

# ROSE BRUFORD COLLEGE

## Module Specification

### 1. GENERAL INFORMATION

Title	Production Practice: Scenic Manufacture
Module code	SA601
Credit rating	20
Level	6
Indicative scheduled learning and teaching activities	160 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	Brigitte Lambert
ECT*	10
Notional hours of Learning**	200

### 2. AIMS

*The module aims to:*

- Consolidate and build on your learning during level 5, while working as a member of a team of peers
- Give you the opportunity to take responsibility for the manufacture of one or more scenic items for a realised production, from initial design through to performance
- Allow you to interpret a design, prepare working CAD drawings, manufacture and paint a designed scenic element at a level appropriate to the industry
- Allow you to develop and practice your interpersonal and collaborative skills either as scenic maker or scenic project manager through liaison with a designer, production manager and other members of the production team
- Enable you to take responsibility for working to production deadlines and budget constraints

### 3. BRIEF DESCRIPTION OF THE MODULE

The module synthesises and builds on your learning at level 5. The module asks you to follow through the process of interpreting a design and manufacturing one or more scenic items for a realised production, placing the emphasis on developing your independence and self-management within the production's organisational structure.

You will be responsible for all aspects of the manufacture and fit up of your scenic item(s), including liaison with the designer, researching, costing and purchasing materials to an agreed budget, creating technical designs, working drawings and patterns, all aspects of manufacture and finishing, fitting up your items as part of the overall set, and all finishing and adjustments required.

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You will work as a member of a team of peers, contributing to the team's management of the production process realising the set design and related scenic elements.

The module is designed to allow you time to research, experiment and test ideas, techniques and processes before committing to a final method of manufacture and finish. You will base your practical work and research on sustained research into the play or equivalent source material, as well as evaluating the design concept and following rehearsal developments which may affect the staging of the production and its developing artistic and technical requirements.

**4. INTENDED LEARNING OUTCOMES**

<b>Category of outcome</b>	<i>On successful completion of this module, you will be able to:</i>
Knowledge and understanding	<p>Synthesise a range of traditions, practices and principles to plan appropriately your own work in response to a variety of production environments (A1, A2, A3)</p> <p>Conduct your work in relation to professional expectations, practices, protocols and regulations, including health and safety and environmental requirements (A4, A5)</p> <p>Appraise and take into account issues of sustainability and the environment in the production of given scenic elements (A4)</p>
Intellectual skills	<p>Interpret a scenic design using critical reasoning to analyse and evaluate information from a range of sources appropriate to the production (B1, B3, A2)</p>
Practical skills	<p>Prepare drawings and other documentation to plan and communicate accurately and effectively the manufacture of scenic items (C4, D4)</p> <p>Research, cost, acquire and use materials effectively and efficiently, using established systems and protocols (C1, C2, C3)</p> <p>Take responsibility for selecting and deploying appropriate techniques and processes for manufacturing and deploying a scenic element, in response to given artistic and technical requirements and production environment (C1, C2, C3, C4)</p>
Transferable skills and personal qualities	<p>Work independently showing initiative and setting your own deadlines (D1)</p> <p>Work collaboratively with specialists from a range of disciplines, using a range of interpersonal skills and demonstrating an ability to listen and respond to the ideas of others (D2, D7)</p> <p>Select, combine and apply existing ideas, techniques and processes to solve unfamiliar problems in situations of uncertainty and ambiguity (D3)</p> <p>Take responsibility for your own learning strategy within a well-defined process (D8)</p> <p>Analyse, evaluate and adapt your contribution in response to the needs of different production contexts, including circumstances of ambiguity, uncertainty and unfamiliarity (D5, C10)</p>

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**5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)**

Your learning in this module is largely through self-directed practical work. Although you will be supervised by tutors you will be expected to demonstrate a high level of independence in managing yourself, your own workload and that of your team. Tutorials and small group seminars in addition to production meetings will provide opportunities for further guidance and peer learning.

**6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)**

Assessment task	Length	Weighting within module (if relevant)
<b>Practical Production Project</b> (Realised scenic artefact(s) for the allocated production, according to production requirements)		<b>100%</b>

<b>Date of current version</b>	29 June 2011
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### 1. GENERAL INFORMATION

Title	Production Practice: Scenic Management
Module code	SA602
Credit rating	40
Level	6
Indicative scheduled learning and teaching activities	160 hours
Pre-requisite module	N/A
Co-requisite module	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	Brigitte Lambert
ECT*	20
Notional hours of Learning**	400

### 2. AIMS

*The module aims to:*

- Develop your ability to manage the scenic arts department and its processes, developing your work through to performance
- Enable you to establish and maintain effective relationships in collaborative team working in complex situations
- Enable you to plan and manage project deadlines, budgets and resources independently and effectively while balancing conflicting requirements
- Develop your understanding of the professional issues that frame the work of the scenic arts specialist

### 3. BRIEF DESCRIPTION OF THE MODULE

This module provides you with a model of professional practice as you undertake the role of Scenic Project Manager or Scenic Workshop Manager on one or more realised productions. Typically you will be working on a College production, and you will negotiate the role you undertake with your programme tutors, although the final decision will rest with the College, according to the available opportunities.

Through this module you will develop skills in project management through taking ownership of a project over an extended period, addressing issues of budgeting, compliance with health and safety and other protocols, as well as gaining an insight into other theatrical and creative disciplines. You will work within and contribute to the management of a collaborative team, which will typically include level 5 students taking module SA503 Production Practice 1 or SA504 Production Practice 2. You will also liaise with the director, designer and others, supporting and developing their ideas for the production through to its performance. Through

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this project you will realise the learning and deploy the skills you have developed previously during the programme in a simulated professional environment, and extend your ability as a manager as well as a maker.

This role will require you to possess an awareness of aspects of the production beyond your specialist area, and to manage your work in relation to the overall production. Depending on your role and production requirements, you may need to:

- take a proactive part in production and other meetings
- negotiate with other production staff
- advise on production matters such as health and safety issues and schedules
- manage budgets, resources and other team members

You will need to remain open to the changing creative process, adapting your contribution accordingly.

#### **Role: Scenic Workshop Manager**

As a Scenic Workshop Manager, you will:

- Work with others to interpret a complete set of scenic designs, research materials, construction and painting techniques and cost the project as well as supervising the preparation of technical designs and working drawings
- lead the scenic team in the workshop during the construction and finishing of scenic items
- oversee the provision of all items necessary for the fit up and manage the maintenance of scenery during the run of the production, as well as the get-out process
- return stocks of items such as scaffolding, tools and scenic accessories, and facilitating the recycling or reusing of as much material as possible

#### **Role: Scenic Project Manager**

As a Scenic Project Manager, you will:

- Work with others to interpret a complete set of scenic designs, research materials, construction and painting techniques and cost the project as well as supervising the preparation of technical designs and working drawings
- manage budget and schedules, in conjunction with other heads of departments and within overall production requirements and College protocols
- oversee the provision of all items necessary for the fit up and manage the maintenance of scenery during the run of the production, as well as the get-out process
- finalise production accounts in accordance with the College's financial systems

As well as allowing you to test and refine your practical and managerial skills in a production environment, the module is an opportunity to reflect on and critically evaluate your experiences both during this module and previously on the programme. You will keep a reflective journal and produce an evaluation in which you will appraise the processes and outcomes of your work, as well as placing your practice in a wider professional context and assessing your learning and achievement.

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#### 4. INTENDED LEARNING OUTCOMES

Category of outcome	<i>On successful completion of this module, you will be able to:</i>
Knowledge and understanding	<p>Synthesise a range of traditions, practices and principles to plan appropriately your own work and that of others in response to a variety of production environments (A1, A2, A3)</p> <p>Conduct your own work and plan that of others in relation to professional expectations, practices, protocols and regulations, including health and safety and environmental requirements (A4, A5, C5)</p>
Intellectual skills	<p>Reflect critically upon and evaluate your work and the work of others using a variety of points of reference, including conceptual frameworks and wider fields of practice (B1, B4, B5, C11)</p>
Practical skills	<p>Select and deploy appropriate materials, techniques and processes for the construction of scenery, props and painted artefacts in response to a given brief (C1, C2, C3)</p> <p>Generate technical designs for the interpretation and realisation of scenic elements to which others can respond, taking account of both aesthetic and practical requirements (C4, D4)</p> <p>Apply concepts to your practice (C11)</p>
Transferable skills and personal qualities	<p>Work independently showing initiative and setting your own deadlines (D1)</p> <p>Work collaboratively with specialists from a range of disciplines, using a range of interpersonal skills and demonstrating an ability to listen and respond to the ideas of others (D2, D7)</p> <p>Select, combine and apply existing ideas, techniques and processes to solve unfamiliar problems in situations of uncertainty and ambiguity (D3)</p> <p>Effectively and efficiently manage yourself and others, and manage physical and financial resources (D6)</p> <p>Take full responsibility for your own learning strategy (D8)</p> <p>Analyse, evaluate and adapt your contribution in response to the needs of different production contexts, including circumstances of ambiguity, uncertainty and unfamiliarity (D5, C10)</p>

#### 5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Learning for this module is largely through self-directed practical work. Although you will be supervised by tutors you will be expected to demonstrate a high level of independence in managing yourself, your own workload and that of your team. Regular tutorials, both scheduled and informal, as well as production meetings, help you to monitor and reflect on your progress, while peer learning – as you work with Level 5 students as well as those also at Level 6 – is integral to the module.

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**6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)**

Assessment task	Length	Weighting within module (if relevant)
<b>Practical Production Project(s)</b> Production role(s) as Scenic Workshop Manager and/or Scenic Project Manager		<b>70%</b>
<b>Reflective journal and evaluation</b>  <i>Please note: you must achieve a pass mark            in both elements of the module in order to            pass the module.</i>	<b>3500-4000 word            evaluation</b>	<b>30%</b>
<b>Date of current version</b>	29 June 2011	

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## Module Specification

### 1. GENERAL INFORMATION

Title	Independent Research Project
Module code	DMT611
Credit rating	40
Level	6
Indicative scheduled learning and teaching activities	8 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	Adrian Sledmere
ECT*	20
Notional hours of Learning**	400

### 2. AIMS

*The module aims to:*

- Enable you to carry out an extended independent enquiry into a chosen aspect of your discipline
- Enable you to utilise a variety of research methods, including – where appropriate – practical, technical and craft techniques as a means of research
- Enable you to present your research and ideas as either a traditional dissertation or a documented research process, performance or artefact with accompanying critical commentary

### 3. BRIEF DESCRIPTION OF THE MODULE

Tutor-led seminars in both Levels 4 and 5 will have introduced different fields of enquiry and developed your critical, evaluative and research skills. This module represents the consolidation of those skills but now places the responsibility for setting research questions, sources and strategies with you as the learner.

In DMT511 *The Practitioner in Context 3* you will have selected a topic and developed a research methodology and timeline for your independent research project. Module DMT611 offers regular support and feedback to students in a number of ways. Student led seminars enable you to present work and evaluate work in progress. These are supported by regular tutorials, open access workshops and guest lectures, some of which may focus on particular research methods appropriate to the projects being done by a group of students.

Research in this module should include traditional academic research using both primary and

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secondary attributed sources, but you should also consider the use of other 'practice' based activities (such as observing professional practitioners and workplaces, practical investigations, and workshops) which may be more appropriate to the investigation of 'performance' and 'craft' related questions.

You will present a seminar to other students mid way through the project, to test your thinking, share knowledge, and track progress of your research.

Your submission for assessment will be:

EITHER

*A 20-minute seminar presentation mid way through your project, and an 8,000 - 10,000 word (or equivalent) dissertation, which may use a combination of presentation methods both visual and textual.*

OR

*A practice based research project with 4000 - 5000 word (or equivalent) critical commentary and 20 minute viva-voce (oral exam).*

In close consultation with your tutors, you will choose the most appropriate form for your final submission, and you will be expected to justify your chosen form and why it is the most appropriate to answer your research question(s). However, you must bear in mind that the choice may be determined in part by the availability of resources as well as your research topic. If you are considering going on to further study at Masters level, then – depending on the requirements of the Masters programme – the all-written dissertation may be more appropriate. Again, you should discuss this with your tutors as you establish your project proposal.

#### PRACTICE BASED RESEARCH

Practice based research may take one of three forms:

- Practice as 'laboratory'. The practical activity gives you the opportunity to investigate your research topic, but is not directly submitted for examination (for example, undertaking a role on a project or production).
- Practice that produces an artefact. The practice leads to a physical artefact (for example, a costume, prop or media object such as a soundscape or video).
- Practice that produces a performance. The practice results in or contributes to a performance or time-based installation.

Practice that produces a performance may be presented 'live' to the examiners, or through recordings and other documentation. In all cases you will need to keep records of the practical activities to submit with your critical commentary (see below).

All forms of practice based research must also include a critical commentary (written or in presentation form with a transcript) which contextualises your research, summarises your research findings and which follows academic conventions in terms of bibliography, referencing and language. If you are presenting your practice 'live', you must submit your critical commentary one week before the date when examiners attend the live event, to allow them to familiarise themselves with your research questions and argument prior to the presentation, so that they can view the work in its research context.

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You will also be assessed through a viva-voce (oral exam), will be scheduled to take place at least one week after you submit the critical commentary and any other elements (artefact, documentation or 'live' event) so you have time for reflection. The viva will take no more than 20 minutes and will give you the opportunity to answer questions that the examiners may have about your work, discussing in detail any points or elements that were not self-evident in the other elements of your work.

You should see the viva as an opportunity to demonstrate your analysis and understanding of your chosen topic of enquiry, and you will be expected to be confidently familiar with your arguments and research material.

During the initial stages of the module, before your practical research activity is confirmed, you will be asked to prepare a plan, to be agreed with your supervising tutor, complete with a timeline, a breakdown of resource requirements, and a risk assessment identifying how you will manage potential problems with achieving the practical work. The deadline for agreeing this plan will be set out in the module briefing, and in any case you must consult with staff at least 3 months before an assessed live event where examiners are required to attend. Resources required for a proposed event cannot be guaranteed, so you should give careful consideration to this and consult with your tutors before embarking on substantial preliminary work that cannot be later completed without a specific resource.

#### 4. INTENDED LEARNING OUTCOMES

<b>Category of outcome</b>	<i>On successful completion of this module, you will be able to:</i>
Knowledge and understanding	<p>Establish an aspect of performance practice within historical, social, cultural and other contexts (A3)</p> <p>Articulate the creative and aesthetic values and principles which inform different types of live performance (A2)</p>
Intellectual skills	<p>Initiate and carry out a sustained independent enquiry to investigate a clearly identified research question (B2, D8)</p> <p>Frame appropriate questions in order to identify solutions to both practical and theoretical problems (B3)</p> <p>Apply critical reasoning in the evaluation of information from a range of sources (B1)</p> <p>Formulate sophisticated arguments and express them in written, visual, oral or other forms (B4)</p>
Practical skills	<p>Apply concepts to your own or others' practice (C11)</p> <p>Select and deploy appropriate processes and techniques in situations of ambiguity and uncertainty (D5)</p>
Transferable skills and personal qualities	<p>Work independently, showing initiative and setting your own deadlines (D1, D8)</p> <p>Present ideas, specifications and plans using communication techniques appropriate to the intended audience (D4)</p>

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**5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)**

The proposal for the project is developed and agreed as part of module DMT511 *The Practitioner in Context 3*. The module is student-centred and largely self-directed, supported by individual tutorials, briefings and open-access support sessions.

**6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)**

Assessment task	Length	Weighting within module (if relevant)
<b>Seminar presentation</b>	<b>20 minutes (not including Q&amp;A)</b>	<b>20%</b>
<b>Final Submission - Dissertation</b>	<b>8,000 - 10,000 words or equivalent</b>	<b>80%</b>
OR		
<b>Final Submission – Critical Commentary</b>	<b>4,000 – 5,000 words or equivalent</b>	<b>50%</b>
<b>Final Submission –viva-voce, and practice artefact or ‘live’ practical event (as appropriate)</b>	<b>20 minute viva-voce</b>	<b>50%</b>

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## Module Specification

### 1. GENERAL INFORMATION

Title	Professional Preparation
Unit code	DMT612
Credit rating	20
Level	6
Indicative scheduled learning and teaching activities	30 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	Phil Wigley
ECT*	10
Notional hours of Learning**	200

### 2. AIMS

*The module aims to:*

- Enable you to investigate the range of possible future roles open to you as a professional practitioner
- Introduce you to some key aspects of working as a freelance professional
- Give you the knowledge and skills to understand the employment market and to communicate appropriately with potential employers and clients
- Give you the opportunity to develop a career plan, portfolio and CV, and to promote yourself and your peers to potential employers

### 3. BRIEF DESCRIPTION OF THE MODULE

Module DMT612 *Professional Preparation* focuses on your professional development and will help you to make the transition from study into work in your chosen field. As a professional practitioner you will need to make use of a range of networks and channels of communication, both formal and informal, to find work. You will need to be adept at managing the professional persona you present in written communications, on-line, and face-to-face. Throughout the module, the emphasis is on you developing an understanding of both the employment environment, and how you can tailor your communication with potential employers and clients appropriately.

Drawing on your experiences and knowledge of the industry acquired previously on your programme, you will map out and document possible future roles and career paths for yourself. You will also develop a career plan, and prepare for the process of finding work. Depending on your programme of study, this may include creating a CV and cover letter, assembling a

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portfolio (physical or online), and practicing interview technique. You will work both independently and with other graduating students from the School of DMTA to market yourself and your peers to potential employers.

Again, depending on your programme of study, this may include contributing to the content, organisation and running of events such as exhibitions of work, professional conferences, and industry trade shows.

The module will also introduce you to some key aspects of working as a freelance professional, including the UK tax system, basic account keeping and invoicing clients.

The assessment of your learning is through a Professional Promotion Plan, which comprises:

- An analysis of the established and emerging career paths and patterns in the sector of the industry relevant to your career aspirations, identifying your possible future roles as a professional practitioner
- A plan for activity to market yourself to potential employers and future clients, together with materials you have created appropriate to your career plan (according to your programme of study, these may include a CV with covering letter, portfolio, personal website, and information on job listings and other information and networking options – formal and informal).

**4. INTENDED LEARNING OUTCOMES**

<b>Category of outcome</b>	<i>On successful completion of this module, you will be able to:</i>
Knowledge and understanding	Analyse your possible future roles as a professional practitioner and relate them to established and emerging career paths and patterns (A1, A3, B1, D9)
Intellectual skills	(see above)
Practical skills	(see below)
Transferable skills and personal qualities	Document and communicate effectively your experience, skills and abilities using a range of appropriate media (D4)  Promote your own skills and abilities, taking into account the differing needs and expectations of employers and future clients (D9)

**5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)**

The majority of learning from this module is self-directed, with some guidance from tutors, and you will be expected to take a high level of responsibility in gathering the information and developing the materials (such as your career plan, CV and portfolio) that you will need to promote yourself as a professional practitioner.

Lectures and online learning materials on tax and self-employment will introduce you to the key aspects of working as a freelance professional, as well as giving you guidance on how to present yourself as a professional in various contexts. You will contribute to the collective promotion of yourself and your peers by taking a role in a range of activities to market graduating students to potential employers, which may include exhibitions of work (physical or online), professional conferences, and industry trade shows.

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**6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)**

Assessment task	Length	Weighting within module (if relevant)
<p><b>Formative Assessment</b></p> <p>Contribution to group promotion activities</p>		
<p><b>Professional Promotion Plan and Materials</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Career paths analysis and marketing plan (1500 words)</li> <li>• Curriculum vitae (CV)</li> </ul> <p>According to your programme, additional requirements may include:</p> <ul style="list-style-type: none"> <li>• covering letter</li> <li>• portfolio</li> <li>• personal website</li> <li>• information file on job listings and other means of locating employment</li> </ul> <p>The submission requirements are specific to your programme, and you will be briefed on them at the start of the module.</p>	<p><b>(according to the specific requirements of your programme)</b></p>	<p><b>100%</b></p>

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