



Course Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Course Title: PRODUCTION MANAGEMENT 1

Course ID: CGCTP5004

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 109999

Description of the Course:

This course introduces the student to the intersection between artistic, technical and managerial work in the theatre by investigating the fundamentals of production management.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Does Recognition of Prior Learning apply to this course? Yes

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory				✓		
Intermediate						
Advanced						

Learning Outcomes:**Knowledge:**

- K1.** Classify all aspects of labour used in the smooth operation of a theatre schedule
- K2.** Identify categories in how theatre budgets operate

Skills:

- S1.** Analyse venue technical specifications
- S2.** Practice interpersonal skills pertinent to the theatre environment

Application of knowledge and skills:

- A1.** Practice and model effective engagement with arts managements
- A2.** Interpret and critique a creative brief for a theatrical production

Course Content:

This course introduces the student to the intersection between artistic, technical and managerial work in the theatre by investigating and reflecting on the fundamentals of production management. In addition to investigating methods of negotiation with creative artists, students will be introduced to the fundamentals of project-based budget planning and dealing with venues. Topics may include:

- How to set a production budget
- Interpersonal skills for team collaboration
- Writing skills for working with briefs
- Reporting and ordering
- Reading a ground plan
- Scheduling
- Working with diverse groups of people

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be*

evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in:</p> <ul style="list-style-type: none"> Using and demonstrating a high level of verbal and non-verbal communication Demonstrating a mastery of listening for meaning and influencing via active listening Demonstrating and showing empathy for others High order skills in negotiating and conflict resolution skills Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	S2	3
FEDTASK 2 Leadership	<p>Students at this level will demonstrate a mastery in professional skills and behaviours in leading others.</p> <ul style="list-style-type: none"> Creating and sustaining a collegial environment Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions Inspiring and initiating opportunities to lead others Making informed professional decisions Demonstrating initiative in new professional situations 	K1	4
FEDTASK 3 Critical Thinking and Creativity	<p>Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> Reflecting critically to generate and consider complex ideas and concepts at an abstract level Analysing complex and abstract ideas, concepts and information Communicate alternative perspectives to justify complex ideas Demonstrate a mastery of challenging conventional thinking to clarify complex concepts Forming creative solutions in problem solving to new situations for further learning 	A1, A2	1, 2
FEDTASK 4 Digital Literacy	<p>Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally Collating, managing complex data, accessing and using digital data securely Receiving and responding professionally to messages in a range of professional digital media Contributing competently and professionally to digital teams and working groups Participating at a high level in digital learning opportunities 	K2	3, 4

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. 	K1	1, 2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
S1	Analyse a series of theatrical venues in Victoria	Active participation and engagement in group work	10-20%
K1, K2	Prepare a theatrical production budget	Assignment	20-40%
S2, A1	Reflect on and critique the impact of interpersonal skills in the theatrical environment	Quiz	10-20%
A2	Analyse and categorise a show brief	Written report	20-40%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course No

Date:

Adopted Reference Style:

Chicago

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)