These qualifications have been developed in response to an identified need for Performing Arts students to have a broad diagnostic experience that provides an understanding of Performing Arts as a collaborative activity preparing students for the reality of the sector. It will provide students with an introduction to performance, production and design for the Performing Arts, enabling them to re-engage with education and acquire the requisite skills, knowledge and understanding to progress to further education and employment within the Performing Arts industries.
## 1 Frame of reference

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## 2 Units and indicative content

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## 3 Grade criteria 30

## 4 Grade exemplification 34

Cover image: Euisun Jin - Theatre & Screen: Theatre Design, Wimbledon College of Art, Photograph by Alys Tomlinson
Emphasis is placed on providing an experience which draws on the realities of the performing arts industry, with students being treated as young professionals and encouraged to take increasing responsibility for their own learning.

Study for the qualification is not time constrained, but will normally be over a period of one year, and is likely to appeal to those seeking to complete a period of practical study as an alternative to a more academic study route.

The structure of the qualification, with units linked to provide coherence, allows students to develop practical skills and theoretical understanding and, through a process of reiteration and reinforcement, develop effective working practices that will provide support for creativity across a range of stimulating and increasingly demanding activities.

To facilitate the transition between levels of study, the qualification incorporates units at both Levels 2 and 3. The final unit will require the students to demonstrate the ability to use their skills, knowledge and understanding to successfully complete a collaborative assignment that requires greater self-direction in preparation for study at a more advanced educational level.

The qualifications deliberately draw upon approaches to teaching and learning that have proven successful in targeting students that enjoy and learn through practical activity and may have had difficulty with prior academic learning. Through an immersive and demanding curriculum it will support the transition from general to more specialised study.

1.1 Definition and characteristics

The Level 2 Award and Diploma in Performing & Production Arts has been developed in response to an identified need for students studying for qualifications in the performing arts to have a broad diagnostic experience.

The qualifications have been designed to incorporate a strong element of collaborative and vocational learning to provide students with the understanding, knowledge and skills identified as necessary for future progression and employment, underpinned by the broad transferrable skills that will enable students to demonstrate qualities of adaptability, self-reliance, collaboration, dependability, imagination and creativity.

The qualifications deliberately draw upon approaches to teaching and learning that have proven successful in targeting students that enjoy and learn through practical activity and may have had difficulty with prior academic learning. Through an immersive and demanding curriculum it will support the transition from general to more specialised study.

1.2 Objectives

The qualifications will provide students with an introduction to performance, production and design for the performing arts enabling them to both re-engage with education and acquire the requisite skills, knowledge and understanding to progress to further education and employment within the performing arts industry.

The qualifications will provide students with:

1. An introduction to a range of activities essential to the development and delivery of a performance such as drama, dance and music, the process of rehearsal, production and delivery of a performance and performing arts as a collaborative activity

2. An introduction to the diversity of roles and responsibilities within the performing arts sector, the importance of health and safety as integral to the performer and production and the personal and professional characteristics needed for a career in the performing arts

3. An introduction to the communication skills used in the performing arts, allowing exploration of the specific skills and attributes required for communicating with an audience in the production of a staged piece of work

4. An opportunity to demonstrate understanding through the production of a staged piece of performance work

5. An opportunity to research the history and context of performance and production and develop understanding of the value of contextual research in informing practice

6. An opportunity to integrate and use previously acquired skills, knowledge and understanding, and to explore and develop specific techniques, skills and attributes specific to the performing arts

7. An opportunity to integrate and use skills, knowledge and understanding, and to explore and develop specific techniques, skills and attributes for production in the performing arts

8. An opportunity to take greater responsibility in the management of an assignment of personal interest and prepare for progression within a chosen discipline

9. An opportunity to be involved in the production of a staged piece of performance to an audience.
1.3 Qualification structure

**Award in Performing & Production Arts**

Students must complete two mandatory units.

- **Unit 1** Introduction to performance Level 2 6 credits 30 GLH
- **Unit 2** Introduction to production Level 2 6 credits 30 GLH

The Level 2 Award in Performing & Production Arts is made up of two mandatory units.

**Diploma in Performing & Production Arts**

Students must complete Units 1—2 of the Award in addition to Units 3—8 and either Unit 9 or 10.

- **Unit 3** Communicating with an audience Level 2 6 credits 30 GLH
- **Unit 4** Staging a performance Level 2 6 credits 30 GLH
- **Unit 5** Contextual research for performance and production Level 2 6 credits 30 GLH
- **Unit 6** Performance skills and practice Level 2 18 credits 90 GLH
- **Unit 7** Production skills and practice Level 2 18 credits 90 GLH
- **Unit 8** Personal project and presentation Level 2 12 credits 60 GLH

Students must achieve either the Level 2 or Level 3 unit below:

- **Unit 9** Producing and performing to an audience Level 2 24 credits 120 GLH
- **Unit 10** Producing and performing to an audience Level 3 24 credits 120 GLH

The Level 2 Diploma in Performing & Production Arts is made up of eight mandatory units and a choice of one of two optional units.
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 performing and production arts that will develop their understanding of the interrelated nature of the discipline. The two units will be summatively assessed leading to achievement of the Award for successful students.

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the students to achieve the assessment criteria.

The length and complexity of the assignments, and the specific activities which students are asked to engage with, are at the discretion of the centre. All assignments should reflect the importance of oral and written communication as integral to all performing arts activities.

It is intended that the Level 2 Award in Performing & Production Arts will be used as a precursor to the Level 2 Diploma providing the students, and the centre, with an early check on their interest and level of commitment to the area of performing and production arts. The qualification will be delivered through two linked units providing a stimulating and supportive experience.

Units 1–2, linked together, form a coherent pattern of teaching and learning, which provide the students with an introduction to the skills, knowledge and understanding necessary to explore, enhance and

It will also introduce the students 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.

Level 2 Diploma in Performing & Production Arts

Students following the Level 2 Diploma will already have completed the two mandatory units of the Level 2 Award. In addition, students will complete a further seven units from a possible eight units that make up the Diploma. Units will vary in length, and for some students in level, to ensure that the qualification provides both a stimulating and supportive experience.

Units 3–5 will introduce students to the importance of research and contextual understanding in underpinning the production of a staged piece of performance work. The units will require the students to demonstrate their newly acquired skills, knowledge and understanding in a series of more demanding, assignments in production and performance, and to recognise and understand the shared values uniting them.

Unit 3 - Communicating with an audience will provide the students with an introduction to the diversity of roles, responsibilities, employment and progression opportunities available within the sector.

Unit 2 - Introduction to production will provide the students with an introduction to the diversity of roles, responsibilities, employment and progression opportunities available within the sector.

Unit 1 - Introduction to performance will provide students 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.

Level 2 Award in Performing & Production Arts

Unit 1 - Introduction to performance will provide students with an introduction to a range of activities essential to the development and delivery of a performance. Students will be given a broad diagnostic introduction to performing and production arts that will develop their understanding of the interrelated nature of the discipline. The two units will be summatively assessed leading to achievement of the Award for successful students.

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the students to achieve the assessment criteria.

1.4 Commentary on qualification structure

The Diploma qualification will be delivered through nine units, normally over a one-year period. Units will vary in length and in level to ensure that the qualification provides both a stimulating and a supportive experience.

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the students to achieve the assessment criteria.

The length and complexity of the assignments, and the specific activities which students are asked to engage with, are at the discretion of the centre. All assignments should reflect the importance of oral and written communication as integral to all performing arts activities.

It is intended that the Level 2 Award in Performing & Production Arts will be used as a precursor to the Level 2 Diploma providing the students, and the centre, with an early check on their interest and level of commitment to the area of performing and production arts. The qualification will be delivered through two linked units providing a stimulating and supportive experience.

Units 1–2, linked together, form a coherent pattern of teaching and learning, which provide the students with an introduction to the skills, knowledge and understanding necessary to explore, enhance and

It will also introduce the students 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 - Staging a performance will reinforce knowledge and understanding acquired in Units 1 and 2 and enable students to integrate and demonstrate their learning through the production of a staged piece of performance work.

Unit 5 - Contextual research for performing and production will provide students with an opportunity to research the context, narrative and character that underpin design, production and management in a staged piece of performance work.

Units 6–8 will provide students with a more focussed opportunity to explore activities and competencies through a more in-depth exploration of a range of skills in performance and production. Students will have the opportunity to develop their vocal, musical and movement skills, while continuing to investigate the range of career opportunities available in production for the performing arts.

Unit 6 - Performance skills and practice will provide the students with an opportunity to integrate previous learning, and to explore and develop more specific techniques, skills and attributes for production in the performing arts.

Unit 8 - Personal project and presentation will require the students to take greater responsibility in the management of an assignment. The students will develop a presentation in an area of personal interest that can be used as an audition piece or as part of a portfolio to support application to further study or employment. The unit will encourage a personal dialogue in terms of ambitions, preferences and future opportunities and enable the students to demonstrate professional and vocational skills necessary for progression within their chosen discipline.

Unit 9 and 10, as the summative units of the qualification, will provide students with an opportunity to demonstrate the skills, knowledge and understanding gained throughout the course. It is expected that they will take greater responsibility for their learning and through a process of discussion, reflection and evaluation respond confidently to opportunities for individual expression and creativity.

Unit 10 - Producing and performing to an audience at Level 3 provides an opportunity for the students to contribute to a collaborative production and demonstrate their ability to effectively organise and use the range of skills, knowledge and understanding acquired throughout the course. It is expected that they will take greater responsibility for their learning and through a process of sustained discussion, reflection and evaluation respond confidently to opportunities for individual expression and creativity.

It is expected that they will take greater ownership of their learning and through a process of discussion and evaluation respond positively to opportunities for individual expression and creativity.

It is expected that they will take greater ownership of their learning and through a process of discussion and evaluation respond positively to opportunities for individual expression and creativity.

1.5 Admissions

UAL Awarding Body expects centres to recruit with integrity and on the basis of the students’ anticipated ability to successfully complete the requirements of the individual unit(s) or the full qualification. UAL Awarding Body recommends that students wishing to apply for the Level 2 Diploma in Performing & Production Arts should have a minimum of 4 x GCSE at D or above. Students are advised to discuss opportunities for re-taking English and Maths to achieve C or above with their admissions tutor.

Applicants to courses should provide suitable evidence of their prior learning and achievement, ideally in the form of an audition or portfolio. Whenever possible, applicants should be invited to attend a personal interview, which will enable the interviewer(s) to assess the applicant’s aptitude and potential to benefit from the course.

1.6 Induction

Centres should provide the 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 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, 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 nine 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 and desirable that more specialist delivery models could be used to support the development of students who begin the course with a clearer understanding of the discipline in which they want to work. Delivery could therefore occur in the context of a particular area such as popular music or dance.

However, delivery should be coherent and integrated, progressively focussed 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 and practical experience in performing and production arts, paralleled by an increasing ability to reflect on their experiences in preparation for the next stages of their professional development.

1.8 Assessment
Units 1 and 2 of the Level 2 Award in Performing & Production Arts will be internally assessed and internally verified through students’ portfolios of evidence and is subject to UAL Awarding Body’s external quality assurance.

Units 3–8 of the Level 2 Diploma in Performing & Production Arts will be internally assessed and internally verified against the assessment criteria for those units.

Units 9 and 10 the final units of the Level 2 Diploma in Performing & Production Arts will be internally assessed, internally verified and externally moderated against the assessment criteria for the unit.

To achieve a Pass in any unit all assessment criteria must be met. Additionally Units 9 and 10 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 and can only achieve at Pass grade.

1.9 Accreditation and funding
The qualifications are accredited to the Regulated Qualifications Framework (RQF).

The qualification accreditation number or QAN for the Level 2 Award in Diploma in Performing & Production Arts is 601/1819/2.

The qualification accreditation number or QAN for the Level 2 Diploma in Performing & Production Arts is 601/1824/6.

Centres can find full details of Skills Funding Agency (SFA) and Education Funding Agency (EFA) funding arrangements for the qualifications on the Learning Aims Search - the Hub website.
Level 2 Award & Diploma

Units and indicative content
Unit 1

Introduction to performance

Level: 2
Credit value: 6

Unit aim: Provide the students 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.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this unit the student will:</td>
<td>On successful completion of this unit the student can:</td>
</tr>
<tr>
<td>1. Understand a range of elements in the development and delivery of a performing arts activity.</td>
<td>1.1 Demonstrate the use of a range of techniques in support of a performing arts activity.</td>
</tr>
<tr>
<td></td>
<td>1.2 Communicate ideas to develop a performing arts activity.</td>
</tr>
<tr>
<td></td>
<td>1.3 Assess selected techniques and processes.</td>
</tr>
</tbody>
</table>
Students should be encouraged to work collaboratively and to assess both their own and others performance.

A range of activities might include:
- An exploration of narrative through scripts and scores
- An exploration of the relationship between the performer and the audience
- Exercises in movement and sound, dance, music, song and drama
- Exercises that develop the students use of the imagination in interpreting and communicating ideas.

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 verified against the unit outcomes and assessment criteria. Students should be assessed individually within a group presentation. The assessment activities for this unit should be combined with those for Unit 2.

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

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 2

Introduction to production

Level: 2
Credit value: 6

Unit aim: This unit will provide the students with an introduction to the diversity of roles and responsibilities within the performing arts sector. It will introduce the students to the importance of health and safety as integral to the performer and production and the personal and professional characteristics needed for a career in the performing arts.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this unit the student will:</td>
<td>On successful completion of this unit the student can:</td>
</tr>
<tr>
<td>1. Understand roles and responsibilities in the</td>
<td>1.1 Research and record a range of roles and responsibilities</td>
</tr>
<tr>
<td>production of a performing arts activity.</td>
<td>in support of performing arts activities.</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify issues that effect the health and safety of</td>
</tr>
<tr>
<td></td>
<td>performers and production.</td>
</tr>
<tr>
<td></td>
<td>1.3 Assess the effectiveness of personal characteristics</td>
</tr>
<tr>
<td></td>
<td>in supporting a performing arts activity.</td>
</tr>
</tbody>
</table>
**Indicative content, teaching strategies and learning activities**

This unit, which should be linked formally through a common assignment(s) with Unit 1, is designed to provide a coherent body of knowledge that will enable the students to develop an understanding of the range of roles and responsibilities, employment and progression opportunities available within the performing arts sector. Students should be encouraged to develop an appropriate level of personal knowledge, enabling them to confidently articulate their understanding and ideas.

The learning for this unit should be delivered as part of a studio or workshop based project, which will introduce the students to the diversity of roles within the production of a performance and the importance of health, safety and ethical considerations in relation to both the individual and the audience. Students should be encouraged to be adventurous and open minded in exploring and evaluating a range of elements and processes.

Practical activity in this unit will require the students to identify and understand a range of elements essential to production and to demonstrate their use in an appropriately skilful manner, ensuring successful communication of ideas.

**Methods of assessment and evidence of achievement**

The unit will be internally assessed verified against the unit outcomes and assessment criteria. Students should be assessed individually or within a group presentation. The assessment activities for this unit should be combined with those for Unit 1.

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

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

Communicating with an audience

Level: 2
Credit value: 6

Unit aim: Provide the students with an introduction to the communication skills used in the performing arts. The unit will also enable students to explore the specific skills and attributes required for communicating with an audience in the production of a staged piece of work.

Learning outcomes

On successful completion of this unit the student will:

1. Understand communication methods and skills.

2. Be able to use communication methods and skills.

Assessment criteria

On successful completion of this unit the student can:

1.1 Select and compare a range of communication methods and skills to support a performance activity.

2.1 Assess the effectiveness of communication methods and skills in expressing ideas to an audience.
Indicative content, teaching strategies and learning activities

This unit, which may be linked and delivered with Units 4 and 5, is designed to provide a coherent body of knowledge that will enable the students to develop an understanding of the importance of communication skills to express ideas and the specific skills and attributes required to communicate ideas to an audience. The learning for this unit should be delivered as part of a studio or workshop based project and should incorporate opportunities for educational visits and library research. Projects should be designed to encourage students familiarity with a range of communication forms and techniques including physical, verbal and written in both short and extended formats.

Students should be encouraged to be adventurous and open-minded in exploring, recording and communicating ideas through a variety of formats and contexts. Students should be encouraged to recognise the vital role that good communication skills play in supporting performing and production arts activities. Opportunities should be provided for students to articulate their perceptions both individually and through group collaboration.

A range of activities might include:
- An exploration of a range of communication forms
- The exploration and expression of ideas through a variety of formats in support of a performance activity
- Exercises in participation and observation
- Review and critique of a performance.

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 verified against the unit outcomes and assessment criteria. Students should be assessed individually or within a group presentation. The assessment activities for this unit may be combined with those for Unit 4 and 5.

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

Staging a performance

Level: 2
Credit value: 6

Unit aim: Provide the students with an opportunity to integrate and reinforce knowledge and understanding acquired through Units 1 and 2. The unit will enable students to demonstrate their understanding through the production of a staged piece of performance work.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this unit the student will:</td>
<td>On successful completion of this unit the student can:</td>
</tr>
<tr>
<td>1. Understand roles in staging a performance.</td>
<td>1.1 Use production skills to inform and develop ideas.</td>
</tr>
<tr>
<td>2. Be able to use knowledge and skills in the staging of a performance.</td>
<td>2.1 Demonstrate appropriate skills in the staging of a performance.</td>
</tr>
<tr>
<td></td>
<td>2.2 Assess the effectiveness of own contribution to the staging of a performance.</td>
</tr>
</tbody>
</table>
A range of activities might include:
- Discussion groups and production meetings
- Allocation and distribution of roles
- Stage management and organisation
- Staging, design and direction
- Warm ups, read-throughs and rehearsals
- Individual and ensemble performance 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.

Students should be encouraged to be adventurous and open-minded in exploring, and communicating ideas. The learning for this unit should be delivered as part of a studio or workshop based project designed to encourage students to explore ideas and interpretations and to demonstrate their own strengths within a collaborative presentation.

Methods of assessment and evidence of achievement
The unit will be internally assessed and verified against the unit outcomes and assessment criteria. Students should be assessed individually or within a group presentation. The assessment activities for this unit may be combined with those for Unit 3 and 5.

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

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

Contextual research for performance and production

Level: 2
Credit value: 6

Unit aim: Provide the students with an opportunity to research the history and context of performance and production and develop the students’ understanding of the value of contextual research in informing practice.

Learning outcomes
On successful completion of this unit the student will:

1. Understand contextual research for performance and production.

2. Be able to use research for a performing arts project.

Assessment criteria
On successful completion of this unit the student can:

1.1 Research and record contextual information for a range of performing arts activities.

2.1 Demonstrate the use of contextual knowledge to inform and develop ideas for a performing arts activity.

2.2 Assess the effectiveness of contextual awareness to support a performing arts activity.
A range of activities might include:
- An exploration of a range of methods for recording contextual research
- Lectures, seminars and discussions
- Educational visits
- Essays and presentations.
- Review and critique of both historical influences and contemporary performance.

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 verified against the unit outcomes and assessment criteria. Students should be assessed individually or within a group presentation. The assessment activities for this unit may be combined with those for Unit 3 and 4.

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

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 practice

Level: 2
Credit value: 18

Unit aim: Provide the students with an opportunity to integrate and use previously acquired skills, knowledge and understanding and to explore and develop more specific techniques, skills and attributes for the performing arts.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this unit the student will:</td>
<td>On successful completion of this unit the student can:</td>
</tr>
<tr>
<td>1. Be able to use techniques and skills in performance activities.</td>
<td>1.1 Use a range of techniques, skills and ideas in performance activities.</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess the effectiveness of techniques, skills and ideas in performance activities.</td>
</tr>
<tr>
<td>2. Be able to use contextual awareness of performance styles.</td>
<td>2.1 Use contextual awareness to support the development of ideas in performance activities.</td>
</tr>
<tr>
<td>3. Be able to demonstrate techniques and skills in a group performance.</td>
<td>3.1 Use techniques and skills effectively in performance.</td>
</tr>
<tr>
<td></td>
<td>3.2 Assess the effectiveness of own and others performance.</td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities

The learning for this unit should be delivered as part of a project or series of projects, combined with opportunities to explore particular skills and techniques appropriate to the student’s practice and focus. It may be combined with Unit 7 to provide a holistic experience that enables the students to explore activities and competences within their particular performing arts pathway or preference. Projects should be designed to strengthen student confidence and familiarity with the skills, knowledge and understanding necessary to engage successfully with more demanding and complex tasks. Opportunities should be provided for students to articulate their ideas and perceptions in relation to both the context and delivery of performance activities.

The learning for this unit may be delivered through assignments that encourage or require ensemble or group working. It is important that assessment evidence reflects the contribution made by each student within an ensemble performance.

Students should be able to identify the requirements of the assignment, undertake research activity, develop and evaluate ideas against the identified requirements and the broader performing arts context, and use their skills, knowledge and understanding to prepare and present solutions. Students should be encouraged to work collaboratively and with consideration for others.

A range of activities might include:
- Workshops appropriate to individual skills development
- Warm ups, rehearsal techniques and processes
- Exercises to develop specific techniques
- Exploration of genres and practice
- Exploration and interpretation of narrative and characterisation
- Solo performances and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment
- Communication of ideas through voice, music and movement
- The self and relationship to the audience

Methods of assessment and evidence of achievement

The unit will be internally assessed and verified against the unit outcomes and assessment criteria. Students should be assessed individually.

Evidence is not prescribed. It could typically include: Workbooks, notebooks, research and records of investigations into genre and context, digital recordings and witness statements of auditions and performance, peer and audience feedback. This list is not exhaustive.

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

Production skills and practice

Level: 2
Credit value: 18

Unit aim: Provide the students with an opportunity to integrate and use previously acquired skills, knowledge and understanding and to explore and develop more specific techniques, skills and attributes in the production of performing arts activities.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this unit the student will:</td>
<td>On successful completion of this unit the student can:</td>
</tr>
<tr>
<td><strong>1</strong> Be able to use techniques and skills in production activities.</td>
<td><strong>1.1</strong> Use a range of techniques, skills and ideas in production activities.</td>
</tr>
<tr>
<td><strong>1.2</strong> Assess the effectiveness of techniques, skills and ideas in production activities.</td>
<td><strong>1.2</strong> Assess the effectiveness of techniques, skills and ideas in production activities.</td>
</tr>
<tr>
<td><strong>2</strong> Be able to use contextual awareness of production in the performing arts.</td>
<td><strong>2.1</strong> Use contextual awareness to support the development of ideas in production activities.</td>
</tr>
<tr>
<td><strong>3</strong> Be able to demonstrate techniques and skills in the production of a group performance.</td>
<td><strong>3.1</strong> Use techniques and skills effectively in production.</td>
</tr>
<tr>
<td><strong>3.2</strong> Assess the effectiveness of own and others contribution to the production of a group performance.</td>
<td><strong>3.2</strong> Assess the effectiveness of own and others contribution to the production of a group performance.</td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities

The learning for this unit should be delivered as part of a project or series of projects, combined with opportunities to explore particular skills and techniques appropriate to the students’ practice and focus. It may be combined with Unit 6 to provide a holistic experience, which enables the students to explore activities and competencies within their particular performing arts pathway or preference.

Projects should be designed to strengthen student confidence and familiarity with the skills, knowledge and understanding necessary to engage successfully with more demanding and complex tasks. Opportunities should be provided for students to articulate their ideas and perceptions in relation to both the context and delivery of performance activities.

The learning for this unit may be delivered through assignments that encourage or require ensemble or group working. It is important that assessment evidence reflects the contribution made by each student within an ensemble performance.

Students should be able to identify the requirements of the assignment, undertake research activity, develop and evaluate ideas against the identified requirements and the broader performing arts context and use their skills, knowledge and understanding to prepare and present solutions. Students should also be encouraged to work collaboratively and with consideration for others.

A range of activities might include:

- Workshops appropriate to individual skills development
- Investigations into design and production processes
- Exercises to develop specific techniques
- Exploration of genres and practice
- Exploration and interpretation of narrative and characterisation through design and production.
- Individual and group work
- Opportunities to develop ideas for the promotion and management of a performing arts activity
- Discussion groups to analyse the effectiveness of various approaches.
- Peer and self-assessment
- Communication of ideas through visual interpretation, sound and lighting.
- Script development, direction, choreography, costume.

Methods of assessment and evidence of achievement

The unit will be internally assessed and verified against the unit outcomes and assessment criteria. Students should be assessed individually.

Evidence is not prescribed. It could typically include: Workbooks, notebooks, promotional materials, research and records of investigations into genre and context, digital recordings and witness statements, Design development, macquettes and models, peer and audience feedback.

This list is not exhaustive. 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

Personal project and presentation

Level: 2  
Credit value: 12

Unit aim: This unit will require the students to take greater responsibility in the management of an assignment of personal interest. The unit will enable the students to prepare for progression within their chosen discipline.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this unit the student will:</td>
<td>On successful completion of this unit the student can:</td>
</tr>
<tr>
<td>1. Be able to identify progression routes.</td>
<td>1.1 Use research to identify progression routes.</td>
</tr>
<tr>
<td></td>
<td>1.2 Use knowledge and understanding of progression routes to make appropriate applications.</td>
</tr>
<tr>
<td>2. Be able to use knowledge, skills and understanding to progress personal ambitions.</td>
<td>2.1 Demonstrate appropriate skills to support own progression goals.</td>
</tr>
<tr>
<td>3. Be able to assess the effectiveness of a personal project and presentation.</td>
<td>3.1 Present themselves and their work to a range of audiences.</td>
</tr>
<tr>
<td></td>
<td>3.2 Assess the effectiveness of own performance in support of progression activities.</td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities
This unit is designed to provide an opportunity for students to enter into a more personal dialogue in terms of ambitions, preferences and future opportunities and enable students to demonstrate professional and vocational skills necessary for progression within their chosen discipline.

Students should be encouraged to develop a presentation that can be used as an audition piece or as part of a portfolio to support application to further study or employment.

The learning for this unit should be delivered as part of a studio or workshop based project supported by individual and group tutorials and should incorporate opportunities for educational visits and library research. Projects should be designed to encourage student familiarity with a range of progression opportunities within performing and production to enable them to develop work in the most appropriate format to support their personal ambitions.

Students should be encouraged to be adventurous and open minded in exploring, recording and communicating ideas through a variety of formats and contexts. Students should also be encouraged to recognise the vital role that good communication skills play in supporting performing and production arts activities.

A range of activities might include:
- An exploration of a range of progression opportunities and routes
- A personal project and presentation
- Portfolio development
- Group and individual tutorials
- CV and application letter writing workshops
- Simulations of interviews and auditions
- The exploration and expression of ideas through a variety of formats in support of a performance activity.

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. Students should be assessed individually.

Evidence is not prescribed. It could typically include: personal statements, CVs and applications, workbooks, notebooks, research portfolios and records of project development including storyboards, visual development work, designs, media and artefacts, digital recordings and witness statements of auditions and performance.

This list is not exhaustive. 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**

**Producing and performing to an audience**

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this unit the student will:</td>
<td>On successful completion of this unit the student can:</td>
</tr>
<tr>
<td>1. Be able to undertake and use research for a performance to an audience.</td>
<td>1.1 Identify appropriate research sources.</td>
</tr>
<tr>
<td>1.2 Use research in the interpretation of materials for a performance.</td>
<td>1.2 Use research in the interpretation of materials for a performance.</td>
</tr>
<tr>
<td>2. Understand a role or roles in planning and producing a performance to an audience.</td>
<td>2.1 Identify strengths, plan and collaborate in the development of a performance.</td>
</tr>
<tr>
<td>2.2 Use appropriate skills in the realisation of a role or roles in producing and performance.</td>
<td>2.2 Use appropriate skills in the realisation of a role or roles in producing and performance.</td>
</tr>
<tr>
<td>2.3 Demonstrate artistic interpretation in producing and performing to an audience.</td>
<td>2.3 Demonstrate artistic interpretation in producing and performing to an audience.</td>
</tr>
<tr>
<td>3. Be able to collaborate in the production and presentation of a performance to an audience.</td>
<td>3.1 Contribute to a presentation that effectively communicates to an audience.</td>
</tr>
<tr>
<td>3.2 Demonstrate consideration and commitment in working with others.</td>
<td>3.2 Demonstrate consideration and commitment in working with others.</td>
</tr>
<tr>
<td>4. Be able to assess the effectiveness of a production and performance to an audience.</td>
<td>4.1 Assess a production and performance against identified parameters and timescale.</td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities

This unit is designed to provide a coherent body of knowledge, which will enable the students to demonstrate evidence of sound research skills and methodology and to integrate and use the skills, knowledge and understanding developed in the previous units in the production and presentation of a performance to an audience.

The students should demonstrate a degree of self-direction in the research, planning, organisation and presentation of a collaborative project. Centres delivering the unit should design an overarching assignment that will provide an opportunity for students to achieve the assessment criteria while allowing some student discretion in the specific choice of activity/activities.

Centres should ensure that, through discussion and negotiation, students establish early, identified goals within the terms of reference of the overarching assignment. It is anticipated that students will recognise the value of dialogue and communication, with both peer group and professional staff, in identifying, exploring and assessing their roles and ideas in the development and realisation of the project.

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.

Students should be encouraged to recognise that, whichever working methodology they choose to use, they will need to be realistic in terms of achievable goals, material resources and time management, and to recognise the need for the development of working relationships that foster creative and imaginative solutions in producing and performing to an audience.

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 verified and externally moderated against the unit outcomes and assessment criteria. Students should be assessed individually within a group presentation.

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. 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

**Producing and performing to an audience**

**Level: 3**  
**Credit value: 24**

**Unit aim:** This unit will require the students to use the knowledge, understanding and skills developed in previous units and apply them to the production of a staged piece of performance to an audience.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this unit the student will:</td>
<td>On successful completion of this unit the student can:</td>
</tr>
<tr>
<td>1. Be able to undertake and use research for a performance to an audience.</td>
<td>1.1 Critically compare appropriate research sources.</td>
</tr>
<tr>
<td>1.2 Effectively organise and use research in the interpretation of materials for a performance.</td>
<td></td>
</tr>
<tr>
<td>2. Understand a role or roles in planning and producing a performance to an audience.</td>
<td>2.1 Evaluate strengths, plan and collaborate in the development and implementation of a performance.</td>
</tr>
<tr>
<td>2.2 Apply a range of appropriate skills in the realisation of a role or roles in producing and performance.</td>
<td></td>
</tr>
<tr>
<td>2.3 Demonstrate artistic interpretation in producing and performing to an audience.</td>
<td></td>
</tr>
<tr>
<td>3. Be able to collaborate in the production and presentation of a performance to an audience.</td>
<td>3.1 Demonstrate the ability to collaborate in a presentation that effectively communicates to an audience.</td>
</tr>
<tr>
<td>3.2 Demonstrate consideration, commitment and professionalism in working with others.</td>
<td></td>
</tr>
<tr>
<td>3.3 Review and revise as necessary the resources needed to implement a performance to an audience.</td>
<td></td>
</tr>
<tr>
<td>4. Be able to assess the effectiveness of a production and performance to an audience.</td>
<td>4.1 Analyse and evaluate a production and performance against identified parameters and timescale.</td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities

This unit is designed to provide a coherent body of knowledge, which will enable the students to demonstrate evidence of sound research skills and methodology and to integrate and use the skills, knowledge and understanding developed in the previous units in the production and presentation of a performance to an audience.

The students should demonstrate a degree of self-direction in the research, planning, organisation and presentation of a collaborative project. Centres delivering the unit should design an overarching assignment that will provide an opportunity for students to achieve the assessment criteria while allowing some students discretion in the specific choice of activity/activities.

Centres should ensure that, through discussion and negotiation, students establish early, identified goals within the terms of reference of the overarching assignment. It is anticipated that students will recognise the value of dialogue and communication, with both peer group and professional staff, in identifying, exploring and assessing their roles and ideas in the development and realisation of the project.

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.

Students should be encouraged to recognise that, whichever working methodology they choose to use, they will need to be realistic in terms of achievable goals, material resources and time management, and to recognise the need for the development of working relationships that foster creative and imaginative solutions in producing and performing to an audience.

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 verified and externally moderated against the unit outcomes and assessment criteria. Students should be assessed individually within a group presentation.

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. 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.
Grade criteria

Unit 9: Producing and performing to an audience - Level 2

Unit 9, the final Level 2 unit of the Diploma in Performing & Production Arts, allows for the evidence submitted by the student to be assessed and graded.

The overall grade for the qualification is determined by the student achievement in Unit 9: Producing and performing to an audience.

All internal assessment and grading decisions are subject to External Moderation. Please refer to the Level 2 grade exemplification matrix (page 35).

The grades that can be achieved are:

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

**Fail**
If the student 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 student must achieve all of the pass assessment criteria listed within Unit 9.

**Merit**
To achieve a Merit grade, a student must achieve all of the Pass assessment criteria listed within Unit 9 and must additionally meet the entire Merit grade criteria listed here.

**Distinction**
To achieve a Distinction grade, a student must achieve all of the pass assessment criteria listed within Unit 9, and must additionally meet all of the Merit and Distinction grade criteria listed here.
1. Research

Pass
1.1 Identify appropriate research sources.
1.2 Use research in the interpretation of materials for a performance.

Merit
1.1 Identify appropriate research sources to a high standard.
1.2 Use research in the interpretation of materials for a performance to a high standard.

Distinction
1.1 Identify appropriate research sources to a very high standard.
1.2 Use research in the interpretation of materials for a performance to a very high standard.

2. Planning and Production

Pass
2.1 Identify strengths, plan and collaborate in the development of a performance.
2.2 Use appropriate skills in the realisation of a role or roles in producing and performing.
2.3 Demonstrate artistic interpretation in producing and performing to an audience.

Merit
2.1 Identify strengths, plan and collaborate in the development of a performance to a high standard.
2.2 Use appropriate skills in the realisation of a role or roles in producing and performing to a high standard.
2.3 Demonstrate artistic interpretation in producing and performing to an audience to a high standard.

Distinction
2.1 Identify strengths, plan and collaborate in the development of a performance to a very high standard.
2.2 Use appropriate skills in the realisation of a role or roles in producing and performing to a very high standard.
2.3 Demonstrate artistic interpretation in producing and performing to an audience to a very high standard.

3. Practical Skills and Presentation

Pass
3.1 Contribute to a presentation that effectively communicates to an audience.
3.2 Demonstrate consideration and commitment in working with others.

Merit
3.1 Contribute to a presentation that effectively communicates to an audience to a high standard.
3.2 Demonstrate consideration and commitment in working with others to a high standard.

Distinction
3.1 Contribute to a presentation that effectively communicates to an audience to a very high standard.
3.2 Demonstrate consideration and commitment in working with others to a very high standard.

4. Evaluation and Reflection

Pass
4.1 Assess a production and performance against identified parameters and timescale.

Merit
4.1 Assess a production and performance against identified parameters and timescale to a high standard.

Distinction
4.1 Assess a production and performance against identified parameters and timescale to a very high standard.
Unit 10: Producing and performing to an audience - Level 3

Unit 10, the final Level 3 unit of the Diploma in Performing & Production Arts, allows for the evidence submitted by the student to be assessed and graded.

The overall grade for the qualification is determined by the student achievement in Unit 10: Producing and performing to an audience.

All internal assessment and grading decisions are subject to External Moderation. Please refer to the Level 3 grade exemplification matrix, available on the UAL Awarding Body website.

The grades that can be achieved are:

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

- **Fail**: If the student 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 student must achieve all of the pass assessment criteria listed within Unit 10.

- **Merit**: To achieve a Merit grade, a student must achieve all of the Pass assessment criteria listed within Unit 10 and must additionally meet the entire Merit grade criteria listed here.

- **Distinction**: To achieve a Distinction grade, a student must achieve all of the pass assessment criteria listed within Unit 10, and must additionally meet all of the Merit and Distinction grade criteria listed here.
1. Research
Pass
1.1 Critically compare appropriate research sources.
1.2 Effectively organise and use research in the interpretation of materials for a performance.

Merit
1.1 Critically compare appropriate research sources to a high standard.
1.2 Effectively organise and use research in the interpretation of materials for a performance to a high standard.

Distinction
1.1 Critically compare appropriate research sources to a very high standard.
1.2 Effectively organise and use research in the interpretation of materials for a performance to a very high standard.

2. Planning and Production
Pass
2.1 Evaluate strengths, plan and collaborate in the development and implementation of a performance.
2.2 Apply a range of appropriate skills in the realisation of a role or roles in producing and performance.
2.3 Demonstrate artistic interpretation in producing and performing to an audience.

Merit
2.1 Evaluate strengths, plan and collaborate in the development and implementation of a performance to a high standard.
2.2 Apply a range of appropriate skills in the realisation of a role or roles in producing and performance to a high standard.
2.3 Demonstrate artistic interpretation in producing and performing to an audience to a high standard.

Distinction
2.1 Evaluate strengths, plan and collaborate in the development and implementation of a performance to a very high standard.
2.2 Apply a range of appropriate skills in the realisation of a role or roles in producing and performance to a very high standard.
2.3 Demonstrate artistic interpretation in producing and performing to an audience to a very high standard.

3. Practical Skills and Presentation
Pass
3.1 Demonstrate the ability to collaborate in a presentation that effectively communicates to an audience.
3.2 Demonstrate consideration and commitment in working with others.
3.3 Review and revise as necessary the resources needed to implement a performance to an audience.

Merit
3.1 Demonstrate the ability to collaborate in a presentation that effectively communicates to an audience to a high standard.
3.2 Demonstrate consideration and commitment in working with others to a high standard.
3.3 Review and revise as necessary the resources needed to implement a performance to an audience to a high standard.

Distinction
3.1 Demonstrate the ability to collaborate in a presentation that effectively communicates to an audience to a very high standard.
3.2 Demonstrate consideration and commitment in working with others to a very high standard.
3.3 Review and revise as necessary the resources needed to implement a performance to an audience to a very high standard.

4. Evaluation and Reflection
Pass
4.1 Analyse and evaluate a production and performance against identified parameters and timescale.

Merit
4.1 Analyse and evaluate a production and performance against identified parameters and timescale to a high standard.

Distinction
4.1 Analyse and evaluate a production and performance against identified parameters and timescale to a very high standard.
# Exemplification for UAL Awarding Body Grade criteria – Level 2

The assessment criteria for Pass, Merit and Distinction remain the same but UAL has, in addition, developed a matrix and set of descriptors for assessors to provide further clarification and ensure that grades are more clearly defined, to ensure that assessors are able to differentiate consistently between students based on the level of skills, knowledge and understanding shown.

In order to maintain consistency in understanding and comparability across qualifications at the same level, the exemplification matrix should be used in conjunction with the UAL grading criteria.

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

| Research | Insufficient research and investigation evidenced. Little or no information from relevant sources used to inform ideas. |
| Planning and production | Ineffective or unrealistic planning and poor organisation. Task or tasks incomplete against timescale. |
| Practical skills and presentation | Limited use of processes, application of skills or knowledge demonstrated, few or no alternative ideas and poor presentation. |
| Evaluation and reflection | Inadequate evaluation or insufficient evidence of ongoing assessment of ideas limiting progress and development. |

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

| Research | Sufficient research and investigation of relevant sources, information used to inform ideas. |
| Planning and production | Realistic planning and organisation. Satisfactory production against time-scales. |
| Practical skills and presentation | Competent demonstration of processes and application of skills and knowledge used to develop and present creative solutions. |
| Evaluation and reflection | Sufficient evaluation with evidence of ongoing assessment of ideas used to inform progress and development. |
### Merit
Work submitted meets all assessment criteria and is of a high standard.

- Thorough research and investigation of relevant sources, coherent use of information used to inform and develop ideas.
- Effective planning, organisation and subject engagement evidenced. Efficient production against time-scales.
- Considered and capable demonstration of processes, application of skills and knowledge used to develop ideas and present creative solutions.
- Effective evaluation clearly communicated and applied to make reasoned decisions and inform the development of ideas.

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

- Thorough and sustained research and investigation of relevant sources. Accomplished and considered interpretation of information used to inform, develop and extend ideas.
- Detailed and effective planning and organisation, commitment and subject engagement evidenced. Substantial production against time-scales.
- Accomplished demonstration of processes, skills and knowledge used to develop alternative ideas and present creative solutions.
- Perceptive evaluation and interpretation, demonstrating clarity in thinking and decision making used to inform and progress ideas.
UAL Awarding Body believes 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 and currently offers accredited qualifications in art and design, fashion, creative media, music and Performing & Production arts. We are also the UK’s leading provider of the Diploma in Art & Design - Foundation Studies. 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 and Wimbledon College of Arts.

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