

DELIVERY GUIDE

for course providers of the
Professional Performing
Arts Diplomas

from September 2018

MUSICAL THEATRE

COMMERCIAL

STREET DANCE

CONTEMPORARY

SINGING

JAZZ DANCE

BALLET

ACTING

TAP



This Delivery Guide includes validation and revalidation requirements, as well as information about how to deliver the Professional Performing Arts Diplomas. This document should be used together with the *Professional Performing Arts Diplomas Qualification Specifications from September 2018*.

Please check trinitycollege.com/PPAD for the latest documents and information about our Professional Performing Arts qualifications.

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for course providers of the
Professional Performing
Arts Diplomas

from September 2018

Trinity College London
trinitycollege.com

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1. Introduction

WELCOME

Welcome to the Delivery Guide. The guidelines that follow outline Trinity College London's validation process for course providers of the Professional Performing Arts Diplomas and give guidance on their delivery.

Section 2 describes the validation process that is necessary for any organisation proposing to offer a course leading to a Professional Performing Arts Diploma (PPAD).

Section 3 gives details about the administration of the diplomas, sections 4-6 give details about providing the Professional Performing Arts Diplomas after validation, and section 7 gives details about certification and awarding the diplomas. The appendices offer additional information for potential and current PPAD course providers.

The specifications for the diplomas are available as a separate document and a PDF version is available at trinitycollege.com/PPAD-specifications

ABOUT TRINITY COLLEGE LONDON

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help students progress. Our aim is to inspire teachers and learners through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life.

At the heart of Trinity's work is the belief that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all. We exist to promote and foster the best possible communicative and performance skills through assessment, content and training that is innovative, personal and authentic.

BACKGROUND

In 1999, the Department for Education and Employment announced a scheme of financial awards in dance and drama to enable talented young people to access high-quality training in professional acting, dance and musical theatre provided by a number of respected schools and colleges. These awards are known as the Dance and Drama Awards (DaDAs).

The introduction of the awards led to the development of the Professional Performing Arts Diplomas, with advice from members of the theatrical professions, the Council for Dance Education and Training, and the National Council for Drama Training.

The diplomas provide industry-led and endorsed qualifications for learners in full-time professional training at a course provider validated by Trinity. To pass a Professional Performing Arts Diploma, students must demonstrate the skills, knowledge and understanding needed to find employment as a professional performer.

The diplomas are offered at either Level 5 or Level 6 on the Regulated Qualifications Framework. Courses leading to the Level 6 diplomas must last three years, courses leading to the Level 5 Diploma in Professional Dance must last two years, and for the Level 5 Diploma in Professional Acting at least one year.

Each diploma comprises various units, all of which must be passed to achieve the qualification. Technical skills and professional practice units are assessed internally by the course provider and moderated by Trinity. The performance unit is assessed by Trinity in the final year of the course.

Full details of the requirements for each unit, including total qualification time, are published in the PPAD specifications.

Although the focus of these diplomas is vocational, some organisations offer progression routes for graduates into BA or MA courses in related subjects.

FUNDING

The majority of Professional Performing Arts Diploma course providers are in receipt of DaDA funding. All students who are allocated funding must be registered for a diploma. Trinity does not have any responsibility for the allocation of the DaDAs. For information, please visit gov.uk/dance-drama-awards

The diplomas also provide access to Advanced Learner Loans. Course providers must apply to the Education and Skills Funding Agency for these loans.

2. Validation and revalidation

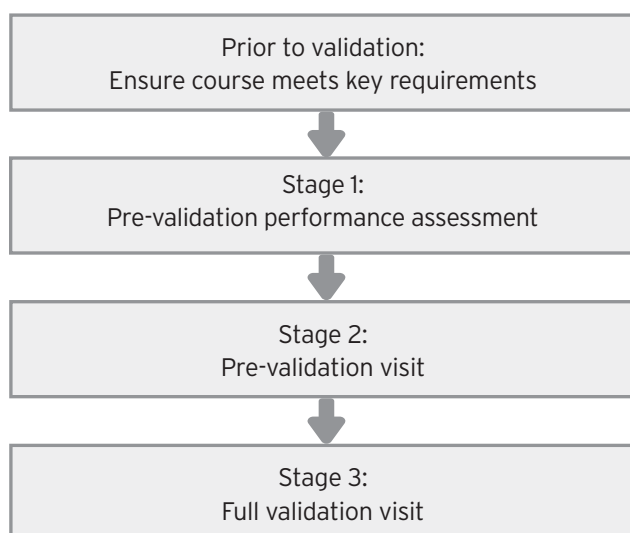
In order to offer the Professional Performing Arts Diplomas (PPADs), potential course providers must first successfully complete Trinity's validation process.

The aim of the validation process is to ensure that the course provider delivers a course that gives students the appropriate tuition, support and assessment to meet the requirements of their diplomas.

Course provision and design, while the responsibility of each course provider, must fully meet the requirements of the PPAD specifications.

Validation by Trinity relates solely to the provision of the Professional Performing Arts Diplomas.

VALIDATION PROCESS



KEY REQUIREMENTS OF THE COURSE

The below requirements must be met before embarking on the validation process:

- ▶ At least three years of graduate employment data is available (ie the course needs to have been running for long enough to gather the required data)
- ▶ The current course is of the required duration for the diplomas (three years for all Level 6 diplomas, two years for the Level 5 Diploma in Professional Dance, and at least one year for the Level 5 Diploma in Professional Acting)
- ▶ The current course meets the required guided learning hours (the time assigned for teaching, supervising or directing students) for each unit, as outlined in the PPAD specifications
- ▶ The course is supported by a comprehensive course document with clear learning outcomes and assessment processes for each component

There are three stages to the validation process. A separate fee is payable at each stage. Details of fees can be found at trinitycollege.com/PPAD-validation-fees

Stage 1: Pre-validation performance assessment

Once a potential provider is satisfied that their course meets the key requirements, they should email ppad@trinitycollege.com, giving details of the diplomas for which they wish to be validated.

Potential course providers for the Musical Theatre and Dance diplomas should also have considered which genres and contexts they wish to offer as key and supporting skills.

Trinity sends an assessor to attend performances by students in their final year of study to assess the extent to which they can demonstrate the high-level performance skills required to meet the learning outcomes of the diplomas. Following the visit Trinity sends a report to the potential course provider that includes advice and recommendations about proceeding to the next stage of the process.

Stage 2: Pre-validation visit

The pre-validation visit is an opportunity for a potential course provider to establish whether course provision, facilities and premises are likely to meet the requirements of the diploma before applying for a full validation visit.

The pre-validation visit is usually a one-day visit to the potential course provider where the Trinity validation team observes classes across all years of the course and discusses course delivery with the management team and senior staff.

In advance of the visit the potential course provider must provide:

- ▶ A prospectus (or links to online equivalent)
- ▶ Course descriptions and timetables
- ▶ CVs of the management team and senior staff
- ▶ Publicity material relating to the courses
- ▶ Employment data for graduates from the preceding three years
- ▶ Details of assessment procedures, schemes of work and processes for two components/modules of the course, demonstrating how these fulfil the learning outcomes of the Trinity diplomas
- ▶ Samples of student marks, assessment and feedback documentation across the duration of the course, that are based on Trinity criteria.

- ▶ Any relevant reports from Ofsted (Office for Standards in Education, Children's Services and Skills), CDMT (Council for Dance, Drama and Musical Theatre), QAA (Quality Assurance Agency for Higher Education) or similar organisations, and any other external reports
- ▶ Evidence of ongoing quality assurance and development

The validation team produces a report on the standard of provision and student attainment in relation to the requirements of the diplomas including, where appropriate, the key and supporting skills. The report also comments on the standards of teaching, course structure and assessment methods, and the organisation's potential to provide the qualification. Any conditions in the report must be met before the organisation may proceed to the next stage.

Stage 3: Full validation visit

The validation team usually consists of a lead assessor and at least two assessors with relevant areas of expertise.

The organisation must supply all the information listed in appendix 1 at least three weeks before the visit.

The visit must take place at a time when the organisation is delivering a full timetable of classes and it will usually last three days. The validation team observes classes across all years of the course, with particular reference to the key and supporting skills (where relevant). Classes are observed and reported on in terms of planning, content, delivery, student attainment, feedback, and health and safety (see appendix 2).

The team also reviews documentation and interviews senior management, the course leader, heads of department, a selection of teaching and support staff, and students from all years of the course.

A full report is prepared by the validation team covering the following areas:

- ▶ Background and context
- ▶ Premises and facilities
- ▶ Management and faculty
- ▶ Course outline
- ▶ Teaching, training, learning and assessment (including notes on class observations)
- ▶ Delivery of all units
- ▶ Graduate employment data
- ▶ Conclusion – including details of approved key and supporting skills
- ▶ Conditions and recommendations

A draft is sent for fact-checking prior to the final report being issued. Validation may not be granted for all the key and supporting skills the organisation has proposed.

Any conditions detailed in the report must be addressed within an agreed timeframe before validation can be confirmed.

A contract is then issued for signature, providing details of the terms of Trinity's agreement with the course provider. If these terms are breached, validation may be withdrawn.

Completion of all three stages of the validation process takes at least a year and frequently longer.

The Professional Performing Arts Diplomas may not be advertised by a potential course provider until the validation process has been successfully completed.

DURATION OF VALIDATION

Validation is usually granted for a period of three years from the beginning of the following academic year.

Course providers must register students for the diplomas within 12 months of validation. Course providers who do not register students within this period must reapply for validation.

ONGOING MODERATION

After a course provider has been validated, there will be ongoing scrutiny of the course through moderation of assessments, and assessment of final year productions. This is to ensure that standards are maintained and that students continue to achieve at appropriate levels.

Assessors' comments regarding good practice, areas of concern and any other matters form part of moderation and assessment reports which are sent to the course provider, copies of which are retained by Trinity.

Where key issues of concern are identified in these reports, Trinity discusses them with the course provider and may require specific conditions to be addressed.

Once validated, the course provider is required to inform Trinity of any significant changes in resources, premises or course content. These include:

- ▶ Changes in governance or ownership
- ▶ Additions to, or replacement of, key staff including management, and directors of courses
- ▶ Major adjustments to the timetable and relevant course provision
- ▶ Significant changes in entry criteria and procedures, group sizes or staff-to-student ratios
- ▶ Major changes to premises including relocation or extension, particularly where these affect the space available for tuition, practice and performance

Trinity reserves the right to request additional information and/or visit the course provider to review validation in these circumstances.

REVALIDATION

At the end of the initial validation period, Trinity conducts a revalidation visit to ensure that all requirements for successful delivery continue to be fully met. Trinity contacts the course provider to arrange a revalidation visit, the duration and format of which is dependent on ongoing moderation and assessment reports and other material changes as noted above. A fee is charged for revalidation (see trinitycollege.com/PPAD-validation-fees).

The revalidation visit is usually led by a lead assessor, supported by one or more assessors with relevant specialist expertise. The areas of scrutiny are similar to those of the validation visit, with particular reference to any changes in course provision, key staff, facilities and premises since the last validation/revalidation, and ongoing plans for development. Trinity's assessment and moderation reports and any conditions or recommendations arising from these will also be reviewed, as will any external factors that may have an impact on the delivery of the course (eg government education policy, immigration legislation, significant changes in the creative industries). The period of revalidation (usually between three and six years) will be based upon the findings of the Trinity team.

Prior to the final report being issued a draft is sent to the course provider for fact-checking. As with the original validation report, all specific conditions must be addressed within an agreed timeframe before revalidation can be confirmed.

ADDITIONAL COURSES FOR EXISTING PROVIDERS

A simplified validation process exists for validated course providers that wish to expand their provision to an additional subject area (eg a Musical Theatre provider wanting to offer an Acting diploma). Alternatively, a provider of the Musical Theatre diploma may wish to add a new key skill (dance or acting) in a year when it is not due for a revalidation.

In such cases the provider is required to send Trinity an outline of the proposed changes to provision with rationale for doing so and all relevant supporting documentation (eg timetable, course content, assessment processes, performance opportunities and CVs of teaching personnel). Graduate employment data from existing diploma courses as relevant to the proposed new course should also be provided.

This material is reviewed by Trinity's validation team and a short report including feedback on feasibility is compiled, along with a list of specific questions or concerns that may require clarification.

At least two assessors from Trinity will make a one-day visit to the provider to discuss the proposal in more detail, interview key staff, assess the suitability of any new resources and/or premises relating to the proposed course, and observe classes as relevant. The assessors provide guidance to support the course provider's application, listing any further documentation or evidence that may be required and any other actions required to achieve validation. This process should usually be completed within three months. On successful completion of this stage the provider may state that it is validated to provide the new diploma for three years from the start of the course.

Trinity works with the course provider over the first three years of the new course, making a minimum of two day-long visits each year to observe classes, performances and assessments, discussing findings with key staff as required and producing diagnostic reports. This activity is in addition to, and will run in parallel to, the usual moderation/assessment activity relating to the existing course(s). An annual fee is payable for this support.

In the final year of the course, registered students will be individually assessed by Trinity under the appropriate criteria for the performance unit. Diplomas will be awarded to students who are judged to have reached the required standards.

If the outcomes of the course and the validation are deemed successful, the new course will have its validation extended to the next full revalidation inspection. Course providers will be issued with a revised contract.

Validation may be withdrawn if predicted standards are not appropriately met by graduation. The course provider must keep Trinity updated on a regular basis on student destinations.

WITHDRAWAL OF VALIDATION

All course providers running courses validated by Trinity must comply with Trinity's requirements and the guidance as set out in this document.

Validation may be withdrawn for the following reasons:

- The course provider delivers a course that does not meet Trinity's learning outcomes
- Conditions in the validation/revalidation reports are not met within a specified timeline

Withdrawal is preceded by a warning giving a timescale for the course provider to address the issues. In extreme cases, it may be considered appropriate to withdraw validation immediately in the interests of existing/potential students and/or Trinity's reputation.

Validation can also be withdrawn if:

- ▶ The course provider does not settle invoices by the due date
- ▶ The course provider is found to mislead or mistreat students
- ▶ The course provider is judged to have brought Trinity's procedures, qualifications or personnel into disrepute
- ▶ The course provider does not abide by the conditions of its contract

HEALTH AND SAFETY

Course providers are responsible for the implementation of government legislation and local health and safety regulations appropriate to the venue(s) used and the welfare and safeguarding of students.

In the event of dance students under the age of 16 attending teaching practice sessions, special arrangements must be made to ensure that regulations regarding the health, safety and protection of young people are followed.

3. Administration of the diplomas and registration of students

Course providers must sign a contract with Trinity and are bound by the terms in that contract, and must also comply with the contents of this Delivery Guide and the PPAD specifications.

Trinity's PPAD co-ordinator is the first point of contact for all communication regarding registration, assessment and moderation visits, and any queries regarding the administration of the diploma (invoices, reports etc).

Each course provider should have one representative to oversee all aspects of the administration of the diploma. Trinity must be informed of the name of this person at the start of the academic year.

RESPONSIBILITIES OF THE COURSE PROVIDER REPRESENTATIVE:

- ▶ Completing student entry spreadsheets and returning these to Trinity by 31 October each year
- ▶ Ensuring prompt payment of invoices
- ▶ At the beginning of each term, providing Trinity's PPAD co-ordinator with dates for moderating internal assessments and assessing performances
- ▶ Ensuring tickets/seats are reserved for assessors at relevant performances and that an appropriate member of staff is available to meet the assessor on arrival
- ▶ Ensuring that all relevant information is correct and available for the assessor (including information on relevant key and supporting skills, name changes, and ensuring adequate means of identifying students)
- ▶ Sending results of moderated internal assessments to Trinity's PPAD co-ordinator as soon as possible after the assessment has taken place
- ▶ Completing results spreadsheets for all internally assessed units for final year students at the end of their course
- ▶ Providing Trinity with information on any students who left the course early to take up professional employment or for other reasons
- ▶ Distributing certificates to successful candidates

ANNUAL REGISTRATION OF STUDENTS

At the beginning of each academic year, Trinity's PPAD co-ordinator will email an entry spreadsheet to be filled out with details of ALL candidates and returned to Trinity by 31 October. Trinity cannot guarantee candidates' registration if student information is not submitted by the closing date. Key and supporting skills for Musical Theatre and Dance diplomas must also be included in this spreadsheet for final year students.

On receipt of this information, a student list and an invoice is then issued to the course provider. Confirmation of the student list and any corrections required, as well as full payment, should be returned to Trinity within six weeks of the issue date.

APPROVED PRIOR LEARNING (APL)

APL can be applied as outlined below:

1. Students who have successfully completed one or two years of training at a course provider, but have not been previously registered for a diploma with Trinity may be registered for the diploma in the second or third year. Back fees must be paid for all the years they have been on the course.
2. Students who have successfully auditioned to join the second or third year of a course may be entered for the diploma.

It is the course provider's responsibility to make sure that any students starting later in the course can demonstrate an appropriate standard of performance skill and associated learning for all units.

Trinity does not need to be involved in the course provider's internal APL procedures and will usually accept recommendations for APL.

The deadline for entering APL students on to a course in any academic year is 15 December.

FUNDED STUDENTS

All students receiving Dance and Drama Awards must be registered for one of the Professional Performing Arts Diplomas. Where funding is transferred later in the course, students must be registered before the APL deadline or must wait to register the following year.

STAGE NAMES

Course providers must provide Trinity with details of any students who change their names for professional or other purposes and ensure that any supporting documents given to Trinity assessors reflect these changes.

Certificates will be produced for the name originally registered unless specifically requested in writing.

STUDENT WITHDRAWAL

Trinity should be informed of any registered students who withdraw from the course. Reasons for withdrawal should be recorded. Student retention rates are reviewed at revalidation.

FEES

A fee is charged per registered student for each year of the diploma. Current fees are available at trinitycollege.com/PPAD-student-fees

After students have been registered, Trinity sends the course provider an invoice, which should be paid within six weeks.

When invoices are not paid, moderation and assessment visits may be suspended until an alternative payment schedule is arranged. Non-payment may also result in withdrawal of validation.

4. Technical skills units

The delivery of the technical skills units should enable students to develop core technical skills that will support their performances throughout their professional careers. While technical skills may initially be taught individually, it is acknowledged that, in practice, these skills are interdependent and the gradual acquisition of any one technical skill will have a positive impact on the acquisition of others.

There is no prescribed curriculum, and course providers are encouraged to design and structure their courses to reflect their own ethos and their preferred teaching methodologies. This flexibility is a key feature of the diplomas.

Course providers are not required to adhere to a generic assessment system. For first and second year students, they may define learning outcomes, assessment criteria, attainment descriptors and marking systems that best reflect their teaching methodologies, areas of specialism and the needs of their students. However, learning outcomes and assessment criteria for final year students must be mapped to Trinity's criteria as published in the PPAD specifications. As part of the validation process, course providers must demonstrate how these requirements will be met in their curriculum, and how their assessment and feedback processes will enable staff and students to ensure that satisfactory progress is being made by both individual students and the cohort as a whole.

In order to meet the required learning outcomes of each of the technical units, course providers may need to subdivide the content into a number of separate teaching areas. For example, in order to deliver Unit 3 of the Level 6 Acting diploma (Physical Skills), it may be necessary to have different classes (and different tutors) to cover areas such as improvisation, mime, animal work, dance and stage combat. Each of these areas must be supported by a separate scheme of work that gives an overview of content, delivery, required resources and assessment processes. These documents must be made available at validation and moderation to provide detailed evidence of the structure and delivery of the course(s) offered.

DELIVERY AND CONTENT OF CLASSES

In delivering the technical skills units, course providers should aim to provide training through a variety of programmes and approaches that ensure the effective introduction, gradual development and mastery of key technical skills at a high level while maintaining a structured, realistically challenging and stimulating

learning environment. For example, streaming of certain classes by standard – particularly of different dance genres according to previous experience and expertise – is encouraged if the course provider feels this best meets student needs and progression.

Although the content of classes will naturally vary from unit to unit and diploma to diploma, training for the technical skills units should include the following (please see appendix 3 for further information):

- Technique classes
- Repertoire classes and rehearsals
- Workshops
- Audition preparation (both in groups and individually)
- Group, pair and individual tuition and coaching
- Showings of individual and group work both in class and to an audience
- Improvised and group-devised work
- Presentations
- Making short films and audio recordings (where relevant)

In all cases the schemes of work must include a clear rationale for the style of delivery, and relevance to the broader learning outcomes of the unit. While creativity and innovation are always encouraged, the course provider must be able to demonstrate a structured course that meets the overall requirements of the unit, including relevant formative and summative assessment components and a process for feeding back to students.

The value of masterclasses and one-off workshops from industry professionals and other experts is acknowledged. However, the contact time for these should not normally count towards the guided learning hours of the technical skills units.

COURSE MANAGEMENT AND DELIVERY

Course providers should ensure that all aspects of course provision are designed to ensure optimum support for both teachers and students, creating an environment in which the requirements and standards of the diploma can be achieved.

RECOMMENDED FEATURES OF CLASS:

- ▶ Ongoing, detailed and relevant feedback throughout classes, both for individuals and the group
- ▶ Clear leadership and direction
- ▶ Clear contextualisation and evidence of progression from class to class
- ▶ Good time management
- ▶ Realistically challenging goals and aspirations for the class
- ▶ Peer observation and review
- ▶ Encouragement of student creativity, involvement and response – including of students who may be unable to participate fully in class due to injury
- ▶ Delivery of class at a pace that optimises learning and progression among the group
- ▶ Informed implementation of all course provider policies (eg health and safety, injury and illness, attendance issues, discipline), including effective warm-ups and cool downs

RECOMMENDED FEATURES OF COURSE DELIVERY:

- ▶ A mix of classes each day, with sufficient breaks to enable students to re-focus and prepare
- ▶ A scheduled lunch break
- ▶ An effective system for monitoring any students who provide cause for concern in performance standards
- ▶ Effective processes for supporting students through periods of injury and illness (including mental health issues)
- ▶ Regular faculty meetings to discuss the progress of students and the links between classes
- ▶ Ensuring links and relevance between classes (eg when students are working on a period play or musical style, the work in voice and movement classes should support this)
- ▶ Team teaching/peer observation for teaching staff
- ▶ A mix of permanent and visiting staff to ensure both continuity and industry relevance
- ▶ Lesson observations by members of the senior management team to ensure consistency of approach and quality of teaching and learning
- ▶ Integration of skills (eg acting through song, voice and movement)
- ▶ Use of external assessors
- ▶ Standard templates/reports for all study areas
- ▶ Workshops/sessions with working directors, choreographers, musical directors and other industry professionals
- ▶ Live musical accompaniment for classes and performances

INTERNAL ASSESSMENT

Trinity assesses students in the performance unit of each diploma (see section 5). All other units are assessed internally by the course provider and the results are moderated by Trinity.

Students must be assessed at least once a year in all units to evidence progression and achievement. To meet the requirements of the diploma, this assessment need only be on a Pass/Fail basis. However, Trinity considers it good practice for course providers to create a broad range of assessment criteria and detailed marking systems, so that achievement and progress levels are fully understood by both students and staff. Internal assessment procedures must be clear, fair, transparent and have parity for all students.

Students must usually pass their assessments for all units to proceed to the next year of the course. Students who fail in one assessed area may, at the discretion of the course provider, be allowed to continue to the next year. Where students have failed in more than one area, an opportunity to retake the failed areas must be offered. The mode and time of retake should be determined by the course provider. There must also be a process for meeting the needs of students who are unable to complete assessments due to injury or illness. This process will be reviewed at validation.

MODERATION OF TECHNICAL UNITS BY TRINITY

Trinity moderates the assessment for the units directly assessed by the course provider to ensure that:

- ▶ Trinity has ongoing evidence that these units are provided in an appropriate manner
- ▶ The course provider has a robust, transparent and fair system of assessment
- ▶ Course content provides a realistic route to the learning outcomes for each unit on completion of training
- ▶ The course provider’s internal assessment criteria are appropriate to, and supportive of, student progression and attainment, and meet the requirements of the diplomas
- ▶ Assessment processes are accurately documented and applied consistently
- ▶ A selection of the genres delivered are moderated each year

MODERATION VISIT FOR TECHNICAL SKILLS UNITS

Dates for moderation visits should be sent to Trinity at the beginning of the year or at least the beginning of each term. Prior to the day of the visit, the course provider must provide Trinity with a full set of documentation relating to the assessment. Full requirements are listed in appendix 4.

As noted earlier in this document, in defining learning outcomes, assessment criteria and attainment descriptors for first- and second-year work, course providers do not have to follow Trinity's criteria for each unit exactly. However, if there is a significant divergence from the broader learning outcomes of the relevant unit, a rationale must be provided on why the course provider is adopting that particular approach.

The Trinity moderator observes the internal assessments for the technical skills units. As the focus is on the assessment process itself, rather than on individual student attainment, it will not always be necessary to observe the assessment of all students for each unit, particularly if the cohort is large and/or the assessment is conducted over several days.

In Dance and Musical Theatre diplomas, each student's key and supporting skills should be chosen no later than the end of the second year of their course. It is essential that, where relevant, Trinity moderators are informed of each student's key and supporting skills at each assessment. A member of staff should also be available to answer any questions the moderator may have in relation to provision. Trinity recognises that the course provider may assess all the students in the same way using identical criteria irrespective of whether they are key, supporting or non-registered skills. However, the moderator should be alerted to any variation in the process for different groups of students, which should also be outlined in the course provider's supporting documentation.

Where viva voces and presentations are part of the assessment process being moderated, video evidence of all students must be available.

Reviewing the process by which the final mark for the unit(s) is decided is essential. If, for instance, there are several staff members on the assessment panel, it may be that they mark students individually and then discuss the entire cohort at the end of the session. In such cases, the Trinity moderator must attend this discussion (or part of it) in order to complete the moderation. Alternatively, if the marks are submitted at a later date and collated to create a final aggregate mark, the relevant documentation and spreadsheets must be sent to Trinity before the moderation can be completed.

The Trinity moderator will not necessarily have observed all relevant aspects of the students' work first-hand and in such cases additional evidence may be required to complete moderation. For example, where developmental and formative assessment contribute to the overall mark, the criteria for awarding these marks must be presented along with any relevant supporting documentation.

MODERATION REPORT

Following the moderation visit, the Trinity moderator writes a report evaluating the assessment procedure observed as below.

- ▶ **Approved:** Assessment processes are fundamentally sound – there may be recommendations for the future. No actions required.
- ▶ **Partially approved:** The process is basically sound in principle but actions are required to ensure that assessment is delivered in a fully standardised manner in line with required learning outcomes. A timetable for the actions to be implemented will be given – usually this will be by the next moderation event.
- ▶ **Not approved:** The assessment is fundamentally unfit for purpose, eg the use of the criteria will lead to unfair or inconsistent results, or is in contravention of health and safety or other legislation. The results of the assessment observed will be voided and the entire process must be redesigned and repeated. In these cases the report will be referred to the lead assessor for action.

Indicative content for the technical skills units for each diploma can be found in appendix 3.

5. Performance unit

The overarching objective of the diplomas is to develop highly skilled performers who can sustain a career as a professional actor, dancer or musical theatre performer. While the technical skills units are designed to support students in the acquisition of core skills during their course, the performance unit allows students in their final year of training to demonstrate the application and integration of these skills in live and/or recorded performance. This unit is assessed by Trinity.

For this unit, students are assessed against learning outcomes that must be met from the start of the academic year. While formative assessment and recognition of a student's progress may comprise a proportion of marks awarded in the technical units, the assessment of the performance unit is entirely summative, with judgements being made solely on the evidence of the work that the Trinity assessor observes on the day of the performance.

In order to meet the requirements of the performance unit, course providers must offer students the opportunity to perform to an audience in a range of contexts. These could include:

- ▶ Public performances
- ▶ In-house performances to students and staff
- ▶ Workshop performances
- ▶ Performances in schools or non-theatre venues
- ▶ Film/TV and other recorded media

Performances should take place in a range of venues such as:

- ▶ Proscenium, thrust and traverse stages, and theatre-in-the-round
- ▶ Promenade, outdoor and site-specific locations
- ▶ Studio and fringe theatre venues
- ▶ Schools and theatre-in-education venues
- ▶ Radio and vocal recording studios
- ▶ Film studios and locations, including green screen

The course provider must ensure that all students registered for Level 5 diplomas are cast in **at least one** assessable role and all students registered for Level 6 diplomas are cast in **at least two** assessable roles. It is the course provider's responsibility to notify Trinity of all relevant performance events no later than the beginning of each term.

ASSESSABLE ROLES

An assessable role is defined as follows:

- ▶ A named or clearly identifiable character or featured performer who appears substantially in at least one act of a full-length performance piece or who appears substantially in a shorter piece. It is unlikely that a role in a short film will provide sufficient evidence on which all required criteria/learning outcomes can be assessed
- ▶ A role that requires the performer to act, dance or sing solo – or any combination of these – within a clearly defined context
- ▶ Members of a *corps de ballet* or dance ensemble can be assessed in a group as long as there are adequate means of identifying individual students – however, students should also be assessed in a solo or duet role on at least one occasion during their final year
- ▶ In group singing numbers, the role must require the performer to sing solo for at least one sustained musical phrase

ASSESSMENT OF PERFORMANCE ON RECORDED MEDIA

Performances submitted for assessment on recorded media should be sent to Trinity's PPAD co-ordinator along with all the information listed in appendix 4, and/or details of the web addresses at which the material can be accessed, and details of any public screenings.

The material will be reviewed and assessed, and a report produced.

PERFORMANCE OPPORTUNITIES

In scheduling and preparing a performance programme for final year students, course providers should adhere to the guidelines on page 14.

GUIDELINES FOR FINAL YEAR PERFORMANCES:

- ▶ The performance programme for the year should be varied and contrasting, covering a range of styles and giving students opportunities to demonstrate the broadest range of skills possible
- ▶ Although it is acknowledged that dramatic roles are of varying length and complexity, casting processes should give all students a comparable range of opportunities over the year
- ▶ Productions should be given a rehearsal process similar to that of professional productions, including full technical and dress rehearsals – this will provide the best opportunities for the students to fully demonstrate the skills required for this unit
- ▶ Students should be given opportunities to perform productions more than once
- ▶ Directorial and design approaches should support student progress and performance
- ▶ Props, costumes and sets should be built to appropriate standards in order to enable fully realised, confident performances
- ▶ In musicals and plays with songs, musical accompaniment should be played live whenever possible to allow performers opportunities to demonstrate personal interpretation and nuance in acting through song
- ▶ Filmed and recorded work should be of a sufficiently high technical standard (lighting, sound, camera work, etc) to fully support the performances
- ▶ Programmes should be provided for industry professionals attending the performances, and headshots, CVs and contact details should be displayed or made available in a directory of graduating students

ASSESSMENT PROCESS

Course providers should send details of relevant performance events to Trinity at least six weeks before the event.

Trinity's PPAD co-ordinator then arranges for a Trinity assessor to attend a performance and assess students' achievement against the learning outcomes and assessment criteria listed in the PPAD specifications. Students are assessed as Pass (meeting the criteria) or Fail (not meeting some or all the criteria). As students may be assessed in several performances during their course, failing in one performance does not necessarily mean failing the unit overall (see section 7).

On the day/evening of the visit, the course provider should ensure that a pack containing the relevant documentation is prepared for the assessor in advance (see appendix 4).

A representative of the course provider should be available to meet the assessor approximately 30 minutes before the performance to review materials and answer any questions relating to the arrangements. A seat should be reserved for the assessor, preferably not in a prominent position or on the front row, but ideally with sufficient light to write notes.

Following the performance, the assessor writes a report evaluating:

- ▶ The extent to which the material enabled the students to demonstrate an appropriate range and level of skills, and the extent to which the performance resources supported the performance
- ▶ The practical arrangements for the visit and the extent to which they met the requirements of the assessment

Although the diploma is Pass/Fail, the assessor will give additional feedback in the following categories.

- ▶ **Outstanding:** A candidate has performed at a level that exceeds the pass criteria to a significant degree and demonstrates an exceptional level of personal commitment, ownership, sustained energy and technical skill. The work is comparable to the highest levels of achievement demonstrated by candidates registered for the diploma across all course providers nationally. Specific aspects of the performance supporting this assessment will be noted in the report.
- ▶ **Performed Well:** A candidate has successfully demonstrated one or more of the learning outcomes, making a notable contribution to this particular performance. However, standards are not necessarily at a consistent and sustained level of excellence throughout. Specific aspects of the performance supporting this judgement will be noted in the report.
- ▶ **Of Concern:** A candidate has not consistently demonstrated one or more of the learning outcomes throughout the performance. However, overall standards are sufficient to meet the minimum pass criteria. Aspects of the performance that require attention and further development will be noted in the report.

The report is sent to Trinity's PPAD co-ordinator who will forward it for review and sign off through Trinity's monitoring process. A finalised copy is then sent to the course provider.

The assessor will confirm the level of student attainment on a marksheet sent to Trinity's PPAD co-ordinator. The results will be added to a spreadsheet which will, over the course of the year, provide a profile of each student's progress and attainment for this unit.

REASONABLE ADJUSTMENTS FOR CANDIDATES WITH SPECIAL NEEDS

Trinity is committed to supporting course providers in creating an inclusive environment where all candidates are able to demonstrate their skills and feel welcomed. Trinity aims to make its qualifications accessible to all and therefore treats each learner individually when considering how to achieve this aim, recognising that requirements vary.

To reduce the chance of bias affecting assessors' judgement, course providers should provide all information about special needs or potential cases for special consideration in a sealed envelope on the day of an assessment. Assessment will be carried out without this knowledge in order to ensure a neutral judgement is made. Assessors will review the contents of the envelope after the performance and make any necessary adjustments.

Course providers must be able to demonstrate that they are able to adapt their courses and assessments to provide access for students with particular needs.

6. Employability Skills & Professional Practice and Research & Reflection units

The delivery of the Employability Skills and Professional Practice unit should provide students with the opportunity to acquire and demonstrate an in-depth understanding of the skills required to gain and sustain employment as a professional performer. Classes/projects should also cover issues of personal health, safe practice and well-being, and the application of these in the professional work environment.

The delivery of the Research and Reflection unit should provide students with the opportunity to develop and evidence research, critical thinking, communication and organisational skills that will extend their knowledge and understanding of the broader context of their areas of study.

As in the technical skills units, there is no prescribed curriculum for these units, and course providers are encouraged to design and structure their courses to best reflect their own ethos and their preferred teaching methodologies. This flexibility is a key feature of the diplomas.

Course providers are not required to adhere to a generic assessment system. For first and second year students, they may define learning outcomes, assessment criteria, attainment descriptors and marking systems that best reflect their teaching methodologies, areas of specialism and the needs of their students. However, learning outcomes and assessment criteria for final year students must be clearly mapped to Trinity's criteria as published in the PPAD specifications.

As part of the validation process, course providers must demonstrate how these requirements will be met in their curriculum, and how their assessment and feedback processes will enable staff and students to ensure that satisfactory progress is being made by both individual students and the cohort as a whole.

To meet the required learning outcomes of each unit, course providers may need to subdivide the content into a number of separate teaching areas. Each of these areas must be supported by a scheme of work that gives an overview of their content, delivery, required resources and assessment processes. These documents must be included as part of the overarching course outline, in order to provide detailed evidence of the structure and delivery of the course(s) offered.

DELIVERY AND CONTENT OF CLASSES

In delivering these units, course providers should aim to provide training through a variety of programmes and approaches. Full details of the required areas of study are published in the PPAD specifications.

In all cases, the schemes of work must include a clear rationale for the style of delivery, and relevance to the broader learning outcomes of the unit. While creativity and innovation are encouraged at all times, the provider must be able to demonstrate a structured course contributing to the overall requirements of the diploma, with relevant formative and summative assessment components and a process for feeding back to students. Some elements of these units may be delivered through the technical skills or performance units (for example, certain elements of safe practice may be embedded in the delivery of technical dance or singing classes, rather than taught as a separate class).

Course providers should ensure that all aspects of course provision are designed to ensure optimum support for both teachers and students, creating an environment in which the requirements and standards of the diploma can be achieved.

RECOMMENDED FEATURES OF CLASS:

- ▶ Ongoing, detailed and relevant feedback throughout classes, both for individuals and the group
- ▶ Clear leadership and direction
- ▶ Clear contextualisation and evidence of progression from class to class
- ▶ Good time management
- ▶ Realistically challenging goals and aspirations for the class
- ▶ Peer observation and review
- ▶ Expert visiting tutors or workshop leaders for specific areas (eg tax, Equity, gaining representation)
- ▶ Encouragement of student creativity, involvement and response – reflecting the individual needs of all students (eg a dyslexic student could do a practical research project and evidence it through presentation or video)
- ▶ Classes delivered at a pace that optimises learning and progression among the group
- ▶ Informed implementation of all course provider policies (eg health and safety, injury and illness, attendance issues, discipline)
- ▶ All written research projects should use a recognised system of referencing (eg Harvard)
- ▶ All written work should be typed and dated, and pages should be numbered
- ▶ Students should use a range of sources for their research including books, journals and the internet, and relevant bibliographies should be provided
- ▶ All presentations, practical projects and viva voces must be recorded

RECOMMENDED FEATURES OF COURSE DELIVERY:

- ▶ An effective system for monitoring any students who provide cause for concern
- ▶ Effective processes for supporting students through periods of injury and illness (including mental health issues)
- ▶ Ensuring links and relevance with practical classes (eg a reflective practice project might be based on personal experience of the performance of a role)
- ▶ A mix of permanent and visiting staff to ensure both continuity and industry relevance
- ▶ Standard templates/reports for all study areas
- ▶ Workshops/sessions with working directors, choreographers, musical directors and other industry professionals

INTERNAL ASSESSMENT

Trinity assesses students in the performance unit of each diploma. All other units are assessed internally by the course provider and the results are moderated by Trinity.

Students must be assessed at least once a year in all units to evidence progression and achievement. To meet the requirements of the diploma, this assessment need only be on a Pass/Fail basis. However, Trinity considers it good practice for course providers to create a broader range of attainment criteria and more detailed marking systems, so that achievement and progress levels are fully understood by both students and staff.

Course providers should design monitoring and recording systems to ensure there is evidence that students have received, understood and assimilated teaching and guidance related to employability, professional work, health and safety and personal well-being, although it is recognised that it may not be possible to formally grade or mark this work.

Evidence of participation and understanding might include:

- ▶ Reflective journals, and performance files and folders
- ▶ Completed questionnaires and quizzes
- ▶ Viva voce (this must be recorded for moderation purposes)
- ▶ Notes/annotated hand-outs on talks and masterclasses from industry specialists
- ▶ Practical presentations and demonstrations (these must be recorded for moderation purposes)
- ▶ Key supporting materials (eg CVs, sample letters to agents, photographs, risk assessments, sample tax returns)

Internal assessment procedures must be clear, fair, transparent and have parity for all students.

Students must usually pass their assessments in all directly assessed units in order to proceed to the next year of the course. Students who fail in one assessed area may, at the discretion of the course provider, be allowed to continue to the next year. Where students have failed in more than one area, an opportunity to retake the failed areas should be offered. The mode and time of retake should be determined by the course provider. There must also be a process for meeting the needs of students who are unable to complete assessments due to injury or illness. This process will be reviewed at validation.

MODERATION OF EMPLOYABILITY SKILLS & PROFESSIONAL PRACTICE AND RESEARCH & REFLECTION UNITS

Trinity moderates the course provider's assessment of these units to ensure that:

- ▶ Trinity has ongoing evidence that these units are provided in an appropriate manner
- ▶ The course provider has a robust and fair system of assessment
- ▶ Course content provides a realistic route to the learning outcomes for each unit on completion of training
- ▶ The course provider's internal assessment criteria are appropriate to – and supportive of – student progression and attainment and meet the requirements of the diploma
- ▶ Assessment processes are accurately documented and adhered to

Prior to the day of the visit, the course provider must prepare the required documentation relating to the particular elements of the units that are due to be moderated according to the schedule. Full guidance for this process is given in appendix 4.

The Trinity moderator requires access to all the required materials, including any relevant recorded or online materials, in a private room. The required evidence for all students must be provided and the moderator selects the appropriate sample on arrival at the course provider.

The moderation visit should ideally be in the penultimate term of the course, or if this is not practical, before students depart at the end of the course. The work of a minimum of 10% of the total cohort, or six students (whichever is the greater) will be reviewed.

MODERATION REPORT

The moderation visit should take place once all the work for the visit has been completed and marked. Following the visit, the Trinity moderator writes a report evaluating the work moderated and including the information below:

- ▶ The assessment procedure for the elements being moderated and supporting documentation
- ▶ Details of students who have not passed/not completed these units
- ▶ Confirmation that the moderation is approved/partially approved/not approved:

Approved: Content and assessment processes are fundamentally sound – there may be recommendations for the future. No actions required.

Partially Approved: The content and process is basically sound in principle but actions are required to ensure the learning outcomes for the unit are met or evidenced. A timetable for the actions to be implemented will be given – usually this will be by the next moderation.

Not Approved: The assessment is fundamentally unfit for the purpose, and delivery of the units must be redesigned because the learning outcomes of the unit are not met or evidenced. In these cases the report will be referred to the lead assessor for action.

7. Results, awarding diplomas and certification

Students must pass all units for the diploma to be awarded.

Final results for all the moderated units of the diploma must be sent to Trinity at the end of the course. Diplomas cannot be awarded until the full results are received.

CERTIFICATION

Diplomas are awarded on a Pass/Fail basis and can only be awarded on successful completion of all the units.

Diplomas are awarded once the marks for all the units have been verified. Certificates are usually sent out within eight weeks after this.

Certificates are sent to the course provider. It is the course provider's responsibility to distribute the certificates in a timely manner.

Trinity endeavours to produce certificates in time for graduation ceremonies – dates must be given in advance. This may not be possible where the date of the final performance assessment is very close to the date of graduation.

PARTIAL COMPLETION

Students are expected to complete their course. There may, however, be circumstances in which certain students fail to do so and Trinity will review these on a case-by-case basis.

Where students gain employment towards the end of the final year of training, it may not be possible for them to be assessed for the performance unit before they leave. In these circumstances, Trinity may award the diploma depending on whether the course provider supports the candidate in leaving the course early, the previous assessment results, the type of employment and the date of leaving the course. In these cases Trinity may request a report from the employer.

Students leaving more than one term before the end of the course are unlikely to be awarded their diploma. Trinity will only award the diploma to these students in exceptional circumstances and if the course provider supports the student in leaving the course early (eg for an exceptional employment opportunity which may not recur in the foreseeable future).

Students are sometimes offered short-term professional work during their final year (eg Christmas shows and pantomimes) and Trinity acknowledges that these experiences may be beneficial in developing students' understanding of professional standards and practice. However, prolonged absences from technical classes will have a detrimental effect on the student's ability to pass some units. Course providers should therefore have a clear policy in place to deal with such eventualities.

For students who leave the course early to take up a professional engagement, the following information must be sent to Trinity:

- An email from the course provider recommending that the student is awarded the diploma
- The date the student left the course
- Final year assessment results
- Details of employment

For students who are unable to complete one or more units of the diploma due to illness or injury, the following information must be sent to Trinity:

- An email from the course provider recommending the student is awarded the diploma
- The dates the student has been absent from the course
- Final year assessment results
- Any video evidence of performance standards
- Note from a doctor, psychiatrist or physiotherapist

DEFERRING STUDENTS

With the approval of the course provider, students may defer completion of their course due to illness, injury or extenuating circumstances. Course providers can re-register deferring students when they return to the course.

8. Policies and general information

SAFEGUARDING AND CHILD PROTECTION

Trinity is fully committed to safeguarding and protecting the candidates that we work with. All posts, including assessors, are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. Our safeguarding policies and procedures are regularly reviewed and promote safeguarding and safer working practice across all parts of our work.

EQUAL OPPORTUNITIES

Trinity is committed to providing equality of opportunity and treatment for all, and will not unlawfully or unfairly discriminate directly or indirectly on the basis of any characteristic.

REASONABLE ADJUSTMENT

Trinity is committed to creating an inclusive environment where candidates with special needs are able to demonstrate their skills and feel welcomed. We aim to make our qualifications accessible to all. We treat each learner individually when considering how we can achieve this aim, recognising that requirements vary. Candidates can be assured that we do not compromise on the standard of marking or allow the quality of our qualifications to be affected in any way.

Guidelines for course providers on how to inform Trinity assessors of reasonable adjustments are outlined in this Delivery Guide.

DATA PROTECTION

Trinity is registered as a Data Controller with the Information Commissioner's Office in the United Kingdom under data protection legislation. Please see trinitycollege.com/data-protection for the most up-to-date information about Trinity's data protection procedures and policies.

CUSTOMER SERVICE

Trinity is committed to providing a high-quality service for all our users from initial enquiry through to certification. Full details of our customer service commitment can be found at trinitycollege.com/customer-service

Trinity conducts all visits to course providers and potential course providers in a manner that aims to secure the co-operation and confidence of the management, staff and students. In order to achieve this:

- Assessors are fully prepared for the validation assessments and moderations they undertake
- Potential course providers are briefed before validation visits so that the inspection process and their involvement in it are fully understood
- Trinity ensures the time devoted to the validation visit is adequate for the range of courses being assessed
- The validation team interviews staff members and groups of students about their experience of the course and considers their responses as part of the evidence for validation
- Evidence already submitted and assessed for other statutory, professional or vocational scrutiny is reviewed as part of the validation/revalidation process

QUALITY ASSURANCE

Please note that, for training/monitoring purposes, it may, on occasion, be necessary for there to be more than one assessor present.

TRINITY ASSESSORS AND MODERATORS

Assessors and moderators for the Professional Performing Arts Diplomas have substantial professional experience as performers, directors, choreographers and practitioners, as well as relevant expertise in training for the industry.

The assessor's role is to assess student standards and moderate assessment process against defined criteria. Due to the nature of high-level professional training in the UK, some assessors may have had (or continue to have) an association with validated course provider(s). Trinity acknowledges the perception of conflict of interest in this respect, and policies and procedures are in place to mitigate this risk and reduce the risk of bias. Assessors receive ongoing training and monitoring throughout the year to ensure objectivity.

RESULTS REVIEW AND APPEALS PROCEDURE

Course providers and/or candidates who wish to question the outcome of an assessment and/or the final result of a qualification should refer to trinitycollege.com/results-enquiry for full details of our results review and appeals process.

MALPRACTICE

Course providers are required to sign a contract with Trinity College London, thereby making a commitment to abide by the guidelines set out in this Delivery Guide and the PPAD specifications. Where a course provider does not keep to these guidelines, Trinity will advise them on any changes required and the deadline by which to make them. If deadlines are not met Trinity will consider this malpractice and it may result in the withdrawal of validation.

Trinity requires its validated course providers to report any suspected malpractice by candidates, teachers or assessors. In situations where a provider is found to be inadequate or to be guilty of malpractice, either in terms of provision of facilities or in administration, the provider may be required to suspend all of its activities relating to Trinity qualifications until the cause of the problem is identified and rectified, if appropriate. In extreme circumstances, the provider may no longer be permitted to act as a validated course provider.

In the very rare cases or circumstances where a course provider or individual may be suspected of malpractice, Trinity aims to minimise any inconvenience caused to any affected candidate, and would like to thank candidates, teachers and staff for their kind co-operation in reporting any suspected incident of cheating, thereby assisting Trinity in upholding the quality and integrity of its assessment process.

Documentation required for validation and revalidation visits

Please note that course providers must provide the documentation and information below at least three weeks before the validation/revalidation visit, except for items in 3.1, which should be made available on the day.

1. BACKGROUND AND CONTEXT

1.1 Background information about the organisation

1.2 Details of students currently enrolled for the course(s), with information on streaming (where relevant)

1.3 Reports from government agencies, eg Ofsted, QAA

1.4 Reports from relevant membership organisations, eg CDMT

1.5 Internal review documents, eg Self-Assessment Report (SAR), business plan, strategic review

1.6 List of key and supporting skills offered by the organisation (where relevant)

2. ACHIEVEMENTS AND STANDARDS

2.1 List of performance opportunities for students

2.2 Student retention rates and graduate employment information for the past three years

3. TEACHING, TRAINING, LEARNING AND ASSESSMENT

3.1 Lesson plans, schemes of work and other supporting documentation (eg student handouts and worksheets), which should be made available on the day of the validation visit – teaching standards are assessed through class observation

3.2 Evidence of structures, systems and criteria – internal assessment procedures, feedback to students, reports, assessments, etc

4. COURSES AND RESOURCES

4.1 Course description/overview

4.2 Timetable for the whole academic year

4.3 Teaching hours summary by unit, demonstrating how the timetable meets guided learning hour requirements for each unit across the duration of the course

4.4 Delivery information for Employability Skills & Professional Practice and Research & Reflection units

4.5 Floorplan, description of physical resources

4.6 Staff CVs (covering professional, performing and educational experience), teaching qualifications and staff development and support opportunities

5. GUIDANCE AND SUPPORT

5.1 Prospectus, application information, induction and orientation information, student handbook and evidence of student welfare provision

5.2 Evidence of tutorials and feedback

6. LEADERSHIP AND MANAGEMENT

6.1 Organogram management structure

6.2 Policy documents, eg health and safety, grievance, equal opportunities and disciplinary procedures

Criteria and requirements for validation and revalidation visits

CONTENT OF VALIDATION AND REVALIDATION VISITS

Assessors:

- ▶ Undertake a tour of the premises
- ▶ Scrutinise documentation (in cases where it is not possible or feasible to do so in advance)
- ▶ Conduct meetings with a range of staff and students
- ▶ Observe classes and rehearsals

Throughout the visit the team requires the exclusive use of a secure office.

MEETINGS

Meetings are usually required with the following staff and students:

- ▶ Director/principal or chief executive
- ▶ Deputy-director/vice-principal
- ▶ Directors of courses
- ▶ Heads of relevant departments
- ▶ Staff responsible for the delivery of courses and pastoral care
- ▶ Staff responsible for health and welfare, first aid, accommodation
- ▶ Selected students following the validated courses (all year groups)
- ▶ Staff responsible for auditioning, monitoring and internal assessment (if not covered by the above)

CLASS OBSERVATIONS

During the visit, assessors observe classes in a range of disciplines and genres across all years of the course. The classes should continue as normal and the assessor does not intervene in any way.

The assessor must be provided with a lesson plan and a copy of the relevant scheme of work for the course module that the lesson relates to.

Assessors observe at least 30 minutes of the class. They may leave at one point and return later in the same class. At the end of the class they may ask the teacher some questions regarding its delivery and/or the students. This is purely to gather additional information and will not include any specific analysis, assessment or feedback about the work they have seen.

Assessors assess the quality of the lesson in the following areas:

- ▶ Lesson plan, preparation and resources
- ▶ Appropriacy of content to student development
- ▶ Delivery, including teaching style and degree of student attendance and engagement
- ▶ Attainment levels
- ▶ Feedback and guidance
- ▶ Health and safety

Additional supporting comments may be added. Where relevant, mitigating circumstances are taken into account, eg unavoidable absence, injury, or unforeseeable external events such as extreme weather or fire alarms.

In the case of any unsatisfactory lessons, relevant feedback will be discussed with the appropriate head of department and an action plan agreed.

THE CONDUCT OF THE VALIDATION TEAM

Members of the validation team uphold high professional standards in their work. They:

- ▶ Are impartial and objective – this requires that appropriate measures are taken to ensure that their objectivity is not undermined or affected
- ▶ Are open and transparent in the way they work, providing feedback on the validation visit
- ▶ Carry out their work with integrity, treating all those they meet with courtesy and sensitivity
- ▶ Act with the best interests of students as the priority
- ▶ Report back to Trinity honestly and fairly

THE QUALITY OF VALIDATION

Validations are conducted in such a way that:

- ▶ The evidence gathered from observations, students, staff and others, and from documentation, is sufficient to support secure judgements
- ▶ Judgements are consistent with the evidence, and overall findings reflect the balance of evidence and the collective view of the validation team
- ▶ The communication of findings, orally and in writing, is clear, well-argued, succinct and based convincingly on evidence gathered before and during the validation

KEY AREAS OF CONSIDERATION

1. Achievements and standards

Does the organisation:

- ▶ Provide premises and resources appropriate for the delivery of a course leading to the diploma and that meets the needs of all students?
- ▶ Achieve consistently high standards across its provision of training?
- ▶ Give students sufficient and appropriate opportunities to perform?
- ▶ Prepare students effectively for participation in the world of work relevant to their course of study?
- ▶ Take steps to ensure that assessment and feedback are used to monitor and inform students about their progress and how they might develop further?
- ▶ Have a process for supporting students during periods of injury and illness (including mental health issues)?

Do students:

- ▶ Make appropriate progress throughout their course of study?
- ▶ Develop lifelong learning skills and the capacity to work both independently and within a team?
- ▶ Reach required levels of key and supporting skills by the final year of training?
- ▶ Observe appropriate standards of attendance and punctuality?
- ▶ Develop skills of critical analysis, research and independent learning?
- ▶ Progress to viable and appropriate employment?

2. Teaching, learning and assessment

Assessors consider:

- ▶ Forms of assessment and quality of feedback
- ▶ Fairness, accuracy and frequency of assessment
- ▶ How assessment is used to guide course development
- ▶ Whether the assessment and moderation procedures are transparent, fair, robust and are applied consistently
- ▶ Quality of information given to parents, employers and others with a legitimate interest in student progress
- ▶ The extent to which teaching staff show technical competence and relevant expertise at a level consistent with effective delivery of the diplomas

Assessors consider the extent to which teachers:

- ▶ Plan effectively with clear objectives understood by their students
- ▶ Use methods and styles of teaching and training consistent with the aims of the course, the provision of the Trinity diplomas and students' personal objectives
- ▶ Challenge and inspire students

- ▶ Set, use and mark assignments and other tasks in order to encourage student progress
- ▶ Work with students to develop individual learning plans informed by initial assessment that is reviewed and updated regularly
- ▶ Promote a creative and supportive learning environment
- ▶ Use materials and teaching methods that promote equality of opportunity in learning

Assessors consider if students:

- ▶ Acquire the knowledge and skills necessary to develop their ideas and increase their level of understanding
- ▶ Understand and have confidence in their progression and objectives
- ▶ Demonstrate that they are stimulated by, and interested in, their course

3. Courses and resources

Assessors consider how effectively the organisation gives students access to:

- ▶ A curriculum that is planned, resourced and managed effectively to provide coherence and progression, and that meets the guided learning hours for each unit as detailed in the PPAD specifications
- ▶ A programme of training and performance experience that takes into account employers' needs
- ▶ A curriculum that is socially inclusive, ensuring equality of access and opportunity
- ▶ A suitable range of enrichment activities to broaden their experience and personal development
- ▶ A coherent well-planned timetable with sufficient and appropriate breaks
- ▶ Contact with professionals including employers, unions, associations, specialist media, and any corporate memberships held by the organisation

Under this heading the validation team will also look at staffing within the organisation and whether there are sufficient staff to meet the needs of the course and the students.

Assessors review how the organisation:

- ▶ Provides and/or supports the professional development of staff to contribute to their effectiveness
- ▶ Provides appropriate premises, specialist equipment and materials to meet current industry standards and to support staff in good teaching practice
- ▶ Maintains appropriate staff-to-student ratios

Assessors also consider:

- ▶ Provision of learning resources for students for effective independent study
- ▶ The safety and appropriateness of the students' work environment
- ▶ Whether resources and accommodation provide encouragement and support for full participation by all students

4. Support and guidance for learners

Assessors consider the ways in which the organisation supports students through the following:

- ▶ Tutorial arrangements and how they are managed
- ▶ Careers education and guidance
- ▶ Procedures to monitor and manage poor punctuality, non-attendance and poor performance
- ▶ Induction processes and student support resources
- ▶ Recognition of individual learning needs, and effective additional support and access to support services
- ▶ Providing effective pastoral care including access to specialist support services
- ▶ Procedures and guidance for dealing with injuries and illness (including mental health)

5. Leadership and management

Assessors consider how the management and leadership of the organisation establish:

- ▶ Clear direction through strategic objectives, targets and values that are understood by staff
- ▶ Targets for retention, achievement, progression and employment
- ▶ Quality assurance arrangements that are systematic and informed by the views of all interested parties
- ▶ Rigorous self-assessment that leads to identified priorities and targets for improvement
- ▶ Information systems that meet the needs of managers and other staff and are used effectively to benefit students
- ▶ Performance management, staff appraisal and review that are effective in improving the quality of provision
- ▶ Explicit aims, values and strategies that promote equality for all
- ▶ Effective measures to ensure appropriate standards of behaviour
- ▶ Effective procedures for dealing with appeals and complaints
- ▶ Supervisory boards that effectively oversee the provider's strategic direction and their own performance
- ▶ Effective use of resources

6. Course-specific provision

Assessors consider:

- ▶ Course structure, including the proportion of compulsory and optional units within the diploma
- ▶ Course design in terms of the learning outcomes for each unit (including key and supporting skills and integrated professional studies), and for the course as a whole
- ▶ Course implementation in terms of approach, method and technique for each unit
- ▶ Documentation concerning assessment processes and performing opportunities
- ▶ Records of achievement of past students in entering employment and progressing to further employment

Indicative content of the technical skills units

LEVEL 5 DIPLOMA IN PROFESSIONAL ACTING

Unit 1: Technical Skills in Professional Acting – Live Theatre and Recorded Media

In order to meet the requirements of this unit, course providers must offer students the opportunity to research, engage with and rehearse a range of texts and performance styles in both live theatre and recorded media in order to enable them to develop mature, engaging and secure acting skills.

Areas for study could include:

- Twentieth and twenty-first century European and American texts
- Contemporary British and Irish texts
- African, African diaspora and other world texts
- Verse drama (including Shakespeare and his contemporaries)
- Historical naturalism (Chekhov, Ibsen etc)
- High comedy (Restoration through to Wilde, Coward)
- Pantomime
- Storytelling
- Physical theatre
- Theatre-in-education
- Improvisation
- Sight reading
- Significant practitioners of drama theory and practice

For recorded media these could include:

- Single and multi-camera technique
- Studio technique
- Microphone technique
- Additional dialogue recording (ADR)

Course providers should ensure that students are given opportunities to experience and understand the application of these techniques across a wide range of recorded media genres including:

- Film and television production
- Radio drama and podcasts
- TV/radio adverts and corporate films
- Voice-overs for radio and television
- Location filming and green screen
- Computer games and new technologies

Unit 2: Vocal Skills in Professional Acting – Live Theatre and Recorded Media

In order to meet the requirements of this unit, course providers must offer students the opportunity to gain an understanding of the physical and physiological tenets that underpin voice production, and through a structured programme of practical classes and/or projects to develop the engaging and secure vocal skills required to perform successfully in live theatre and a variety of recorded media.

Areas for study could include:

- The physical components of voice production and the application of these in practice
- Vocal exercises and techniques (speech and song)
- Accents and dialects
- Solo and group singing
- Microphone technique
- Safe voice practice and strategies to maintain vocal health

Unit 3: Physical Skills in Professional Acting

In order to meet the requirements of this unit, course providers must offer students the opportunity to gain an understanding of the physical performance skills required to support characterisation and context, and through a structured programme of practical classes and/or projects to develop the secure and effective movement skills required to perform effectively in live theatre and a variety of recorded media.

Areas for study could include:

- Animal movement
- Physical theatre
- Mime
- Dance
- Mask work
- *Commedia dell'arte*
- Circus skills
- Stage combat

LEVEL 6 DIPLOMA IN PROFESSIONAL ACTING

Unit 1: Technical Skills in Professional Acting – Live Theatre and Recorded Media

In order to meet the requirements of this unit, course providers must offer students the opportunity to research, engage with and rehearse a range of material and performance styles in both live theatre and recorded media in order to enable them to develop the complex, integrated, mature, engaging and secure acting skills required to work as a professional actor.

Area for study could include:

- ▶ Twentieth and twenty-first century European and American texts
- ▶ Contemporary British and Irish texts
- ▶ African, African diaspora and other world texts
- ▶ Verse drama (including Shakespeare and his contemporaries)
- ▶ Historical naturalism (Chekhov, Ibsen etc)
- ▶ High comedy (Restoration through to Wilde, Coward)
- ▶ Pantomime
- ▶ Storytelling
- ▶ Physical theatre
- ▶ Theatre-in-education
- ▶ Improvisation
- ▶ Sight reading
- ▶ Significant practitioners of drama theory and practice

Students will develop the skills required for acting in a range of contexts such as:

- ▶ Single and multi-camera technique
- ▶ Studio technique
- ▶ Microphone technique
- ▶ Additional dialogue recording (ADR)

Course providers should ensure that students are given opportunities to experience and understand the application of these techniques across a wide range of recorded media genres including:

- ▶ Film and television production
- ▶ Radio drama and podcasts
- ▶ TV/radio adverts and corporate films
- ▶ Voice-overs for radio and television
- ▶ Location filming and green screen
- ▶ Computer games and new technologies

Unit 2: Technical Skills in Professional Acting – Vocal Skills

In order to meet the requirements of this unit, course providers must offer students the opportunity to gain an understanding of the physical and physiological tenets that underpin voice production, and through a structured programme of practical classes and/or projects to develop the engaging and secure advanced vocal skills required to deliver sustained vocal performances in live theatre and a variety of recorded media.

Areas for study could include:

- ▶ The physical components of voice production and the application of these in practice
- ▶ Vocal exercises and techniques (speech and song)
- ▶ Accents and dialects
- ▶ Solo and group singing
- ▶ Microphone technique
- ▶ Safe voice practice and strategies to maintain vocal health

Unit 3: Technical Skills in Professional Acting – Physical Skills

In order to meet the requirements of this unit, course providers must offer students the opportunity to gain an understanding of the physical performance skills required to support and sustain complex characterisation and context, and through a structured programme of practical classes and/or projects to develop the secure and effective movement skills required to perform successfully in live theatre and a variety of recorded media.

Areas for study could include:

- ▶ Animal movement
- ▶ Physical theatre
- ▶ Mime
- ▶ Dance
- ▶ Mask work
- ▶ *Commedia dell'arte*
- ▶ Circus skills
- ▶ Stage combat

LEVEL 5 DIPLOMA IN PROFESSIONAL DANCE**Unit 1 (Option A): Key Technical Skills in Professional Classical Ballet**

In order to meet the requirements of this unit, course providers must offer students the opportunity to engage with and rehearse ballet technique and repertoire in order to enable them to develop skilled, accurate technical ability.

Areas for study could include:

- Classical ballet
- Neo-classical ballet
- Romantic ballet
- Contemporary ballet

Unit 1 (Option B): Key Technical Skills in Professional Contemporary Dance

In order to meet the requirements of this unit, course providers must offer students the opportunity to engage with and rehearse contemporary dance technique and repertoire in order to enable them to develop skilled, accurate technical ability.

Areas for study could include:

- Cunningham
- Graham
- Limon

Unit 2: Supporting Technical Skills in Professional Dance

In order to meet the requirements of this unit, course providers must offer students the opportunity to engage with and rehearse an additional dance technique and repertoire in order to enable them to develop accurate technical ability.

Areas for study could include:

- Ballet
- Contemporary
- Jazz

LEVEL 6 DIPLOMA IN PROFESSIONAL DANCE**Unit 1: Key Technical Skills in Professional Dance**

In order to meet the requirements of this unit, course providers must offer students the opportunity to research, engage with and rehearse a range of material and dance styles in order to enable them to develop the accurate, secure, expressive dance expertise required to work as a professional performer in **two** chosen dance genres.

Areas for study could include:

- Ballet
- Contemporary
- Jazz
- Tap
- Commercial
- Street dance

Unit 2 (Option A): Supporting Technical Skills in Professional Dance

In order to meet the requirements of this unit, course providers must offer students the opportunity to research, engage with and rehearse a range of material and dance styles in order to enable them to develop the accurate, skilled and expressive dance skills required to work as a professional performer in **one** chosen dance genre.

Areas for study could include:

- Ballet
- Contemporary
- Jazz
- Tap
- Commercial
- Street dance

(This **must** be a different genre from those studied in Unit 1)

Unit 2 (Option B): Supporting Technical Skills in Choreography for Professional Dance

In order to meet the requirements of this unit, course providers must offer students the opportunity to create original dance material and realise this successfully in rehearsal and performance in a range of contexts. They must also be given opportunities to develop the associated interpersonal and communicative skills essential for the choreographic process.

Areas for study could include:

- Movement vocabulary and devices
- Choreographic skills for solo, duet and group work
- Musical vocabulary
- The use of a range of stimuli (eg visual, aural, tactile, physical, literary)
- Technical support systems (eg lighting, sound, costumes, wigs, masks, props)
- Notation

Unit 2 (Option C): Supporting Technical Skills in Voice for Professional Dance

In order to meet the requirements of this unit, course providers must offer students the opportunity to research, engage with and rehearse a range of material and performance styles in order to enable them to develop mature, engaging vocal skills.

Areas for study could include:

- ▶ Vocal exercises and techniques (speech and song)
- ▶ Singing projects covering a range of genres and styles
- ▶ Acting projects covering a range of genres and styles
- ▶ Sight reading
- ▶ Integrating singing, dancing and acting skills
- ▶ Improvisation
- ▶ Accents and dialects
- ▶ Safe voice practice and strategies to maintain vocal health

LEVEL 6 DIPLOMA IN PROFESSIONAL MUSICAL THEATRE

Unit 1: Key Technical Skills in Professional Musical Theatre – Singing

In order to meet the requirements of this unit, course providers must offer students the opportunity to research, engage with and rehearse a range of material and singing styles in order to enable them to develop the accurate, integrated, engaging and secure singing skills required to work as a professional performer in musical theatre.

Areas for study could include:

- ▶ Practical exercises to develop vocal technique
- ▶ Integrating singing, dancing and acting skills
- ▶ Vocal health
- ▶ Singing projects covering a range of styles
- ▶ Twentieth and twenty-first century musical theatre
- ▶ Rhythm and blues
- ▶ Rap
- ▶ Rock and pop
- ▶ Jazz
- ▶ Operetta
- ▶ Music hall
- ▶ Folk

Unit 2 (Option A): Key Technical Skills in Professional Musical Theatre – Dance

In order to meet the requirements of this unit, course providers must offer students the opportunity to research, engage with and rehearse a range of material and dance styles in order to enable them to develop the accurate, secure, expressive dance expertise required to work as a professional performer in **two** chosen dance genres.

Areas for study could include:

- ▶ Ballet
- ▶ Contemporary
- ▶ Jazz
- ▶ Tap
- ▶ Commercial

Unit 2 (Option B): Key Technical Skills in Professional Musical Theatre – Acting

In order to meet the requirements of this unit, course providers must offer students the opportunity to research, engage with and rehearse a range of material and performance styles in order to enable them to develop the complex, integrated, mature, engaging and secure acting skills required to work as a professional performer.

Areas for study could include:

- Twentieth and twenty-first century European and American texts/libretti
- Contemporary British and Irish texts
- African, African diaspora and other world texts
- Verse drama (including Shakespeare and his contemporaries)
- Historical naturalism (Chekhov, Ibsen etc)
- High comedy (Restoration through to Wilde, Coward)
- Pantomime
- Storytelling
- Physical theatre
- Significant practitioners of drama theory and practice
- Theatre-in-education
- Improvisation
- Sight reading

Unit 3 (Option A): Supporting Technical Skills in Professional Musical Theatre – Dance

In order to meet the requirements of this unit, course providers must offer students the opportunity to research, engage with and rehearse a range of material and dance styles in order to enable them to develop the accurate, skilled and expressive dance skills required to work as a professional performer in **one** chosen dance genre.

Areas for study could include:

- Ballet
- Contemporary
- Jazz
- Tap
- Commercial

Unit 3 (Option B): Supporting Technical Skills in Professional Musical Theatre – Acting

In order to meet the requirements of this unit, course providers must offer students the opportunity to research, engage with and rehearse a range of material and performance styles in order to enable them to develop mature, engaging and secure acting skills.

Areas for study could include:

- Twentieth and twenty-first century European and American texts
- Contemporary British and Irish texts
- African, African diaspora and other world texts
- Verse drama (including Shakespeare and his contemporaries)
- Historical naturalism (Chekhov, Ibsen etc)
- High comedy (Restoration through to Wilde, Coward)
- Pantomime
- Storytelling
- Physical theatre
- Theatre-in-education
- Improvisation
- Sight reading
- Significant practitioners of drama theory and practice

Information required for moderation and assessment visits

MODERATION OF INTERNAL ASSESSMENTS VISITS (TECHNICAL SKILLS UNITS)

Assessors will arrive at least 30 minutes before the start of the session or performance. On arrival at the course provider, assessors should be provided with:

- ▶ A list of students in the session or programme, if appropriate
- ▶ Clear means of identifying students (eg headshots, students given numbers or name badges)
- ▶ Details of any name changes for professional purposes
- ▶ Internal assessment criteria and marking scheme
- ▶ Details of any students absent with reasons for their absence

ASSESSMENT VISITS (PERFORMANCE UNITS)

Upon arrival, assessors should be met by a representative from the course provider to answer any questions.

Assessors should be provided with:

- ▶ Two programmes for the performance plus any other relevant supporting information about the students
- ▶ A clear list (preferably with headshots) identifying which students are registered for the diploma, giving details of key and supporting skills for dance and musical theatre students
- ▶ Details of any absent students
- ▶ Details of click tracks used in the performance
- ▶ Details of any name changes for professional purposes
- ▶ A sealed envelope outlining evidence for any reasonable adjustments for students registered for the diploma

MODERATION OF EMPLOYABILITY SKILLS & PROFESSIONAL PRACTICE AND RESEARCH & REFLECTION UNITS

Guidelines for moderation:

- ▶ All work from these units should be available on request (any student leaving the course prior to the agreed moderation date must leave their work with the course provider)
- ▶ Students from each course must have their work presented separately – for example dance students' work must be presented separately from musical theatre students' work
- ▶ The assessor will need to discuss or see the internal criteria against which the work is assessed – if a course provider does not assess some areas of the work through formal written work, the moderator may need to view a video of a class or viva voce
- ▶ Information about how each area for study is assessed should be provided
- ▶ There should be a record of the results for all assessments

THE FOLLOWING NEED TO BE PRESENTED TO THE MODERATOR:

For Employability Skills and Professional Practice –

- ▶ Final marks/grades for this unit for all students
- ▶ Marksheets for any assessed written work
- ▶ Assessed work with feedback

Workshops or presentations should be recorded and available for viewing.

For Research and Reflection –

- ▶ Final marks/grades for this unit for all students
- ▶ Marksheets for any assessed written work

Viva voces or presentations should be recorded and available for viewing.

All feedback and marks should be available with the relevant student's file, essay, project or assessed work.