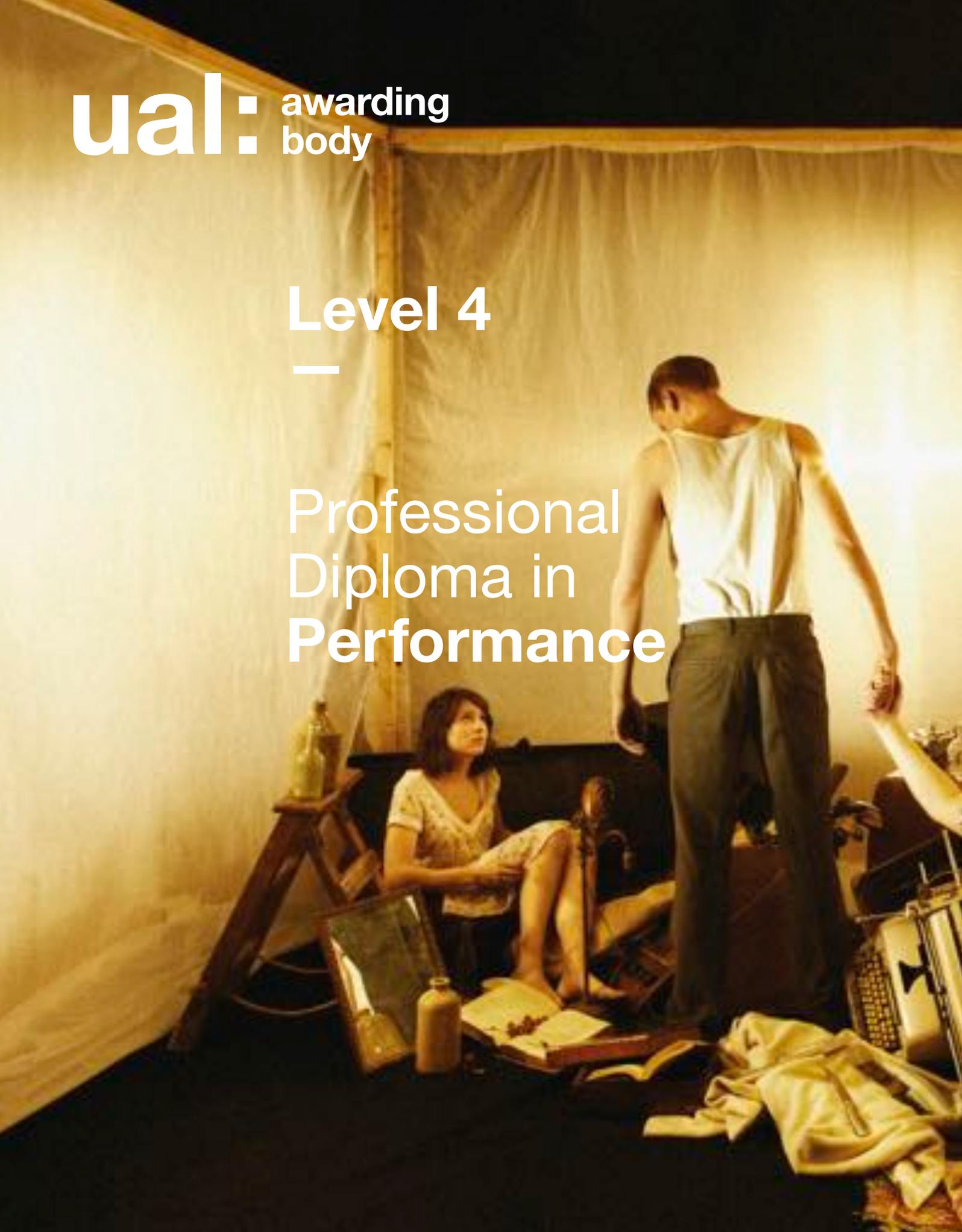


ual ■ awarding
body

Level 4

—

**Professional
Diploma in
Performance**





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2015 Degree Show © Paul J Cochrane
Inside Cover: Copyright Alex Traylen

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UAL Awarding Body

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.



Qualifications at a glance

Professional Diploma in Performance Level 4

Qualification title	UAL Level 4 Professional Diploma in Performance
Qualification number	603/3034/X
Qualification start date	01 September 2018
Approved age range	18+
Guided Learning Hours (GLH)	720
Total Qualification Time (TQT)	1200
Total Credits	120
Qualification Purpose	The UAL Level 4 Professional Diploma in Performance provides students with the opportunity to develop and enhance their performance skill levels in readiness for industry or higher-level training.
Entry requirements	<p>There are no formal entry requirements or age restrictions for this qualification. However, it is recommended that students have a minimum of GCSE grade 4 or grade C (or an equivalent Level 2 qualification) in both English and Maths, and one A level (or equivalent Level 3 qualification), preferably in a relevant creative subject.</p> <p>International students are expected to demonstrate that they have a good level of written and spoken English with a recommended minimum IELTS (or equivalent) score of 5.0.</p> <p>For more information see Section 2.2 Entry requirements.</p>
Qualification structure	<p>The UAL Level 4 Professional Diploma in Performance is made up of three mandatory units:</p> <ul style="list-style-type: none"> > Unit 1: Applied Professional Practice > Unit 2: Specialist Performance Practice > Unit 3: Specialist Performance Project <p>To be awarded the UAL Level 4 Professional Diploma in Performance, students must achieve a minimum grade of a Pass.</p>
Assessment model	<p>This qualification is assessed through:</p> <ul style="list-style-type: none"> > two internally assessed and verified units (Unit 1 & 2), which are subject to quality assurance by UAL Awarding Body > one internally assessed and verified unit (Unit 3) which is marked by the Centre and externally moderated by UAL Awarding Body
Grading	<p>Units 1 and 2 are graded Pass only.</p> <p>The overall qualification is graded based on Unit 3 and is graded as Fail, Pass, Merit or Distinction.</p>
Eligible for funding	16-19 funding, Advanced Learner Loans
Offered in	England

* Centres can find full details of the Education & Skills Funding Agency (ESFA) funding arrangements for the qualification on 'the Hub' Learning Aims search facility.



Central Saint Martins students working in performance studio

Qualification overview

2.1 Qualification purpose

The UAL Level 4 Professional Diploma in Performance has been designed to provide students with the skills, knowledge and understanding necessary to progress into higher education or conservatoire training. The skills developed throughout the qualification may also support students intending to progress directly into employment in the creative industries.

This qualification will provide students with an opportunity to stretch and refine their practical skills levels whilst defining their own personal interests and area of expertise. The qualification is suitable for students who intend to pursue a career in the creative arts to explore, develop and test their creativity within a qualification structure which is stimulating and demanding, and provides a supportive transition into either higher-level training or employment.

The qualification is also appropriate for students wishing to continue their education through applied learning, by locating learning within a professional context in which they can work alongside industry experts to gain first-hand experience of the sector.

This qualification is not time constrained, but will normally be completed over a 12-month period full time, or 24 months part time.

What are the aims of the qualification?

The aims of this qualification are to enable students to:

1. Develop performance skills appropriate for entry into the creative industries
2. Define artistic ambitions and professional progression opportunities
3. Build up their professional practice and apply professional standards whilst working on creative projects
4. Achieve a nationally recognised Level 4 qualification

What will the qualification cover?

This qualification is made up of three mandatory units.

Unit 1: Applied Professional Practice

This unit introduces students to the realities of a professional working environment and will equip them with the necessary rehearsal etiquette and professional practice standards required within industry. Students will gain an understanding and appreciation of the demands placed upon the performer in (and outside) of the rehearsal room and they will start taking responsibility for their own professional development.

Unit 2: Specialist Performance Technique

In this unit, students will practically take part in a range of performance activities in order to develop their performance technique. Students will advance their technical competency skill levels across a range of performance styles and contextual periods, and apply the requisite professional standards in both rehearsal and performance.

Students will develop their analytical skills through the exploration of their own practice and consider the impact of their artistic choices on the audience experience. This unit also considers the different ways in which significant practitioners have imagined, theorised and produced performance throughout history, which will enable students to consider and become aware of interweaving strands of questioning and conceptual development.

Unit 3: Specialist Performance Project

The focus of this final unit is for students to realise their professional performance ambitions by instigating, rehearsing and performing in a specialist performance project. Students will take control of their own professional development and explore a self-defined area of practice that will bring together their applied professional practice and specialist performance techniques combined with their knowledge and understanding to carry out a performance project. This will involve students identifying the project objectives, clarifying and agreeing the scope of the work, managing their time and resources to achieve a final outcome for a clearly identified audience. The precise form and content of the project will be dependent upon the specialist skills developed by each student.

Students must Pass all three units in order to achieve the qualification.

2.2 Entry requirements

This qualification is designed to provide students with the opportunity to develop and enhance their performance skill levels in readiness for industry or higher level study.



© Sonia Oderdra

There are no formal entry requirements or age restrictions for this qualification. UAL Awarding Body **recommends** that students have:

- > GCSE grade 4 or grade C (or an equivalent Level 2 qualification) in both English and Maths, **and**
- > one A level (or equivalent Level 3 qualification), **preferably** in a relevant creative subject, but this is at the discretion of the Centre.

International students are expected to demonstrate that they have a good level of written and spoken English with a **recommended** minimum IELTS (or equivalent) score of 5.0.

While entry is at the discretion of the Centre, UAL Awarding Body expects Centres to recruit with integrity and on the basis of the student's anticipated ability to successfully complete the requirements of the individual units that make up the qualification. Students are expected to be aged 18 or above to undertake this qualification. Whenever possible Centres should invite applicants to attend a personal interview or an audition, which will enable the interviewer(s) to assess the applicant's aptitude and potential to benefit from the course.

2.3 Induction

Centres should provide students with an induction, which ensures 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 internal assessment and internal and external moderation
- > Health and safety regulations and procedures are explained

2.4 Planning the programme

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

The three units focus on underpinning processes and principles and deliberately avoid the specification of detailed contexts in which delivery should occur.

The intention of the qualification is to give students the opportunity to develop their performance skills. It is entirely feasible and desirable that delivery models will be designed to support the development of students who begin the course with a clear understanding of the performance specialism in which they want to work. Delivery will therefore meet the needs of each student and will occur in the context of the areas defined by the students' practise.

However, delivery should be coherent, integrated and progressively focused on 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 and observing, alongside practical experience, paralleled by an increasing ability to synthesise their experiences in preparation for the next stages of their professional development.

Centres planning to deliver these qualifications should:

- > Familiarise themselves with the unit specification and support material before designing a course programme, including the Centre handbook, qualification structure, content, learning outcomes, assessment and quality assurance arrangements
- > Be occupationally competent and have subject area knowledge. This knowledge must be to the same level or higher than the qualification being delivered



Student performers at UAL Emerge Festival 2017 © James Hopkirk

- > Have recent and relevant industry experience in the specific area they are delivering
- > Have credible experience of teaching and/or providing training
- > Undertake activities that contribute to their continuing professional development (CPD)
- > Have access to the physical resources needed to support programme delivery and the assessment of knowledge and skills, which should be of industry standard. Where specific resources are required, these have been indicated in the unit specification.

Not every Centre delivering the qualification will be expected to provide an identical programme, but they will be required to cover the same learning outcomes and ensure coherent sequencing (patterns of teaching, learning and assessment that are continuous, interactive and integrative), rather than a fragmented approach.

2.5 Personal and professional development

The UAL Level 4 Professional Diploma in Performance 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 students to demonstrate:

- > Analysis
- > Communication
- > Creative thinking
- > Initiative
- > Planning
- > Practical competence
- > Problem solving
- > Professional practice
- > Performance
- > Reflective learning
- > Research
- > Team-working

2.6 Progression opportunities

Students completing the UAL Level 4 Professional Diploma in Performance will have the skills and understanding needed to progress to:

Higher education – the qualification will support students to develop a portfolio of performance work, enabling them to progress to higher education courses

Further/conservatoire training – the qualification will support students to develop a portfolio of work enabling them to progress to conservatoire courses

Employment/self-employment – students completing this qualification may progress directly into employment or self-employment within the creative industries.

2.7 Certification

Upon completion this qualification, students will achieve the following qualification certificate:

- > UAL Level 4 Professional Diploma in Performance (603/3034/X)

Assessment and moderation

Assessment is the process for measuring a student's skills, knowledge and understanding against the standards set in a qualification.

Assessment requirements:

- > Units 1 and 2 will be internally assessed and verified
- > Unit 3 will be internally assessed, internally verified and externally moderated

3.1 Internal assessment

UAL Awarding Body requires each Centre to develop assessments that are fit for purpose, appropriate for the method of assessment chosen and consistent with the specification for the qualification.

To help Centres set appropriate assessments, UAL Awarding Body has provided the guidance below:

3.1.1 Designing the assessment

Centres should develop and set their own assignments for the internally assessed units. It is essential that tutors/assessors are familiar with the indicative content, learning outcomes and grading grid, before designing the assignment.

Where a centre is devising an assignment, they must ensure that:

- > They are valid, reliable, fair and fit for purpose
- > The content of the assignment is consistent with the specification
- > They specify controls for the time, resources, supervision and collaboration of all activities
- > The design of the assignment allows for independent work and group work to be authenticated as the individual's own work or individual contribution
- > They build in a sufficient level of supervision to ensure that they are able to authenticate the evidence produced by each student
- > All assignments and projects, whether devised by the centre or the student,

provide appropriate opportunities for the student to generate the evidence required to meet the learning outcomes. It is the responsibility of the centre to ensure that student-generated projects enable them to meet the learning outcomes.

Centres may choose to launch assessment activities at any point during the delivery of the unit content. However, students must have a thorough understanding of the relevant unit content prior to commencing the assessment. Consequently, centres will need to ensure that they set up each assessment in an effective way, and plan carefully to ensure that all unit content is covered in a timely fashion.

UAL Awarding Body must have quality oversight of all assessments to ensure that there is comparability and validity across all centres and that the assessment decisions made are fair, valid and reliable and free from bias.

This is achieved through the process of external moderation, whereby trained external moderators, moderate assessment and grading decisions to ensure they are in line with the required standards. For more information on moderation, please see the External Moderation section of this specification

3.1.2 Setting the assessment

Centres may choose to assess each unit through one continuous project or a series of individual assignments. In both instances, they must set the controls for the assessment including:

- > Giving a clear time frame including setting deadlines for each individual activity and the overall assessment
- > Suggesting appropriate resources, tools and materials and signposting where these can be found

Professional Diploma in Performance

Level 4 specification

- > Specifying where resource controls must take place and which resources should be provided to all students
- > Detailing requirements on the amount and type of evidence required
- > Giving specific details on where and when direct supervision is required in the assessment
- > Providing students with guidance on collaboration, including where and when collaboration is permitted

In addition, they should:

- > Provide students with assessment guidance so that they know what they are being assessed on and what is expected of them.
- > Provide details of where students can find additional support if they need it
- > Schedule regular opportunities for tutor and peer review of work to date

Work for internally assessed units should be completed in the course of normal curriculum time and supervised and graded by the tutor/assessor. Some of the work, by its very nature, may be undertaken outside the centre, such as research, portfolio building etc.

As with all centre assessed work, the tutor/assessor must be confident that work submitted for assessment is the students' own. Students are free to revise and redraft work without tutor/assessor involvement before submitting the work for assessment.

The advice the tutor/assessor provides prior to final submission should only enable the student to take the initiative in making amendments, rather than detailing which amendments should be made. Allowing the addition, amendment or removal of any work after it has been submitted for final assessment will constitute malpractice. On completion of each unit, students must declare whether the work produced is their own. Their declaration is made using the candidate authentication form, which must be counter-signed by the tutor/assessor subject to them being assured that the statement is valid.

3.2 Internal verification

Internal Verification provides the overview of the whole process of delivering, assessing and internally moderating qualifications at a Centre

The internal verifier provides the vital link between the assessors and the external moderator and acts as the Centre's quality assurance agent. The following processes should take place to ensure that everyone who assesses a particular unit in a Centre is assessing to the same standards:

The internal verifier will:

- > Liaise with the tutors/assessors regarding consistent record keeping, national standards and UAL Awarding Body requirements, offering advice and guidance where necessary;
- > Ensure tutors/assessors are appropriately trained and supported;
- > Monitor the standardisation of assessments through sampling internal assessment and moderation decisions;
- > Ensure all records are accurate and up to date and available, where necessary for external moderation

It is recognised that different Centres use different approaches and terminology specific to their culture. The UAL Awarding Body Centre Handbook outlines some examples of good practice for the internal verification of units. However, all Centres are required to ensure that their methodologies are suitably robust.

3.3 External moderation

External moderation is concerned solely with evaluating the validity of Centres' assessment decisions through the external moderation of internally assessed, moderated and verified work.

External moderators, in addition to moderating assessments and grading decisions for externally moderated units, are required to ensure that the internal assessments for internally assessed units are rigorous and assessment decisions are fair, valid, reliable and free from bias.

UAL Awarding Body's external moderation of internal assessment is carried out at least once a year to ensure that assessments and grading decisions are in line with the required standards. External moderation is carried out by external moderators who are appointed, trained and monitored by UAL Awarding Body.

For more information on the external moderation process, please see the UAL Awarding Body Centre Handbook

Synoptic assessment

Synoptic assessment is a feature of this qualification and requires students to use an appropriate selection of their skills, knowledge and understanding acquired through all of the units that make up their qualification, in an integrated way and apply them to a key task or tasks.

The qualification presents many opportunities for students to use their knowledge, understanding and skills in an integrated way and apply aspects they've covered in one unit to other units they are studying. However, students are formally assessed synoptically in Unit 3: Specialist Performance Project

In this unit students will be asked to apply the skills, knowledge and understanding developed in the formative Units 1 and 2 to take control of their own learning. They will demonstrate their achievement by managing their own professional development and exploring a self-defined area of practice that will bring together their applied professional practice and specialist performance techniques to carry out a performance project.

To support the development of a synoptic approach, tutors are encouraged to continually reinforce links between elements of the course, so that their students view the area of study as a holistic programme of learning.



Grading

Unit achievement is based on a student's ability to meet the learning outcomes. All units must be passed; there is no compensation across units or learning outcomes.

- > Units 1 and 2 can be awarded a grade of **Pass or Fail**
- > Unit 3 can be awarded a grade of **Pass, Merit, Distinction or Fail**

Students must successfully complete Units 1 and 2, before moving onto the final unit, Unit 3.

The **overall grade** for the Level 4 Professional Diploma in Performance is determined by the student's achievement in **Unit 3**

5.1 Unit grades

Centre assessors must judge the quality of student's assessment evidence against the criteria in the grading grid to award a grade of Fail, Pass, Merit or Distinction.

Grades are given according to the highest standard for which the student is judged to have met all learning outcomes and criteria. Therefore:

- > to achieve a **Pass (P)** grade, students must evidence **all of** the learning outcomes to the Pass standard
- > to achieve a **Merit (M)**, grade, students must evidence **all of** the learning outcomes to the Merit standard
- > to achieve a **Distinction (D)**, grade, students must evidence **all of** the learning outcomes to the Distinction standard

Students who fail to meet all learning outcomes at a Pass standard will be referred and will have **one** opportunity to redeem their referral. Where a student has been referred, the Centre must inform students of the learning outcomes that they have failed to meet and ensure that they are provided with opportunities to work towards meeting those learning outcomes within a suitable timeframe.

Referrals (R) that have been successfully redeemed will be capped at a Pass. Where possible, referrals should be redeemed before external moderation.

Students who, after being referred, are still unable to meet all learning outcomes at a Pass standard will be awarded a **Fail (F)**.

5.2 Using the grading grid

The grading grid specifies the standard required by a student to achieve a Fail, Pass, Merit or Distinction grade. Assessors must assess the work students submit for assessment against the relevant criterion and its descriptors to make a judgement on a student's performance.

The emphasis given to each criterion within the grid will vary depending on the Unit. UAL Awarding Body has provided indicative mapping of where each criterion relates to each learning outcome in a unit.

5.3 Awarding the final grade

To achieve the Level 4 Professional Diploma in Performance, students must successfully demonstrate their achievement of all learning outcomes as detailed in this qualification specification

The final grade for the UAL Level 4 Professional Diploma in Performance is determined entirely by the grade achieved in Unit 3.

The final grade for this qualification is based on a structure of **Fail, Pass, Merit and Distinction**.



Platform Theatre Archive, Central Saint Martins 2015 Degree Show © Paul J Cochrane

Qualification structure and unit content

6.1 Understanding the qualification structure and units

This section provides details on the format of the unit specification:

Unit title	The title provides a concise summary of the content of the course.
Guided Learning Hours (GLH)	Guided learning hours (GLH) represents the hours students are being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. This estimate includes the hours being assessed, if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total Qualification Time (TQT) Total Unit Time (TUT)	Total Qualification Time (TQT) and Total Unit Time (TUT) represents an estimate of the amount of time students will be required to undertake in order to complete and demonstrate achievement of the qualification or unit. TQT/ TUT is comprised of the following – (a) the number of hours assigned for Guided Learning, and (b) The number of hours assigned for self-directed learning. That is learning which is not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
Unit introduction	A concise summary of the aim of the unit, telling students what they can expect to learn and why the unit may be of interest to them.
Learning outcomes (LO)	Learning outcomes state what students should know, understand or be able to do as a result of completing the qualification.
Indicative Content	Content defines the breadth and depth of learning for each unit. It is expected that all the content will be delivered during the programme of learning. It is not required to assess every aspect of the content, as students will be expected to apply the knowledge, understanding and skills acquired through the learning process to the specifics of the assessment context.
Grading grid	This is used to determine the grade achieved by students. Centres, students and UAL Awarding Body will be able to make judgements on performance based on the information contained within the grid.

6.2 Qualification structure

UAL Level 4 Professional Diploma in Performance

To be awarded the UAL Level 4 Professional Diploma in Performance students must complete the following mandatory units:

Unit title	Level	GLH	TUT	Credits	Assessed	Grade
Unit 1: Applied Professional Practice	4	200	300	30	Internal	Pass
Unit 2: Specialist Performance Practice	4	260	440	44	Internal	Pass
Unit 3: Specialist Performance Project	4	260	460	46	Internal synoptic	P/M/D
Total Qualification Time		720	1200	120		

6.2 Qualification commentary

Students must achieve a minimum of a Pass grade in all units to achieve the full qualification. The final grade for this qualification is based solely on Unit 3.

Course delivery uses a range of methods and techniques to help students gain a practical understanding of the requisite performance skills required within the creative industries.

Students will be exposed to a range of techniques, genres and processes relevant to their projects and creative practice in order to define and support their artistic ambitions. Industry standards are administered in each unit to certify that students entering the workplace are industry ready.

Students will advance their competency skill levels and take ownership of their own professional development.



Student performers at UAL Emerge Festival 2017 © James Hopkirk

Unit 1

Applied Professional Practice

Level:	4
GLH:	200 hours
TUT:	300 hours
Credits:	30
Assessment:	Internally assessed and internally verified
Grade:	Pass/Fail
Resources:	Access to resources should include: Rehearsal and Performance Spaces, Specialist Equipment, IT Open Access, Study Support, and the Library.

Unit introduction

This unit introduces students to the realities of a professional working environment and will equip them with the necessary rehearsal etiquette and professional practice standards required within industry. Students will gain an understanding and appreciation of the demands placed upon the performer in (and outside) of the rehearsal room and they will start taking responsibility for their own professional development.

Learning outcomes

On successful completion of this unit the student will be able to:

1. Apply the relevant professional standards and rehearsal etiquette within a professional work context

2. Solve practical challenges within the working environment

3. Identify and apply the skills and specific training required for professional progression in their chosen area of specialism

4. Use evaluative and analytical skills in order to inform progress and take responsibility for their own training

5. Manage themselves and display professional interpersonal skills when working with others

Unit 1 Indicative content

Applied Professional Practice

Indicative Content

This unit is designed to provide students with the skills, knowledge and understanding necessary to explore, enhance and sustain their professional development and determine a standard from which all other activities and learning will develop. Students will gain an awareness of the professional characteristics needed for a career in the creative industries in order to commence planning their own career paths.

Assessment and evidence requirements

Students are able to demonstrate that the learning outcomes have been met in a variety of ways. However, it is likely that the following method would be the main form of evidence generated:

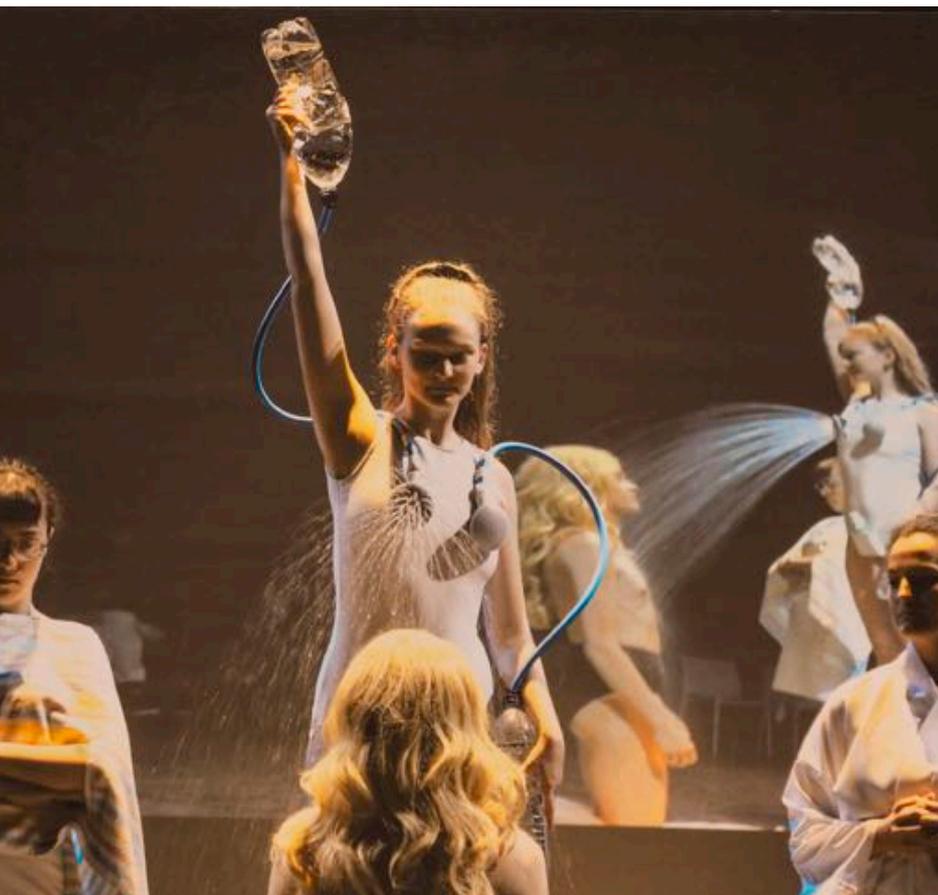
> Professional Portfolio

Delivery

This unit runs in conjunction with Unit 2: Specialist Performance Practice and together they serve as a precursor to the students' final specialist performance project.

Unit 1 and Unit 2 will provide students with an opportunity to enter into a more formal dialogue of personal interrogation and diagnosis to identify ambitions within a specific pathway, and to develop the requisite professional knowledge and skills necessary for progression within their chosen discipline.

The unit will be delivered through a series of practical workshops and guest lectures in order to enhance students' understanding and application of professional practice and development. Group critiques with peers and tutors will promote reflective learning, along with group discussions where critical thinking skills will be refined. Students will be autonomous in their approach to their learning and will be expected to conduct independent research in order to develop a sophisticated understanding of their professional development. Facilities and learning resources will be available for students to access outside taught sessions.



© John Sturrock

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

Assessment method

This unit is internally assessed and internally verified against the unit learning outcomes through a student's assigned work and is subject to UAL Awarding Body's external quality assurance.

In planning the assessment opportunities, the Centre should consider the guidance in UAL Awarding Body Centre Handbook.

Reading and resource list

The Centre will determine reading lists and all other associated resources for this unit.

Learning outcomes and grading grid

This unit is graded as Pass or Fail. Students must pass this unit and unit 2 before moving onto the final unit (Unit 3).

Evidence submitted by the student must be assessed and graded against the criteria listed below. To determine students' achievement for this unit, Centres should only assess a student's evidence against the Fail and Pass columns of the grading grid. UAL Awarding Body has provided an indication about where each criterion is likely to be evidenced against each learning outcome.

	Research	Analysis	Subject Knowledge	Problem Solving	Practical Skills	Performance	Personal and Professional Development	Collaborative and/or Independent Professional
LO1						•	•	•
LO2			•	•	•		•	•
LO3	•		•		•		•	•
LO4		•	•	•			•	•
LO5							•	•

Unit 2

Specialist Performance Practice

Level:	4
GLH:	260 hours
TUT:	440 hours
Credits:	44
Assessment:	Internally assessed and internally verified
Grade:	Pass/Fail
Resources:	Access to resources should include: Rehearsal and Performance Spaces, Specialist Equipment, IT Open Access, Study Support, and the Library.

Unit introduction

In this unit, students will practically take part in a range of performance activities in order to develop their performance technique. Students will advance their technical competency skill levels across a range of performance styles and contextual periods and apply the requisite professional standards in both rehearsal and performance.

Students will develop their analytical skills through the exploration of their own practice and consider the impact of their artistic choices on the audience experience. The unit also considers the different ways in which significant practitioners have imagined, theorised and produced performance throughout history and students will consider and become aware of interweaving strands of questioning and conceptual development.

Learning outcomes

On successful completion of this unit the student will be able to:

1. Understand and draw conclusions from the contextual factors that directly influence the creative process

2. Define and modify performance choices through practical research and development to inform performance

3. Select and use appropriate specialist technical skills to realise the demands of a performance

4. Interpret and evaluate performance methodologies from a diverse range of critical perspectives

5. Critically evaluate the effectiveness of their performance and how it fits with their personal professional ambitions

Unit 2 Indicative content

— Specialist Performance Practice

Indicative Content

This unit carries students deeper into their respective specialist pathways by allowing them to develop and refine their technical performance skills levels by being placed directly within a professional working environment and acquiring the discipline demanded by professional practice.

The development of practical skills will be extensive and variable, depending upon the context of the work undertaken and the production team(s) the student is engaged with. The student will develop their professional practice by working within a range of styles, historical periods and creating works for distinct audiences.

Assessment and evidence requirements

Students are able to demonstrate that the learning outcomes have been met in a variety of ways. However, it is likely that the following method would be the main form of evidence generated:

> Performance portfolio

Delivery

This unit runs in conjunction with Unit 1: Applied Professional Practice, and together they serve as a precursor to the student's final specialist performance project. Unit 1 and Unit 2 provide students with an opportunity to enter into a more formal dialogue of personal interrogation and diagnosis to identify ambitions within a specific pathway, and to develop the requisite professional skills necessary for progression within their chosen discipline.

This unit provides students with the necessary time and space to experiment and refine their specialist performance skills. Lecturers will provide a series of practical activities and will support students with on-going formative advice and guidance.

Assessment method

This unit is internally assessed and internally verified against the unit learning outcomes through a student's assigned work and is subject to UAL Awarding Body's external quality assurance.

In planning the assessment opportunities, the Centre should consider the guidance in UAL Awarding Body Centre Handbook.

Reading and resource list

The Centre will determine reading lists and all other associated resources for this unit.

Learning outcomes and grading grid

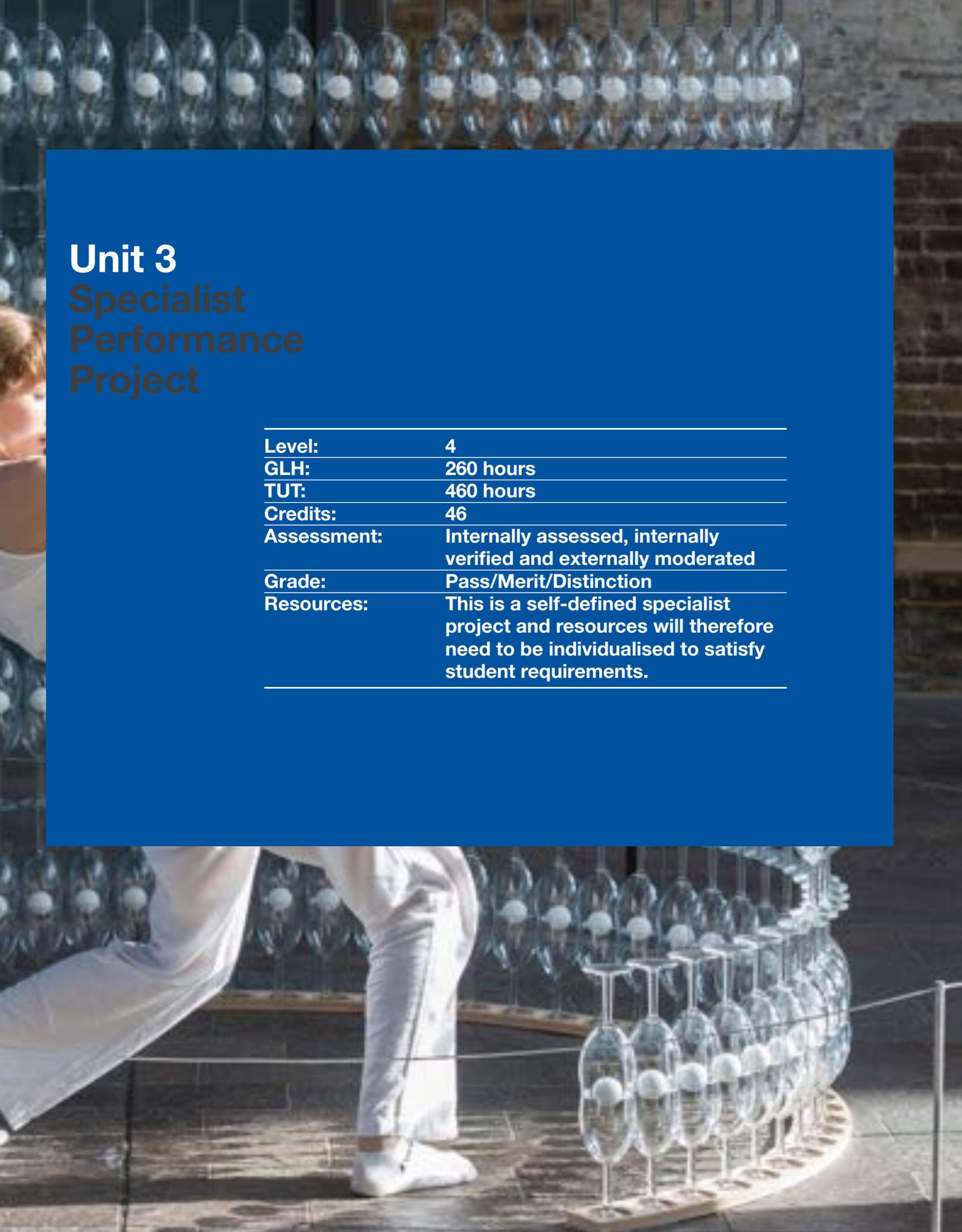
This unit is graded as Pass or Fail. Students must pass this unit before moving onto the final unit (Unit 3).

Evidence submitted by the student must be assessed and graded against the criteria listed below. To determine students' achievement for this unit, Centres should only assess a student's evidence against the Fail and Pass columns of the grading grid. UAL Awarding Body has provided an indication about where each criterion is likely to be evidenced against each learning outcome.



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	Research	Analysis	Subject Knowledge	Problem Solving	Practical Skills	Performance	Personal and Professional Development	Collaborative and/or Independent Professional
LO1	●	●	●	●	●			
LO2	●	●	●	●	●	●		
LO3			●		●	●	●	●
LO4	●	●	●	●	●	●	●	●
LO5		●	●				●	



Unit 3

Specialist Performance Project

Level:	4
GLH:	260 hours
TUT:	460 hours
Credits:	46
Assessment:	Internally assessed, internally verified and externally moderated
Grade:	Pass/Merit/Distinction
Resources:	This is a self-defined specialist project and resources will therefore need to be individualised to satisfy student requirements.

Unit introduction

The focus of this final unit is for students to realise their professional performance ambitions by instigating, rehearsing and performing in a specialist performance project.

Students will take control of their own professional development and explore a self-defined area of practice bringing together their applied professional practice and specialist performance techniques with their knowledge and understanding to carry out a performance project. This will involve students identifying the project objectives, clarifying and agreeing the scope of the work and managing their time and resources to achieve a final outcome for a clearly identified audience. The precise form and content of the project will be dependent upon the specialist skills developed by each student.

Learning outcomes

On successful completion of this unit the student will be able to:

1. Use research to plan and develop a specialist performance project
2. Carry out practical work that exhibits expertise in specialist technical application
3. Manage themselves professionally and apply industry standards when working with others
4. Analyse the creative process identifying areas of success and those for future improvement

Unit 3 Indicative content

Specialist Performance Project

Indicative content

The unit content will vary according to the specific demands of the student's chosen project, which is derived from consultations with lecturers. A continuous critical monitoring of the project's progress will remain central to students' successfully satisfying the demands of this unit; typical activities that students will be engaged with may include rehearsals, workshops, research and development, planning, presentations, production meetings, drafts and/or 'work in progress' and performance events.

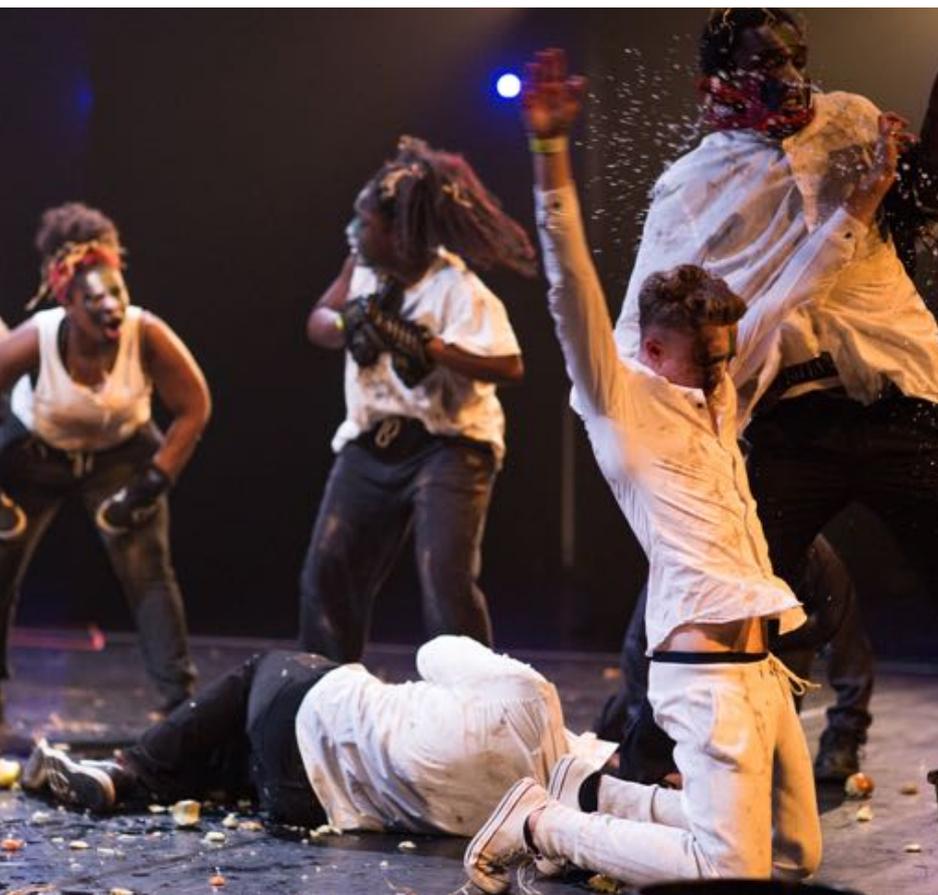
Assessment and evidence requirements

Students are able to demonstrate that the learning outcomes have been met in a variety of ways. However, it is likely that the following method would be the main form of evidence generated:

- > Performance Portfolio – this includes all supporting notes/project documentation and may include annotated scripts, on-going evaluation, research, rehearsal footage, blogs, website etc.

Delivery

Students will be supported throughout the project via regular rehearsals, tutorials and production meetings with their tutor. Lecturers will provide on-going formative support advice and assistance concerning specialist skills, professional standards, project strategies, time management and technical issues.



Student performers at UAL Emerge Festival 2017 © James Hopkirk

Assessment method

This unit is internally assessed, internally verified and externally moderated through a student's portfolio of evidence against the unit outcomes using the grading grid. The unit is subject to UAL Awarding Body's external quality assurance.

In planning the assessment opportunities, the Centre should consider the guidance in UAL Awarding Body Centre Handbook.

Reading and resource list

Reading lists and all other associated resources for this professional development project will be determined by the student and self-defined in their project proposals.

Learning outcomes and grading grid

This unit is graded as Pass, Merit or Distinction and will determine the overall grade for the qualification. The overall grade for the Level 4 Professional Diploma in Performance is determined by the student's achievement in this unit.

Evidence submitted by the student must be assessed and marked against the criteria listed below. A student who submits evidence that fails to meet the Pass standard will be referred. The student has one further opportunity to redeem a referral by the submission of additional evidence within a timeframe agreed by the Centre and confirmed by UAL Awarding Body

	Research	Analysis	Subject Knowledge	Problem Solving	Practical Skills	Performance	Personal and Professional Development	Collaborative and/or Independent Professional
LO1	•	•	•	•			•	•
LO2			•		•	•	•	•
LO3							•	•
LO4		•	•				•	

Grading Grid

Achievement		
Criterion	Fail	Pass
1. Research Systematic identification and investigation of a range of academic and cultural sources	Little or no information presented	Information is accurate and has been gathered and documented from a range of sources
2. Analysis Examination and interpretation of resources	Little or no evidence of examination of source material	Accurate interpretation of the relationships between constituent elements
3. Subject Knowledge Understanding and application of subject knowledge and underlying principles	Unable to evidence or articulate basic principles and knowledge related to the subject	Evidence of understanding key aspects of the subject context, in current debates and/or historical background. References to some relevant theories/movements
4. Problem Solving Solve problems and adapt to unforeseen challenges in the realisation of a performance project	Little or no engagement with seeking alternative approaches to solving problems	Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems
5. Practical Skills Skills to enable the execution of ideas appropriate to the performance project	Execution demonstrates poor use of practical skills and very limited command of technique	Practical skills are adequate to communicate ideas; technique applied appropriately in performance
6. Performance Presenting and communicating creative ideas and individual artistic profile	Ineffective use of performance standards in the production and presentation of ideas in performance	Appropriate performance standards are applied and shows awareness of audience requirements and preferences
7. Personal and Professional Development Management of learning through reflection, planning, self-direction, subject engagement and commitment	Consistent lack of evidence of reflection or planning for learning No awareness of personal strengths and weaknesses in relation to task	Evidence that reflection and planning have led to increased subject engagement and commitment Developing an awareness of strengths and weaknesses
8. Collaborative and/or Independent Professional Working standards demonstrates suitable behaviour for working in a professional context alone, or with others and in diverse teams	Collaborates reluctantly; struggles to produce work alone; has unrealistic view of professional life	Awareness of main standards required of relevant profession. Able to work both collaboratively and independently

Achievement	
Merit	Distinction
Well informed judgements made of the relative value of connected information from a wide range of sources	Extensive independent research, accuracy, familiarity with the material, and sound judgements made
Accurate interpretation and evaluation of the relationships between constituent elements	Accurate interpretation, evaluation and synthesis of the relationships between constituent elements
Accurate understanding of subject context. References key theories and cultural movements	Accurate extensive understanding of subject context. Evidence of appreciation of principal theories and cultural movements
Decisive demonstration of initiative in effectively solving problems, autonomously adapting to unforeseen practical and theoretical challenges to achieve identified goals.	Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals.
Practical skills facilitate confident and coherent communication of ideas; technique used consistently and accurately in performance	Practical skills facilitate sophisticated and insightful communication of ideas; full command of technique is evident in performance
Sustained and effective performance standards have been exploited showing considered awareness of context and audience	Performance unified with personal style and communication is persuasive and compelling; it takes full account of diverse audience needs and awareness of own artistic identity
Reflection and planning is self-directed, iterative and habitual Strengths have been successfully built on, weaknesses have been mitigated	Takes full responsibility for own learning and development through iterative cycles of well-articulated purposeful analysis and planning, supported by extensive evidence of impacts
Aware of and able to meet most standards required of relevant profession in simulated or real professional situations. Productive when in a team or working alone	Aware of and able to meet standards required of relevant profession in simulated or real professional situations. Highly productive and effective in teams and demonstrates a well-rounded profile working alone

Resources and support

Documents

UAL Awarding Body provides Centres with a range of resources to help them prepare for and deliver our qualifications, including:

Qualification specification

This document is for anyone interested in the details of the qualification(s). It provides information on the structure and content of qualification(s) and also includes information on assessment, internal verification, external moderation and the administration of the qualification(s).

Centre handbook

This document is for Centres and is designed to be a reference tool with information on what is required in order to deliver our qualifications. It also contains information specific to managing and delivering the qualifications including specific quality assurance requirements.

Forms

UAL Awarding Body provides Centres with a range of resources to help them prepare for and deliver our qualification, including:

- > Candidate Authentication Form
- > Reasonable Adjustments Request Form
- > Special Consideration Form.

Forms can be downloaded from the UAL Awarding Body website:
arts.ac.uk/awarding

Support for Centres

UAL Awarding Body provides a range of training and development activities throughout the year to support Centres in delivering our qualifications. These include:

Conference

UAL Awarding Body holds an annual conference, with specific content for each subject area. The day includes presentations from inspiring guest speakers, briefings on changes to UAL Awarding Body qualifications and the education landscape, sharing good practice and networking.

Delivery group

These events are designed to support newly approved Centres to commence delivery in the next academic year. Centres discuss delivery models and review assessment materials for the coming year.

Standardisation events

Standardisation events allow Centres to align their understanding of the national standards for Fail, Pass, Merit and Distinction grades across qualifications. Attendees are invited to look at previously graded, internally verified and externally moderated work from a Centre.

Newsletter

Invitations to these events, as well as updates from UAL Awarding Body and the wider sector, are sent through the monthly newsletter. You can sign up for the newsletter by emailing:
comms.awarding@arts.ac.uk

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Want to find out more?

Contact

UAL Awarding Body

272 High Holborn
London
WC1V 7EY

Tel: 0207 514 9851
ual.awardingbody@arts.ac.uk

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