



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN **PERFORMING ARTS**

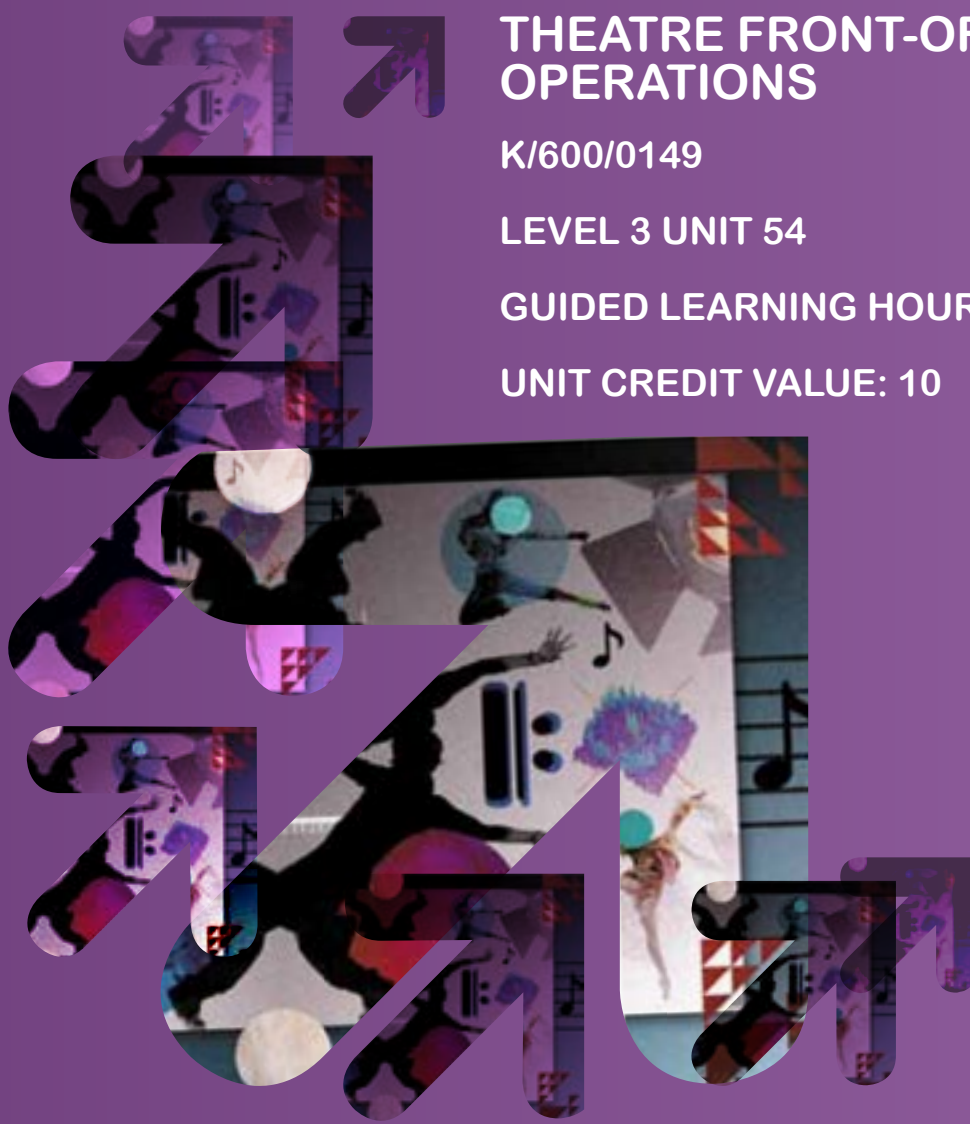
THEATRE FRONT-OF-HOUSE OPERATIONS

K/600/0149

LEVEL 3 UNIT 54

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



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AIM OF UNIT

The FOH (Front of House) team is the forward-facing department at any venue. Its primary concern is the enjoyment, comfort and safety of members of the public who visit the venue. Effective FOH service encourages repeat custom and makes sound business sense. The term 'Front of House' also describes that physical area of a venue forward of the performance and back stage areas, i.e. all public access areas including the foyer, facilities and auditorium. The purpose of this unit is to familiarise learners with the functions of the FOH team and the roles and responsibilities contained within it.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know FOH procedures and roles	P1 identify main areas of FOH activity and note venue variations		
2 Be able to devise customer care guidelines	P2 devise guidelines for customer care in an area of FOH activity	M1 make recommendations for customer service for non-traditional performance venues	D1 produce a house management report on the effectiveness of customer service in all areas of FOH activity
3 Know current legislation for the theatre	P3 list legislative requirements affecting FOH job roles		
4 Be able to undertake roles within a FOH team	P4 comment on the tasks and procedures followed in an area of FOH activity		
	P5 undertake a role within a FOH team, fulfilling responsibilities and procedures, with support and guidance	M2 lead a FOH team within a specified area of FOH operations	D2 undertake the role of House Manger responsible for FOH operations

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative. It should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Know FOH procedures and roles

Customer service: product knowledge, communication skills, anticipating need. Good customer service contributes to customer satisfaction and encourages returning customers. This is important to income and revenue.

Box office: booking systems, e.g. ticket agencies, on-line booking, telephone bookings, in-house computer systems.

Engagement with the public: ticket sales, e.g. individual, group and party, seniors and student concessions, season tickets, BOGOF offers etc. Cash and credit card handling. Season programming information, implementation of returns and standby policy. Receiving and sharing feedback from audiences. Compiling and sharing sales data for marketing purposes.

Foyer/auditorium: welcoming patrons, providing information, ticket collection; ushering, auditorium familiarity, admission of late comers, programme sales, merchandise sales; refreshment sales; bar sales, doors open and doors closing; interval procedures.

Safety: implementation of house safety policy, identifying hazards; communication, auditorium checks; safe seating; gangway spacing; fire extinguishers; emergency exits; emergency lighting; positioning of attendants. Assistance to people with disabilities including wheelchair users, hard of hearing and blind patrons.

Emergency procedures: evacuation of foyer and auditorium; patron illness, reporting fire/power failure; dealing with disturbances, emergency code words.

Be able to devise customer service guidelines

Responsibilities: comfort and safety of customers, emergency procedures, accommodating customers with special needs, special procedures for disabled patrons.

Creating an ambience: welcoming atmosphere; temperature; light; sound; staff training; facilities; displays; information, maintaining cleanliness of facility during operational hours.

Product knowledge: venue layout, directions to exits/toilets/bars/box office/merchandise/facilities; programme duration/

intervals/nature of the show. Directions to more specific or unknown information, programme sales/website/information desk/FOH Manager.

Communication: house branding and ambience, polite, welcoming manner; providing relevant information; responding to queries, requests and complaints, ushering and guiding; body language, personal grooming. Liaison between FOH and backstage during performances.

Know current legislation for the theatre

Safety of self and others: Health and Safety at Work Act (1974); The Management of Health and Safety at Work Regulations (1992), RIDDOR reporting procedures, environmental health legislation; HSE risk management, COSHH.

Responsibility and Care: Disability Discrimination Act (1995); The Children Act (1989), Duty of Care/Negligence.

Customer rights: Public liability; consumers' rights.

Licensing: Public Entertainment Licensing (theatre; alcohol); PRS (Performing Rights Society), copyright and licensing for music and display materials, merchandising etc.

Be able to undertake roles within a FOH team

Roles: e.g. house manager, box office manager, box office assistant, cashier, attendant, usher, programme seller, bar, refreshment and merchandise sales.

Responsibilities: efficient operation of FOH procedures; communicate information, health and safety, customer service.

Good working relationships with: other team members; other theatre departments; visiting companies, representatives of local authorities and health and safety officers.

DELIVERY GUIDANCE

Know FOH procedures and roles

FOH staff play an important role in ensuring that customer expectations are met and audiences enjoy a 'total theatre experience'. Satisfied audiences will provide good publicity and, as returning customers, they will bring income and revenue. The importance of effective customer service to the organisation leads procedures and defines roles.

Because of the broad and disparate nature of FOH roles, it is important that learners gain insight into as wide a range of FOH operations as possible. This will entail each individual taking on a number of roles over a series of events in both traditional performance venues and non-traditional performance venues. The events should, ideally, be representative of typical but nevertheless contrasting events which have the capacity to present different challenges. Hence, a conventional theatrical presentation within a purpose-built venue might be compared to events in a small community hall and a site-specific venue. The scope and scale of these events should also offer as wide a range of challenges as possible with different audience sizes and profiles.

Be able to devise customer care guidelines

It is imperative that learners understand the wide range of circumstances affecting audiences and the variant requirements of individual members. They must also be aware that different kinds of venue will influence the approach to effective customer service and that this in turn can be affected by the licences in place and the relevant health and safety legislation applicable to a given venue or event. They should therefore be helped to understand how health and safety overlaps with customer service at contrasting events and should not have their knowledge restricted to traditional theatrical performances in purpose-designed venues. For example, an open air event such as a gig or concert and a dance performance in a site-specific venue will have significant ramifications for the establishment of an effective customer care regime.

Know current legislation for the theatre

This may be seen as a dry and dusty subject but learners should be under no illusion concerning the requirement for diligent observation of health and safety legislation and licensing restrictions. It should be stressed that such observance not only contributes to the well-being of their audience and their colleagues alike but is also a protection for themselves as individuals. The twin concepts of Duty of Care and Negligence should be explained and learners need

to realise that by ignoring the law they are endangering not only the health and safety of others but also their own job prospects. Management will not hesitate to seek the removal of a negligent staff member who ignores the law.

Be able to undertake roles within a FOH team.

Effective team work is of paramount importance and learners should each be made aware of the importance of sound communication between themselves and between themselves and the public. Learners should be guided in the knowledge and skills required to operate a range of FOH jobs effectively and, though this will require guidance at first, it will be necessary for them to graduate to working unsupervised to achieve at higher levels. They should have ample opportunity to take the lead in both the organisation and the management of FOH operations as well as the implementation of customer care. Individuals will benefit from opportunities to run a team unaided.

SUGGESTED ASSESSMENT SCENARIOS AND GUIDANCE ON ASSESSMENT

Assessment and Grading Criterion P1

Learners will produce a venue file in which they:

- explain the value of effective customer service to a specified venue.
- list the various FOH roles in a specified venue and explain the responsibilities of each.
- list the various FOH roles in a second differing specified venue.
- explain the differences in venue characteristics and the way these affect FOH operations.

Assessment and Grading Criterion P2

In their venue file learners will:

- identify a specific FOH role for a given event at a particular venue.
- make a series of recommendations for customer care guidelines for the duration of the event.

Assessment and Grading Criterion P3

In their venue file learners will:

- list the key health and safety legislation affecting customer service within FOH operations.
- identify specific legislation affecting individual roles within FOH operations.

Assessment and Grading Criterion P4

In their venue file learners will:

- identify a given area of FOH activity to be undertaken practically by the learner.
- list the checks and procedures undertaken by the learner.
- consider the levels of cooperation required from the FOH activity team.

Assessment and Grading Criterion P5

Given the practical FOH activity given at P4.1 learners will:

- carry out the checks and procedures required of the role (teacher reviewed).
- demonstrate sufficient knowledge of the venue and event to answer common enquiries.
- cooperate fully, working as part of a FOH team (teacher reviewed).

Assessment and Grading Criterion M1

Learners will:

- visit a non-traditional performance venue.
- Survey the venue from the perspective of FOH operations.

In their venue file learners will:

- identify the key venue-related characteristics affecting customer service
- by department/FOH team make recommendations for the implementation of a customer service plan
- specify protocols for customers who a) have special needs and b) are dissatisfied.

Assessment and Grading Criterion M2

Learners will:

- identify an area of FOH operations in which to act as team leader.
- organise the team for a specified event (teacher reviewed).
- brief the team prior to the event (recorded).
- lead the team during the event (teacher reviewed).
- debrief the team following the event (recorded).

Assessment and Grading Criterion D1

Learners will attend an event at the non-traditional for venue visited for **M1** and in their venue folder:

- produce a report on the effectiveness of FOH operations by department.
- review the successes and failures of their customer care policy citing specific examples.

Assessment and Grading Criterion D2

In the role of House Manager for a specified event at a given venue learners will:

- draw up and communicate a coherent customer service policy.
- carry out managerial roles effectively.
- communicate with all members of the FOH team.
- demonstrate proactivity in the implementation of the customer service policy.

RESOURCES

<http://www.getintothetheatre.org/careers-in-theatre/management-theatre-jobs/front-house-assistantmanager>

www.hse.gov.uk

www.hse.gov.uk/riddor

<http://www.hpa.org.uk>

licences.business.gov.sg/SHINE/sop/WebPageHandler?p=OASIS&pn=SelectLicences&ss=FAQ&LicenceID=1025

<http://www.prsformusic.com>

<http://www.ppluk.com>

Most theatres/performing arts venues have posted customer service/care policies on their websites e.g.:

<http://www.assemblyhalltheatre.co.uk/125/Custom-Care>

<http://www.lyrictheatre.co.uk/media/10a76e07ed9748c1ad494801c88b4bf6Customer%20Service%20at%20The%20Lyric%20Theatre.pdf>

<http://www.birmingham-rep.co.uk/visit/customer-care/>

LINKS TO NOS

Suite	Ref	National Occupational Standards
Hospitality Management	PPL1FOH6	Service public areas at front of house
	PPL2FOH2	Deal with the arrival of customers
	PPL2FOH1	Deal with communications as part of the reception function
	PPL 4FOH42	Ensure statutory fire and other security procedures are in place and followed (team and whole establishment)



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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