

Cambridge TECHNICALS LEVEL 3

PERFORMING ARTS

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Unit 18

Production and Stage Management
Process

Model assignment

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to:

- provide a scenario and set of tasks that are typical of how production managers and stage managers would approach the study and its application and to enable you to assess your learner against the requirements specified in the grading criteria.
- provide a scenario and a set of related tasks that give a common purpose or work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.
- act as a stimulus to give learners the opportunity to generate evidence that meets the grading criteria. As to whether they achieve a pass, merit or distinction will depend on what evidence they produce. This will not instruct them how to meet the highest grade.
- show that grading criteria do not always have to be covered in a specific order (for example, to complete all pass criteria before moving on to the merit criteria). Tasks can bring together the grading criteria for a whole learning outcome in a holistic manner.
- show that it is possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example a portfolio of evidence can be a good way to pull together evidence to meet several grading criteria.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs and make any small adjustments to the tasks as appropriate. Please refer to the information under 'Modifying the model assignment' later in this section.

You do not have to use the assignments that we provide. You can use this assignment as a guide to help you to design your own assignments and we offer a checking service. There is more information on both these matters in the qualification handbook.

We provide this to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed they must be provided with a copy of the *Learner Information* section of this assignment. They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

Time

- Learners must be allowed sufficient time to complete all of the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning against each of the tasks we have given an indication of how it should take.
- Learners will produce evidence in several sessions.

Format of evidence

- Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria. **Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.**
- The evidence suggested is appropriate for production students working in the skill areas that form the basis of the project. But this evidence will depend to some extent upon the nature of venues and the scope of the production itself and centres should change the nature of the evidence as necessary.
- The tutor/director should develop appropriate formats for recording production process including standardised pro-forma for observation and witness statements.
- We have said what format the evidence **could** take for each task. Learners are **not** required to follow the format we have given **unless** we tell them otherwise. For example, if we say 'You could deliver a presentation ...' the evidence does not have to follow any specific presentation conventions. You can modify the format of the evidence but you must make sure the format is capable of allowing the learner to access all of the grading criteria. If we require that evidence **must** take a specific format we will make that clear in the task for learners. Please look out for this and make sure learners realise that we have prescribed the format. We will state this as 'You must produce a xxx' or 'Your evidence must include a xxx'.
- If we have not specified a format for evidence learners are free to use the format that they feel is most appropriate for the purpose and target audience for each individual task.

For more guidance on generation and collection of evidence please refer to the section on *Internal Assessment* in the *Qualification Handbook*.

Authenticity

- Authenticity in assessment is about making sure the work the learner produces for assessment is their own. We give information on authenticity in the qualification handbook. You must read through this and make sure any staff involved in assessment and your learners understand how important authenticity is.
- Our information on authenticity includes managing group work.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment please refer to the section on *Internal Assessment* in the *Qualification Handbook*.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they have not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted you and the learner must continue to make sure the work is the learner's own. Any feedback you give to the learner must not direct them on how to improve their work. You must follow our guidelines under *Authenticity of learner work* in the qualification handbook.

Modifying the model assignment

The model assignment is self-contained in its present form. The set of tasks address all the grading criteria and allow access to the full range of grades.

If you modify this assignment **you must not change** the grading criteria provided in the task for the learner and in the learner checklist. These are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure you avoid discrimination, bias and stereotyping and support equality and diversity. For more information please see the section 'Designing your own assignments' in the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it is your responsibility to ensure that all grading criteria can still be met and that learners can access the full range of grades.

Guidance for tutors on the scenario and tasks

These guidance notes should be used in conjunction with the unit specification and qualification handbook.

The purpose of this Model Assignment is to explore both production management and stage management processes. Learners need to be taught (or to discover through research) that the roles are 'mutually supportive' in this context. The unit content clearly sets out the wide parameters of these disciplines and their use in both general and specific contexts but although management styles are a matter for the individual, application and process needs to adhere to established professional method. In this unit therefore it is important to be able to discern between flexible 'soft' management skills and applied processes.

Introduction to the scenario

The scenario to this Model Assignment for Unit 18: Production and stage management process will be introduced to learners within a context of management techniques and skills training and the possibilities this opens up for flexible and adaptive working in professional contexts. It will also emphasise the need for strong theoretical and academic underpinning of these techniques and skills.

In vocational terms the assignment will give learners the competencies to be able to adapt methods to a range of scenarios and to present to companies and potential employers a wide and structured portfolio of informed approaches within a professional context both in praxis and the generation of evidence.

Scenario

Learners will be asked to be both production manager and stage manager for a small touring theatre company based in their school or college. They must assume that the venues they visit will have little or nothing in the way of suitable equipment and that everything they need they must take with them. All the members of the Company (whose roles and responsibilities will have been pre-assigned by you as tutor/director), will assist with the get-in and get-out and they can expect to provide practical help in a variety of forms throughout the duration of the run.

Learners have just been given the go ahead to start preparing their latest show for an up and coming circuit run of five venues. They have to ensure that it not only functions in performance but also that the production elements work on tour. Learners will have secured rehearsal space in their school or college to test the show and premier it before it goes on the road. The performance model created 'at home' has to be ready to pack into the van and go up the next night in a non-specialist venue thirty miles away. Everything about this model must reflect the intended touring strategy and learners will be expected to put the show on in a least one venue other than the home venue. Learners will not be expected to take the show on extended tour unless this forms part of a performance project associated with another unit.

Tutor information on the tasks

LO1 is essentially a synoptic process all by itself. It is substantial and takes learners from the underpinning knowledge and understanding necessary to carry out the role(s) through to the evaluation of management process. This provides for different production approaches and allows a degree of autonomy for those learners that want to explore the broader aspects of production and stage management in related professional contexts. The important thing about the research for LO1 is that it should underpin practical application of process rather than theoretical perspectives.

The tasks for LO2 and LO3, though distinct and separate, could be accommodated within a single overall task if integrated within a single administrative and managerial process allied to a project such as that described in the scenario.

This is a whole unit brief and is based on 60 GLH which is internally assessed and externally moderated. It could be delivered either long or thin to support other performance related activities or short and fat, in which case the tasks will be applied much more to a specific project such as is outlined in the scenario of this model assignment.

Introduction to the tasks

These guidance notes should be used in conjunction with the unit specification and qualification handbook.

There are three tasks.

Task 1: *The production of a two part Presentation with accompanying Portfolio. Part 1 will provide the evidence required in the role of Production Manager. Part 2 will provide the evidence required in the role of Stage Manager*

The Presentation and accompanying Portfolio will be structured as follows:

The Presentation

Part 1

- outline the scope of the touring project from the production management perspective
- justify the role and explain how it will be carried out
- explain how the learner will communicate with members of the company with regard to various professional contexts (meetings, rehearsals etc.) using specified production management documentation.
- explain what will be expected from company members with reference to the standard company contract
- outline the production schedule and go through the factors affecting the logistics of the planned tour
- explain the technical requirements and limitations of the production within the context of the proposed touring schematic
- establish a code of practice for dealing with and resolving personnel issues

Part 2

- Illustrate the role of stage manager
- highlight the key aspects of the stage management process

The Presentation should be not less than 20 minutes and could include:

- PowerPoint/Prezi presentation
- learner led-seminar
- lecture/demonstration

The Portfolio

The evidence to be included in the portfolio will be:

Part 1

- notes and commentaries on the key principles and challenges of touring
- relevant research into venues and logistics
- technical specifications and minimum requirements
- a company contract specific to the tour
- a company code of practice
- production documentation proformas
- a copy of the presentation with accompanying notes and delivery plan

Part 2

- an explanation of the role of stage manager
- a production schedule
- an outline of the reporting procedure including report forms

Task one will cover:

Learning Outcome 1: *Know the responsibilities of a production manager/ stage manager during the production process*

The two parts of the presentation can be developed and delivered separately but must both relate to the same project.

Task 2: *The creation of production documentation*

Part A: As production manager for the project described in the scenario learners will create a production file with clearly identified sections.

Part B: As stage manager for the production project described in the scenario learners will create a stage management file with clearly identified sections.

NB. Both files should contain industry standard documentation. All evidence must meet all assessment criteria for higher grades to be awarded.

The evidence for task two will be in two parts:

Part A

A production management file containing relevant documentation, for example:

- copies of contracts for each member of the company
- production budget
- touring schedule
- venue location data
- transportation logistics
- minutes of meetings with 'heads of department' as appropriate i.e. director, designer, technical manager
- a record of working documents including artistic briefs, venue specifications, 'white card' design concepts etc.
- a record of issues arising (personnel and technical) out of the production process with outcomes and resolutions.

Part B

A stage management file containing relevant documentation, for example:

- contact details
- rehearsal schedules
- procurement lists
- show reports
- risk assessments
- relevant HSE guidelines
- RIDDOR reporting guidelines
- copies of documentation relating to reportable incidents

Task two will cover:

Learning Outcome 2: *Be able to create and use appropriate production and performance documentation*

Task 3: *A two-part application of practical management process*

Part 1

EITHER:

As production manager, plan, set up and administer the production management process for a specified touring show.

OR:

As stage manager, stage manage a specified touring show.

The evidence for Part 1 could include, production notes, self-assessment, peer and tutor review, video diary and blog entries.

Part 2

EITHER:

As production manager conduct a production manager's wash-up briefing. The briefing session will address management, logistic and operational issues arising out of the production and touring process. Each issue will be introduced, its impact evaluated and actions taken justified and explained.

OR:

As stage manager conduct a stage manager's wash-up briefing. The briefing session will consist of notifiable hazards, risks and incidents recorded in performance during the production run. With reference to the appropriate reporting documentation each occurrence will be highlighted, explained in context and subsequent outcomes and resolutions explained.

Recommendations for improvement, recognition of best practice and guidelines for future tours should form a part of both wash-up briefings.

The evidence for Part 2 could comprise a written report and/or a video recording of the wash-up session.

Task three will cover:

Learning Outcome 3: *Be able to evaluate safe working practices for a production*

Learning Outcome 4: *Be able to produce and stage manage a production*

Resources needed

Production Office space with internet connection, rehearsal room, performance space.

Other resources will depend on the nature of the production but must be appropriate for the level of the evidence needed and the demands of the unit. In the case of this model assignment, resources may also include technical facilities for sound and lighting.

General information for learners

Q *Do I have to pass this unit?*

A *Yes. This unit contributes to the achievement of the full qualification.*

Q *What help will I get?*

A *Your tutor will support you when completing the OCR Cambridge Technical model assignment and will make sure that you know what resources/facilities you need and are allowed to use. We have given your tutor information about how much support they can give you.*

Q *What if I don't understand something?*

A *It is your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.*

Assignment for learners

Unit 18: Production and Stage Management Process

Being familiar with and being able to apply the working practices that comprise the production management and stage management process is a crucial requirement for anyone wishing to work in these production areas. Understanding the key principles of time management, money and logistical planning are just as important as ensuring that a show is staged effectively.

This unit brief will generate evidence of this knowledge and understanding together with its application. This will be done through a presentation and the production of documentation. The nature of the presentation can be determined by you, whereas the documentation must conform to current professional formats.

This assignment will give you the know-how to both produce and run a show and will provide you with opportunities to explore areas that provide cross-over opportunities into other related industries.

Scenario

You are both production manager and stage manager for a small touring theatre company based in your school or college. You must assume that the venues you visit will have little or nothing in the way of suitable equipment and that everything you need you must take with you. All the members of the Company (whose roles and responsibilities will have been pre-assigned by your tutor/director), will assist with the get-in and get-out and you can expect to receive practical help from them in a variety of forms throughout the duration of your run.

You have just been given the go ahead to start preparing your latest show for an up and coming tour and you have to ensure that not only do the production elements work in performance but also that the management logistics work 'on the road'. You have secured rehearsal space in your school or college to test the show and premier it before you head out. The performance model you create 'at home' has to be ready to pack into the van and go up the next night in a non-specialist venue thirty miles away. Everything about your model must reflect this intended touring strategy and you will be expected to put the show on in a least one venue other than your home venue. You will not be expected to take the show on extended tour unless this forms part of a performance project associated with another unit.

The tasks

Task 1: Presentation and portfolio of research

The following Learning Outcome is assessed in this task:

Learning Outcome 1: *Know the responsibilities of a production manager/ stage manager during the production process*

Your task is to:

Produce and deliver a two part Presentation with accompanying Portfolio. Part 1 will provide the evidence required in the role of Production Manager. Part 2 will provide the evidence required in the role of Stage Manager.

The Presentation should be not less than 20 minutes and could include:

- PowerPoint/Prezi presentation
- learner led-seminar
- lecture/demonstration

With the presentation you will produce a portfolio that will illustrate your research findings and process.

Pass	Merit	Distinction
P1: Identify the responsibilities of the production manager/stage manager with reference to a performing arts organization		
<p>Evidence</p> <p>The Presentation and accompanying Portfolio will be structured as follows:</p> <p>The Presentation</p> <p>Part 1</p> <ul style="list-style-type: none"> • From the production management perspective to include professional contexts, production management documentation, company contracts, scheduling, tour planning, code of practice and personnel management. <p>Part 2</p> <ul style="list-style-type: none"> • From the stage management perspective to highlight the key aspects of the stage management process including the role and responsibilities of the stage manager, rehearsals and meetings, liaison with other departments and practical aspects of running a show. 		

The Portfolio

The evidence to be included in the portfolio will be:

Part 1

- notes and commentaries on the key principles and challenges of touring
- relevant research into venues and logistics
- technical specifications and minimum requirements
- a company contract specific to the tour
- a company code of practice
- production documentation proformas
- a copy of the presentation with accompanying notes and delivery plan

Part 2

- an explanation of the role of stage manager
- a production schedule
- an outline of the reporting procedure including report forms

NB. You will need to produce and retain a full set of presentation notes/slides for moderation purposes.

Task 2: The creation of production documentation

The following Learning Outcome is assessed in this task:

Learning Outcome 2: *Be able to create and use appropriate production and performance documentation*

Your task is to:

As production manager for the project described in the scenario learners will create a production file with clearly identified sections.

As stage manager for the production project described in the scenario learners will create a stage management file with clearly identified sections.

NB. Both files should contain industry standard documentation. **Both** files must show evidence of learner application in accordance with the assessment criteria for the M1 criteria to be awarded. If only one file contains evidence of application M1 cannot be awarded.

Pass	Merit	Distinction
P2: Create and use appropriate production and performance documentation		
<p>Evidence</p> <p>Part A A production management file containing:</p> <ul style="list-style-type: none"> • company contracts • production budget • touring schedule • venue/location data • transportation logistics <p>Part B A stage management file containing:</p> <ul style="list-style-type: none"> • contact details • rehearsal schedules • procurement lists • a prompt copy • show reports • risk assessments • health and safety evaluation 		

Task 3: Conduct a wash-up briefing

The following Learning Outcomes are assessed in this task:

Learning Outcome 3: *Be able to evaluate safe working practices for a production*

Learning Outcome 4: *Be able to produce and stage manage a production*

For Learning Outcome 3 your task is to:

EITHER

As production manager

Conduct a production manager's wash-up briefing. The briefing session will address management, logistic and operational issues arising out of the production and touring process. Each issue will be introduced, its impact evaluated and actions taken justified and explained.

OR:

As stage manger

Conduct a stage manager's wash-up briefing. The briefing session will consist of notifiable hazards, risks and incidents recorded in performance during the production run. With reference to the appropriate reporting documentation each occurrence will be highlighted, explained in context and subsequent outcomes and resolutions explained.

Recommendations for improvement, recognition of best practice and guidelines for future tours should form a part of both wash-up briefings.

Pass	Merit	Distinction
P3: Apply safe working practices for crew and production teams	M1: Carry out a comprehensive and effective set of risk assessments	
Evidence The evidence for a wash-up briefing could comprise health and safety documentation, a written report and/or a video recording of the wash-up session.		

For Learning Outcome 4 your task is to: Be able to produce and stage manage a production

EITHER:

As production manager, plan, set up and administer the production management process for a specified touring show.

OR:

As stage manager, stage manage a specified touring show.

Pass	Merit	Distinction
P4: Apply the appropriate responsibilities of a production manager/stage manager during a production process	M2: Work with autonomy and responsiveness in the role of a production manager/stage manager during a production process	D1: Evaluate the strengths and weaknesses of the management strategies undertaken during a production cycle
<p>Evidence</p> <p>The evidence for the production and stage management process could include, post-production commentary, production documentation, personal notes, self-assessment, peer and tutor review, video diary and blog entries.</p>		

Evidence Checklist

OCR Level 3 Cambridge Technicals in Performing Arts

Unit 18: Production and Stage Management Process

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Identified the responsibilities of the production manager/stage manager with reference to a performing arts organisation (P1)	
Implemented appropriate production and performance documentation (P2)	
Compared safe working practice for self, crew and production teams (P3)	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Applied some of the responsibilities of a production manager/stage manager during the production process (M1)	
Planned a comprehensive and effective risk assessment (M2)	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Evaluated the strengths and weaknesses of the management strategies undertaken during a production cycle (D1)	

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