatoire has identified key attributes by which is 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 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

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, you only know a fraction of the whole story of someone else's personal circumstances.

- **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. Leave work spaces as you would wish to find them.

- **Be self-motivated** – staff will be happy to make suggestions for self-motivated activities and support you but we can't do it for you!

SENSITIVE MATERIAL

When working on productions, there may be some situations where research, discussion or representation of scenes is of a sensitive nature will occur. This may be difficult for you to engage with in relation to your own personal situation or on moral or religious grounds.

Staff will endeavour to highlight any materials of a sensitive nature or any potential triggers well in advance of the design and production process but sometimes these subjects emerge through rehearsals. In these cases, the information will be shared with all production students as soon as possible.

It is strongly recommended that you research the content of productions you are working on in relation to your own circumstances.

In any situation where you have concerns about the content of a production you should contact either your subject staff or the Head of Production to discuss this, in confidence.

Support can also be provided by the RCS Disabilities Advisor, Welfare staff and Counsellors. https://portal.rcs.ac.uk/student-support/

EQUALITY AND DIVERSITY

The programme takes equality and diversity very seriously and is committed to raising awareness of different cultures and perspectives. You are encouraged to respond and engage with the curriculum intelligently, creatively, collaboratively and sensitively.

This process begins with the creation of a student charter at the start of level one to identify the behaviour and work ethic expected by your cohort of themselves and of each other.

The Personal and Professional Development 1 module introduces an open dialogue about behaviours in general and is underpinned by a zero-tolerance approach to bias, prejudice, discrimination and stereotyping.

We are privileged to be able to engage with a wide diversity of students and endeavour to treat each one as an individual regardless of age, gender identity, sexuality, race, religion, ethnicity, disability or other personal circumstances.

If you have any concerns or experience any behaviour contrary to this approach, please speak immediately to the Head of Production or any other member of staff. You can also contact the Conservatoire's Equality and Diversity Officers or Disability Advisor in full confidence.

SUSTAINABILITY

Sustainable practice is about providing for the present without compromising the future and so environmental sustainability is very important to both our current practice and your future.

Through the programme you will be informed about sustainable theatre practices and can apply these on productions in a variety of ways. We strongly recommend that you also consider your own activities and behaviours to make a contribution to the reduction of carbon emissions, however small.

For example
  ➢ buy reusable rather than disposable
  ➢ walk when you can rather than taking the bus/train/car
  ➢ reduce the amount you buy so you throw less away

You can make comments/suggestions about sustainable practice at the Conservatoire direct to the Sustainability Committee at sustainability@rcs.ac.uk or visit our Climate, Sustainability and Creativity webpage at https://www.rcs.ac.uk/greenroom/

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 <u>start</u> of each session.

- **Unexpected absences** should be reported immediately using **ASIMUT**.

- **Authorised absence** can be applied for through your **Student Contract**. This 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 only be given if there is **<u>no impact</u> on either your own learning or on the experience of other students.** 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 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 advertised breaks, 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.

- **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 PRACTICE

The Conservatoire's 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 **trained to the appropriate level,** have been given **specific permission** by a member of staff, 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** perform any maintenance or repair work on any equipment at all.
- **Do not** lift or move heavy objects or equipment.
- **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 including tools and IT equipment.**

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 around you are your responsibility. The behaviour of one individual can affect the wellbeing of the whole team. 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.

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

  Sam Burt   Stage Management Tutor
  TBC   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
  Christine Murphy   Lecturer in Costume Construction
  Robin Peoples   Lecturer in Set & Costume Design

- The Central Production Unit (CPU) staff who mentor and supervise students and are also responsible for the realisation of the actual shows. There are three Production Managers who along with the Senior Production and Operations Manager provide support for all realised production in the RCS. They will be your line managers on production work but also have tutor status

and are there to support your learning. The CPU is led by the Head of Technical Production and is separate to the academic schools, supporting all Conservatoire productions as required.

- The Venue Technicians Team who provide technical support through information, maintenance and equipment bookings. The Venues Team work independently to the academic schools and have overall 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 staff will be:

Grace Dunn   Programme Support Administrator (Production & Film)

You may also come into contact with:

Dawn Forrest   Interim DDPF School Manager

Derek Powell   RCS 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 Jo Franklin, Head of Technical Theatre Arts at Guildford School of Acting.

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 RESULTS

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

- If you fail a component due to either non-submission or plagiarism, **you will be charged a resit fee.**
- Work that is submitted late will not be accepted.
- Extensions to deadlines will only be considered using the **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.
- Extension requests and PMC forms can be found on the portal - https://portal.rcs.ac.uk/academic-support/

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.

All attachments should be titled with the module name, the submission name and your name -   e.g. PPD1 Reflective Summary Joe Bloggs

Plagiarism is cheating. Where you need to recall the particular words of another writer, you must *always* attribute the quotation to its source, both in your text and in a reference list. You must *never* adopt the precise language and phraseology of other writers (published or unpublished), nor paraphrase their work closely, without acknowledging the debt.

Please make sure all submissions are your own work and all sources used are appropriately referenced.

Submission Deadline Extensions

Full guidelines on individual extensions and personal 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.

Archiving

Please note that in order to fulfil the Learning Outcomes associated with modules in this degree, your work may be archived and published online on RCS platforms (i.e. Paperclip). In documenting this work, your personal details (including your name and degree programme) will be published. The RCS will process this information under the lawful basis of contract, to provide you with your education. You have the option to exercise any of your data protection rights and you can find a copy of our student Privacy Notice online at: https://www.rcs.ac.uk/policy/privacy/

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	r.maddison@rcs.ac.uk
Steve Macluskie	Ext 257	s.macluskie@rcs.ac.uk
Susan May Hawley	Ext 257	s.hawley@rcs.ac.uk
Christoph Wagner	Ext 257	c.wagner@rcs.ac.uk
Clare Hibberd	Ext 256	c.hibberd@rcs.ac.uk
Sam Burt	Ext 256	s.burt@rcs.ac.uk
Stage Supervisor	Ext 257	TBC
Dave Evans	Ext 256	d.evans2@rcs.ac.uk
Barry McCall	Ext 256	b.mccall@rcs.ac.uk
BAPA&D staff	Ext 116	initial.surname@rcs.ac.uk

Academic Administration and Support Office (AAS)

Reception Desk *(For general enquires)*	Ext 241	aas@rcs.ac.uk

Programme Support Administrator psa@rcs.ac.uk
(For Programme related administration matters)

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

Prod. Reception Desk at Wallace Studios Ext 101
International & Student Experience Ext 281 international@rcs.ac.uk
Advisors
RCS Counsellor j.balmforth@rcs.ac.uk

Disabilities Advisor d.powell@rcs.ac.uk

Workspaces

Wardrobe Ext 106 wardrobe@rcs.ac.uk
Construction Workshop Ext 108 s.cook@rcs.ac.uk
  m.doolan@rcs.ac.uk
Paintshop Ext 107 m.hari@rcs.ac.uk
Props Ext 105 props@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
Student Union Ext 296 su@rcs.ac.uk
Venues Office Ext 207 venuetechs@rcs.ac.uk
AV Stores Ext 207 avsupport@rcs.ac.uk
CPU Stores Ext 104 cpustores@rcs.ac.uk
Box Office Ext 207 boxoffice@rcs.ac.uk
Production Management Ext 110
  Ext 111

Please remember that many staff are frequently away from their desks so internal extension numbers may not be answered quickly. Email is recommended as the first point of contact.

PROGRAMME REQUIREMENTS

THE WORKING WEEK

Although the standard working week is from 9am to 5pm 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 production 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. Your production modules encourage you to become autonomous learners and, therefore, extra reading and research is expected from you in order to get the most from your experiences as a student.

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, music tours, 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.

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 at the time.

To ensure you are aware of your progress, you will also be called for, and can request, a module specific tutorial with your subject or module staff. This tutorial is a culmination of the verbal feedback you have received across the module and will be 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 remind you of their ongoing feedback and offer their final conclusions and advice for future development.
- Finally, both of you will sign the tutorial document as a true record and to acknowledge that you understand what has been said and what action is expected of you.
- 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.
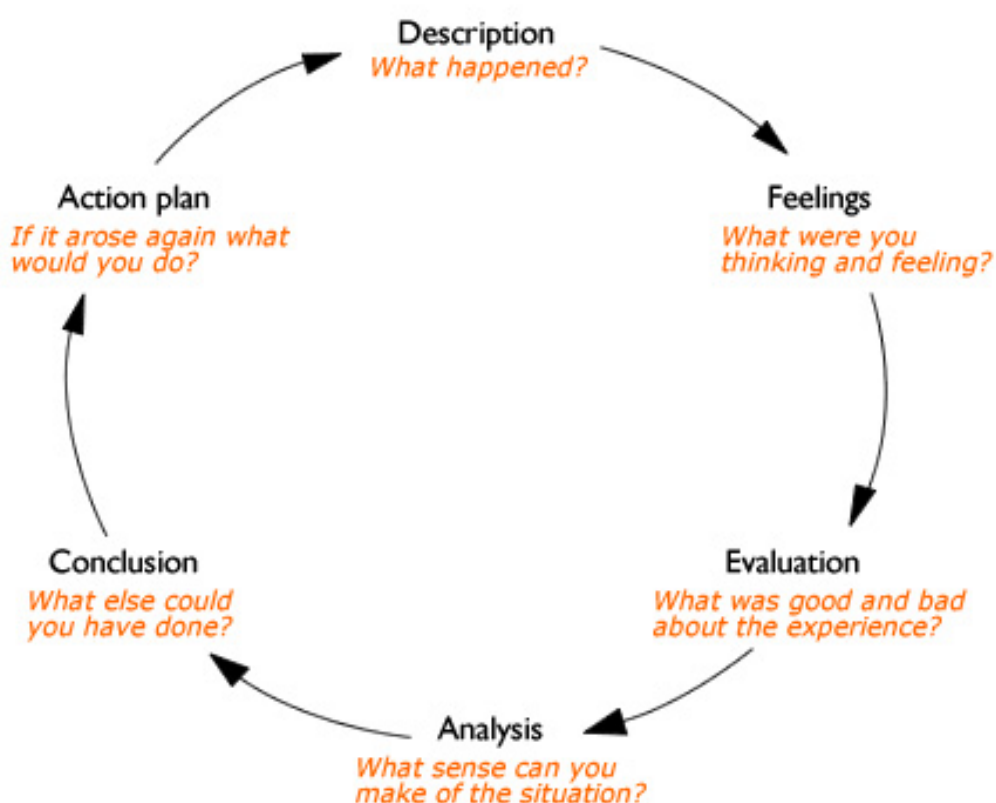
Your online portfolio will be created in the RCS Portal and must be made visible to your subject lecturer and the Head of Production. The portfolio should be as detailed as possible as you will need to quote key learning moments in your end of year summary.

Reflective Summaries

At the end of your Personal and Professional Development module you will be required to include a reflective summary in your portfolio. Whilst your regular entries are not directly assessed due to the personal nature of the content, your reflective summaries will be assessed as a pass or fail outcome. These summaries must be drawn from the content of your journal and make reference to specific entries throughout (by date or subject heading). You should avoid general descriptions of what happened (this would be in your journal), but instead you should focus on summarising key learning points. All summaries are formal submissions and must follow the guidelines for written submissions.

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 publication 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

Etiquette

There are a wide range of tools to maintain communication across the Conservatoire but, regardless of the method, it is important to maintain a professional and courteous approach at all times and in digital communications, in particular.

Think about who you need to contact and what the most suitable method might be. You should not expect an immediate reply but if your communication is urgent and requires a speedy response make sure this is made clear.

There are a variety of differing work patterns across the departments so think about how and when your communication will be received.

Set up a healthy working practice and turn your digital devices to silent at night if you can.

Computers

There are computer workstations dedicated specifically to Production students in both of the production offices but these should only be used for production work and not homework or personal matters.

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 OneDrive or on removable media such as USB 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.

There is also a student IT suite and a Digital Training Unit usable for both classes and personal study. All these rules regarding food, hygiene, tidiness and appropriate use apply equally, if not more so, to these computers.

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

RCS Portal

The Portal is the place you will find all relevant Conservatoire wide information and links to the key support systems such as Library, IT, Health and Safety. You can access your student contract, Asimut timetable, email account as well as module details in Moodle and your online portfolio. You can access the RCS Portal online at: **http://inspire.rcs.ac.uk**

Moodle

Moodle is the Conservatoire's online, interactive environment. It is a dynamic resource that includes programme information, online courses, forums and discussions. As such it is a primary communication tool for module information.

You can access Moodle from any computer with internet access. 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.

Asimut – Timetabling and Space Bookings

All students' outline schedules are provided via ASIMUT, the Conservatoire's official timetable and scheduling software, available at https://rcs.asimut.net/public/login.php. You will 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. 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 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

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.

It is your responsibility to check your email account regularly and at least once a day.

Microsoft Teams/Zoom

Both Microsoft Teams and Zoom are used across the Conservatoire for online meetings and classes so you should familiarise yourself with both systems.

Teams is extensively used to share information about RCS productions and departments. All production students have access to the Production Unit Hub team where production details are shared as well as a programme specific team and subject specific teams as relevant.

Teams chat is also used to communicate quickly across departments/productions so it is advisable to download the Microsoft Teams app to your smartphone.

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. 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.

ROOM USAGE

There are several spaces that are allocated specifically to production students; some (like the Renfrew Street Production Office) are shared with BA Film Making 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 taken into 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 should 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, there will be some full production department meetings bringing together staff and students from both production programmes along with the Head of Production.

These meetings are normally scheduled on **Mondays from 11am – 12pm or Fridays from 9am – 10am.**

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 their 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, Deputy Registrar – m.green@rcs.ac.uk

Programme Committee Open Forum

This is an annual 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.

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 and footwear. You should wear clothes that you feel comfortable in and that you are not too precious about, as they will undoubtedly get quite dirty. Work overalls are strongly recommended and sensible shoes or safety footwear are compulsory.

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 for safety reasons

Tools

You will 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 staff for advice.

OTHER COSTS

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.

Consumables One Off Payment

Throughout your studies you will use an inordinate amount of 'consumables'; this includes PVC tape, paper, scripts, departmental tool replacement and upgrades, supplementary materials etc. 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 **£350.00 per student** which will be collected at matriculation in your first week.

Graduation costs

There is no fee to graduate and attend the Graduation Ceremony. However, there is a fee to hire a gown which is compulsory. A fee of approximately £50 is payable to an external gown supplier and you will be advised of how to do this as part of the registration process.

PROGRAMME OVERVIEW

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' progress will be documented by means of their feedback tutorial notes which will provide the basis for their reflective practice and, through reflective summaries and presentations, will evidence their 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 can be further explored through Interdisciplinary and Extended Practice modules in levels two and three to consolidate and/or broaden interests 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.

Interdisciplinary and Extended Practice

Interdisciplinary and Extended Practice (IXP) is designed to enrich your creative and educational journey during your studies at the Royal Conservatoire of Scotland through learning experiences centred on creative discovery, experimentation, extension, and innovation.

The modules within IXP provide a locus for collaboration, interdisciplinary investigation, and creative citizenship, encouraging these aptitudes and understandings to be interwoven with your core-studies—activating and energizing new connections, ideas, and partnerships beyond core-curricula. IXP acts as a formal and core element of connection between the curricula of the School of Music and the School of Drama, Dance, Production, and Film.

This is articulated as:

Year 1 – Creative Citizenship (SCQF 7, 10 Credits) *Core-module*
Year 2 – Selection of 10 Credits from IXP portfolio (SCQF 7/8/9)
Year 3 – Selection of 10 Credits from IXP portfolio (SCQF 7/8/9)

Creative Citizenship

Beginning in the first term of study at RCS, you engage with the core IXP module **Creative Citizenship**. In classes of peers from across all undergraduate programmes, you are introduced to the cultural, artistic, political, and educational context of learning in a Higher Education Performing Arts institution. *Creative Citizenship* is concerned with equipping you with understandings and skills which enable you to be resilient, pro-active, compassionate, and ethical collaborators and peers within this context.

It is also an opportunity for you to meet and work with peers from across the Conservatoire, building relationships beyond your programme and awareness of the different priorities, skills, aspirations and worldviews of peers. Such relationships and awareness are integral to creative citizenship.

Through the lens of artistic practice, you will explore four key areas of creative citizenship:

- Artistic Critique and Conversation;

- Working with others—awareness of others' needs and identities;

- Ethics, Consent, and Responsibilities

- Digital and Media Literacies.

The end of the module acts as a marker in your journey to understanding and applying creative citizenship, as your core-programme continues to develop and nurture these aptitudes and skills in your core-studies.

IXP in Years 2 and 3

In second and third year of undergraduate study, you select 10 Credits from the IXP portfolio in the form of an intensive, week-long Winter or Spring School, or a student-led Personal Creative Project.

The IXP Winter and Spring Schools provide a concentrated and protected space outside your core-programme to engage in multi-disciplinary learning environments with an aim to discover new skills outside your core-studies; apply your arts practice

to experimental and interdisciplinary contexts; extend your arts practice to social contexts outwith the RCS; or innovate your practice through business, accelerator, and entrepreneurial activities.

Each academic year, a range of topics are offered within the four strands of IXP that relate to student-interest, staff research, priorities in the performing arts industry, and external partnerships.

Each module in IXP should engage you in a conscious synthesis of these learning experiences with your arts practice and core-studies—promoting an understanding and development of *praxis*.

DIAGRAMMATIC STRUCTURE OF THE PROGRAMME

	1	2	3	4	5	6	7	8	9	10	11	12
							Level One					
Term One	Welcome Week	Production 1 (Classes and Projects)										
		Personal & Professional Development 1 (Classes & Seminars)										
		Creative Citizenship										
Term Two	Stagecraft 1 (incl H&S) and Communication 1 (Junior Production Allocations)											PPD1
Term Three	Stagecraft 1 (incl H&S) and 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)											IXP or Self Study
	Personal & Professional Development 2											
Term Two	Stagecraft 2 / Communication 2 / Management 2 (Production Allocations & Specialist Subject Classes)											
	Personal & Professional Development 2											
Term Three	Stagecraft 2 / Communication 2 / Management 2 (Senior Production Allocations)									Bridge week		
	Personal & Professional Development 2											

Level Three

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

LEVEL ONE IN OUTLINE

(Level Coordinators – Steve Macluskie/Clare Hibberd)

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 in the four core subject areas. The production process is deconstructed and examined through a range of classroom, workshop and venue-based experiences culminating in at least three 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.

Creative citizenship is also introduced in level one.

Production Technology and Management Level One		
Module Title	**SCQF Credits**	**SHE Level**
Creative Citizenship	10	One
Personal and Professional Development 1	30	One
Production 1	30	One
Stagecraft 1	30	One
Communication 1	20	One

LEVEL TWO 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. At suitable points, by subject, there is a return to the 'classroom' to develop their specialist skills 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 activities such as application techniques and 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.

Ten credits are available for Interdisciplinary and Extended Practice modules (IXP) in level two.

Production Technology and Management Level Two		
Module Title	SCQF Credits	SHE Level
Stagecraft 2	30	Two
Communication 2	30	Two
Management 2	30	Two
Personal & Professional Development 2	20	Two
IXP	10	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.

Ten credits are available for Interdisciplinary and Extended Practice modules (IXP) in level three.

Production Technology and Management Level Three		
Module Title	**SCQF Credits**	**SHE Level**
Stagecraft 3	30	Three
Communication 3	30	Three
Management 3	30	Three
Personal & Professional Development 3	20	Three
IXP	10	Three

MODULE DESCRIPTORS

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

Level Co-ordinators and Transition Tutors – Steve Macluskie and Clare Hibberd

Module Co-ordinators

Module Title	Module Co-ordinator
Creative Citizenship	Josh Armstrong
Personal and Professional Development 1	Ros Maddison
Production 1	Steve Macluskie
Stagecraft 1	Steve Macluskie
Communication 1	Steve Macluskie

Section 1: Module descriptor

Module Title	Creative Citizenship
SCQF Level	7
Credit Rating	10
Total notional student effort hours	100
Status (Core/Option/CRSC)	☒ Core ☐ Option ☐ Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: All Undergraduate Year 1
Pre-requisites	None
Co-requisites	None
Anti-Requisites	None
Module overview	This module is designed to introduce you to the cultural, artistic, political, and educational context of learning in a Higher Education Performing Arts institution. This module is concerned with equipping you with understandings and skills which enable you to be resilient, pro-active, compassionate, and ethical collaborators and peers within the Conservatoire context. It is also an opportunity for you to meet and work with peers from across the Conservatoire, building relationships beyond your programme and awareness of the different priorities, skills, aspirations and worldviews of peers. Such relationships and awareness are integral to creative citizenship. Through the lens of artistic practice you will explore four key areas of creative citizenship: • Artistic Critique and Conversation; • Working *with* others—*a*wareness of others' needs and identities; • Ethics, Consent, and

	Responsibilities; • Digital and Media Literacies. Through the workshops you will practise skills in critique, giving and receiving feedback, conversation, statements of positionality, working with a range of peers, communicating in front of and with peers, and sharing your creative practice. The module culminates in an assessment in which all of these understandings are applied in the context of a collaborative creative critical presentation.
Learning Modes	**Hours (Actual and Notional)**
Lecture	**2**
Workshops	**16**
Directed Study	**20**
Assessment	**3**
Independent Study	**59**
Learning Outcomes	
LO1	Understand basic ethical skills relevant to performing arts education and collaboration;
LO2	Communicate effectively and accessibly, including a foundational approach to positionality.
Assessment	
Assessment 1, Type, scope and Weighting	**Collaborative Creative Presentation** Pass/Fail (5 minutes)

Section 2: Delivery and Assessment

Module Coordinator	Manager of Interdisciplinary and Extended Practice
Module schedule 2023-24	

At the start of the module you will be allocated to a class with peers from a variety of undergraduate programmes. You will attend the rotation of workshops with this class throughout the module.

In addition, you will allocated to a working group of 3 or 4 peers. Throughout the module you will be expected to work together in discussion and activities both in workshops and in your independent learning time. This will be your group for the assessment at the conclusion of the module. All workshops will be structured to allow for 20 – 30 minutes of group activity.

Through this module you will have digital resources and workshops related to the following topics and schedule:

Week 1
Lecture: Finding the Joy in Creative Practice

On Rotation
Workshop 1: Giving and Receiving Feedback: Resilience in Critique
Workshop 2: Methods for Creative Conversations
Workshop 3: Anti-Racism in the Arts
Workshop 4: Intersectionality in the Arts
Workshop 5: Digital and Media Literacies
Workshop 6: Positionality as a Creative Practitioner
Workshop 7: Ethics in the Arts

Week 9
Workshop 8: Structuring a Collaborative Response

Week 10
Directed Study: Assessment Preparations

Week 11
Assessment: Collaborative Creative Presentation

In your multidisciplinary class, you will cycle through Workshops 1 – 7 on a weekly basis.

All classes will culminate on Workshop 8 in Week 9 of Term 1. This will enable you to begin synthesising the module and structuring your Collaborative Creative Presentation.

Assessment will take place in Week 11 of Term 1 through a 3-hour session.

Glossary of terms:

Anti-racism: Anti-racism refers to the active and conscious opposition to racism, discrimination, and systemic inequities based on race or ethnicity. It is a framework that recognizes and challenges the power dynamics, prejudices, and structures that perpetuate racial injustices in society.

Digital Literacy: Digital literacy refers to the ability to critically analyse, evaluate, and understand information, media messages, and digital technologies, enabling individuals to navigate, create, and participate responsibly and effectively in the digital world.

Ethics: Ethics refers to the principles and values that guide individuals' behaviour and decision-making, emphasizing concepts like fairness, integrity, respect, and responsibility towards oneself, others, and the wider society.

Intersectionality: Intersectionality is a framework that recognizes how multiple forms of oppression (such as race, gender, class) intersect and interact, shaping individuals' experiences and creating unique systems of discrimination and privilege.

Positionality: Positionality refers to an individual's social and cultural positioning, shaped by factors like gender, class, ethnicity, disability, and experiences, which influence their perspectives, biases, and the way they perceive and interact with the world.

Resilience: Resilience is the capacity to endure and thrive in the face of critique, setbacks, hardships, and stressors. It entails developing inner strength, flexibility, and positive coping strategies to maintain one's emotional balance and overall wellbeing.

Assessment Outline	
Formative feedback Description and timeline	You will receive formative feedback from staff during the workshops/contact hours.
Summative assessment Description	**Assessment 1: Collaborative Creative Presentation** In multidisciplinary small groups (3 or 4 students), you will select an issue or topic that has resonated with your group from the module and present a creative critical reflection on your learning. You are encouraged to think creatively and artistically in how you present this information. You should think of these questions: • Why does this resonate with me/us? • Where am I speaking from? • How do I communicate its impact to a wider

<table>
<tr><td></td><td>audience?</td></tr>
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	The presentation may take the form of: • A reading of a collaborative text; • A podcast; • A video essay; • An audio essay; • A digital or printed zine; • A synthesis of text and music; • A synthesis of text and movement; • A synthesis of text and visual language; • Some other creative form. You are required to include at least three relevant, reputable, and appropriately cited and referenced sources. After your presentation, you will receive facilitated feedback from your peers. **Assessed LOs:** • Understand basic ethical skills relevant to performing arts education and collaboration; • Communicate effectively and accessibly, including a foundational approach to positionality.
Feedback methods	• Peer and Staff Group Feedback Session; • Pass/Fail mark.
Assessment Criteria and Rubric	
Assessment 1 Criteria	Assessors will look for: • An understanding of the basic ethical skills relevant to performing arts education and collaboration; • Effective and accessible communication; • A foundational approach to positionality; • Appropriate and well-researched sources and citations.
Resources	
Essential Resources will be provided through the Virtual Learning Environment.	
Recommended Resources will be provided through the Virtual Learning Environment.	

Other Information	For BSL Users, each Micro-Lecture will be presented through an hour's moderated session to facilitate language clarification and comprehension.
Next Steps	Any Interdisciplinary and Extended Practice Module

Module Title	**Personal and Professional Development 1**
Brief Description	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.
Level	Level 7
Credit Rating	**30** SCQF Credits / 1**5** ECTS credits
Status (Core/Option/CRSC)	X Core ☐ Option ☐ 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
Pre-requisites	None
Co-requisites	Core modules in BAPTM level 7
Anti-Requisites	

Learning Modes		Total (hours)
Lectures		20
Seminars		9
Directed Study		21
Independent Study		250
Total Notional Student Effort		**300**
Module Co-ordinator	Ros Maddison	

Module Aims	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.
Module Content	• Module Briefing • Lectures and talks covering Health and Safety; Theatre History; Cinema History & the Film industry; Digital Technologies incl. Moodle, Portal & Paperclip; the Reflective Practitioner. • Seminars and group discussions • Group project work • Reflective practice and reflective summaries • Goal setting
Learning Outcomes	On successful completion of this module you will be able to:
LO1	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.
LO2	Demonstrate the ability to reflect on your own practice and develop learning goals from that reflection
Assessment 1, Type and Weighting	You will be assessed through: • (LO 1) Pass/Fail Presentation Group Project
Assessment Criteria for Assessment 1	Assessors will look for: • Evidence of developing cultural awareness identifying one particular area where deeper investigation and learning has occurred through research and knowledge exchange. • Collaborative approach and team participation
Assessment 2, Type and Weighting	You will be assessed through: • (LO2) Pass/Fail Reflective Journal Reflective summary and goals statement
Assessment Criteria for Assessment 2	Assessors will look for: • a summary reflective statement of your experiences during year one referencing key points of learning from your journal

	• a goals statement identifying relevant learning objectives for level three with actions and timeline.
Alignment of Assessment and Learning Outcome	

	Assessment 1	Assessment 2	
LO1	X		
LO2		X	

Pass/fail components in this module are equally weighted.

Feedback	Formative • Regular verbal feedback in classes and seminars • Verbal group feedback on group projects • Written or verbal feedback on initial reflective summary submission Summative • Written feedback on reflective summary from statement bank • Final outcome (P/F)
Recommended Resources	• Indicative Reading – see Moodle • E- Portfolio & reflection on E-Portfolio • Documentation and archiving through Paperclip • Digital design software • Budget from student levies for field trips
Other Relevant Details	This module has shared delivery between students in BAPT&M1 and BAPA&D1 Sessions will be blended with a mix on online and in person activities.
Next Steps	Personal and Professional Development 2

Module Title	Production 1
Brief Description	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.
Level	Level 7
Credit Rating	**30** SCQF Credits / **15** ECTS credits
Status (Core/Option/CRSC)	X Core ☐ Option ☐ Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: BA Production Technology and Management 1
Pre-requisites	None
Co-requisites	PPD1 - Transitions
Anti-Requisites	None

Maximum number of Students		Minimum number of Students		
Learning Modes		Hours per week/task	No. of Weeks	Total (hours)
Workshops		24	5	120
Supervised / Taught group activity		8	5	40
Directed Study		24	3	72
Workshops		24	2	48
Independent Study				20
Total Notional Student Effort				**300**

Module Co-ordinator	Steve Macluskie
Module Aims	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.
Module Content	• The Production Process • Production Technology & Management Skills • Production Art & Design Awareness • Design Project • Health & Safety
Learning Outcomes	On successful completion of this module you will be able to:
LO1	Identify the key elements and chronology of the production and design process including the outline roles and responsibilities of the production team.
LO2	Demonstrate a basic knowledge of the skills required in core subject areas including fundamental health and safety practices.
Assessment 1, Type and Weighting	You will be assessed through: • Pass/Fail (LO1, LO2) Written examinations and practical projects in core Production Technology and Management subjects
Assessment Criteria for Assessment 1	Assessors will look for: • Safe and appropriate demonstration of knowledge and understanding of both theory and practical skills in Production Technology and Management subjects.
Alignment of Assessment and Learning Outcome	

	Assessment 1		
LO1	✓		
LO2	✓		

Feedback	Formative • Oral on ad hoc basis in class & on projects • Group or individual feedback at end of projects • Individual feedback on exams as required Summative • Pass/Fail outcome
Recommended Resources	• Indicative Reading – see Portal • E- Portfolio & reflection on E-Portfolio • Digital design software • DTU/Classrooms as required • Production Workshops as required • Venues as required

Other Relevant Details	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.
Next Steps	On successful completion of this module, you may consider taking the following module(s): • Stagecraft 1 • Communication 1

Module Title	Stagecraft 1
Brief Description	An opportunity to work on Conservatoire productions in junior roles to begin applying the skills and knowledge developed in Production 1
Level	Level 7
Credit Rating	**30** SCQF Credits / **15** ECTS credits
Status (Core/Option/CRSC)	X Core ☐ Option ☐ Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: BA Production Technology and Management 1
Pre-requisites	Production 1
Co-requisites	PPD1 - Transitions
Anti-Requisites	None

Maximum number of Students		Minimum number of Students		
Learning Modes		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		13	21	273
Tutorials		4	0.25	1
Independent Study				26
Total Notional Student Effort				**300**

Module Co-ordinator	Steve Macluskie
Module Aims	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.
Module Content	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.

Learning Outcomes	On successful completion of this module you will be able to:
LO1	Apply fundamental operational skills effectively within your allocated roles in the production context.
LO2	Apply safe working practices in the production environment
Assessment 1, Type and Weighting	You will be assessed through: • Pass/Fail (LO1, LO2) Continuous Observation 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.
Assessment Criteria for Assessment 1	Assessors will look for: • Safe and appropriate application of practical skills in Production Technology and Management during production work including use of paperwork as a working tool. • Clarity, detail and appropriate content in your production paperwork.
Alignment of Assessment and Learning Outcome	

	Assessment 1
LO1	✓
LO2	✓

Feedback	Formative • Oral on ad hoc basis on allocations • Tutorial at end of each allocation (MCF) Summative • Pass/Fail outcome
Recommended Resources	• Indicative Reading – see portal • E- Portfolio & reflection on E-Portfolio • Digital design software • Venues / Production Office as required
Other Relevant Details	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.
Next Steps	On successful completion of this module, you may consider taking the following module(s): • Stagecraft 2

Module Title	Communication 1
Brief Description	An opportunity to explore, identify and apply suitable communication techniques and collaborative practices in junior roles in a supported production context.
Level	Level 7
Credit Rating	**20** SCQF Credits / **10** ECTS credits
Status (Core/Option/CRSC)	X Core ☐ Option ☐ Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: BA Production Technology and Management 1
Pre-requisites	Production 1
Co-requisites	PPD1 - Transitions
Anti-Requisites	None

Maximum number of Students		Minimum number of Students		
Learning Modes		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				**200**

Module Co-ordinator	Steve Macluskie
Module Aims	This module is designed to facilitate the application of new and existing communication techniques and collaborative initiatives within a supported production context.
Module Content	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.

Learning Outcomes	On successful completion of this module you will be able to:
LO1	Choose and apply effective methods of communication and collaboration as part of your production practice

Assessment 1, Type and Weighting	You will be assessed through:
	
	• Pass/Fail (LO1)
	  Continuous Observation
	
	  You will be assessed by observation of practice dependent on your role allocation and as defined in your Module Briefing Paper.

Assessment Criteria for Assessment 1	Assessors will look for: • Appropriate application of communication devices and techniques • Clarity, relevant detail and appropriate content in your communications.

Alignment of Assessment and Learning Outcome

	Assessment 1		
LO1	✓		

Feedback	Formative • Oral on ad hoc basis on allocations • Tutorial at end of each allocation (MCF) Summative • Pass/Fail outcome
Recommended Resources	• Indicative Reading – see Portal • E- Portfolio & reflection on E-Portfolio • DTU/Production Classroom as required • Venues as required • Production Office & facilities
Other Relevant Details	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.
Next Steps	On successful completion of this module, you may consider taking the following module(s): • Communication 2

SHE Level Two

Level Co-ordinator and Transition Tutor – Christoph Wagner

Module Co-ordinators

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

Module Title	Stagecraft 2
Brief Description *(Max 100 word count)*	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.
Level	Level 8
Credit Rating	**30** SCQF Credits / **15** ECTS credits
Status (Core/Option/CRSC)	☒ Core ☐ Option ☐ Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: BA Production Technology & Management 2
Pre-requisites	Completion of BA Production Technology & Management Year 1 or APL
Co-requisites	Communication 2 Management 2 Personal and Professional Development 2
Anti-Requisites	

Maximum number of Students	20	Minimum number of Students	
Learning Modes	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
Total Notional Student Effort			**300**

Module Co-ordinator	Christoph Wagner
Module Aims	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.
Module Content	Junior production allocations in specialist roles. Senior production allocations. Formal taught classes in specialist areas: Stage Management • The roles of the DSM and SM • Safe use of stage weapons • Production Arts or Electrics & Vectorworks • Score Reading • Stage Combat blocking and Risk Assessment • Pyrotechnics Stage Technology • Automation • Advanced Vectorworks • Rope access • Rigging & Trussing • Problem solving/Technical solutions • Pyrotechnics Lighting • Lighting Design • Text analysis • Production Electrics • Console training • Soldering & PAT testing • Vectorworks • Projection/ A/V • Pyrotechnics Sound Technology • Electrical installation, soldering & equipment testing • Rigging & Trussing • Vectorworks • Acoustics & Audio Calculations • System Design • Sound recording • Sound software • Paperwork and legislation • Microphones and Loudspeakers • Pyrotechnics
Learning Outcomes	On successful completion of this module you will be able to:
LO1	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.

LO2	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.
Assessment 1, Type and Weighting	You will be assessed through: • Pass/Fail (LO1, LO2) Continuous Observation
Assessment Criteria for Assessment 1	Assessors will look for: • Evidence of ability to use practical skills to work effectively in a production environment • Evidence of ability to problem solve production challenges and apply known skills and techniques • Evidence of ability to anticipate production challenges and take steps to overcome or alleviate consequences • Evidence of ability to plan, execute and record solutions to production challenges
Alignment of Assessment and Learning Outcome	<table><tr><td></td><td>Assessment 1</td><td></td><td></td></tr><tr><td>LO1</td><td>x</td><td></td><td></td></tr><tr><td>LO2</td><td>x</td><td></td><td></td></tr></table>
Feedback	Formative • Oral on ad hoc basis on allocations • Tutorial at end of each allocation (MCF) • Oral during sessions & tutorials Summative • Written Report • Grade
Recommended Resources	• Indicative Reading – see portal • E- Portfolio & reflection on E-Portfolio • Documentation and archiving through Paperclip • Digital design software • DTU/Production Classroom as required • Venues as required • Production Office & facilities • RCS Portal
Other Relevant Details	During this module you will be involved in several live production environments
Next Steps	Stagecraft 3

Module Title	Communication 2
Brief Description *(Max 100 word count)*	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.
Level	Level 8
Credit Rating	**30** SCQF Credits / **15** ECTS credits
Status (Core/Option/CRSC)	☒ Core ☐ Option ☐ Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: Production Technology & Management , Year 2
Pre-requisites	Completion of Production Technology & Management Year 1 or agreed equivalency
Co-requisites	Stagecraft 2 Management 2 Personal and Professional Development 2
Anti-Requisites	None

Maximum number of Students		Minimum number of Students	
Learning Modes	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			**300**

Module Co-ordinator	Christoph Wagner
Module Aims	This module is designed to enable students to understand the importance of effective

	communication and collaboration in a production environment.
Module Content	Junior production roles, support workshops, senior production roles.
Learning Outcomes	On successful completion of this module you will be able to:
LO1	Choose and apply effective methods of communication within a semi-supported learning environment to ensure you constructively support all production departments
LO2	Choose and apply effective methods of collaboration within a semi-supported learning environment to ensure you constructively support all production departments
Assessment 1, Type and Weighting	You will be assessed through: • Pass/Fail (LO1, LO2) Continuous Observation
Assessment Criteria for Assessment 1	Assessors will look for: • Evidence of ability to **collaborate** effectively as part of a production team in a variety of production contexts • Evidence of ability to **collaborate** effectively with other technical & artistic departments, staff members, managers and observe the importance of the hierarchy of theatrical management. • Evidence of ability to **communicate** within the production team to ensure effective and efficient flow of information. • Evidence of ability to **communicate** effectively with other technical & artistic departments, staff members and managers. • Evidence an understanding of the importance of collaboration and communication in a theatrical environment.

Alignment of Assessment and Learning Outcome				
		Assessment 1		
	LO1	x		
	LO2	x		

Feedback	Formative • Oral on ad hoc basis on allocations • Tutorial at end of each allocation (MCF) • Oral during sessions & tutorials Summative • Written Report & Grade

Recommended Resources	• Indicative Reading – see portal • E- Portfolio & reflection on E-Portfolio • Documentation and archiving through Paperclip • Digital design software • DTU/Production Classroom as required • Venues as required • Production Office & facilities • RCS Portal
Other Relevant Details	During this module you will be involved in several live production environments.
Next Steps	Communication 3

Module Title	Management 2
Brief Description *(Max 100 word count)*	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.
Level	Level 8
Credit Rating	**30** SCQF Credits / **15** ECTS credits
Status (Core/Option/CRSC)	☒ Core ☐ Option ☐ Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: BA Production Technology & Management 2
Pre-requisites	Completion of BA Production Technology & Management Year 1 or APL
Co-requisites	Communication 2 Stagecraft 2 Personal and Professional Development 2
Anti-Requisites	

Maximum number of Students		Minimum number of Students		
Learning Modes		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				151
Total Notional Student Effort				**300**
Module Co-ordinator	Christoph Wagner			

Module Aims	This module is designed to enable students to understand the importance of management, team working and effective use and dissemination of acquired knowledge.
Module Content	junior production roles, supporting classes, senior production roles
Learning Outcomes	On successful completion of this module you will be able to:
LO1	Disseminate knowledge and skills among your peers within a semi-supported learning environment in order to be an effective team member.
LO2	Disseminate knowledge and skills among your peers within a semi-supported learning environment in order to utilise the resources under your control.
Assessment 1, Type and Weighting	You will be assessed through: • Pass/Fail (LO1, LO2) Continuous Observation
Assessment Criteria for Assessment 1	Assessors will look for: • Evidence of ability to manage your own time effectively as part of a production team in a variety of production contexts • Evidence of ability to manage others in a variety of production environments • Evidence of ability to disseminate knowledge and information effectively in a variety of production environments.

Alignment of Assessment and Learning Outcome

	Assessment 1		
LO1	x		
LO2	x		

Feedback	Formative • Oral on ad hoc basis on allocations • Tutorial at end of each allocation (MCF) • Oral during sessions & tutorials Summative • Written Report • Grade
Recommended Resources	• Indicative Reading – see portal • E- Portfolio & reflection on E-Portfolio • Documentation and archiving through Paperclip • Digital design software • DTU/Production Classroom as required

	• Venues as required • Production Office & facilities • RCS Portal
Other Relevant Details	During this module you will be involved in several live production environments.
Next Steps	Management 3

Module Title	**Personal and Professional Development 2**
Brief Description *(Max 100 word count)*	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.
Level	Level 8
Credit Rating	**20** SCQF Credits / **10** ECTS credits
Status (Core/Option/CRSC)	☒ Core ☐ Option ☐ Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: BA Production Technology & Management , Year 2
Pre-requisites	BAPT&M Level one
Co-requisites	Communication 2 Management 2 Stagecraft 2
Anti-Requisites	

Maximum number of Students		Minimum number of Students		
Learning Modes		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				**200**

Module Co-ordinator	Ros Maddison
Module Aims	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.
Module Content	- Presentation skills and micro-teaching exercises - Creative & cultural awareness discussion seminars - Production Management Techniques - Approaches to Health & Safety Management - CVs & interview techniques - Self-employed tax - Mock interview
Learning Outcomes	On successful completion of this module you will be able to:
LO1	Evidence understanding of key components of health and safety and production management practice
LO2	Evidence exploration of knowledge exchange techniques
LO3	Reflect effectively on your learning journey and your place within the a broader cultural context including identification of learning goals for future action
Assessment 1, Type and Weighting	You will be assessed through: (LO1) Pass/Fail Other Documentation Production Management/Health and Safety Assignment
Assessment Criteria for Assessment 1	Assessors will look for: Detailed theoretical and practical understanding of health and safety practices and policies including risk assessment and relevant legislation

	• Clear, written evidence of understanding and practical application of management techniques and procedures
Assessment 2, Type and Weighting	You will be assessed through: • (LO2, LO3) Pass/Fail Reflective Journal

Assessment Criteria for Assessment 2	Assessors will look for:
	
	• Detailed reflective summary of your learning journey through year two including your
	  - Production work
	  - Introduction of knowledge exchange techniques and their application
	  - Awareness of a broader cultural context and its relevance to professional practice
	  - Mock Interview
	  - Other relevant experiences
	• Goal setting including one year and five year goals
	• Initial self-promotional materials such as CV and website as appropriate to specialist subject

Alignment of Assessment and Learning Outcome	

	Assessment 1	Assessment 2	
LO1	X		
LO2		X	
LO3		X	

Pass/fail components in this module are equally weighted

Feedback	Formative • Oral during sessions & tutorials • Group feedback after projects Summative • Written Report • Grade
Recommended Resources	• Indicative Reading – see portal • E- Portfolio & reflection on E-Portfolio • DTU/Production Classroom as required • Production Office & facilities • RCS Portal
Other Relevant Details	Sessions will be blended with a mix on online and in person activities.
Next Steps	Personal and Professional Development 3

SHE Level Three

Level Co-ordinator & Transitions Tutor

Module Co-ordinators

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

Module Title	Stagecraft 3
Brief Description	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.
Level	Level 9
Credit Rating	**30** SCQF Credits / **15** ECTS credits
Status (Core/Option/CRSC)	☒ Core ☐ Option ☐ Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: BA Production Technology & Management 3
Pre-requisites	Completion of BA Production Technology & Management Year 2 or APL
Co-requisites	Communication 3 Management 3 Personal and Professional Development 3
Anti-Requisites	

Maximum number of Students		20	Minimum number of Students		
Learning Modes			Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity			7	24	168
Tutorials			0.30	6	3
Independent Study					129
Total Notional Student Effort					**300**
Module Co-ordinator		Susan May Hawley			
Module Aims		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.			

Module Content	Senior production role allocations, working autonomously and without intervention as far as is reasonably practicable, in a live production environment.
Learning Outcomes	On successful completion of this module, you will be able to:
LO1	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.
LO2	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.
Assessment 1, Type and Weighting	You will be assessed through: • Pass/Fail (LO1, LO2) Continuous Observation
Assessment Criteria for Assessment 1	Assessors will look for: • Evidence of ability to use practical skills to work effectively in a production environment • Evidence of ability to problem solve production challenges and apply known skills and techniques • Evidence of ability to anticipate production challenges and take steps to overcome or alleviate consequences • Evidence of ability to plan, execute and record solutions to production challenges

Alignment of Assessment and Learning Outcome				
		Assessment 1		
	LO1	x		
	LO2	x		

Feedback	Formative • Oral on ad hoc basis on allocations • Tutorial at end of each allocation (MCF) Summative • Written Report • Grade
Recommended Resources	• Indicative Reading – see portal • E- Portfolio & reflection on E-Portfolio • Documentation and archiving through Paperclip • Digital design software • DTU/Production Classroom as required

	• Venues as required • Production Office & facilities • RCS Portal
Other Relevant Details	During this module you will be involved in several live production environments

Module Title	Communication 3
Brief Description *(Max 100 word count)*	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.
Level	Level 9
Credit Rating	**30** SCQF Credits / **15** ECTS credits
Status (Core/Option/CRSC)	☒ Core ☐ Option ☐ Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: Production Technology & Management, Year 3
Pre-requisites	Completion of Production Technology & Management Year 2 or agreed equivalency
Co-requisites	Stagecraft 3 Management 3 Personal and Professional Development 3
Anti-Requisites	

Maximum number of Students		Minimum number of Students	
Learning Modes	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			**300**

Module Co-ordinator	Susan May Hawley
Module Aims	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.
Module Content	Senior production role allocations, working autonomously and without intervention as far as is

	reasonably practicable, in a live production environment.
Learning Outcomes	On successful completion of this module you will be able to:
LO1	Choose and apply effective methods of communication as an autonomous learner to ensure you constructively support all production departments
LO2	Choose and apply effective methods of collaboration as an autonomous learner to ensure you constructively support all production departments
Assessment 1, Type and Weighting	You will be assessed through: • Pass/Fail (LO1, LO2) Continuous Observation
Assessment Criteria for Assessment 1	Assessors will look for: • Evidence of ability to **collaborate** effectively as part of a production team in a variety of production contexts • Evidence of ability to **collaborate** effectively with other technical & artistic departments, staff members, managers and observe the importance of the hierarchy of theatrical management. • Evidence of ability to **communicate** within the production team to ensure effective and efficient flow of information. • Evidence of ability to **communicate** effectively with other technical & artistic departments, staff members and managers. • Evidence a deep understanding of the importance of collaboration and communication in a theatrical environment.
Alignment of Assessment and Learning Outcome	<table><tr><td></td><td>Assessment 1</td><td></td><td></td></tr><tr><td>LO1</td><td>x</td><td></td><td></td></tr><tr><td>LO2</td><td>x</td><td></td><td></td></tr></table>
Feedback	Formative • Oral on ad hoc basis on allocations • Tutorial at end of each allocation (MCF) Summative • Written Report • Grade
Recommended Resources	• Indicative Reading – see portal • E- Portfolio & reflection on E-Portfolio

	- Documentation and archiving through Paperclip - Digital design software - DTU/Production Classroom as required - Venues as required - Production Office & facilities - RCS Portal
Other Relevant Details	During this module you will be involved in several live production environments.

Module Title	Management 3
Brief Description *(Max 100 word count)*	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.
Level	Level 9
Credit Rating	**30** SCQF Credits / **15** ECTS credits
Status (Core/Option/CRSC)	☒ Core ☐ Option ☐ Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: BA Production Technology & Management 3
Pre-requisites	Completion of BA Production Technology & Management Year 2 or APL
Co-requisites	Communication 3 Stagecraft 2 Personal and Professional Development 3
Anti-Requisites	

Maximum number of Students		Minimum number of Students		
Learning Modes		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				**300**

Module Co-ordinator	Susan May Hawley
Module Aims	This module is designed to enable students to understand the importance of management, delegation and effective use and dissemination of acquired knowledge.
Module Content	Senior production role allocations, working autonomously and without intervention as far as is reasonably practicable, in a live production environment.

Learning Outcomes	On successful completion of this module you will be able to:
LO1	Effectively disseminate knowledge and skills among your peers in order to be an effective senior manager and utilise the resources under your control.
LO2	Effectively delegate to a high level of competency in order to be an effective senior manager and utilise the resources under your control.
Assessment 1, Type and Weighting	You will be assessed through: • Pass/Fail (LO1, LO2) Continuous Observation
Assessment Criteria for Assessment 1	Assessors will look for: • Evidence of ability to manage your own time effectively as part of a production team in a variety of production contexts • Evidence of ability to manage others and delegate in a variety of production environments • Evidence of ability to disseminate knowledge and information effectively in a variety of production environments.

Alignment of Assessment and Learning Outcome		Assessment 1		
	LO1	x		
	LO2	x		

Feedback	Formative • Oral on ad hoc basis on allocations • Tutorial at end of each allocation (MCF) Summative • Written Report & Grade
Recommended Resources	• Indicative Reading – see portal • E- Portfolio & reflection on E-Portfolio • Documentation and archiving through Paperclip • Digital design software • DTU/Production Classroom as required • Venues as required • Production Office & facilities • RCS Portal
Other Relevant Details	During this module you will be involved in several live production environments.

Module Title	**Personal and Professional Development 3**
Brief Description	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.
Level	Level 9
Credit Rating	**20** SCQF Credits / **10** ECTS credits
Status (Core/Option/CRSC)	☒ Core ☐ Option ☐ Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: BA Production Technology & Management 3
Pre-requisites	Completion of BA Production Technology & Management Year 2 or APL
Co-requisites	Communication 3 Management 3 Stagecraft 3
Anti-Requisites	

Maximum number of Students	20	Minimum number of Students		
Learning Modes		Hours per week/task	No. of Weeks	Total (hours)
Workshops		1	24	24
Directed Study		1	24	24
Tutorials		1	2	2
Independent Study *(on placement)*				150
Total Notional Student Effort				**200**
Module Co-ordinator	Ros Maddison			

Module Aims	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.
Module Content	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
Learning Outcomes	On successful completion of this module you will be able to:
LO1	Reflect in depth on your personal learning journey including your time on Work Placement and previous goal setting
LO2	Identify and evaluate a personal plan towards your Continued Professional Development and employment.
Assessment 1, Type and Weighting	You will be assessed through: • Pass/Fail (LO1, LO2) Presentation
Assessment Criteria for Assessment 1	Assessors will look for: • 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 • SMART Goalsetting for the next five years • Detailed supplementary materials identifying suitable continued professional development planning.
Alignment of Assessment and Learning Outcome	

	Assessment 1		
LO1	x		
LO2	x		

Feedback	• Formative oral – during sessions & tutorials • Summative grade

Recommended Resources	• E-Portfolio • RCS Library • External work placement as negotiated • Online resources
Other Relevant Details	Sessions will be blended with a mix on online and in person activities.

PERSONAL DEVELOPMENT PLANNING – TOWARDS THE FUTURE

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.

Production Showcase

At the end of level three, a digital showcase of work will be created and shared through the Conservatoire's website with the intention of introducing graduating students to the industry and celebrating their achievements thus far.

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.