

Rose Bruford College

Undergraduate Programme Specification

1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
	BA (Hons)	Stage and Events Management	3 Years	Full Time

Intermediate Awards (Exit awards only)

Dip HE	Stage and Events Management	2 Years	Full Time
Cert HE	Stage and Events Management	1 Year	Full Time

Teaching Institution	Rose Bruford College of Theatre and Performance
Awarding Institution	Rose Bruford College of Theatre and Performance
External Examiner	Richard Reddrop Liverpool Institute of Performing Arts
Programme Accreditation	
Relevant QAA subject benchmark(s)	Dance, Drama and Performance 2015 (DDP) Events, Hospitality, Leisure, Sport and Tourism 2016 (EHLST)
Other Points of Reference	<ul style="list-style-type: none"> i. The UK Quality Code for Higher Education which contains the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies ii. Guidelines for Preparing a Programme Specification (QAA) iii. The statement of characteristics of RBC programmes in the L&T strategy: http://vle.bruford.ac.uk/mod/resource/view.php?id=31732 iv. Development Events, with Industry and Graduate consultation

2. STATEMENT

The Stage and Events Management Programme at Rose Bruford College

BA (Hons) Stage and Events Management is designed to offer a rich and unique opportunity to embark on an individually tailored programme of study within the broad spectrum of stage and events management.

Evolved from our successful Stage Management Programme, this new programme explicitly recognises that the theatre, events and performance-related industries are dynamic, ever-changing environments. Globalisation and internationalisation are impacting the ways in which industry professionals work, whether this be legislative in terms of touring, imports and exports or cultural in terms of the needs and expectations of audiences and clients across the world.

Using UK industry models as a starting point, we also recognise that our graduates will need the skills to navigate their way in a global market place. The programme is designed in order that students understand the transferability of their skills and become increasingly aware of the adjustments that may need to be made when working internationally, for example in terms of

regulation, finance, culture and health & safety.

Technology too moves on apace; students need to be aware of this technological change, be open to it, embrace it and use it. As they build their experience and go on to lead further change in our industries, our graduates will influence the ways in which management disciplines engage with such technology, playing their parts in developing new systems for facilitation and productivity.

The realisation and implementation of creative ideas demands that practitioners be reflexive, responsive, able to adapt to fluid environments. Imagination and innovation are the currency of an ideas economy.

In line with the College's Strategic Vision to create *social and cultural as well as artistic and economic value*, the Stage and Events Management Programme at Rose Bruford College addresses the challenges posed by the changes and developments in our industries, preparing management graduates to engage with the increasingly varied range of fields within which they can build successful careers. Additionally, in terms of *diversity and opportunity*, the programme is designed to offer a balance of content, delivery and assessment to make it accessible to, and ensure the success of, a diverse body of students.

The programme sits within the School of Design, Management and Technical Arts (DMTA), which provides many opportunities for collaboration on projects, events and performances. This unique multi-disciplinary context is a key contribution to the rich experience that Stage and Events Management has to offer.

We take theatre as the central paradigm for creative events which create experiences for audiences and participants, and the traditional skills of Theatre Stage Management are a starting point for many disciplines in a range of fields; corporate, festivals, events and exhibitions to name but a few. In recognising this breadth and given the varied nature of the productions and events we present at Rose Bruford College, Stage and Events Management is uniquely placed to build on our expertise in theatre stage management to prepare our graduates for diverse management and leadership roles across a broad spectrum of events and industries.

3. AIMS OF THE PROGRAMME

As a student and future graduate of the School of Design, Management and Technical Arts, our ambition is for you to...

...seek to make a positive difference to those around you, by working collaboratively to create value

...be curious, creative and take responsibility for your own life-long learning

...be mindful of the impact of your actions on others – those you work and study with, those in your professional and social community, in wider society, and globally

...respect and value diversity and difference, showing tolerance and understanding

The Stage and Events Management programme aims to:

1. Develop your understanding of management in the theatre, events and related performance industries as a creative, aesthetic and communicative process, coordinating a range of disciplines; enabling, supporting and facilitating the work of others whilst recognising the value and creativity of management in its own right;
2. Prepare you not merely to respond to the challenges of a rapidly changing environment, but to lead and manage that change;
3. Enable you to become an adaptable, reflective practitioner;
4. Encourage you to become a confident, enterprising and resourceful professional, able to engage with and innovate within the broadest possible range of fields;
5. Develop your creative, digital, technical and organisational skills;
6. Give you an understanding of theatre, events and performance in their business, cultural, social, ethical, political, historical and theoretical contexts whilst developing your critical and analytical skills.

4. LEARNING, TEACHING, CURRICULUM AND ASSESSMENT

Your process of learning on the programme is outlined here in terms of learning, teaching, curriculum and assessment. Further detail appears below and in the module specifications.

Learning themes

The seven learning themes set out the kinds of abilities you will need to succeed on the programme and as a stage and events manager. The programme is designed to help you develop these abilities.

The learning themes are embedded within each module to enable you to plot your development over the course of the programme. Learning and teaching activities are designed around these themes and assessment tasks enable you to demonstrate your learning in that context.

Learning and teaching processes

The learning and teaching processes of the programme are designed to meet the needs of a diverse body of students, and to be appropriate to the kinds of learning you will be undertaking, as set out in the learning themes.

The specific learning and teaching processes for each module are described in the module specifications.

Assessment

Your success in demonstrating the abilities described in the learning themes is assessed as part of each module. The grading descriptors set out what you need to be able to show to achieve each grade, in relation to the learning themes.

Curriculum content

The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module.



5. LEARNING THEMES

The programme is designed to help you acquire a diverse range of personal attributes, skills and knowledge, all relevant to the work of the stage and events manager, and many that are valuable in all fields of human endeavour.

The seven learning themes set out below are intended to help you think about and direct your own learning. They will be referred to throughout your studies and are the basis for all assessment and written feedback, as well as tutorial guidance.

At the end of each level, you will be encouraged to review your progress in terms of each theme, to help you plan future action. At the end of the programme, the Learning Themes will form the basis for a summative transcript, in addition to your module marks and associated credit.

Your success on your programme and as a Stage and Events Manager will depend on your ability to...

1. Creativity

...make, create, invent, innovate, develop, improvise, be resourceful, problem-solve

2. Organisation & collaboration

...organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others

3. Communication

...articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.

4. Professional practice & competences

...show knowledge of and apply technologies, materials, processes, practices, techniques, regulations, protocols

5. Research & knowledge skills

...investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives

6. Understanding Context

...recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains

7. Reflection & learning

...show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future action based on past experience, be responsible for your own learning

6. LEARNING AND TEACHING PROCESSES

Much of your learning will be through practical activities, where you will be encouraged to both 'think' and 'do'.

Lectures and small group seminars deliver basic principles and knowledge that underpin the

work of the stage and events manager. You will consolidate this through independent study.

You will contextualise your learning in projects, work-based learning opportunities and practical presentations. These range from studio-based presentations with a peer audience in order to present a specific aspect of the curriculum, to productions and events in a variety of venues with a public audience.

Tutor support is available to advise you throughout the programme, but you will become increasingly independent of tutor guidance as you develop your ability to set your own questions, research tasks and learning strategies.

Resources at Rose Bruford allow you significant practice time and electronic/online resources (through the VLE and the internet) are available to aid you in gaining further knowledge.

The specific learning and teaching methods for each module are described in the module specifications.

7. CURRICULUM CONTENT

The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module. The programme is designed to be broadly-based, flexible and future-looking, so as a student and as a graduate you will be able to apply your abilities to a diverse range of situations and requirements.

For some modules, particularly at levels 4 and 5, the detailed curriculum content will be determined largely by your tutors. In other modules, you can tailor your learning through the choice of areas of study, according to your interests and ambitions. At level 6, you can negotiate projects and roles on events and productions, to help you prepare for professional practice in your chosen industry sector.

Assignment briefs, tutorial guidance and the College's Virtual Learning Environment will help you identify the core and additional areas of knowledge that you should be studying, and resources to help you do it. No programme can cover everything you might need to know, so you will need to take responsibility for extending your studies beyond the core we provide; your tutors can give you further advice and guidance.

Over the course of the programme, you will engage with modules focusing on Management and on Industry Study and Professional Preparation that encourage development progressively from level to level. *Management in Theory and Practice* develops from administration at level 4, through management at level 5 to leadership at level 6. *Industry Study and Professional Preparation* develops from understanding self-as-business at level 4, through the understanding of business in an industry context at level 5, to business strategy and impact at level 6. You will also develop practical and applied skills and knowledge through *Practical Skills* at level 4 and *Applied Technologies* at level 5.

These strands running through the programme are complemented by a further strand, shared with all programmes in the School of DMTA. This strand focuses on developing your understanding of events and performance in their wider context, collaborative working across disciplines, and research: *The Practitioner in Context* at level 4, *The Sustainable Practitioner* at level 5, and the *Independent Research Project* at level 6.

8. ASSESSMENT

Your success in demonstrating the abilities described in the learning themes is assessed as part of each module. The grading descriptors below set out what you need to be able to show to achieve each grade, in relation to the learning themes.

Assessment is done through a combination of practical projects, presentations, reports and written submissions.

Practical assessments contribute to a diverse range of assessment types and may include both internal and external projects and presentations.

Practical work may be accompanied by a report or commentary that allows you to reflect on and demonstrate your learning.

Some projects are deliberately developed with built-in ambiguities, ensuring you develop the ability to adapt to dynamic and changing circumstances.

In addition, some skills-based technical competencies are assessed on a pass/fail basis for some modules at level 4. The competencies required vary between modules but will set a baseline competence appropriate to professional practice for a range of relevant skills and processes, with a focus on safe working practice.

Grading descriptors

Grade	Short descriptor	Full descriptor	Associated language
A1 (95%)	Excellent in all respects - exceptional	<ul style="list-style-type: none"> The work produced is exceptional in most / all aspects, substantially exceeding expectations Work that may achieve or be close to publishable standard and / or which questions / challenges prevailing paradigms 	Accomplished, authoritative, creative, exceptional, exciting, exhaustive, illuminating, insightful, inspiring, outstanding, profound
A2 (85%)	Excellent in almost all respects, outstanding but not exceptional	<ul style="list-style-type: none"> The work produced exceeds expectations Work that may be close to publishable standard and / or which begins to question / challenge prevailing paradigms 	Ambitious, critical, extensive, meticulous, original, penetrating, persuasive, reflective, unexpected
A3 (75%)	Excellent in most respects	<ul style="list-style-type: none"> Able to integrate the various component elements of the task Able to perform multiple complex tasks / roles Able to generalise based on a thorough and critical analysis the information available Able to develop and sustain a personal judgement / perspective which extends beyond the limits of the task / role Includes creative and original elements / approaches 	Comprehensive, convincing, discerning, perceptive, precise, rigorous, skilful, sophisticated
B (65%)	Good or very good, in most respects	<ul style="list-style-type: none"> Demonstrates a broad understanding of the subject Able to critically analyse and integrate a range of key / relevant aspects into a 	Analytical, careful, confident, detailed, efficient, fluent, intelligent, judicious, purposeful,

		<p>coherent whole</p> <ul style="list-style-type: none"> • Able to perform / engage in various aspects of the task / role concurrently as part of a planned approach to the work 	shrewd, systematic, thoughtful
C (55%)	Satisfactory - competent but no more	<ul style="list-style-type: none"> • Focuses on and demonstrates understanding of several key / relevant aspects, but these are treated in isolation – there is little or no recognition of (inter) dependencies • Able to describe or otherwise articulate tasks or perform serial skills as required by the task / role (as in a task list) but not necessarily understand their context or how they relate or link 	accurate, clear, coherent, competent, consistent, disciplined, intuitive, organized, questioning, rational, responsive
D (45%)	Just sufficient to pass	<ul style="list-style-type: none"> • Focuses on one or a very limited number of aspects of the subject • Able to identify issues and complete task at the simple / procedural level • The response to the task / role is relevant but limited in range. 	basic, descriptive, explanatory, identifies, limited, minimal, mostly, occasionally, reasonable, sufficient
E (35%)	Compensatable fail – not quite sufficient to pass	<ul style="list-style-type: none"> • The student has only understood the subject area at a basic / elementary / rudimentary / fragmentary level • Often misses the point and uses simplistic ways of thinking and articulating • The task has either not been attempted properly or is significantly deficient in some way • In undertaking the task / role the student does not adequately address the problem / situation or theme of enquiry 	contradictory, derivative, detrimental, inadequate, incomplete, inconsistent, irrelevant, lacking, poor, superficial, weak
F1 (25%)	Weak, with some attempt made but clearly insufficient	<ul style="list-style-type: none"> • Some attempt at the task, but clearly insufficient • Work mostly of little merit • Some work relevant to the brief, but clearly insufficient 	erroneous, extremely limited, formless, inappropriate, incoherent, insufficient, lacking, missing, misunderstood, non-existent, unstructured, vacuous
F2 (15%)	Poor, with little attempt made	<ul style="list-style-type: none"> • Little attempt at the task • Work of very little merit • Mostly irrelevant to the brief 	
F3 (5%)	Very Poor, no or minimal attempt made	<ul style="list-style-type: none"> • No serious attempt at the task • Work of no merit • Completely irrelevant to the brief 	

9. THE STRUCTURE OF THE PROGRAMME

Modules and Credit Weighting

Module Code	Module Title	Credits	ECT Credits
Level 4			
SEM401	Management in Theory and Practice 1	30	15
SEM402	Industry Study and Professional Preparation 1	20	10
SEM403	Practical Skills	30	15
DMT411SEM*	The Practitioner in Context	40	20
Level 5			
SEM501	Management in Theory and Practice 2	40	20
SEM502	Industry Study and Professional Preparation 2	30	15
SEM503	Applied Technologies	30	15
DMT511SEM*	The Sustainable Practitioner	20	10
Level 6			
SEM601	Management in Theory and Practice 3	40	20
SEM602	Industry Study and Professional Preparation 3	40	20
DMT621* or DMT622*	Independent Research Project (Practice Research) Independent Research Project (Dissertation)	40	20

* Modules DMT411SEM and DMT511SEM are the same as modules DMT411 and DMT511 respectively, except the weightings of the assessment elements are different. DMT621 and DMT622 are the same as the two routes through DMT611 (practice research and dissertation) except again the weightings of the assessment elements are different. In each case the aims, content and delivery of the modules is the same.

Programme Structure

Owing to the nature of the project, production and event work you will be involved with at Rose Bruford College, you may take modules at different times over the course of a year. For example, at level 5, you might take SEM501 in the autumn term, SEM503 in the spring term and SEM502 in the summer term. Submission and assessment deadlines are therefore determined by project schedules and some may be determined individually for each student.

Level 4	
Semester 1	Semester 2
	SEM401 Management in Theory and Practice 1
SEM402 Industry Study and Professional Preparation 1	
SEM403 Practical Skills – taken over the course of the year (projects take place over the course of the year, summative assessment takes place in the summer term)	
DMT411SEM The Practitioner in Context – taken over the course of the year	
Level 5	
Semester 1	Semester 2
SEM501 Management in Theory and Practice 2 – taken in one of the three terms	
SEM502 Industry Study and Professional Preparation 2 – taken in one of the three terms	
SEM503 Applied Technologies – taken in one of the three terms	
DMT511SEM The Sustainable Practitioner – taken in one of the three terms	
Level 6	
Semester 1	Semester 2
SEM601 Management in Theory and Practice 3 – taken in one or two of the three terms	
SEM602 Industry Study and Professional Preparation 3 – taken in one of the three terms	
DMT621 or DMT622 Independent Research Project – taken over the course of the year	

10. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

Student induction and support take place at both the programme and College level.

At the programme level:

- You receive a Student Handbook at Registration.
- Each module throughout the programme is introduced with a briefing by the module coordinator.
- You are allocated a personal tutor from the programme team, to provide both academic and pastoral support.
- Peer learning and mentoring, both within a year group and programme and between year groups and programmes, are intrinsic to the programme's learning and teaching strategy.
- You will receive written feedback on all assessment tasks and will be debriefed in a tutorial following the majority of practical projects, to encourage reflection on practice and to identify future learning goals.

At the College level:

- A welfare advisor and student counsellor is available to all students.
- A Disability Officer is available to all students (students are contacted at admissions stage and invited to disclose any disabilities).
- Dyslexia support is available.
- You will take part in the College's Personal Development Planning scheme. At key points during the programme, you will discuss your personal and professional development with a programme tutor, and plan future action.
- You will be introduced to the Learning Resources Centre at induction and receive both targeted and on-going research skills and information literacy instruction and support during the remainder of your programme.
- Ongoing study support is provided through tutorial, and on-line support materials.
- Placements operate within the College's Placement Policy, to ensure that you, employers and tutors have a common understanding of the purpose of the placement and of their various responsibilities.

The programme is designed to be developmental; each successive level represents a distinct phase in your development, and the level Learning outcomes reflect this.

- At Level 4, induction and study support equip you for degree-level study, while regular tutor contact with core programme staff ensures that you are aided in putting all aspects of your studies into the context of the live performance industry and your developing professional practice.
- At Level 5, projects are more complex and demand greater personal responsibility; associated tutorials will both guide you through projects and encourage reflection and contextualisation.
- At Level 6, you are expected to be a self-directed learner; again, regular tutorials associated with specific projects will guide you and ensure that your learning is appropriately contextualised.

- Placements and the study of a variety of industry contexts will enable you to assess the appropriateness of different approaches to given situations.
- Through all three levels, Personal Development Planning through tutorial support will frame your learning in individual and professional terms.

11. CURRICULUM MAP OF MODULES AGAINST LEARNING THEMES OF THE PROGRAMME

Module	Level 4					Level 5					Level 6					Final		
	SEM401	SEM402	SEM403	DMT411	Weighted average for level 4	SEM501	SEM502	SEM503	DMT511	Weighted average for level 5	SEM601	SEM602	DMT622 (dissertation)	DMT621 (practice-based)	Weighted average for level 6 (dissertation)	Weighted average for level 6 (practice-based)	Weighted average for degree (dissertation)	Weighted average for degree (practice-based)
Credits	30	20	30	40	120	40	30	30	20	120	40	40	40	40	120	120	360	360
1. Creativity	10%		20%	10%	11%	20%				7%	20%			10%	7%	10%	7%	9%
2. Organisation & collaboration	20%			10%	8%	20%			15%	9%	20%			10%	7%	10%	7%	10%
3. Communication	20%	20%		15%	13%	20%	20%		20%	15%	20%	20%	25%	20%	22%	20%	20%	19%
4. Professional practice & competences	20%		40%	10%	18%	10%		20%	15%	11%	10%		15%	10%	8%	7%	9%	8%
5. Research & knowledge skills		30%		20%	12%	10%	30%	40%	20%	24%		30%	35%	20%	22%	17%	22%	18%
6. Understanding context	15%	30%	20%	20%	20%	10%	30%	20%	30%	21%	15%	30%	20%	20%	22%	22%	22%	22%
7. Reflection & learning	15%	20%	20%	15%	17%	10%	20%	20%		13%	15%	20%	5%	10%	13%	15%	13%	15%

12. CRITERIA FOR ADMISSION

Please refer to the College Full-time Undergraduate Academic Regulations

13. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the College Full-time Undergraduate Academic Regulations

14. MECHANISM FOR PROGRAMME REVISION

Please refer to the College Academic Monitoring and Review Overview and associated documents

15. APPENDIX 1: SUBJECT BENCHMARK MAPPING

The Stage and Events Management Programme has been developed using the QAA Subject Benchmark Statements for both Dance, Drama and Performance (DDP) and Entertainment, Hospitality, Leisure, Sport and Tourism (EHLST). The benchmark statements underpin the programme's Learning Themes as shown below:

1. Creativity

...make, create, invent, innovate, develop, improvise, be resourceful, problem-solve

- DDP 7.12 viii demonstrate comprehension and creative and intelligent understanding of group and collective processes
- DDP 7.12 ix demonstrate comprehension and creative and intelligent understanding of key components of performance within the disciplines such as the role and function of ideational sources, performers, body, space, sound, text, movement and environment
- DDP 7.12 x demonstrate comprehension and creative and intelligent understanding of appropriate interdisciplinary elements of dance, drama and performance and how to apply knowledge, practices, concepts and skills from other disciplines
- EHLST 5.2 iii creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills
- EHLST 6.3 v design creative events, including the programming of spectacle, exhibition, ritual, and performance
- EHLST 6.4 ii generate creative ideas/concepts, proposals, pitches and solutions to offer experiences that meet differing needs

2. Organisation & collaboration

...organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others

- DDP 7.14 iii be able to work creatively and imaginatively in a group and have the developed creative skills needed for the realisation of practice-based work
- DDP 7.14 iv be able to manage personal workloads efficiently and effectively, meet deadlines, and negotiate and pursue goals with others
- DDP 7.14 v have developed the ability to constructively and effectively manage creative, personal and interpersonal issues
- EHLST 5.2 vii work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity
- EHLST 6.2 ii display an insight into the structure of event providers and their sectors, and

analyse the political, technological, social, environmental and economic factors which affect, or impact upon, the supply of, and demand for, events

- EHLST 6.3 i demonstrate a critical awareness and understanding of appropriate domains including administration, design, operations, marketing and risk, and how they apply to the phases of events, such as initiation, planning, staging of the event and closure and legacy
- EHLST 6.3 ii operate and effectively manage resources, including human (paid or volunteer), financial, venue, and subcontracted and technical resources and the development of return on investment models
- EHLST 6.3 iv plan, project-manage, produce, stage, analyse and evaluate events, including the procurement of support service provision, the application of new technologies and logistics

3. Communication

...articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.

- DDP 7.14 vii have acquired and developed appropriate information technology skills and have developed considerable awareness of their application and potential within the field of study.
- EHLST 5.2 v demonstrate literacy and communication skills in a range of contexts including verbal, auditory, performance, digital and multi-media forms
- EHLST 5.2 vi demonstrate the numeracy skills required to manage budgets and analyse quantitative data, including that of big data
- EHLST 6.3 vi engage with, contribute to, and produce events based on an acquisition and understanding of appropriate vocabularies, skills, working methods and professional business communications.

4. Professional practice & competences

...show knowledge of and apply technologies, materials, processes, practices, techniques, regulations, protocols

- DDP 7.12 i demonstrate comprehension and creative and intelligent engagement with forms, practices, techniques, traditions, histories and applications of performance
- DDP 7.12 ii demonstrate comprehension and creative and intelligent engagement with the key components of performance and the processes by which it is created, realised, managed, distributed and documented
- DDP 7.12 vii demonstrate comprehension and intelligent understanding of how to read and interpret texts, media, dance notations and/or scores to create performance
- DDP 7.12 xi demonstrate comprehension and intelligent understanding of the responsibilities of performance practitioners to facilitate safe, environmentally sensitive, sustainable and ethical working practices.
- DDP 7.13 i engage creatively and critically with the skills and processes of performance and production, and have an ability to select, refine and present these in performance
- DDP 7.13 ii engage creatively and critically with the possibilities for performance implied by a text, dance notation or score and, as appropriate, to realise these sources sensitively through design and performance
- DDP 7.13 iii engage creatively and critically with the creation and/or production of

performance through a developed and sensitive understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods

- EHLST 5.2 ii describe, synthesise, interpret, analyse and evaluate information and data of an applied nature
- EHLST 6.3 iii display critical knowledge, understanding and application of risk management and the legal, ethical and regulatory frameworks that affect event management including health and safety considerations and crowd management

5. Research & knowledge skills

...investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives

- DDP 7.13 iv engage creatively and critically in appropriate independent research, whether investigating past or present performances or as part of the process of creating new performance
- DDP 7.14 i have critical and analytical skills in developing ideas and constructing arguments and the capacity to evaluate and present them in a range of ways
- DDP 7.14 ii have a developed capacity to analyse and critically examine and evaluate forms of discourse and their effects on representation in the arts, media and public life
- DDP 7.14 vi have acquired information retrieval skills needed to gather, sift, synthesise and organise material independently and to critically evaluate its significance
- EHLST 5.2 i research and assess paradigms, theories, principles, concepts and data, and apply such skills creatively in explaining and solving familiar and unfamiliar problems, challenging previously held assumptions or answering research questions
- EHLST 5.2 iv complete a sustained piece of independent intellectual work (such as a long project or dissertation) which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources
- EHLST 6.4 i analyse the nature, characteristics, needs and expectations of different consumers through applying consumer behaviour theories and concepts and socio-cultural theories
- EHLST 6.2 i explain, interpret and challenge theories and concepts which are used to understand the origin, purpose, meanings and development of events from a range of critical perspectives

6. Understanding Context

...recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains

- DDP 7.12 iii demonstrate comprehension and intelligent engagement with critical and theoretical perspectives appropriate to the study of performance
- DDP 7.12 iv demonstrate comprehension and intelligent engagement with key practitioners and practices and/or theorists and their cultural and/or historical contexts
- DDP 7.12 v demonstrate comprehension and creative and intelligent engagement with the role and function of performance in social, educational, community and other participatory settings
- DDP 7.12 vi demonstrate comprehension and intelligent understanding of the interplay between critical and creative modes of enquiry within the field of study
- EHLST 5.2 ix recognise and respond to moral, ethical, sustainability and safety issues

which directly pertain to the context of study including relevant legislation and professional codes of conduct

- EHLST 5.2 x undertake fieldwork with continuous regard for ethics, safety and risk assessment.
- EHLST 6.4 v demonstrate an understanding of the ways in which attendees behave at events and within the venue and surrounding destination, in particular crowd management.
- EHLST 6.5 i evaluate the legacy and impacts of events in social, economic, environmental, political, cultural, technological and other terms
- EHLST 6.5 ii appreciate the complexities of future scenario planning and the ability to forecast and envisage the future for events through the impact of technological, social, environmental, political and economic changes
- EHLST 6.5 iii appreciate the ethical and sustainability issues associated with the financial support, operation and development of events
- EHLST 6.5 iv write and critique event plans, portfolios and event strategies, which recognise and meet the needs of specific stakeholders

7. Reflection & learning

...show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future action based on past experience, be responsible for your own learning

- DDP 7.13 v identify and interpret critically the cultural frameworks that surround performance events and on which these events impinge.
- EHLST 5.2 viii take and demonstrate proactive responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts
- EHLST 6.2 iii analyse and reflect on the different cultural and business concepts, intercultural and international dimensions of events
- EHLST 6.2 iv demonstrate a critical awareness and understanding of how core values, for example, ethics, sustainability, creativity, strategy, and continuous improvement, relate to, and are reflected in, events.
- EHLST 6.4 iii analyse and evaluate the quality of the event experience and its impact on the event consumer and/or client and the wider organisation and the practices of co-production and co-creation
- EHLST 6.4 iv evaluate the importance of cultural and other diversities in developing access to, and participation in, events by specific target groups
- EHLST 6.5 vi demonstrate a critical awareness and appreciation of existing and emerging standards, policies, initiatives, frameworks and contemporary issues.
- EHLST 6.5 v critically reflect upon the role of those organisations and structures charged with a responsibility for the promotion of, or the training of, practitioners in events

16. APPENDIX 2: ATTAINMENT AT EACH LEVEL

<p>Level 4 (Certificate of Higher Education)</p>	<p>To successfully complete level 4 (QAA Framework 4.10.1 Certificate of Higher Education), you will need to have a sound knowledge of the basic concepts of Stage and Events Management. You will need to be able to take different approaches to solving problems and to communicate accurately. You will have to show the qualities needed for employment requiring the exercise of some personal responsibility.</p> <p>You will have shown you can:</p> <ul style="list-style-type: none"> • identify key principles and concepts informing the discipline of management in the stage, events and related performing arts industries • employ basic techniques, practices and processes • form arguments and make judgements in accordance with basic theories and concepts • communicate ideas clearly • develop personal and transferable skills suitable for employment • exercise growing personal responsibility for your development
<p>Level 5 (Diploma of Higher Education)</p>	<p>To successfully complete level 5 (QAA Framework 4.12.2 Diploma of Higher Education), you will have to develop a sound understanding of the principles of Stage and Events Management and show you can apply those principles more widely. You will need to be able to evaluate the appropriateness of different approaches to solving problems. You will have to show the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.</p> <p>You will have shown you can:</p> <ul style="list-style-type: none"> • engage critically with the principles and concepts involved in management and business in the stage, events and related performing arts industries • place those principles within critical contexts • employ appropriate techniques, practices and processes • demonstrate the ability to assess the appropriateness of approaches to given situations • form and present complex arguments using different forms of communication • demonstrate well-developed personal and transferable skills suitable for employment including exercising personal responsibility • demonstrate an awareness of issues related to sustainability and the environment within the performance and related industries
<p>Level 6 (Bachelor's Degree with Honours)</p>	<p>To successfully complete level 6 (QAA Framework 4.15.1 Bachelor's Degree with Honours), you will have to show an understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline. You will need to be able to demonstrate analytical techniques and problem-solving skills that can be applied in many types of employment. You will need to be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively. In addition (QAA Framework 4.15.2), you will have to show the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.</p>

You will have shown you can:

- engage with and analyse the principles and concepts involved in management and business in the stage, events and related performing arts industries
- employ advanced techniques, practices and processes
- reflect critically on your own performance within a professional context, relating it to the work of others and your development as an adaptable practitioner
- demonstrate readiness for the world of work and an understanding of the contexts within which your chosen field exists
- complete a major research project relevant to management in the stage, events and related performing arts industries