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.
## Contents

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### 3 Grade criteria

30

### 4 Grade exemplification

34

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Cover image:
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 qualifications 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 qualifications, 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 qualifications incorporate 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.

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, the qualifications 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 and 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

Mandatory units to be completed: 2
Total Qualification Time (TQT): 100
Total Guided Learning Hours: 60
Total Credits: 10

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Introduction to performance</th>
<th>Level 2</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>30 GLH, TUT 50</td>
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<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Introduction to production</th>
<th>Level 2</th>
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<tr>
<td></td>
<td></td>
<td>30 GLH, TUT 50</td>
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<td>Credits: 5</td>
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The Level 2 Award in Performing & Production Arts is made up of two mandatory units.

Diploma in Performing & Production Arts

Mandatory units to be completed: 9
Total Qualification Time (TQT): 880
Total Guided Learning Hours: 510
Total Credits: 88

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Communicating with an audience</th>
<th>Level 2</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>30 GLH, TUT 40</td>
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<thead>
<tr>
<th>Unit 4</th>
<th>Staging a performance</th>
<th>Level 2</th>
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<tr>
<td></td>
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<td>30 GLH, TUT 40</td>
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<tr>
<th>Unit 5</th>
<th>Contextual research for performance and production</th>
<th>Level 2</th>
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<tr>
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<td>30 GLH, TUT 40</td>
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<td>Credits: 4</td>
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<table>
<thead>
<tr>
<th>Unit 6</th>
<th>Performance skills and practice</th>
<th>Level 2</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>90 GLH, TUT 130</td>
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<td></td>
<td></td>
<td>Credits: 13</td>
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<thead>
<tr>
<th>Unit 7</th>
<th>Production skills and practice</th>
<th>Level 2</th>
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<tr>
<td></td>
<td></td>
<td>90 GLH, TUT 130</td>
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<td>Credits: 13</td>
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<thead>
<tr>
<th>Unit 8</th>
<th>Personal project and presentation</th>
<th>Level 2</th>
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<tr>
<td></td>
<td></td>
<td>60 GLH, TUT 90</td>
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<tr>
<td></td>
<td></td>
<td>Credits: 9</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 9</th>
<th>Producing and performing to an audience</th>
<th>Level 2</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>120 GLH, TUT 310</td>
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<tr>
<td></td>
<td></td>
<td>Credits: 31</td>
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</table>

<table>
<thead>
<tr>
<th>Unit 10</th>
<th>Producing and performing to an audience</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>120 GLH, TUT 310</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Credits: 31</td>
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</table>

The Level 2 Diploma in Performing & Production Arts is made up of eight mandatory units and a choice of one of two optional units.
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 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 students with an introduction to the skills, knowledge and understanding necessary to explore, enhance and sustain their creative development and determine a standard from which all other activities and learning will develop. Students will be given a broad diagnostic introduction to 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.

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. It will introduce the basic elements of drama, dance and music, the process of rehearsal, production and delivery of a performance, and impart an understanding of performing arts as a collaborative activity.

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

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 students with an opportunity to integrate the knowledge and understanding acquired in Units 1 and 2, and to explore the specific skills and attributes required for communicating with an audience in the production of a staged piece of work.
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 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 students to take greater responsibility in the management of an assignment. 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, enabling students to demonstrate the 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. Students will collaborate in the production of a staged piece of performance to an audience requiring them to take on a range of diverse roles and responsibilities both individually and as a group. These units will be graded.

Unit 9 - Producing and performing to an audience at Level 2 provides an opportunity for students to engage in a collaborative production and demonstrate their ability to competently use the range of skills, knowledge and understanding acquired throughout the course.

Unit 10 - Producing and performing to an audience at Level 3 provides an opportunity for 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 responsibility for their learning and through a process of discussion and evaluation respond positively to opportunities for individual expression and creativity.

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

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 an induction to ensure that:
- A course handbook and any other supporting material to facilitate effective learning is provided
- Timetable 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 qualifications have been written to support a range of delivery options. The 10 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 qualifications 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.

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 Education Skills Funding Agency (ESFA) funding arrangements for the qualifications on the Learning Aim Reference System (LARS).
STAGE DOOR
Level 2 Award & Diploma

Units and indicative content
Unit 1

Introduction to performance

Level: 2
GLH: 30  TUT: 50  Credits: 5

Unit aim: Provide students with an introduction to a range of activities essential to the development and delivery of a performance. The unit will introduce the basic elements of drama, dance and music, the processes of rehearsal, production and the delivery of a performance, while imparting an understanding of performing arts as a collaborative activity.

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

1. Understand a range of elements in the development and delivery of a performing arts activity.

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

1.1 Demonstrate the use of a range of techniques in support of a performing arts activity.

1.2 Communicate ideas to develop a performing arts activity.

1.3 Assess selected techniques and processes.
Indicative content, teaching strategies and learning activities

This unit, which should be linked formally through a common assignment(s) with Unit 2, is designed to provide a coherent body of knowledge that will enable students to develop an understanding of the range of activities essential to the development and delivery of a performance.

Students should be encouraged to develop an appropriate level of personal skill and techniques, enabling them to confidently articulate their experiences and ideas.

The learning for this unit should be delivered as part of a studio or workshop based project which, allows the students to experience a range of activities that introduce the basic elements of drama, dance and music, the process of rehearsal, production and the delivery of a performance, while imparting an understanding of performing arts as a collaborative activity. 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 students to identify and understand a range of elements essential to the performing arts and to demonstrate their use in an appropriately skilful manner, ensuring successful communication of ideas.

Students should be encouraged to work collaboratively and to assess both their own and others performances.

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 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 and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme, including: appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 2

Introduction to production

Level: 2  
GLH: 30  
TUT: 50  
Credits: 5

Unit aim: Provide students with an introduction to the diversity of roles and responsibilities within the performing arts sector. The unit will introduce students to the importance of health and safety as integral to both 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>
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</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 production of a performing arts activity.</td>
<td>1.1 Research and record a range of roles and responsibilities in support of performing arts activities.</td>
</tr>
<tr>
<td>1.2 Identify issues that effect the health and safety of performers and production.</td>
<td>1.3 Assess the effectiveness of personal characteristics in supporting a performing arts activity.</td>
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</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 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, as well as 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 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 and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

**Additional information**

Centres must have the physical resources to successfully implement the programme, including: appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
## Unit 3

**Communicating with an audience**

**Level:** 2  
**GLH:** 30  
**TUT:** 40  
**Credits:** 4

**Unit aim:** Provide 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.
   1.1 Select and compare a range of communication methods and skills to support a performance activity.

2. Be able to use communication methods and skills.
   2.1 Assess the effectiveness of communication methods and skills in expressing ideas to an audience.

### 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.
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.

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 and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

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.

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 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.

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.

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
GLH: 30 TUT: 40 Credits: 4

Unit aim: Provide the students with opportunities to integrate and reinforce the 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.

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

1. Understand roles in staging a performance.
2. Be able to use knowledge and skills in the staging of a performance.

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

1.1 Use production skills to inform and develop ideas.
2.1 Demonstrate appropriate skills in the staging of a performance.
2.2 Assess the effectiveness of own contribution to the staging of a performance.
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 and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme, including: appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 5

Contextual research for performance and production

Level: 2
GLH: 30  TUT: 40  Credits: 4

Unit aim: Provide students with an opportunity to research the history and context of performance and production, and develop their 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.
Indicative content, teaching strategies and learning activities

This unit, which may be linked and delivered with Units 3 and 4, is designed to provide a coherent body of knowledge that will enable the students to develop an understanding of the importance of contextual research and an understanding of the broader context in which all performing arts activities are positioned. 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.

Students should be encouraged to be adventurous and open-minded in exploring, analysing and evaluating a variety of information sources. Students should also recognise the informative relationship between the study of context, their own practice and activities, and that of their peers.

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 and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme, including: appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
**Unit 6**

Performance skills and practice

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**Unit aim:** Provide 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><strong>1.</strong> Be able to use techniques and skills in performance activities.</td>
<td><strong>1.1</strong> Use a range of techniques, skills and ideas in performance activities.</td>
</tr>
<tr>
<td></td>
<td><strong>1.2</strong> Assess the effectiveness of techniques, skills and ideas in performance activities.</td>
</tr>
<tr>
<td><strong>2.</strong> Be able to use contextual awareness of performance styles.</td>
<td><strong>2.1</strong> Use contextual awareness to support the development of ideas in performance activities.</td>
</tr>
<tr>
<td><strong>3.</strong> Be able to demonstrate techniques and skills in a group performance.</td>
<td><strong>3.1</strong> Use techniques and skills effectively in performance.</td>
</tr>
<tr>
<td></td>
<td><strong>3.2</strong> 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 students’ practices and focuses. It may be combined with Unit 7 to provide a holistic experience that enables 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 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.

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.

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 and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme, including: appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 7

Production skills and practice

Unit aim: Provide 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.

Level: 2
GLH: 90          TUT: 130          Credits: 13

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

1.1 Use a range of techniques, skills and ideas in production activities.
1.2 Assess the effectiveness of techniques, skills and ideas in production activities.

2.1 Use contextual awareness to support the development of ideas in production activities.

3.1 Use techniques and skills effectively in production.
3.2 Assess the effectiveness of own and others contribution to the production of a group performance.

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

1 Be able to use techniques and skills in production activities.
2 Be able to use contextual awareness of production in the performing arts.
3 Be able to demonstrate techniques and skills in the production of a group performance.
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, maquettes and models, peer and audience feedback. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme, including: appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 8

Personal project and presentation

Level: 2
GLH: 60             TUT: 90            Credits: 9

Unit aim: Require students to take greater responsibility of the management of an assignment of personal interest. The unit will enable 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>
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 and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme, including: appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 9

Producing and performing to an audience

**Level: 2**  
**GLH: 120**  
**TUT: 310**  
**Credits: 31**

**Unit aim:** Require 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 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></td>
<td>2.2 Use appropriate skills in the realisation of a role or roles in producing and performance.</td>
</tr>
<tr>
<td></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></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 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.

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 and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

**Additional information**

Centres must have the physical resources to successfully implement the programme, including: appropriately equipped and updated rehearsal studios and workshops. IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 10

Producing and performing to an audience

Level: 3  
GLH: 120  
TUT: 310  
Credits: 31

Unit aim: 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></td>
</tr>
<tr>
<td>On successful completion of this unit the student can:</td>
<td></td>
</tr>
</tbody>
</table>

1. Be able to undertake and use research for a performance to an audience.
   1.1 Critically compare appropriate research sources.
   1.2 Effectively organise and use research in the interpretation of materials for a performance.

2. Understand a role or roles in planning and producing a performance to an audience.
   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.

3. Be able to collaborate in the production and presentation of a performance to an audience.
   3.1 Demonstrate the ability to collaborate in a presentation that effectively communicates to an audience.
   3.2 Demonstrate consideration, commitment and professionalism in working with others.
   3.3 Review and revise as necessary the resources needed to implement a performance to an audience.

4. Be able to assess the effectiveness of a production and performance to an audience.
   4.1 Analyse and evaluate a production and performance against identified parameters and timescale.
Indicative content, teaching strategies and learning activities

This unit is designed to provide a coherent body of knowledge, which will enable 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.

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 and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme, including: appropriately equipped and updated rehearsal studios and workshops. IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 9: 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's 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 34).

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, in addition to 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, in addition to all of the Merit and Distinction grade criteria listed here.
1. Research
   **Pass**
   1.1 Identify appropriate research sources to a satisfactory standard.
   1.2 Use research in the interpretation of materials for a performance to a satisfactory standard.

   **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 to a satisfactory standard.
   2.2 Use appropriate skills in the realisation of a role or roles in producing and performing to a satisfactory standard.
   2.3 Demonstrate artistic interpretation in producing and performing to an audience to a satisfactory standard.

   **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 to a satisfactory standard.

   **Merit**
   3.1 Contribute to a presentation that effectively communicates to an audience to a high standard.

   **Distinction**
   3.1 Contribute to a presentation that effectively communicates to an audience to a very high standard.

4. Evaluation and reflection
   **Pass**
   4.1 Assess a production and performance against identified parameters and timescale to a satisfactory standard.

   **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:

http://www.arts.ac.uk/awarding

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, in addition to 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, in addition to all of the Merit and Distinction grade criteria listed here.
1. Research
Pass
1.1 Critically compare appropriate research sources to a satisfactory standard.
1.2 Effectively organise and use research in the interpretation of materials for a performance to a satisfactory standard.

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 organize 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 to a satisfactory standard.
2.2 Apply a range of appropriate skills in the realisation of a role or roles in producing and performance to a satisfactory standard.
2.3 Demonstrate artistic interpretation in producing and performing to an audience to a satisfactory standard.

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 to a satisfactory standard.

Merit
3.1 Demonstrate the ability to collaborate in a presentation that effectively communicates 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.

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

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.

<table>
<thead>
<tr>
<th></th>
<th>Fail</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Insufficient research and investigation evidenced. Little or no information from relevant sources used to inform ideas.</td>
<td>Sufficient research and investigation of relevant sources, information used to inform ideas.</td>
</tr>
<tr>
<td><strong>Planning and production</strong></td>
<td>Ineffective or unrealistic planning and poor organisation. Task or tasks incomplete against timescale.</td>
<td>Realistic planning and organisation. Satisfactory production against time-scales.</td>
</tr>
<tr>
<td><strong>Practical skills and presentation</strong></td>
<td>Limited use of processes, application of skills or knowledge demonstrated, few or no alternative ideas and poor presentation.</td>
<td>Competent demonstration of processes and application of skills and knowledge used to develop and present creative solutions.</td>
</tr>
<tr>
<td><strong>Evaluation and reflection</strong></td>
<td>Inadequate evaluation or insufficient evidence of ongoing assessment of ideas limiting progress and development.</td>
<td>Sufficient evaluation with evidence of ongoing assessment of ideas used to inform progress and development.</td>
</tr>
<tr>
<td>Merit</td>
<td>Distinction</td>
<td></td>
</tr>
<tr>
<td>-------</td>
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<td></td>
</tr>
<tr>
<td><strong>Merit</strong>&lt;br&gt;Work submitted meets all assessment criteria and is of a high standard.</td>
<td><strong>Distinction</strong>&lt;br&gt;Work submitted meets all assessment criteria and is of a very high standard.</td>
<td></td>
</tr>
<tr>
<td>Thorough research and investigation of relevant sources, coherent use of information used to inform and develop ideas.</td>
<td>Thorough and sustained research and investigation of relevant sources. Accomplished and considered interpretation of information used to inform, develop and extend ideas.</td>
<td></td>
</tr>
<tr>
<td>Effective planning, organisation and subject engagement evidenced. Efficient production against time-scales.</td>
<td>Detailed and effective planning and organisation, commitment and subject engagement evidenced. Substantial production against time-scales.</td>
<td></td>
</tr>
<tr>
<td>Considered and capable demonstration of processes, application of skills and knowledge used to develop ideas and present creative solutions.</td>
<td>Accomplished demonstration of processes, skills and knowledge used to develop alternative ideas and present creative solutions.</td>
<td></td>
</tr>
<tr>
<td>Effective evaluation clearly communicated and applied to make reasoned decisions and inform the development of ideas.</td>
<td>Perceptive evaluation and interpretation, demonstrating clarity in thinking and decision making used to inform and progress ideas.</td>
<td></td>
</tr>
</tbody>
</table>
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

Want to find out more?

Contact:

UAL Awarding Body
272 High Holborn
London
WC1V 7EY

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

Version 7

arts.ac.uk/awarding