

Cambridge TECHNICALS LEVEL 3

# PERFORMING ARTS

Cambridge  
TECHNICALS  
2016

Unit 18

Production and stage management  
process

R/507/6485

Guided learning hours: 120

Version 2 October 2016

## LEVEL 3

### UNIT 18: Production and stage management process

R/507/6485

Guided learning hours: 120

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

#### UNIT AIM

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Production & Stage Management is an umbrella term which describes the various processes involved in the organisation and management of technical resources and personnel during a theatrical production. Though these roles are to be found chiefly in the theatre they are also present in the music and events industries which offer a wide and stimulating range of career possibilities.

This unit will give you an understanding of the diverse range of skills demanded by these processes. You will learn about the role of the production manager and the role of the stage management team as well as the skills, techniques and methods that are used. You will also have an opportunity to fulfil aspects of these roles and further develop your understanding.

You will learn about people management and the coordination of the resources that contribute to a theatre production. You will learn why stage managers need to be good planners and organisers and how they are central to the production team and the smooth running of a show or event. The skills that you will learn are transferable into a range of other professions.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Know the responsibilities of a production manager/stage manager during production processes	1.1. The role of the Production Manager (PM) e.g. <ul style="list-style-type: none"> <li>• securing the rights to present the performance text from the rights holder or publisher-agent</li> <li>• choosing date, time and venue</li> <li>• assembling and managing the production team</li> <li>• contracts</li> </ul> 1.2. The role of the Stage Manager (SM) e.g. <ul style="list-style-type: none"> <li>• actors' welcome pack</li> <li>• meetings and minutes</li> <li>• production budget forms</li> <li>• production file</li> <li>• lists, e.g. contacts, health and safety checks, props</li> <li>• prompt copy</li> </ul> 1.3. Stage management pre-production and rehearsal responsibilities e.g. <ul style="list-style-type: none"> <li>• attending design and budget meetings</li> <li>• co-coordinating the communication and information flow between all departments</li> <li>• ensuring rehearsal space is fit for purpose</li> <li>• marking up space, sourcing and providing furniture</li> <li>• props and elements of set as required and requested</li> <li>• managing the stage management budget</li> <li>• running technical rehearsals</li> <li>• liaising with director</li> <li>• managing teams</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>1.4 Running auditions e.g.</p> <ul style="list-style-type: none"> <li>• ensuring the audition space is fit for purpose</li> <li>• ensuring plenty of copies of the script are available</li> <li>• understanding the protocol of the SM 'reading in'</li> <li>• calling auditionees</li> <li>• keeping accurate lists/details</li> </ul> <p>1.5 During production e.g.</p> <ul style="list-style-type: none"> <li>• the responsibilities of the 'get in and the 'fit up'</li> <li>• dressing the set and setting the props</li> <li>• setting out and marking up the props table</li> <li>• liaising with all technical teams and front of house</li> <li>• establishing routines and running prompt corner</li> <li>• organising the 'get out'/'strike'</li> </ul> <p>1.6 Running the show e.g.</p> <ul style="list-style-type: none"> <li>• make pre-show calls backstage</li> <li>• liaise with front of house regarding curtain up and interval calls – make calls and or ring bells</li> <li>• check actors and technicians are in position</li> <li>• run the performance using the prompt script, giving all stand by and run cues to actors and technicians</li> <li>• backstage calls – how to call actors</li> <li>• liaison with front of house</li> <li>• cue lights, sound and special effects</li> </ul> <p>1.7 Post-show responsibilities e.g.</p> <ul style="list-style-type: none"> <li>• checking the set and striking the set</li> <li>• notifying personnel of any problems/changes</li> <li>• post-show reporting</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>2 Be able to create and use appropriate production and performance documentation</p>	<p>2.1 Production files e.g.</p> <ul style="list-style-type: none"> <li>• cast and crew lists, including contact details of actors and understudies</li> <li>• correspondence</li> <li>• details of technical and production personnel and teams</li> <li>• contact numbers for suppliers</li> <li>• production meeting agendas and minutes, budget sheets</li> <li>• rehearsal and production schedules</li> <li>• ground plans</li> <li>• personal props list and props setting list</li> <li>• wardrobe and dressing room lists</li> <li>• quick change list</li> <li>• copies of licences</li> <li>• sound and lighting cue sheets</li> <li>• curtain call lists</li> <li>• running times</li> </ul> <p>2.2 Actors' welcome pack e.g.</p> <ul style="list-style-type: none"> <li>• letter, copy of script</li> <li>• details of theatre/rehearsal space – map, parking details and catering facilities</li> <li>• details of first rehearsal</li> <li>• list of staff and cast</li> <li>• accommodation list</li> <li>• contact sheet and wardrobe measurement form to fill in and return</li> <li>• request for biography and photo</li> </ul> <p>2.3 Prompt copy e.g.</p> <ul style="list-style-type: none"> <li>• when to make up the prompt copy</li> <li>• all cues – lighting, sound, special effects, trucking and flys</li> <li>• scene changes</li> <li>• 'standbys' and 'actual' cues</li> <li>• details of what each cue does</li> <li>• pre-show calls and performers' calls</li> <li>• curtain up, interval calls and post-performance calls</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
3 Be able to evaluate safe working practices for a production	3.1 Relevant legislation and regulation e.g. <ul style="list-style-type: none"> <li>• fire regulations</li> <li>• working equipment regulation</li> <li>• firearms and pyrotechnics</li> <li>• hazardous substances</li> <li>• operating machinery</li> </ul> 3.2 First aid 3.3 Risk Assessments
4 Be able to produce and stage manage a production	4.1 Define, develop and carry out production and/or stage management roles for a specific production 4.2 Use planning and working documentation appropriately within the context of a specific production process 4.3 Carry out and document risk assessments appropriately within the context of a specific production process

## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know the responsibilities of a production manager/stage manager during production processes	P1: Identify the responsibilities of the production manager/stage manager with reference to a range of performing arts organisations and processes		
2. Be able to create and use appropriate production and performance documentation	P2: Create and use appropriate production and performance documentation		
3. Be able to evaluate safe working practices for a production	P3: Apply safe working practices for crew and production teams	M1: Carry out a comprehensive and effective set of risk assessments	
4. Be able to produce and stage manage a production	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

## ASSESSMENT GUIDANCE

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This unit is internally assessed. Learning Outcomes can be assessed synoptically, and a range of assessment methods can be used to achieve this, but the following guidance on teaching and delivery gives an indication of what should be covered for each criterion.

The main focus of assessment should be on the production cycle – **P1** and **P2** although general in nature, are intended to underpin the working practices and attitudes shown by learners in respect of real production experience. This is reflected in the progress towards **Learning Outcome 4**. The number, scale and type of production(s) is up to centres but there must be sufficient evidence produced to meet the assessment criteria at the appropriate standard and level, and to reflect the nature of the content. This is a 120GLH unit and has therefore been designed to provide thorough and substantial experience of production and stage management contexts.

The achievement of **P1** will be through research into a range of management contexts in performing arts organisations. Using case studies reflecting differing scale and organisational purposes learners could present findings of their research and investigations. These could be in an appropriate form such as written reports or presentations, or the criterion could be assessed through the management style and practice shown by the learner in the production cycle; this would indicate that they had absorbed and adapted the knowledge and understanding of a wider professional context.

To achieve **P2**, learners should produce portfolio evidence showing their competent understanding of a range of production documentation and how it should be completed. As with **P1** this will be reflected upon in the practical processes at **M2** and reflected upon at **D1**.

To achieve **P3**, learners must show ongoing awareness of health and safety regulations and safe working practices. **M1** should be awarded when learners provide evidence of appropriate risk assessment practice that is directly related to a specified production in a specified venue in real time.

To achieve **P4**, learners must take responsibility for a production or series of productions, **M2** can be awarded when they do this working independently and after appropriate planning and guidance, they need virtually no further steering from tutors. **D1** is awarded after they have produced a report or series of reports in a portfolio that shows clear, detailed and analytical accounts of the full production process and their place in it. This evaluation should also provide targets for future development. Any reports should be in an appropriate professional format.



## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit in the Theatre Production pathway), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	Relationships could be built with local theatres, venues and performing companies to shadow the stage production and management teams at work.  Backstage tours and workshops with tour companies are an option for the learner to gain practical experience and view the final product of a company.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Industry experts could be invited to deliver lectures or workshops and to provide feedback to learners at key milestones.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	

To find out more

**[ocr.org.uk/performingarts](http://ocr.org.uk/performingarts)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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