



<b>1</b>		<b>2</b>		<b>Extended Diploma in Performing &amp; Production Arts</b>				
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## 1.1 Definitions and characteristics

The Level 3 Diploma and Extended Diploma in Performing & Production Arts are designed to provide students with the knowledge, skills and understanding necessary to access and progress to degree level study or employment in the performing arts. They provide an opportunity for those who have an interest in the performing arts to explore, develop and test their creativity within a qualification structure which is stimulating, demanding and provides a supportive transition from general to more specialised study.

Study for the qualifications is not time constrained but will normally be over a period of one year for the Diploma and two years for the Extended Diploma. The structure of the qualifications, with units linked to provide coherence, will allow students to synthesise newly acquired practical skills with theoretical knowledge and understanding as they explore their aptitude and ambition and the particular characteristics of a broad range of performing and production arts disciplines. Students will be encouraged to recognise not only the unique characteristics of different disciplines, but also the dynamic and potentially innovative relationships between those disciplines.

The qualifications will require students to develop a coherent and effective working methodology, through immersion, reiteration and reinforcement, which will enable them to react positively and creatively across a diverse range of assignments and creative activities.

The final unit of the Extended Diploma, available at Levels 3 and 4, will require the student, particularly at Level 4, to demonstrate the independent capacity to self-initiate, research, analyse, organise, reflect and evaluate commensurate with study in higher education.

The qualifications will encourage recognition of the broader context within which the performing and production arts industries operate and the necessity to develop transferable skills to ensure an effective contribution to both the immediate and future development of those industries.

The qualifications are characterised by experiential, experimental and integrated learning, relying on the application and transfer of recognised skills, whilst valuing the accidental and novel results that can occur in both individual and collaborative practice, and recognising common principles and distinctive characteristics within the field of performing and production arts.

## 1.2 Objectives

The qualifications will enable students to:

1. Have a critical and contextual awareness of different perspectives and approaches within performing and production arts or related subjects of study or work
2. Research, analyse and evaluate relevant information and ideas in order to develop creative solutions
3. Understand, adapt and safely use appropriate and practical methods and skills for creative production
4. Solve complex problems through the application of practical, theoretical and technical understanding
5. Critically review the effectiveness and appropriateness of methods, actions and results
6. Use evaluative and reflective skills in order to take responsibility for own learning, development and decision-making
7. Take responsibility for the research, planning, time management and actions to access progression opportunities
8. Effectively present themselves and their work to appropriate audiences.

## 1.3 Qualification structure

### Diploma in Performing & Production Arts

Mandatory units to be completed: 8  
Total Qualification Time (TQT): 1040  
Total Guided Learning Hours (GLH): 600  
Total Credits: 104

<b>Unit 1</b>	Principles of performance	Level 3 80 GLH, TUT 120 Credits: 12
<b>Unit 2</b>	Engaging with an audience	Level 3 70 GLH, TUT 100 Credits: 10
<b>Unit 3</b>	Introduction to professional practice	Level 3 70 GLH, TUT 100 Credits: 10
<b>Unit 4</b>	Critical and contextual awareness	Level 3 60 GLH, TUT 90 Credits: 9
<b>Unit 5</b>	Production skills and context	Level 3 60 GLH, TUT 90 Credits: 9
<b>Unit 6</b>	Performance skills and context	Level 3 60 GLH, TUT 90 Credits: 9
<b>Unit 7</b>	Preparation for specialist study	Level 3 60 GLH, TUT 90 Credits: 9
<b>Unit 8</b>	Collaborative performance project	Level 3 140 GLH, TUT 360 Credits: 36

**TQT:** Total Qualification Time  
**TUT:** Total Unit Time  
**GLH:** Guided Learning Hours

### Extended Diploma in Performing & Production Arts

Mandatory units to be achieved: 12  
Total Qualification Time (TQT): 2030  
Total Guided Learning Hours (GLH): 1140  
Total Credits: 203

Students must complete Units 1–8 of the Diploma in addition to Units 9–12 and either Unit 12 or Unit 13:

<b>Unit 9</b>	Developing performance and production skills	Level 3 180 GLH, TUT 270 Credits: 27
<b>Unit 10</b>	Preparing for progression	Level 3 90 GLH, TUT 130 Credits: 13
<b>Unit 11</b>	Exploration of specialist study and context	Level 3 90 GLH, TUT 130 Credits: 13

Students must achieve one of the two optional units below:

<b>Unit 12</b>	Extended project	Level 3 180 GLH, TUT 460 Credits: 46
<b>Unit 13</b>	Extended project	Level 4 180 GLH, TUT 460 Credits: 46

## 1.4 Commentary on qualification structure

### Level 3 Diploma in Performing & Production Arts

The qualification will be delivered through eight units over a nominal one-year period. Units will vary in length to ensure that the qualification provides an appropriately supportive experience as students explore the diagnostic elements of the programme in preparation for further education or employment. Centres delivering the qualification should design assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of the assignments, and the specific performing and production arts activities which students are asked to engage with, are at the discretion of the centre.

**Units 1–4**, linked together form a coherent pattern of teaching and learning, provides the student with an introduction to the skills, knowledge and understanding necessary to explore, enhance and sustain their creative development and determine a standard from which all other activities and learning will develop. Students will be given a broad diagnostic introduction to the performing arts that will develop their understanding of the interrelated nature of the discipline.

**Unit 1** will provide the student with an introduction to a range of activities essential to the development and delivery of a performance. It will introduce the basic elements of drama, dance and music, the process of rehearsal, production and delivery of a performance, and impart an understanding of performing arts as a collaborative activity.

**Unit 2** will provide the student with an introduction to oral, written and visual communication as integral to activities in the performing arts. The student will explore and analyse meaning and how to convey a message to an audience through voice and performance.

**Unit 3** will provide the student with an introduction to the diversity of roles, responsibilities, employment and progression opportunities available within the sector. It will also introduce the student to the importance of health and safety as integral to the performer and production, and an understanding of the personal and professional characteristics needed for a career in the performing arts.

**Unit 4** will provide the student with an introduction to the investigation of both historical and contemporary context. Through a thematic approach to the subject the student will research a broad range of perspectives that influence the development of ideas within the performing arts.

**Units 5–7** will require the student to apply their newly acquired skills, knowledge and understanding in a series of more complex and demanding assignments in production, performance and design. Whilst beginning to explore the unique characteristics of specific performing arts activities, they will also be encouraged to recognise and understand the shared values uniting them.

**Unit 5** will provide the student with an opportunity to integrate knowledge and understanding acquired in Units 1–4, and to explore the specific skills and attributes required for production and design in the performing arts.

**Unit 6** will provide the student with an opportunity to integrate knowledge and understanding acquired in Units 1–4, and to explore the specific skills and attributes required for performance in the performing arts.

**Unit 7** will provide the student with an opportunity to integrate knowledge and understanding acquired in Units 1–4, and to explore the specific skills and attributes required for their own personal practice.

**Unit 8** as the summative and graded unit at the end of the one year Diploma qualification will provide the student with a measure of self directed learning in the completion of a substantial performing arts project. The unit will also provide an opportunity for the student to confirm continuation to year two of the Extended Diploma or to an alternative progression route.

**Unit 8** will require the student to make use of the skills, knowledge and understanding developed in Units 5–7 to complete a collaborative project. It will provide the student with a measure of self-directed learning, and an opportunity to begin to clarify their longer-term goals through their choice of an activity to explore in greater depth.

## Level 3 Extended Diploma in Performing & Production Arts

The qualification will be delivered through 12 units over a nominal two-year period. Units 1–8 are described on the previous page.

**Units 9–11** will provide the student with more focussed opportunities to explore activities and competencies within the performing arts, encouraging a personal dialogue in terms of ambitions, preferences and future progression opportunities. The student will take increasing responsibility for their own learning and personal ambitions.

**Unit 9** will require the student, to enter into a more formal dialogue of personal interrogation and diagnosis designed to identify strengths, enthusiasms and ambitions within a specific pathway. The unit will enable the student to develop the requisite artistic, professional and vocational skills necessary for progression within their chosen discipline.

**Unit 10** will require the student, through a process of research, dialogue, reflection and evaluation, to identify and prepare for specific Higher Education or employment progression routes appropriate to their ambitions. The unit will enable the student to demonstrate the requisite practical, intellectual and communication skills necessary for progression.

**Unit 11** will require the student to research and critically examine the influence of historical and contemporary contexts on the development of ideas and how this has informed their own practice. The unit will enable the student to demonstrate their understanding of the audience and to present the range of skills and knowledge acquired in their chosen discipline.

**Unit 12 and Unit 13** will provide the student with opportunities to refine and demonstrate the skills, knowledge and understanding appropriate to their choice of future career path and entry to Higher Education or related employment. The student will be required to complete and present a substantial self-directed performing arts project. Units 12 and 13, which are achieved at Level 3 or Level 4 respectively, require the student to demonstrate a more in-depth knowledge and sophisticated understanding of their chosen discipline, and the means by which the audience for that activity can be reached and addressed.

**Unit 12** provides an opportunity for the student to confirm their chosen specialism by engaging in activity related to their discipline(s) of choice. It is expected that they will take ownership of their learning by responding positively to the greater opportunities for individual expression and creativity afforded and demonstrate their ability to competently use the range of skills acquired throughout the course. Students will be

expected to demonstrate the capacity to initiate, research, develop, implement, reflect and evaluate a substantial project in preparation for Higher Education or employment in their chosen performing arts discipline.

**Unit 13** will require the student to affirm appropriate maturity by taking significantly greater responsibility for their own learning, demonstrating the capacity to initiate, research, develop, implement, reflect and evaluate a substantial project to a level commensurate with Level 4 prior to progression to Higher Education or employment in their chosen performing arts discipline.

## 1.5 Admissions

UAL Awarding Body recommends that students wishing to apply for the Level 3 Diploma and Extended Diploma in Performing and Production Arts have a minimum of:

- a UAL or equivalent Level 2 qualification **or**
- four GCSEs at grade C or grade 4 or above **or**
- an equivalent Level 2 functional skills qualification in English and Maths.

Music or dance grades of the appropriate level may also be considered as suitable entry qualifications.

The Centre must provide students with opportunities for re-taking English and Maths.

Students may be advised to complete these qualifications to ensure they have the best possible chance to progress to Higher Education.

## 1.6 Induction

Centres should provide the student with an induction to ensure that:

- A course handbook and any other supporting material to facilitate effective learning is provided
- Timetabling arrangements are clarified
- Academic tutorials systems are provided
- Learning support needs are identified and provided as appropriate
- Course structures and assessment requirements are explained for both internal assessment and external moderation
- Health and safety regulations and procedures are explained.

## 1.7 Planning the programme

UAL Awarding Body supports innovative approaches to programme design and delivery within the broad context of the qualification aims and the learning outcomes and assessment criteria. The programme can therefore be delivered in a variety of ways.

The qualification has been written to support a range of delivery options. The twelve units focus on underpinning processes and principles and deliberately avoid the specification of detailed contexts in which delivery should occur.

Although the intention of the qualification is to give students access to a range of disciplines, it is entirely feasible that more specialist delivery models could be used to support the development of students who begin the course with a clearer understanding of the disciplines in which they want to work. Delivery could therefore occur in the context of a particular specialist area such as popular music or dance.

However, delivery should be coherent and integrated, progressively focused upon the relationship between the development of students' work and the choices they make. As the programme progresses, students must be able to demonstrate achievement in learning in performing and production arts, paralleled by an increasing ability to coherently synthesise their experiences in preparation for the next stages of their professional development.

At all times students should be developing a skill base which acknowledges the interrelationship of the critical, theoretical and practical and the relationship between the development of their ideas and work and the choices they make regarding future progression.

Centres planning to deliver the qualification should familiarise themselves with the 12 individual unit specifications and support material including:

- Unit aims
- Unit learning outcomes
- Unit assessment criteria
- Unit indicative content
- Unit teaching strategies and learning activities
- Methods of assessment and evidence of achievement
- Necessary resources
- Grading criteria.

Not every centre will be expected to provide an identical programme, but will be required to cover the same learning outcomes and assessment criteria and ensure coherent sequencing, (patterns of teaching, learning and assessment which are continuous, interactive and integrative) rather than a fragmented approach across diverse disciplines.

## 1.8 Personal and professional development

The Diploma and Extended Diploma in Performing & Production Arts will provide students with opportunities to develop and utilise broad, transferable skills through encouraging an ethos of personal and professional development. Specifically, the programme will allow them to demonstrate:

- Initiative
- Independent inquiry
- Creative thinking
- Reflective learning
- Team-working
- Self management
- Effective participation
- Problem solving
- Communication.

## 1.9 Assessment

Units 1–7 of the [Level 3 Diploma in Performing & Production Arts](#) will be assessed and internally verified through students' portfolios of evidence and are subject to UAL Awarding Body's external quality assurance.

For the Level 3 Diploma in Performing and Production Arts, students must successfully complete units 1-7, before moving on to the final unit, unit 8.

For the Level 3 Extended Diploma in Performing and Production Arts, students must successfully complete units 9-11, before moving on to the final unit, unit 12 or 13.

For the Level 3 Diploma in Performing and Production Arts, students must successfully complete units 1-7, before moving on to the final unit, unit 8.

For the Level 3 Extended Diploma in Performing and Production Arts, students must successfully complete units 9-11, before moving on to the final unit, unit 12 or 13.

Unit 8, the final unit of the [Level 3 Diploma in Performing & Production Arts](#) and Units 12 and 13, the final units of the [Level 3 Extended Diploma in Performing & Production Arts](#) will be internally assessed,

internally and externally moderated against the assessment and grading criteria for those units.

- To achieve a Pass in any unit all assessment criteria must be met. Additionally, Units 8, 12 and 13 are graded, Pass, Merit or Distinction.
- To achieve a Merit or Distinction, all grade criteria in the respective categories must be met in full. Failure to meet assessment criteria will lead to referral. Students are allowed one opportunity to redeem a referral.

## 1.10 Accreditation and funding

The qualifications have been accredited by Ofqual and sit on the Regulated Qualifications Framework (RQF).

The qualification accreditation number or QAN for the Level 3 Diploma in Performing & Production Arts is [601/1780/1](#)

The qualification accreditation number or QAN for the Level 3 Extended Diploma in Performing & Production Arts is [601/1790/4](#)

Centres can find full details of Education Funding Agency (EFA) and Skills Funding Agency (SFA) funding arrangements for the qualification on 'the Hub' Learning aims search facility.

## 1.11 UCAS Tariff for 2016/17 onwards

The UAL Level 3 Diploma in Performing & Production Arts is included in the UCAS tariff and attracts tariff points for each final grade as shown below:

Pass	36
Merit	60
Distinction	84

The UAL Level 3 Extended Diploma in Performing & Production Arts is included in the UCAS tariff and attracts tariff points for each final grade as shown below:

Pass	72
Merit	120
Distinction	168



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**Level 3**

**Diploma and  
Extended Diploma**

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**Units and  
indicative content**

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# Unit 1

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## Principles of performance

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**Level: 3**  
**GLH: 80**

**TUT: 120**

**Credits: 12**

**Unit aim:** To provide the student with an introduction to a range of activities essential to the development and delivery of a performance. It will introduce the basic elements of technique and impart an understanding of performance as a collaborative activity.

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### Learning outcomes

On successful completion of this unit the student will:

1. Understand a range of activities in developing and delivering a performance.

2. Understand roles and relationships in a collaborative activity.

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### Assessment criteria

On successful completion of this unit the student can:

- 1.1 Critically compare and interpret activities used in performance.
- 1.2 Apply understanding of technical skills to support the delivery of a performance.

- 2.1 Evaluate the effectiveness of own and others roles in the delivery of a performance.

## Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit, which may be linked formally through a common assignment or assignments with Units 2, 3 and 4, is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the range of activities and elements used in performing and production.

This unit, together with Units 2, 3 and 4, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in the qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

The learning for this unit may be delivered through studio sessions, seminars, library research and educational visits designed to strengthen student confidence and familiarise them with the principles of performance.

Students should be encouraged to be adventurous and open-minded in exploring and evaluating a range of activities and processes.

The unit is designed to provide students with a theoretical, practical and physical experience. Practical activities will require the student to identify and understand a range of processes and techniques and to demonstrate their use in an appropriately skilful manner to ensure successful communication of ideas.

Students should be encouraged to relate their own experiences to the work of other artists and performers.

A range of activities might include:

- Warm-ups and read-throughs, rehearsal techniques and processes
- Dance, drama and music exercises
- Exploration and interpretation of narrative
- Staging, design and direction
- Individual presentations and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

## Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

## Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

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# Unit 2

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## Engaging with an audience

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**Level: 3**  
**GLH: 70**

**TUT: 100**

**Credits: 10**

**Unit aim:** To provide the student with an introduction to oral, written and visual communication in performing and production. It will enable students to explore and analyse meaning and how to convey a message to an audience.

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### Learning outcomes

On successful completion of this unit the student will:

1. Understand the characteristics and conventions of a live performance.
2. Be able to communicate meaning to an identified audience.

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### Assessment criteria

On successful completion of this unit the student can:

- 1.1 Analyse the characteristics of an audience.
- 1.2 Use understanding of audience characteristics and conventions in presenting a performance.
- 2.1 Critically compare a range of alternative methods used to convey meaning to an audience.
- 2.2 Apply appropriate methods for the communication of meaning to an audience.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit, which may be linked formally through a common assignment or assignments with Units 1, 3 and 4, is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the range of activities and elements used in performing and production.

This unit, together with Units 1, 3 and 4, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in the qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

The learning for this unit may be delivered through studio sessions, seminars, library research and educational visits designed to strengthen student confidence and engagement with an audience. Students should be encouraged to be adventurous and open minded in exploring and evaluating

a range of communication techniques, audience characteristics and the conventions and etiquette of live performance.

The unit is designed to provide students with a theoretical, practical and physical experience. Practical activities will require the student to identify and understand a range of communication techniques and to demonstrate their use in an appropriately skilful manner to ensure success in conveying meaning to an audience.

Students should be encouraged to reflect on their own participation and experiences as an audience.

A range of activities might include:

- Script reading and analysis
- Dance, drama and music exercises
- Theatre visits and critiques
- Staging, design and direction
- Individual presentations and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 3

## Introduction to professional practice

**Level: 3**  
**GLH: 70**

**TUT: 100**

**Credits: 10**

**Unit aim:** To provide the student with an introduction to the diversity of roles, responsibilities, employment and progression opportunities available within the sector. It will introduce the student to the importance of health and safety as integral to the performer and production and give an understanding of the characteristics needed for a career in the performing arts.

### Learning outcomes

On successful completion of this unit the student will:

1. Understand progression opportunities within the performing arts sector.
2. Understand and apply health and safety within the context of performing arts practice.
3. Be able to carry out roles and responsibilities consistent with professional practice.

### Assessment criteria

On successful completion of this unit the student can:

- 1.1 Locate, access and use information to support own development.
- 2.1 Describe and use a range of appropriate measures for ensuring the health of the performer and safety of the production.
- 3.1 Contribute to and complete tasks within a given framework and timescale.
- 3.2 Demonstrate sensitivity to individual needs.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit, which may be linked formally through a common assignment or assignments with Units 1, 2 and 4, is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the range of activities and elements used in performing and production.

This unit, together with Units 1, 2 and 4, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in the qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

The learning for this unit may be delivered through studio sessions, seminars, library research and educational visits designed to strengthen student understanding of professional practice. Students should be encouraged to be adventurous and open-minded in exploring and evaluating the range of career opportunities within the performing arts.

The unit is designed to provide students with a theoretical, practical and physical experience. It will require the student to identify and understand health and safety, fitness and nutrition and how it is applied in the context of the performer and performance.

It will also develop in the student an understanding of their own professional practice, ethical considerations and sensitivity to others. Students will be expected to demonstrate their understanding in an appropriately skilful manner and should be encouraged to relate their own experiences to the work of other artists and performers.

A range of activities might include:

- Theatre, studio or production company visits
- Seminars on different types of organisations and roles in the performing arts sector
- Visits from casting agencies
- Audition preparation and practice
- Lectures and exercises on fitness and nutrition
- Individual presentations and group work
- Case studies
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, research portfolios, essays, digital recordings and presentations. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 4

## Critical and contextual awareness

**Level: 3**  
**GLH: 60**

**TUT: 90**

**Credits: 9**

**Unit aim:** To provide the student with an introduction to the investigation of both historical and contemporary contexts and perspectives that influence the development of ideas within the performing arts.

### Learning outcomes

On successful completion of this unit the student will:

1. Understand critical perspectives that influence the analysis of performing and production arts activities.

2. Understand the contexts within which the performing and production arts are positioned.

### Assessment criteria

On successful completion of this unit the student can:

- 1.1 Critically compare a range of critical perspectives that influence the analysis of performing and production arts activities.
- 1.2 Apply knowledge of critical perspectives to the analysis of a range of performing and production arts activities.
- 1.3 Apply knowledge and understanding of critical perspectives to support own practice.
- 2.1 Critically compare a range of contexts within which performing and production arts are situated.
- 2.2 Apply an understanding of a range of contextual parameters to support own creative development.



### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit, which may be linked formally through a common assignment or assignments with Units 1, 2 and 3, is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the range of activities and elements used in performing and production arts.

This unit, together with Units 1, 2 and 3, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in the qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

The learning for this unit may be delivered through studio sessions, seminars, library research and educational visits designed to strengthen student confidence and familiarity with critical analysis and contextual awareness. This unit provides an early opportunity for students to develop their literacy through the production of extended textual analysis. Opportunities should also be provided for students to articulate their perceptions in facilitated discussions and group work.

Students should be encouraged to be adventurous and open-minded in their exploration of critical and contextual perspectives. Students should also be encouraged to recognise the informative relationship between the study of critical analysis and contextual perspectives and their own creative activities.

Critical awareness may address language and communication, form and meaning, values and purpose, and other related issues.

Contextual awareness may address cultural and ethical perspectives (historical and contemporary), social perspectives (shaping and representing society), professional contexts (workplaces, organisations and careers) and other related issues.

Practical activities in this unit will require the student to identify and understand contextual perspectives, apply analysis and evaluation, and record their perceptions in appropriate forms including extended texts.

A range of activities might include:

- An exploration of critical perspectives through a range of delivery forms, including lectures, seminars, discussion groups and workshops
- An exploration of contextual awareness, language and communication through a range of delivery forms including lectures, seminars, discussion groups and workshops
- Educational visits
- Library and archive research
- Individual and group work

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 5

## Production skills and context

**Level: 3**  
**GLH: 60**

**TUT: 90**

**Credits: 9**

**Unit aim:** To enable students to critically analyse, integrate and apply knowledge and understanding acquired in previous units and to explore the specific skills and attributes required for production and design in the performing arts.

### Learning outcomes

On successful completion of this unit the student will:

1. Be able to analyse and research a production design brief in the performing arts.

2. Be able to use an integrated approach to production design problem solving in the performing arts.

3. Be able to evaluate solutions to a production design briefs in performing arts.

### Assessment criteria

On successful completion of this unit the student can:

1.1 Analyse the requirements and parameters of a production design brief in performing arts.

1.2 Apply research activities to support solutions to a production design brief in performing arts.

2.1 Demonstrate the ability to plan, organise and present solutions to production design problems in performing arts.

2.2 Apply practical skills, understanding and methods to solve production design problems in performing arts.

3.1 Analyse the effectiveness of solutions to a production design brief in performing arts.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of assignments and the specific production and design activities, with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide the student with an opportunity to integrate the knowledge, skills and understanding acquired in Units 1–4, and explore these through a series of more complex and demanding assignments in production and design.

This unit, which may be linked formally through a common assignment or assignments with Unit 6, is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the unique characteristics of specific performing arts activities whilst also recognising and understanding the shared values uniting them.

Learning for the unit may be delivered as part of a performance space, studio or workshop based project designed to strengthen student confidence and familiarity with the range of activities needed to effectively solve an identified production problem, this could take the form of concept, organisation or production design. Opportunities should

be provided for students to articulate, record and present their solutions in both written and visual forms. Discussion groups, seminars, workshops and lectures may all be used to support the learning for this unit.

The learning for the unit may be delivered through assignments that encourage or require teamwork. It is recognised that team-working is common practice in much of the performing and production arts industry. The learning may be delivered through an externally set 'live' assignment, encouraging student understanding of commercial constraints and the need for a sound working methodology.

Students should be encouraged to relate their own learning to that of other artists and performers.

A range of activities might include:

- Exploration and interpretation of narrative and script writing
- Casting and rehearsal
- Exploration and interpretation of narrative
- Staging, design and direction
- Costume and set design
- Discussion groups to analyse the effectiveness of various alternative solutions
- Peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: personal reflective journals, plans, visual development work, images, designs, media, artefacts, reports, extended writing, workbooks, notebooks, research portfolios, scripts, constructed objects, maquettes or digital recordings

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 6

## Performance skills and context

**Level: 3**  
**GLH: 60**

**TUT: 90**

**Credits: 9**

**Unit aim:** To enable students to critically analyse, integrate and apply, knowledge and understanding acquired in previous units and to explore the specific skills and attributes required for performance in the performing arts.

### Learning outcomes

On successful completion of this unit the student will:

1. Be able to analyse and research a performance brief in the performing arts.
2. Be able to use an integrated approach to performance problem solving in the performing arts.
3. Be able to evaluate solutions to a performing arts brief.

### Assessment criteria

On successful completion of this unit the student can:

- 1.1 Analyse the requirements and parameters of a performance brief in performing arts.
- 1.2 Apply research activities to support solutions to a performance brief in performing arts.
- 2.1 Demonstrate the ability to plan, organise and present solutions to a performance problem in performing arts.
- 2.2 Apply practical skills, understanding and methods to solve performance problems in performing arts.
- 3.1 Analyse the effectiveness of solutions to a performing arts brief.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of assignments, and the specific production and design activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide the student with an opportunity to integrate the knowledge, skills and understanding acquired in Units 1–4, and explore these through a series of more complex and demanding assignments in performance.

This unit, which may be linked formally through a common assignment or assignments with Unit 5, is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the unique characteristics of specific performing arts activities whilst also recognising and understanding the shared values uniting them.

Learning for the unit may be delivered as part of a performance space, studio or workshop based project designed to strengthen student confidence and familiarity with the range of activities needed to effectively solve an identified performance problem, this could take the form of concept,

organisation or performance design. Opportunities should be provided for students to articulate, record and present their solutions in both written and visual forms. Discussion groups, seminars, workshops and lectures may all be used to support the learning for this unit.

The learning for the unit may be delivered through assignments that encourage or require teamwork. It is recognised that team-working is common practice in much of the performing and production arts industry. The learning may be delivered through an externally set 'live' assignment encouraging student understanding of commercial constraints and the need for a sound working methodology.

Students should be encouraged to relate their own learning to that of other artists and performers.

A range of activities might include:

- Exploration and interpretation of narrative and script
- Casting and rehearsal
- Staging, design and direction
- Meaning and communication of ideas
- The self and relationship to the audience
- Discussion groups to analyse the effectiveness of various alternative solutions
- Peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students.

The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: personal reflective journals, plans, images, designs, media, artefacts, reports, workbooks, notebooks, research portfolios, scripts, digital recordings and witness statements of performance.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 7

## Preparation for specialist study

**Level: 3**  
**GLH: 60**

**TUT: 90**

**Credits: 9**

**Unit aim:** To provide the student with an opportunity to critically analyse, integrate and apply the knowledge and understanding acquired in the previous units and to explore the specific skills and attributes required for their own personal practice.

### Learning outcomes

On successful completion of this unit the student will:

1. Be able to identify, select and use skills, techniques and processes appropriate to current level and subject and to inform future study.
2. Understand and apply the main elements, information and ideas to sustain creative development in chosen subject.
3. Use relevant presentation skills to communicate to appropriate audiences.

### Assessment criteria

On successful completion of this unit the student can:

- 1.1 Analyse own progress and performance to identify relevant opportunities for future study.
- 1.2 Demonstrate practical skills and processes appropriate to personal development.
- 2.1 Apply practical, theoretical and technical understanding within a chosen subject.
- 2.2 Demonstrate commitment and professionalism within regular and sustained practice.
- 3.1 Present themselves and their work to a specified audience.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide a coherent body of skills and knowledge that will enable the student to develop an understanding of the specific techniques and processes required to support a range of activities and elements used in performing and production.

This unit should provide the underpinning technical skills, knowledge and understanding specific to the students' chosen area of study. It is recognised that the potential for areas of exploration and study are wide, it is therefore important to ensure that students receive the correct advice and guidance to ensure they achieve appropriate standards in both practical and theoretical activities.

The learning for this unit may be delivered over a sustained period through studio and workshop sessions, with supporting research and educational visits designed to strengthen student understanding, technical skills, ability and confidence.

Students should be encouraged to be adventurous and open-minded in exploring and evaluating a range of activities and processes.

The unit is designed to provide students with a theoretical, practical and physical experience. Practical activities will require the student to identify and understand a range of processes and techniques and to demonstrate their use in an appropriately skilful manner to ensure successful communication of ideas.

Students should be encouraged to relate their own experiences to the work of other artists and performers.

A range of activities might include:

- Workshops appropriate to individual skills development
- Warm-ups and read-throughs, rehearsal techniques and processes
- Dance, drama and music exercises
- Exploration and interpretation of narrative
- Staging, design and direction
- Individual presentations and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate

support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, research portfolios, digital recordings, presentations and witness statements of performance.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 8

## Collaborative performance project

**Level: 3**

**GLH: 140**

**TUT: 360**

**Credits: 36**

**Unit aim:** To provide students with the opportunity to make use of the skills, knowledge and understanding developed through the previous units in the completion of a collaborative project. The unit will provide students with a measure of self-directed learning and enable them to clarify their longer-term goals through their choice of an activity to explore in greater depth.

### Learning outcomes

On successful completion of this unit the student will:

1. Understand the requirements of a collaborative performance project.

2. Understand roles and relationships in a collaborative activity.

3. Be able to use skills knowledge and understanding in the completion of a collaborative performance project.

4. Be able to evaluate own and others contribution to a collaborative performance project.

### Assessment criteria

On successful completion of this unit the student can:

1.1 Analyse the requirements and parameters of a collaborative performance project.

2.1 Review a range of research sources to support the production of a performance project.

2.2 Interpret research to develop ideas and effectively communicate creative proposals.

2.3 Demonstrate the ability to contribute to the planning, organisation and development of a collaborative performance.

3.1 Apply practical skills, knowledge and understanding to complete a collaborative performance project within an agreed time frame.

4.1 Critically evaluate a collaborative performance project against the agreed requirements and parameters.



### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide an opportunity for the student to use the skills and knowledge developed in previous units and will enable the student to demonstrate their understanding of the range of activities, personal skills and elements used in production and performance, through the process of collaboration on a performance project. The learning for this unit should be structured to allow students the opportunity to exercise a degree of self-direction in developing their ideas within specified constraints.

It will be important for centres to provide a structure that is appropriately supportive whilst encouraging student ambition and initiative. Good practice will ensure that students are provided with an opportunity to discuss their intentions and proposed contributions with their peers and delivery staff,

prior to making a commitment to a coherent proposal. It is important that students recognise the value of communication, with both their peers and professional staff in the analysis and evaluation of their ideas and ambitions. Students should be encouraged to recognise that they will need to be realistic in terms of achievable goals, material resources and time-management. The centre should determine the format of the project and the proposal.

Individual responsibilities and contributions to the project will need to be clearly identifiable. The unit provides an ideal opportunity for students to extend and develop their use of a personal reflective journal to record their ideas and perceptions in the development, execution and evaluation of the project.

The learning for this unit should be delivered through a studio environment or workshops and may be supported by educational visits, seminars and group discussion. Learning activities should be designed to develop the students ability to take responsibility for the direction and organisation of their own learning. Students should be encouraged to adopt a reflective and evaluative attitude at all stages in the completion of the project and

demonstrate their ability to communicate and collaborate with their peers and professional staff.

Students should be encouraged to relate their own experiences to the work of other artists and performers.

A range of activities might include:

- Front of house activities
- Production meetings
- Stage management and organisation
- Costume and wardrobe supervision
- Staging, design and direction
- Warm-ups, read-throughs and rehearsals
- Understudying
- Ensemble performance work
- Individual presentations and group work
- Discussion groups to analyse, consider and confirm ideas
- Peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and internally and externally moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 9

## Developing performance and production skills

**Level: 3**

**GLH: 180**

**TUT: 270**

**Credits: 27**

**Unit aim:** To provide students with an opportunity to enter into a more formal dialogue of personal interrogation and diagnosis designed to identify strengths, enthusiasms and ambitions within a specific pathway, and to develop the requisite artistic, professional and vocational skills necessary for progression within their chosen discipline.

### Learning outcomes

On successful completion of this unit the student will:

1. Be able to identify, select and use appropriate techniques and skills for an identified discipline.
2. Be able to use a range of skills, knowledge and understanding in the context of a performing and production arts activity.
3. Be able to present themselves and their own work.
4. Be able to use evaluation in support of performing and production arts activities.

### Assessment criteria

On successful completion of this unit the student can:

- 1.1 Identify and select appropriate techniques to develop ideas.
- 1.2 Demonstrate practical, technical and theoretical understanding.
- 2.1 Use critical and contextual approaches to inform ideas.
- 2.2 Use knowledge to plan and develop ideas for a specified activity.
- 2.3 Confidently apply a range of practical skills, knowledge and understanding to develop creative solutions for a specified activity.
- 3.1 Effectively prepare and present themselves and their own work to a specified audience.
- 4.1 Use advice and guidance to improve own learning.
- 4.2 Critically evaluate own progress and performance.
- 4.3 Critically reflect on learning to inform personal development.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to further develop the student's understanding of the particular artistic, professional and vocational skills necessary for progression within a chosen discipline. The unit provides an opportunity for the student to critically examine their own strengths and capabilities in relation to a range of performing and production arts activities, and to define their emerging ambitions and longer term goals, either within employment or higher education.

It is intended that the learning for this unit should be delivered through a range of appropriately structured investigative assignments supported by regular workshops designed to build student knowledge and skills in their chosen area and enhance student self-knowledge in relation to identified performing and production arts activities. Students should be encouraged to relate their own experiences to the work of other artists and understand the broader context in which the performing and production arts are situated.

A range of activities might include:

- Technical workshops specific to the students intended progression
- Warm-ups and read-throughs, rehearsal techniques and processes
- Dance, drama and music exercises
- Exploration and interpretation of narrative
- Educational visits
- Staging, design and direction
- Individual presentations and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 10

## Preparing for progression

**Level: 3**  
**GLH: 90**

**TUT: 130**

**Credits: 13**

**Unit aim:** To prepare students, through a process of research, dialogue, reflection and evaluation, to identify and prepare for specific higher education or employment progression routes appropriate to their ambitions. The unit will enable the student to demonstrate the requisite practical, intellectual and communication skills necessary for progression.

### Learning outcomes

On successful completion of this unit the student will:

1. Understand progression routes and related audition and application processes.
2. Understand communication, skills and knowledge for progression routes.
3. Be able to use presentation skills and knowledge to make applications for future study or work.

### Assessment criteria

On successful completion of this unit the student can:

- 1.1 Critically evaluate own strengths and ambitions to support own development and meet identified goals.
- 1.2 Use knowledge and understanding of progression routes to make applications within performing arts education or related employment.
- 2.1 Critically evaluate communication channels used to promote progression within performing arts.
- 2.2 Use understanding of the communication skills and knowledge required to support own progression goals within performing arts.
- 3.1 Demonstrate the presentation skills and knowledge required to make applications to progression routes within performing arts.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to develop the student's understanding of the range of educational and career opportunities within performing and production arts. The unit should be used to encourage the development of a range of effective communication and presentation skills appropriate to progression opportunities.

The learning for this unit should be delivered through a range of appropriately structured research and investigative activities combined with opportunities for the student to explore and develop a range of communication and presentational tools appropriate for application, audition and interview processes. The unit may include a period of work placement to provide relevant experience for those students wishing to progress directly into employment.

The range of activities should facilitate student understanding of the range of progression opportunities available within performing and production arts education and employment,

and how to organise and present themselves and their work to ensure effective communication to an identified audience.

A range of activities might include:

- Opportunities for work experience within a performing arts environment
- CV writing and applications
- Seminars on entrepreneurship and self-promotion
- Research into agents, agencies and casting opportunities
- Simulated auditions and interviews
- Portfolio building and HE applications
- Research into funding through loans, sponsorships and bursaries
- Individual presentations and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, CVs, letters of application, personal statements and promotional materials, research portfolios, digital recordings and witness statements of performance.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 11

## Exploration of specialist study and context

**Level: 3**  
**GLH: 90**

**TUT: 130**

**Credits: 13**

**Unit aim:** This unit is designed to enable students to understand a range of critical and contextual perspectives and approaches influencing performing and production arts. Students will demonstrate their understanding through a personal research project in an area of interest, preparing them for the direction of their final project.

### Learning outcomes

On successful completion of this unit the student will:

1. Understand the principles and practices of a chosen discipline.
2. Be able to locate and evaluate information from a range of written and/or visual sources.
3. Be able to communicate ideas and arguments in an academic form.

### Assessment criteria

On successful completion of this unit the student can:

- 1.1 Critically describe a range of contextual perspectives influencing a chosen discipline in performing and production arts.
- 1.2 Apply knowledge and understanding of critical perspectives to inform own practice.
- 2.1 Identify a range of relevant academic and cultural sources for a personal research project.
- 2.2 Critically evaluate information from a range of sources to inform ideas.
- 3.1 Apply academic conventions in the production and presentation of ideas.
- 3.2 Effectively communicate ideas in appropriate formats.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide an opportunity for students to take greater control of their own learning by independently researching and presenting an investigation into an area of a personal interest within performing and production arts. It is intended that the personal investigative study should be a precursor to the final extended project and may be used to influence and inform direction and decision making for the students final project proposal.

The unit will require the student to identify and understand the principles and practices of their chosen subject and to demonstrate their conclusions in an appropriately skilful manner using the correct academic conventions to ensure successful communication of ideas.

Students should be encouraged to relate their own experiences to the work of other artists and performers.

A range of activities might include:

- Investigations into other artists and performers
- The production of original scripts or scores
- Investigations into historical and contemporary influences in performing and productions arts
- Library and archive research
- Use of traditional, new media and multi-channel communication tools
- Social, political, environmental and ethical contexts
- Academic conventions, Harvard referencing and citing
- Note taking
- Essay writing
- Critiques and analysis
- Group discussion and presentations.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

It is expected that students should produce a piece of extended writing of a minimum 1,500 words.

Other evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 12

## Extended project (Level 3)

**Level: 3**

**GLH: 180**

**TUT: 460**

**Credits: 46**

**Unit aim:** To provide an opportunity for students to engage in an extended activity related to their discipline of choice. The unit will enable students to take responsibility for their learning by responding positively to the greater opportunities for individual expression and creativity afforded, and to demonstrate their achievement through proposing and realising a project which integrates the skills, knowledge and understanding acquired throughout the course.

### Learning outcomes

On successful completion of this unit the student will:

1. Be able to initiate and develop a performing and production arts project proposal.
2. Be able to use research, analysis and evaluation to develop solutions for a performing and production arts project.

### Assessment criteria

On successful completion of this unit the student can:

- 1.1 Use critical and contextual perspectives to initiate a performing and production arts project proposal.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a performing and production arts project proposal.
- 2.1 Use research to support the development of a performing and production arts project.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a performing and production arts project.



<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Learning outcomes</b>	<b>Assessment criteria</b>
On successful completion of this unit the student will:	On successful completion of this unit the student can:	On successful completion of this unit the student will:	On successful completion of this unit the student can:
3. Be able to solve practical, theoretical and technical problems in a performing and production arts project.	3.1 Solve practical and technical problems within a performing and production arts project.  3.2 Solve theoretical problems within a performing and production arts project.	6. Be able to use evaluative and reflective skills in a performing and production arts project.	6.1 Maintain evaluative and reflective records of the development of a performing and production arts project.  6.2 Use evaluative and reflective skills to make decisions for a performing and production arts project.
4. Be able to plan, organise and produce a performing and production arts project.	4.1 Demonstrate the ability to plan, organise and produce a performing and production arts project within an agreed time frame.	7. Be able to present a performing and production arts project.	7.1 Explore strategies to present a performing and production arts project.
5. Be able to use practical methods and skills in a performing and production arts project.	5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a performing and production arts project.		7.2 Present a performing and production arts project to a specified audience.

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# Unit 12

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## Extended project (Level 3)

### Indicative content, teaching strategies and learning activities

It is important to note that Unit 12 (Level 3) and Unit 13 (Level 4) have identical learning outcomes but different assessment criteria. It is anticipated that centres will deliver the learning for these units together. The assessment evidence submitted by the student will determine achievement at Level 3 or Level 4.

Centres delivering the qualification should support activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. Centres should ensure that individual student project proposals provide the learning necessary to be able to achieve at the highest level possible.

The unit aims to provide students with an opportunity to take significantly greater responsibility for their own learning by initiating, researching, implementing and evaluating a project proposal and realisation within a chosen professional context. The degree of self-direction that students will be required to display is in recognition of the educational model prevalent within Higher Education and in preparation for employment.

The choice of proposed subject, subsequent research and all relevant activity in support of the project will be defined by the student or student group in consultation with tutors.

Student support should be provided through normal tutorial or seminar sessions.

Students should be encouraged to be adventurous and open-minded in exploring and evaluating a range of activities and processes and to relate their own experiences to the work of other artists and performers.

Students should understand:

- A range of critical and contextual perspectives and approaches that can be used in the development of a project proposal
- The need for research that has relevance and appropriate depth and breadth to support the project development and realisation
- How to analyse and evaluate research evidence to inform and support ideas
- How to integrate practical, theoretical and technical understanding to realise the project
- How to maintain and use records of critical analysis and evaluation of the working processes leading to the realisation of the project
- How to articulate in an appropriate form an analysis and evaluation of the working processes which have led to the realisation of the project
- How to use appropriate forms and techniques to present themselves and their work to an audience.

This unit requires students to produce a written project proposal of about 500 words. The proposal should address the following:

- A review of the students' progress and achievement to date
- The project concept and rationale
- How the project will be evaluated and reviewed.

In addition, students should provide:

- A timetabled action plan
- A bibliography detailing all research sources.

All students will need to balance ambition, time and resources in the realisation of the project.

Collaborative projects will require not only the management of self, but the additional challenge of ensuring contributing partners and ensemble deliver their responsibilities to an appropriate standard within the agreed time-frame.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and internally and externally moderated through a student's portfolio of evidence against the learning outcomes and assessment grading criteria.

The unit is graded Pass, Merit, Distinction and determines the overall grade for the Diploma. A student who submits evidence that fails to meet the assessment criteria will be referred.

Evidence is not prescribed. It could typically include:

- Records of planning, research and ideas development recorded in workbooks, digital format, notebooks or personal reflective journals
- Records of analysis and reflection including responses to peer, tutor and audience feedback.
- Records of project development including storyboards, visual development work, recordings of rehearsals, designs, media and artefacts
- Digital recordings of presentations and witness statements of performance.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 13

## Extended project (Level 4)

**Level: 4**

**GLH: 180**

**TUT: 460**

**Credits: 46**

**Unit aim:** To provide an opportunity for students to engage in an extended activity related to their discipline of choice. The unit will enable students to take responsibility for their learning by responding positively to the greater opportunities for individual expression and creativity afforded, and to demonstrate their achievement through proposing and realising a project which integrates the skills, knowledge and understanding acquired throughout the course.

### Learning outcomes

On successful completion of this unit the student will:

1. Be able to initiate and develop a performing and production arts project proposal.
2. Be able to use research, analysis and evaluation to develop solutions for a performing and production arts project.

### Assessment criteria

On successful completion of this unit the student can:

- 1.1 Use a range of critical and contextual perspectives to initiate a performing and production arts project proposal.
- 1.2 Use detailed analysis and evaluation to clarify and develop ideas for a performing and production arts project proposal.
- 2.1 Use wide ranging and in-depth research to support the development of a performing and production arts project.
- 2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a performing and production arts project.

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Learning outcomes</b>	<b>Assessment criteria</b>
On successful completion of this unit the student will:	On successful completion of this unit the student can:	On successful completion of this unit the student will:	On successful completion of this unit the student can:
3. Be able to solve practical, theoretical and technical problems in a performing and production arts project.	3.1 Solve complex practical and technical problems within a performing and production arts project.  3.2 Solve complex theoretical problems within a performing and production arts project.	6. Be able to use evaluative and reflective skills in a performing and production arts project.	6.1 Maintain detailed, critically evaluative and reflective records of the development of a performing and production arts project.  6.2 Use evaluative and reflective skills to make perceptive decisions for a performing and production arts project.
4. Be able to plan, organise and produce a performing and production arts project.	4.1 Demonstrate the ability to efficiently plan, organise and produce a performing and production arts project within an agreed time frame.	7. Be able to present a performing and production arts project.	7.1 Explore a range of considered strategies to present a performing and production arts project.  7.2 Present a performing and production arts project skilfully and proficiently to a specified audience.
5. Be able to use practical methods and skills in a performing and production arts project.	5.1 Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a performing and production arts project.		

# Unit 13

## Extended Project (Level 4)

### Indicative content, teaching strategies and learning activities

It is important to note that Unit 12 (Level 3) and Unit 13 (Level 4) have identical learning outcomes but different assessment criteria. It is anticipated that centres will deliver the learning for these units together. The assessment evidence submitted by the student will determine achievement at Level 3 or Level 4.

Centres delivering the qualification should support activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. Centres should ensure that individual student project proposals provide the learning necessary to be able to achieve at the highest level possible.

The unit aims to provide students with an opportunity to take significantly greater responsibility for their own learning by initiating, researching, implementing and evaluating a project proposal and realisation within a chosen professional context. The degree of self-direction that students will be required to display is in recognition of the educational model prevalent within HE and in preparation for employment.

The choice of proposed subject, subsequent research and all relevant activity in support of the project will be defined by the student or student group

in consultation with tutors. Student support should be provided through normal tutorial or seminar sessions.

Students should be encouraged to be adventurous and open-minded in exploring and evaluating a range of activities and processes and to relate their own experiences to the work of other artists and performers.

Students should understand:

- A range of critical and contextual perspectives and approaches that can be used in the development of a project proposal
- The need for research that has relevance and appropriate depth and breadth to support the project development and realisation
- How to analyse and evaluate research evidence to inform and support ideas
- How to integrate practical, theoretical and technical understanding to realise the project
- How to maintain and use records of critical analysis and evaluation of the working processes leading to the realisation of the project
- How to articulate in an appropriate form an analysis and evaluation of the working processes which have led to the realisation of the project
- How to use appropriate forms and techniques to present themselves and their work to an audience.

This unit requires students to produce a written project proposal of about 500 words. The proposal should address the following:

- A review of the students' progress and achievement to date
- The project concept and rationale
- How the project will be evaluated and reviewed.

In addition students should provide:

- A timetabled action plan
- A bibliography detailing all research sources.

All students will need to balance ambition, time and resources in the realisation of the project. Collaborative projects will require not only the management of self but the additional challenge of ensuring contributing partners and ensemble deliver their responsibilities to an appropriate standard within the agreed time-frame.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and internally and externally moderated through a student's portfolio of evidence against the learning outcomes and assessment grading criteria.

The unit is graded Pass, Merit, Distinction and determines the overall grade for the Diploma. A student who submits evidence that fails to meet the assessment criteria will be referred.

Evidence is not prescribed. It could typically include:

- Records of planning, research and ideas development recorded in workbooks, digital format, notebooks or personal reflective journals
- Records of analysis and reflection including responses to peer, tutor and audience feedback.
- Records of project development including storyboards, visual development work, recordings of rehearsals, designs, media and artefacts
- Digital recordings of presentations and witness statements of performance

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

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## Unit 8

### Collaborative performance project

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#### Guidance for students

In producing the project proposal, and in preparing for the project realisation, you should familiarise yourself with Unit 8 of the qualification.

In particular, you should understand the assessment and grading criteria which will be used to determine standards of achievement.

Unit 8 requires you to produce a project proposal of approximately 350 words (excluding the project plan and bibliography). Project proposals should not be so succinct that they do not address the requirements listed below, nor should they be excessively long and unfocused. Your project proposal should be sufficiently challenging to ensure you have the best possible chance of meeting the grading criteria.

The project proposal must be word processed and presented under the headings listed here.

#### Section 1 Rationale

(Approx. 100 words)

Within this section you should reflect on, review and summarise your progress and achievements throughout the first 7 units of the qualification. It's an opportunity for you to communicate the knowledge, skills and understanding you have acquired; what you know now, and what it means to you, compared with what you knew and could do before you started the course. You should also explain how this has influenced your choice of pathway and your project proposal.



## Section 2

### Project concept

(Approx. 200 words)

Here you should clearly explain the concept and aims of your project. Provide details on the research and ideas that will support its development and what you anticipate producing. You should also express the levels and types of resources that you will need, and an indication of the form in which you will complete and present your final realisation within the allocated timescale.

## Section 3

### Evaluation

(Approx. 50 words)

Explain how you will reflect on and evaluate your work as both an ongoing activity and at the conclusion of the project. You should describe how you intend to record your decision making, and how you will document changes to your ideas as the project progresses. The evaluation should reference your stated aims, and be reflective and analytical rather than a description of actions completed. When working in collaboration with others you should comment on how this may impact either positively or adversely, and explain the steps you might take to minimise disruption to your own progress.

## Section 4

### Project action plan and timetable

This section is an opportunity to outline your planning and organisation over a period of weeks, and the activities you will need to carry out in order to successfully complete your project within the agreed timeframe. It is important that you consider how you will balance ambition, time and realism in the realisation of the project. This should include what you are going to do, how you will do it and by when. The more time and thought you give to planning your project the more successful it is likely to be. Remember to include time taken to undertake practical actions such as: sourcing materials, questionnaires and accessing workshops. You should also incorporate tutorial and peer group feedback, and where you will incorporate independent study. If working on a collaborative project, individual responsibilities and contributions will need to be clearly identifiable.

## Section 5

### Proposed research sources and bibliography (Harvard format)

In this section you should record the initial research sources (both primary and secondary) that you intend to use. Your sources of research should be as wide reaching as possible, including: visits to museums galleries and theatres; libraries, books and magazines; films, TV and radio programmes; and online research sources. Where appropriate you should use the Harvard system of referencing. The bibliography should be continuously updated as the project progresses.

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## Unit 12 Unit 13

### Extended project

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## Guidance for students

In producing the project proposal, and in preparing for the project realisation you should familiarise yourself with Units 12 and 13 of the qualification. In particular, you should understand the assessment and grading criteria which will be used to determine standards of achievement.

Units 12 and 13 require you to produce a project proposal of about 500 words, excluding the project action plan and bibliography. Project proposals should not be so succinct that they do not address the requirements listed below nor should they be excessively long and unfocused. Your project proposal should be sufficiently challenging to ensure you have the best possible chance of meeting the grading criteria.

The project proposal must be word processed and should contain the following:

**Project proposal template**

- Centre name and number
- Student name and number
- Project proposal title and date
- Main area of activity/pathway, e.g dance, drama etc.

**Section 1**  
**Rationale**  
(approximately 150 words).

This section provides you with an opportunity to reflect on, review and summarise your progress and achievements through the first 11 units, and the knowledge, skills and understanding you have acquired. What you know now, and what it means to you, compared with what you knew and could do before you started the course, and how this has influenced your choice of pathway and your project proposal. It also provides an opportunity for you to explain your reasons for choosing a particular pathway and to outline both your immediate and longer-term aspirations.

## Section 2 Project concept

(approximately 200 words).

This section provides an opportunity for you to clearly explain the concept and aims of your personal contribution to the extended project, production or performance, the research and ideas that will support its development, what you anticipate producing, the levels and types of resources that you will need and an indication of the form in which you will complete and present your final realisation within the allocated timescale.

## Section 3 Evaluation

(approximately 150 words).

This section provides an opportunity for you to explain how you will reflect on, and evaluate, your work, as both an on-going activity and at the conclusion of the project. You should describe how you intend to record your decision-making and how you will document changes to your ideas as work progresses. The evaluation should be referenced to your stated aims and be reflective and analytical rather than a description of actions completed. When working in collaboration with others you should comment on how this may impact either positively or adversely and steps you can take to minimise disruption to your own progress.

## Project action plan and timetable

This section provides you with an opportunity to outline your planning and organisation over a period of weeks and the activities you will need to carry out in order to successfully complete your project within the agreed time-frame. It is important that you consider how you will balance ambition, time and realism in the realisation of the project. This should include what you are going to do, how you will do it and by when. The more time and thought you give to planning your project the more successful it is likely to be. Remember to include time taken to visit sources; sourcing materials, questionnaires, access to workshops, tutorial and peer group feedback opportunities and where you will incorporate independent study.

## Proposed research sources and bibliography (Harvard Format)

This section provides an opportunity to record the initial research sources, both primary and secondary, that you intend to use. Your sources of research should be as wide as possible, including libraries, museums and galleries, books, theatre/film/video, magazines, TV/radio programmes, web sites etc. Where appropriate you should use the Harvard system of referencing. The bibliography should be continuously updated as the project progresses.

## Unit 8: Collaborative performance project

Unit 8, the final unit of the Level 3 Diploma in Performing & Production Arts and the end of the first year of the Extended Diploma, allows for the evidence submitted by the student to be assessed and graded.

The overall grade for the Level 3 Diploma in Performing and Production Arts is determined by the student's achievement in Unit 8.

All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

### **Referral**

If a candidate provides insufficient evidence to meet all of the assessment criteria then that candidate is referred. The candidate has one further opportunity to redeem the referral by submitting additional evidence within a time-frame agreed by the centre and confirmed to UAL Awarding Body.

### **Fail**

If the candidate is unable to provide further evidence that meets the assessment criteria then they will receive a Fail grade.

### **Pass**

To achieve a Pass grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 8.

### **Merit**

To achieve a Merit grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 8 plus all of the following Merit grade criteria listed here.

### **Distinction**

To achieve a Distinction grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 8 plus all of the following Merit and Distinction grade criteria listed here.

## 1. Context

### **Pass**

1.1 Analyse the requirements and parameters of a collaborative performance project.

### **Merit**

1.1 Analyse the requirements and parameters of a collaborative performance project to a high standard.

### **Distinction**

1.1 Analyse the requirements and parameters of a collaborative performance project to a very high standard.

## 2. Research

### Pass

- 2.1 Review a range of research sources to support the production of a performance project.
- 2.2 Interpret research to develop ideas and effectively communicate creative proposals.
- 2.3 Demonstrate the ability to contribute to the planning, organisation and development of a collaborative performance.

### Merit

- 2.1 Review a range of research sources to support the production of a performance project to a high standard.
- 2.2 Interpret research to develop ideas and effectively communicate creative proposals to a high standard.
- 2.3 Demonstrate the ability to contribute to the planning, organisation and development of a collaborative performance to a high standard.

### Distinction

- 2.1 Review a range of research sources to support the production of a performance project to a very high standard.
- 2.2 Interpret research to develop ideas and effectively communicate creative proposals to a very high standard.
- 2.3 Demonstrate the ability to contribute to the planning, organisation and development of a collaborative performance to a very high standard.

## 3. Practical Skills

### Pass

- 3.1 Apply practical skills, knowledge and understanding to complete a collaborative performance project within an agreed time frame.

### Merit

- 3.1 Apply practical skills, knowledge and understanding to complete a collaborative performance project within an agreed time frame to a high standard.

### Distinction

- 3.1 Apply practical skills, knowledge and understanding to complete a collaborative performance project within an agreed time frame to a very high standard.

## 4. Evaluation and Reflection

### Pass

- 4.1 Critically evaluate a collaborative performance project against the agreed requirements and parameters.

### Merit

- 4.1 Critically evaluate a collaborative performance project against the agreed requirements and parameters to a high standard.

### Distinction

- 4.1 Critically evaluate a collaborative performance project against the agreed requirements and parameters to a very high standard.

## Unit 12: Extended Project (Level 3)

The overall grade for the Level 3 Extended Diploma in Performing and Production Arts is determined by the student's achievement on the final unit of the qualification at either Level 3 (Unit 12) or Level 4 (Unit 13)

Unit 12 is set at Level 3 and provides for the evidence submitted by the student to be assessed and graded against Level 3 criteria.

All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

### Referral

If a candidate provides insufficient evidence to meet all of the assessment criteria then that candidate is referred. The candidate has one further opportunity to redeem the referral by submitting additional evidence within a time-frame agreed by the centre and confirmed to UAL Awarding Body.

### Fail

If the candidate is unable to provide further evidence that meets the assessment criteria then they will receive a Fail grade.

### Pass

To achieve a Pass grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 12.

### Merit

To achieve a Merit grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 12 plus all of the following Merit grade criteria listed here.

### Distinction

To achieve a Distinction grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 12 plus all of the following Merit and Distinction grade criteria listed here.

## 1. Context

### Pass

- 1.1 Use critical and contextual perspectives to initiate a performing and production arts project proposal.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a performing and production arts project proposal.

### Merit

- 1.1 Use critical and contextual perspectives to initiate a performing and production arts project proposal to a high standard.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a performing and production arts project proposal to a high standard.

### Distinction

- 1.1 Use critical and contextual perspectives to initiate a performing and production arts project proposal to a very high standard.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a performing and production arts project proposal to a very high standard.

## 2. Research

### Pass

- 2.1 Use research to support the development of a performing and production arts project.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a performing and production arts project.

### Merit

- 2.1 Use research to support the development of a performing and production arts project to a high standard.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a performing and production arts project to a high standard.

### Distinction

- 2.1 Use research to support the development of a performing and production arts project to a very high standard.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a performing and production arts project to a very high standard.

## 3. Problem solving

### Pass

- 3.1 Solve practical and technical problems within a performing and production arts project.
- 3.2 Solve theoretical problems within a performing and production arts project.

### Merit

- 3.1 Solve practical and technical problems within a performing and production arts project to a high standard.
- 3.2 Solve theoretical problems within a performing and production arts project to a high standard.

### Distinction

- 3.1 Solve practical and technical problems within a performing and production arts project to a very high standard.
- 3.2 Solve theoretical problems within a performing and production arts project to a very high standard.

## 4. Planning and production

### Pass

- 4.1 Demonstrate the ability to plan, organise and produce a performing and production arts project within an agreed time frame.

### Merit

- 4.1 Demonstrate the ability to plan, organise and produce a performing and production arts project within an agreed time frame to a high standard.

### Distinction

- 4.1 Demonstrate the ability to plan, organise and produce a performing arts project within an agreed time frame to a very high standard.

## 5. Practical skills

### Pass

- 5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a performing and production arts project.

### Merit

- 5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a performing and production arts project to a high standard.

### Distinction

- 5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a performing and production arts project to a very high standard.

## 6. Evaluation and reflection

### Pass

- 6.1 Maintain evaluative and reflective records of the development of a performing and production arts project.
- 6.2 Use evaluative and reflective skills to make decisions for a performing and production arts project.

### Merit

- 6.1 Maintain evaluative and reflective records of the development of a performing and production arts project to a high standard.
- 6.2 Use evaluative and reflective skills to make decisions for a performing and production arts project to a high standard.

### Distinction

- 6.1 Maintain evaluative and reflective records of the development of a performing and production arts project to a very high standard.
- 6.2 Use evaluative and reflective skills to make decisions for a performing and production arts project to a very high standard.

## 7. Presentation

### Pass

- 7.1 Explore strategies to present a performing and production arts project.
- 7.2 Present a performing and production arts project to a specified audience.

### Merit

- 7.1 Explore strategies to present a performing and production arts project to a high standard.
- 7.2 Present a performing and production arts project to a specified audience to a high standard.

### Distinction

- 7.1 Explore strategies to present a performing and production arts project to a very high standard.
- 7.2 Present a performing and production arts project to a specified audience to a very high standard.

## Unit 13: Extended project (Level 4)

The overall grade for the Level 3 Extended Diploma in Performing and Production Arts is determined by the student's achievement on the final unit of the qualification at either Level 3 (unit 12) or Level 4 (unit 13)

Unit 13 is set at Level 4 and provides for the evidence submitted by the student to be assessed and graded against Level 4 criteria.

All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

### Referral

If a candidate provides insufficient evidence to meet all of the assessment criteria then that candidate is referred. The candidate has one further opportunity to redeem the referral by submitting additional evidence within a time-frame agreed by the centre and confirmed to UAL Awarding Body.

### Fail

If the candidate is unable to provide further evidence that meets the assessment criteria then they will receive a Fail grade.

### Pass

To achieve a Pass grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 13.

### Merit

To achieve a Merit grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 13 plus all of the following Merit grade criteria listed here.

### Distinction

To achieve a Distinction grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 13 plus all of the following Merit and Distinction grade criteria listed here.

## 1. Context

### Pass

- 1.1 Use a range of critical and contextual perspectives to initiate a performing and production arts project proposal.
- 1.2 Use detailed analysis and evaluation to clarify and develop ideas for a performing and production arts project proposal.

### Merit

- 1.1 Use a range of critical and contextual perspectives to initiate a performing and production arts project proposal to a high standard.
- 1.2 Use detailed analysis and evaluation to clarify and develop ideas for a performing and production arts project proposal to a high standard.

### Distinction

- 1.1 Use a range of critical and contextual perspectives to initiate a performing and production arts project proposal to a very high standard.
- 1.2 Use detailed analysis and evaluation to clarify and develop ideas for a performing and production arts project proposal to a very high standard.

## 2. Research

### Pass

- 2.1 Use wide-ranging and in-depth research to support the development of a performing and production arts project.
- 2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a performing and production arts project.



**Merit**

- 2.1 Use wide-ranging and in-depth research to support the development of a performing and production arts project to a high standard.
- 2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a performing and production arts project to a high standard.

**Distinction**

- 2.1 Use wide-ranging and in-depth research to support the development of a performing and production arts project to a very high standard.
- 2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a performing and production arts project to a very high standard.

### 3. Problem solving

**Pass**

- 3.1 Solve complex practical and technical problems within a performing and production arts project.
- 3.2 Solve complex theoretical problems within a performing and production arts project.

**Merit**

- 3.1 Solve complex practical and technical problems within a performing and production arts project to a high standard.
- 3.2 Solve complex theoretical problems within a performing and production arts project to a high standard.

**Distinction**

- 3.1 Solve complex practical and technical problems within a performing and production arts project to a very high standard.
- 3.2 Solve complex theoretical problems within a performing and production arts project to a very high standard.

### 4. Planning and production

**Pass**

- 4.1 Demonstrate the ability to efficiently plan, organise and produce a performing and production arts project within an agreed time frame.

**Merit**

- 4.1 Demonstrate the ability to efficiently plan, organise and produce a performing and production arts project within an agreed time frame to a high standard.

**Distinction**

- 4.1 Demonstrate the ability to efficiently plan, organise and produce a performing and production arts project within an agreed time frame to a very high standard.

### 5. Practical skills

**Pass**

- 5.1 Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a performing and production arts project.

**Merit**

- 5.1 Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a performing and production arts project to a high standard.

**Distinction**

- 5.1 Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a performing and production arts project to a very high standard.

### 6. Evaluation and reflection

**Pass**

- 6.1 Maintain detailed, critically evaluative and reflective records of the development of a performing and production arts project.
- 6.2 Use evaluative and reflective skills to make perceptive decisions for a performing and production arts project.

**Merit**

- 6.1 Maintain detailed, critically evaluative and reflective records of the development of a performing and production arts project to a high standard.
- 6.2 Use evaluative and reflective skills to make perceptive decisions for a performing and production arts project to a high standard.

**Distinction**

- 6.1 Maintain detailed, critically evaluative and reflective records of the development of a performing and production arts project to a very high standard.
- 6.2 Use evaluative and reflective skills to make perceptive decisions for a performing and production arts project to a very high standard.

### 7. Presentation

**Pass**

- 7.1 Explore a range of considered strategies to present a performing and production arts project.
- 7.2 Present a performing and production arts project skilfully and proficiently to a specified audience.

**Merit**

- 7.1 Explore a range of considered strategies to present a performing and production arts project to a high standard.
- 7.2 Present a performing and production arts project skilfully and proficiently to a specified audience to a high standard.

**Distinction**

- 7.1 Explore a range of considered strategies to present a performing and production arts project to a very high standard.
- 7.2 Present a performing and production arts project skilfully and proficiently to a specified audience to a very high standard.

## Exemplification for UAL Awarding Body grade criteria – Level 3

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Level 3.

### Fail

Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.

### Pass

Work submitted meets all of the assessment criteria and is of a satisfactory standard.

#### Context

Limited understanding of subject context, lacking clarity in aims and purpose.

Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose.

#### Research

Little or no evidence presented or information does not relate sufficiently to task.

Sufficient relevant information has been gathered, documented and used in the development of ideas.

#### Problem solving

Insufficient exploration of alternative ideas and processes. Problems unresolved.

Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems.

#### Planning and production

Ineffective planning and little or no evaluation against aims. Task or tasks are incomplete.

Evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the task or tasks.

#### Practical skills

Limited range of processes demonstrated, judgement and execution of techniques is poor.

Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.

#### Evaluation and reflection

Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas.

Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.

#### Presentation

Ineffective communication and presentation of ideas. Lack of clarity in structure, selection and organisation.

Competent communication and sufficient clarity and consistency in presentation of ideas appropriate to the intended audience.

**Merit**

**Work submitted meets all assessment criteria and is of a high standard.**

Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions and clarify purpose.

Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.

Decisive demonstration of initiative in effectively solving problems, adapting to unforeseen practical and theoretical challenges to achieve identified goals.

Coherent and reasoned planning, subject engagement and commitment. Realistic evaluation against aims and efficient production against time scales.

Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions.

Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.

Confident selection, organisation and communication of ideas. Consistent approach to presentation demonstrating a good understanding of conventions and standards.

**Distinction**

**Work submitted meets all assessment criteria and is of a very high standard.**

Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose.

Independently identified, thorough and sustained research and investigation of a range of relevant sources, insightful interpretation and synthesis of information used to inform, support and develop ideas.

Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals.

Detailed and coherent self-directed planning and negotiation, subject engagement and commitment. Continuous evaluation against aims and efficient production against time scales.

In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.

Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.

Confident selection, organisation and communication of ideas. Demonstrating autonomy, personal style and an ambitious use of available resources to communicate ideas effectively to an intended audience.

We believe in transformative education. We design and award creative qualifications that empower and inspire educators to help students reach their potential.

UAL Awarding Body is regulated by Ofqual, Qualification Wales and CCEA and currently offers qualifications in Art and Design, Fashion Business and Retail, Creative Media Production and Technology, Music Performance and Production and Performing and Production Arts. We are also the UK's leading provider of the Foundation Diploma in Art and Design. Our qualifications have high retention and achievement rates because they are flexible, responsive and relevant to industry needs, and facilitate student progression.

University of the Arts London (UAL) is Europe's largest specialist art and design university, comprising six renowned Colleges:

Camberwell College of Arts  
Central Saint Martins  
Chelsea College of Arts  
London College of Communication  
London College of Fashion  
Wimbledon College of Arts

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