

Unit 6: Production Arts Planning

Unit code:	M/600/0136
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit gives learners the opportunity to demonstrate their ability to fulfil a significant production role. It is important that production skills include the management of some of the production team.

● Unit introduction

Involvement with a production is an exciting and stimulating process; it is one that needs careful planning, as well as commitment and hard work. It is also a team effort. This unit offers learners for to take on the planning of a complete production.

Work on this unit takes place in a performance company. Learners will need to understand relevant professional practice and will be expected to replicate it in their own production work; simulating the working environment, conditions and practices of a professional company. Because of this, learners' work will be carried out, as far as realistically possible, as it would be in the professional theatre world, bearing in mind all the artistic, business and financial opportunities and limits to which it is subject.

The choice of roles involved with the production process is wide; learners will opt for at least one of these, with help and advice from their tutor. It may be possible to combine certain roles but only where time allows and where the tasks will offer learners the opportunity to gain a suitably challenging experience.

It is important to note that at this level the selected role must involve some management responsibility for at least one other member of the team. The role of the stage manager or deputy stage manager would therefore be appropriate, but the role of assistant stage manager is unlikely to meet this requirement. Similarly, a lighting or sound designer would need to manage the work of at least one operator, rather than undertake this role as well. On the other hand, it might be possible to combine the roles of set designer and costume designer, or those of props designer and mask designer.

On completing the unit learners will be able to fulfil a production role.

This unit provides links with a range of other units for learners following both performance and technical pathways and has direct links with the units *Production for Theatre Performance*, *Rehearsing for Performance* and *Performing to an Audience*. This unit can be taught across acting, dance and technical pathways in a collaborative manner and therefore provide a suitable medium for cross-course teaching. For these reasons it might be better to place this unit towards the end of the course.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know professional production roles and responsibilities
- 2 Be able to complete planning tasks for a production
- 3 Be able to fulfil a management role for a production
- 4 Be able to produce relevant production paperwork, documents and materials.

Unit content

1 Know production roles and responsibilities

Production roles: eg set designer, costume designer, mask designer, hair designer, lighting designer, sound designer, props designer, puppet designer, production manager, stage manager, marketing/publicity manager, event manager, wardrobe manager, administrator, marketing organiser, front-of-house manager

Set, costume, mask, puppet, prop designer production responsibilities: respond to design brief; research; develop design ideas; attend design and production meetings; finalise and communicate design ideas; complete construction drawings; plan resourcing of materials; plan and manage construction/making process; manage design budget, attend get-in, tech and dress; attention to finish of the final product

Lighting, sound designer production responsibilities: use available resources; hire equipment if appropriate and possible; attend design and production meetings; attend rehearsals; communicate with designer; rig; plot; focus; sound check; manage team; attend fit up; tech; dress

Production manager, stage manager production responsibilities: manage production process; manage and provide communication link for production teams; run and/or contribute to production meetings; produce and circulate minutes; oversee and manage budget; plan and circulate minutes; plan and oversee fit up, get-in, tech and dress; run the performance

Marketing/publicity manager, event manager, wardrobe manager, administrator, marketing organiser, front-of-house manager production responsibilities: plan and produce marketing materials; identify and work to attract target audience; plan the auditorium; plan and manage the box office, the box office team and ticket sales; publicise the production in appropriate media; gather and if possible respond to market research; produce promotional and programme materials

2 Be able to complete planning tasks for a production

Tasks: attend and take part in scheduled workshops, meetings and rehearsals; give and take instructions; produce drawings, plans, sketches, models, minutes, lists; produce and work to schedules

Skills: either as a designer (visual and/or aural; manipulative; intellectual; creative; imaginative; communication; collaborative; conceptual) or as a technician (technical; organisational; communication; collaborative; physical; management; intellectual; creative)

Appropriate conduct: punctuality; preparation; focus; deadlines; attitude; sense of purpose; courtesy; understanding of the roles of others; clarity of written, graphic and spoken communication

3 Be able to fulfil a management role for a production

Management skill: leadership; planning; listening; negotiating; problem solving; setting and meeting deadlines; clear guidelines; clarity of expression; interpersonal communication skills; enabling and using the skills of the team members

Communication tools and materials: production meetings; agendas; minutes/notes; schedules; production minutes; rehearsal schedules; 3D models; construction plans; sketches; diagrams; budget sheets

Health and safety: demonstration of good health and safety practice which shows knowledge of relevant current legislation as it affects performance spaces, audiences, construction and materials

4 Be able to produce and use relevant production paperwork, documents and materials

Materials, paperwork and documents: eg plans, drawings, outlines, advertising material, marketing material, schedules, equipment lists, materials lists, task sheets, budgets; scenic/character/role breakdown lists, financial plans, project plans, seating plans, 3D models, 2D sketches, groundplans, construction drawings, lighting plans, cue sheets, prop lists, hire agreements, costume lists, costume designs

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe tasks associated with selected professional production roles [IE]	M1 explain the tasks associated with selected production roles	D1 give a detailed analysis of the tasks associated with selected production roles
P2 complete agreed production planning tasks for a specified production role with significant guidance and support [IE, TW, EP, SM]	M2 negotiate and complete production planning tasks for a specified production role with minimal guidance and support showing careful attention to detail	D2 competently negotiate and complete production planning tasks for a specified production role with total independence and focus
P3 fulfil management responsibilities for a specified production role with significant guidance and support [CT, TW, EP, SM]	M3 fulfil management responsibilities with minimal guidance and support showing some useful problem solving approaches	D3 fulfil management responsibilities creatively and competently with total autonomy, focus and accuracy
P4 produce and use production documentation and materials in the production process. [RL, CT, EP, SM]	M4 produce and use clear, detailed planning documentation and materials that cover most requirements of the production.	D4 produce and use entirely appropriate, well-developed and fully-detailed planning documentation and materials.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Tutors will need to ensure that both the size of the company and the scale of the project are manageable within the time, space and available resources. Through this unit learners will come to understand the importance of negotiation skills and that all aspects of the production team need to work together to achieve a successful final outcome.

Learners will come to understand that the fulfilment of a production role is a process that requires a range of practical, analytical and inter-personal skills to manage resources and materials to realise the production intentions. Once plans are completed learners will put them into action, working as part of a production team. In this process, some learners may need a good deal of support and monitoring. As in any live and creative process, it is possible that the roles which learners undertake will develop or change from their original intentions. If this is the case, both learners and tutors need to ensure that learners' ability to fulfil the unit criteria is not affected and that the changes to the role(s) are clearly documented.

To fulfil this unit, learners must select a production role or roles with significant management responsibilities. For instance set designer, costume designer, stage manager, deputy stage manager, prop/mask designer, lighting designer and sound designer.

Tutors will need to ensure that learners are aware of the evidence they need to gather throughout the whole process. As well as team meetings, individual tutorials during the project will be a valuable addition to the learning process.

The importance of health and safety is implicit in the production process and must be emphasised and integrated throughout this unit. Learners must consistently demonstrate good health and safety practice.

For learning outcome 1, learners will research the tasks of possible production roles. Using this information they will select and apply for a production role within the production company. Learners may write a letter of application for the targeted role, or compile a presentation to convince the company of their suitability for the role. Alternatively, learners may write a project proposal that identifies the tasks associated with their targeted role. This will help ensure that learners understand the tasks associated with these roles and the evidence that they intend to generate.

For learning outcome 2 learners will complete the production planning tasks as necessary for the targeted production role. It is important that planning time is adequate and that planning procedures demonstrate an understanding of the resource, management and personnel tasks and responsibilities. It is also important that planning procedures and materials mimic professional practice as closely as possible. Learners should play a full part in the production meetings as required by their selected role. The tutor's role is that of consultant available to offer guidance and support as and when requested. Assessment evidence will comprise learner, peer and tutor observation and reflection on the planning process, and the suitability of the planning materials.

For learning outcome 3 learners will fulfil the production tasks as necessary for the targeted production role and planned for in learning outcome 2. It is important that learners have adequate time and resources to be able to complete the production tasks. This will include workshop space, access to IT, suitable CAD design packages, construction and decoration materials and workforce. It is important learners have the opportunity to demonstrate productive team work and interaction skills in the team meetings and in their contributions to the production team meetings. The tutor's role is that of consultant available to offer guidance and support as and when requested. Assessment evidence will comprise photographs, video, peer evaluation, learner reflection and tutor observation of the completion of production planning tasks. The success of the final product will also inform assessment. Formative interim assessment in the form of milestone assessments would offer support, guidance and reinforcement to the learner as well as supplying interim assessment evidence.

For learning outcome 4 learners will demonstrate the ability to produce and use production planning materials as appropriate to the selected role. Production planning materials will be researched, detailed and mimic professional production planning materials. Production planning materials will communicate the appropriate information. The tutor's role is that of consultant available to offer guidance and support as and when requested.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment

Introduction to the unit and the structure of the programme, tutor led whole class.

Assignment 1: Teamwork – P1, M1, D1

Introduction to different production roles:

- Explain with examples the responsibilities of the production role and how the designers and managers interact throughout the production process – a whole-class activity.

Select and describe own production role:

- Learners research, and negotiate own production role.
- Learners complete individual research that includes researching the production work of a named professional in the selected role.
- Learners compile findings for presentation to the company.
- Individual contracts drawn up to define role.

Assignment 2: To the Last Detail – P2, M2, D2, P3, M3, D3, P4, M4, D4

- Learners research production planning skills necessary for their production role – individual or teamwork.
- Timetable completed and production planning responsibilities – individual or pair work as appropriate.
- 1:1 learner and tutor interim reviews.
- Learners research the team management skills necessary for their production role – individual or teamwork as the suitable to the management team.
- Timetable completed and production team management responsibilities – individual or pair work as appropriate.
- Learners create own production planning paperwork, documents or materials – individual or pair work as appropriate.
- Learners use own production planning paperwork, documents or materials – individual or pair work as appropriate.

Assessment

Learners' job descriptions will detail the tasks that they intend to undertake, along with their intended associated evidence. The range of possible methods of generating evidence includes appropriate documentation such as discussion notes, minutes of meetings, research notes and material; records of communication such as memos, letters and emails; lists, planning documents and drawings, models, CAD designs.

Learners should be encouraged to date evidence so that its place in the planning process is clear. Audio or video/DVD diaries, CAD designs, a written log and relevant witness statements will also be sources of evidence of planning activities. Tutors should ensure that those providing such statements are familiar with the criteria against which learners are being assessed, so that the statements provide clear and detailed information, rather than generalised comments. Photographic evidence may also be appropriate, for example in the case of a set model; however an artefact such as this represents valuable evidence in itself.

To achieve learning outcome 1 learners will research and develop an understanding of production planning roles. Learners can write a letter of application and a project proposal that will show an understanding of their selected role or they could choose to conduct a presentation about job roles. It is expected that this will include a description of the production planning skills needed, practical production skills, resource management skills and the management responsibilities of the production role. The work will be informed by research into the professional fulfilment of the role in the industry.

To achieve learning outcome 2 learners will demonstrate an understanding of how to apply design production planning skills and procedures. Learners will demonstrate their understanding in their management of the production planning process as observed by the tutor and their peers. Learners will evidence their planning process in their planning materials.

To achieve learning outcome 3 learners will apply production process skills to manage the production process. Learners will use their planning materials. Learners will demonstrate their understanding of the targeted production role in their management of it. This outcome will entail assessment of learners' engagement with the process and their ability to problem solve within the production team. Evidence for this unit will be generated through practical work, meetings and appropriate planning materials. Learners will demonstrate that they can manage the production process to realise the production intentions by the deadline.

Work for learning outcome 4 will be evidenced in all of the planning paperwork and communication materials that are generated in the planning process as detailed in learning outcome 2. The planning materials will be clear and communicate the required information. This may include agenda writing, minute making, rehearsal schedules, the prompt copy, prop list, costume lists, marketing materials, resource planning, budgeting, 3D model box making, scale construction drawings, scale groundplans, sketches, suppliers' letters, etc.

The importance of health and safety is implicit and must be emphasised throughout this unit; therefore description of, and reflection on, health and safety should be integral to all the work produced for the unit. Good health and safety practice can be recorded by tutor and peer observation, and/or through witness statements to support assessment.

To achieve P1 learners will demonstrate that they are able to research and develop an outline understanding of production planning roles. Learners' letters of application and project proposal will show some understanding of their selected role; this will include a description of the potential production planning skills, practical production skills, resource management skills and management responsibilities of the production role. Learners could also choose to conduct a presentation about job roles to meet this criterion. There will be evidence that the work has been informed by some relevant research into the professional fulfilment of the role in the industry.

Merit level learners will be characterised by competent management of the research and application process. To achieve M1, learners will demonstrate that they are able to research productively and develop a competent understanding of production planning roles. Learners' letters of application and project proposal will show a considered understanding of their selected role. This will include a detailed analysis of production planning skills, practical production skills, resource management skills and the management responsibilities of the production role. Again, learners may choose to present their findings in a formal presentation. There will be clear evidence that the work has been informed by relevant research into the professional fulfilment of the role in the industry.

Distinction learners will be characterised by comprehensive investigation and understanding of the research process and final job description. To achieve D1, learners will demonstrate that they are able to plan and follow an innovative research process and develop a fully informed understanding of production planning roles. Learners' letter of application and project proposal will show a fully informed understanding of their selected role. This will include an explanation of production planning skills, practical production skills, the resource management skills and the management responsibilities of the production role. Learners could also choose to conduct a presentation about job roles to meet this criterion. There will be fully-detailed evidence which shows that the work has been thoroughly informed by wholly relevant research into the professional fulfilment of the role in the industry.

To achieve P2, learners will be able to demonstrate a general understanding of how to apply production planning procedures. However, learners will not be able to complete the tasks without some guidance. Learners' planning materials will contain some key information but the materials will need further revisions in order to be suitable tools for the production process. Peer and tutor observations will evidence the learners' ability to interact and communicate some relevant information to the team.

At merit level, learners will demonstrate a capable understanding of how to apply production planning procedures. To achieve M2, learners' planning materials will be detailed and will need only minor alterations to become useable tools for the production process. Planning procedures will show some careful attention to detail. Peer and tutor observation will evidence learners' ability to interact effectively to communicate most of the important information to the team. Learners will be able to solve some production problems in an informed way. At times they will show some effective leadership skills.

At distinction level work will demonstrate a thorough understanding of the design production planning procedures. To achieve D2 learners' planning materials will be fully detailed and will be suitable for use with no alterations or revisions. Planning procedures will show a thorough and entirely focused attention to the detail of the planning process. Peer and tutor observations will evidence the learners' ability to demonstrate successfully communicate the full detail of the production requirements to the team in a motivational manner. Learners will demonstrate effective problem solving and team leadership skills.

To achieve P3 learners will be able to apply some production management skills and they will be able to use their planning materials. Learners will demonstrate that they understand some of the responsibilities of their targeted production role. Learners will show some engagement with the process. They will be able to problem solve and to lead the production team with support and guidance. Pass learners will fulfil the production intentions by the deadline; they will be able to discuss their engagement and fulfilment of the production role showing an understanding of the skills that they are demonstrating.

Merit level work will be characterised by capable selection and creative application of production management skills.

To achieve M3, learners will demonstrate that they have a good understanding of, and are able to fulfil, the key responsibilities of their targeted production role. Learners will show engagement with the process, they will be able to problem solve and to lead the production team with minimum support and guidance. Merit learners will fulfil the production intentions with some success by the deadline. Merit learners will be able to discuss their engagement and fulfilment of the production role showing some ownership of the role and commitment to the success of the final product. Learners will show a capable understanding of the skills that they are demonstrating. The final product will show that learners have a suitable understanding of the production intentions and the work produced will be suitable for use with minor alterations. Learners will have contributed to the meetings and team interactions in the production process as a positive team member who has completed all agreed tasks.

Distinction level work will be characteristic of a positive team member who has shown skilful selection and creative application of the selected production management skills. To achieve D3, learners will demonstrate that they have a fully informed understanding and wholly competent ability to fulfil the responsibilities of their targeted production role. Learners will show full engagement with the process; they will be able to problem solve and to lead the production team autonomously. Distinction learners will successfully fulfil the production intentions by the deadline. Distinction learners will be able to discuss their engagement and fulfilment of the production role showing full ownership of the role and commitment to the success of the final product. Learners will show a wholly capable understanding of the skills that they are demonstrating. The final product will show that learners have a fully informed understanding of the production intentions; the work produced will be suitable for performance. Learners will have made valuable contributions to the meetings and successfully led team interactions in the production process as a positive team member who has completed all agreed tasks.

To achieve P4, learners will demonstrate that they are able to produce and use production documentation and planning materials that communicate some of the production intentions. The paperwork will use readable formats. The production materials will be useable and will communicate the key production intentions.

Merit level work will be characterised by detailed paperwork that successfully communicates the majority of the production intentions. To achieve M4, learners will show that they are able to produce and use production documentation and planning materials that are detailed and which communicate the majority of the production requirements and intentions. The paperwork will use formats that echo those used in the industry. The production materials will be suitable and will communicate the detailed production intentions.

Distinction level work will be characterised by fully-detailed and wholly-accurate production planning materials and documents that communicate all aspects of the production intentions. To achieve D4, learners will show that they are able to produce and use production documentation and planning materials that are fully detailed and fully communicate the production requirements and intentions. The paperwork will use formats that would be suitable for professional use.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
PI, MI, DI	Teamwork	<p>Learners research a role and explain to the group, with examples, the responsibilities of the production role and how the designers and managers interact throughout the production process.</p> <p>Learners select, research and describe own production role. The research will include researching the same production work of a named professional.</p> <p>Learners compile findings for presentation to the company.</p> <p>Learners apply for a production role, individual contracts drawn up to define role.</p>	<p>Learners research into targeted production role. Learners' responses to the research can be in a written report or a PowerPoint presentation.</p> <p>Learners will apply for the targeted role in a letter of application which describes their expectation of the role. Finally, learners will describe the agreed job description.</p> <p>Tutor observation of presentation.</p>
P2, M2, D2 P3, M3, D3 P4, M4, D4	To the Last Detail	<p>Learners research the production planning skills needed for their selected production role – individual and team responsibilities.</p> <p>Learners complete the planning tasks for a selected production process, learners timetable activities, complete production planning paperwork, and identify responsibilities and resource planning tasks.</p> <p>With the benefit of the production planning process and materials learners complete production management tasks.</p>	<p>All production planning activities and production planning materials.</p> <p>The completion of production tasks and the success of the final product.</p> <p>Peer learner evaluation.</p> <p>Tutor and learner interim reviews of the success of the planning and production process at the end of the planning stage and in the last week before production week.</p> <p>Self-evaluation of the success of the production tasks.</p> <p>Tutor observation of learner engagement and autonomy and the success of the final product.</p>

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Performing and Production Arts sector suite. This unit has particular links with the following unit titles in the BTEC Performing and Production Arts suite:

Level 1	Level 2	Level 3
Preparing Performing Arts Work	Performing Arts Production Process	Production for Theatre Performance
	Lighting Operations for Stage Performance	Arts Administration
	Sound Operations for Stage Performance	Performing Arts Event Management
	Crewing for Stage Performance	Stage Management
	Set Construction	Stage Lighting Design
	Costume Construction	Stage Sound Design
	Mask Making	Stage Design for Performance
		Stage Wardrobe Management
		Designing Costumes for Performance

This unit also has links with the following National Occupational Standards:

Technical Theatre

- G4b – Managing the finance of a functional area of work
- G4c – Managing finance
- G6a – Providing leadership
- G11b – Developing and maintaining work relationships
- G15 – Setting targets and monitoring performance
- TP3.7 – Planning requirements for a production.

Essential resources

All workshop spaces must be suitably equipped with appropriate tools that will enable the planning and realisation of set, lighting, sound, costume, stage management, marketing, design and planning work. The workshop must meet current health and safety guidelines. Learners will require access to a range of design, planning and making materials. There will be a dry design space and workshop creation space for set and props. Costume will need a well-equipped space in which to sew and decorate materials. The workshop and rehearsal spaces will need adequate and safe storage space. The production team will need a meeting room and a dedicated notice board for communication. A well-stocked theatre library with access to suitable resources is necessary. The performance space will be suitably equipped for a public performance. It will have suitable industry relevant lighting and sound equipment and operation controls.

Employer engagement and vocational contexts

Watching and evaluating performances can inform and support learner research work. This can be achieved through theatre visits or through inviting a touring theatre company to your centre. Centres should work to develop links with any local theatre companies or professionals. Some practitioners may be able to come and run production workshops to raise awareness of production planning skills and planning materials.

Skillset, the Sector Skills Council for the audio-visual industries has a section of their website dedicated to careers, www.skillset.org/careers.

Indicative reading for learners

The reading for this unit will relate to the individual skills being demonstrated and the material being explored for performance. Reference to the indicative reading lists for specialist units will therefore be advisable. The following is a list of books which may have general, as well as specific, applications.

Textbooks

Covey L and Ingham R – *The Costume Designer's Handbook, 2nd Edition* (Greenwood Press, 1992)
ISBN 9780435086077

Davies G – *Create Your Own Stage Make-up* (Watson-Guption Publications, 2001) ISBN 9780823077137

Davies G – *Create Your Own Stage Production* (A&C Black, 2000) ISBN 9780713654998

Davies G – *Stage Source Book: Props* (A&C Black, 2004) ISBN 9780713665840

Davies G – *Stage Source Book: Sets* (A&C Black, 2004) ISBN 9780713665864

Gillette J – *Theatrical Design and Production: An Introduction to Scene Design and Construction, Lighting, Sound, Costume, and Makeup* (McGraw-Hill Higher Education, 2007) ISBN 9780073514192

Govier J – *Create Your Own Stage Props* (A&C Black, 1989) ISBN 9780713630374

Griffiths T – *Stagecraft* (Phaidon, 2002) ISBN 9780714826448

Hollaway J – *Illustrated Theatre Production Guide* (Focal Press, 2002) ISBN 9780240804934

Holt M – *Costume and Make-up* (Phaidon, 1988) ISBN 9780714825120

Ionazzi D – *The Stagecraft Handbook* (Northlights Books, 1997) ISBN 9781558704046

Napoli R and Gloman C – *Scenic Design and Lighting Techniques* (Focal Press, 2006) ISBN 9780240808062

Palmer S – *Essential Guide to Stage Management, Lighting and Sound* (Hodder Arnold, 2000)
ISBN 9780340721131

Reid F – *The Staging Handbook* (A&C Black, 2001) ISBN 9780713658293

Thomas T – *Create Your Own Stage Sets* (A&C Black, 1985) ISBN 9780713630381

Journals

Entertainment Design

The Stage and Television Today

Website

www.theatredesign.org.uk

Society of British Theatre Designers

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	researching and applying production management skills and roles completing production planning tasks
Creative thinkers	completing production management tasks producing and using production documentation
Reflective learners	taking part in one to one interim assessments producing and use production documentation
Team workers	working as a team member in the planning of the production tasks completing production management tasks
Self-managers	working as a team member in the planning of the production tasks completing production management tasks producing and using production documentation
Effective participators	work as a team member in the planning of the production tasks completing production management tasks producing and using production documentation.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using IT planning package to complete production planning paperwork
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	preparing marketing and box office materials
Present information in ways that are fit for purpose and audience	designing production planning materials
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in team production planning meetings and managing the production management process
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching production role.