

# PROFESSIONAL PERFORMING ARTS DIPLOMAS

Qualification Specifications  
from September 2018

MUSICAL THEATRE

COMMERCIAL

STREET DANCE

CONTEMPORARY

SINGING

JAZZ DANCE

BALLET

ACTING

TAP



## WHAT'S CHANGED?

These specifications feature the following changes from the previous versions:

- ▶ The language used has been clarified and standardised throughout the five diplomas
- ▶ The numbering for optional units has changed
- ▶ More regulatory information has been included
- ▶ The units previously called 'Additional Professional Skills' and 'Integrated Professional Studies' have been renamed 'Employability Skills and Professional Practice' and 'Research and Reflection'

The course providers handbook and validation requirements have also been revised and are now published in the *Delivery Guide*, which is available online at [trinitycollege.com/PPAD-delivery-guide](http://trinitycollege.com/PPAD-delivery-guide)

Please check [trinitycollege.com/PPAD](http://trinitycollege.com/PPAD) for the latest documents and information about our Professional Performing Arts qualifications.

# PROFESSIONAL PERFORMING ARTS DIPLOMAS

**Qualification Specifications  
from September 2018**

Trinity College London  
[trinitycollege.com](http://trinitycollege.com)

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# Welcome

Welcome to the specifications for Trinity College London's Professional Performing Arts Diplomas. This document details the requirements for the Level 5 Diplomas in Professional Acting and in Professional Dance, and the Level 6 Diplomas in Professional Acting, in Professional Dance and in Professional Musical Theatre.

These diplomas give formal recognition to the skills, knowledge and understanding that are acquired in training to become professional dancers, musical theatre performers and actors. They are awarded to students who successfully complete a course validated by Trinity.

Each qualification has technical units that are assessed by the course provider's teaching staff and externally moderated by Trinity, and a performance unit that is assessed directly by Trinity.

The *Delivery Guide* for course providers, which gives guidance on validation, delivery, assessment and moderation, should be used in conjunction with these specifications. A PDF version is available at [trinitycollege.com/PPAD-delivery-guide](http://trinitycollege.com/PPAD-delivery-guide)

## **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.

# Introduction to the Professional Performing Arts Diplomas

## **OBJECTIVE OF THE QUALIFICATIONS**

The structure of the diplomas ensures that graduating students are equipped with a broad range of skills to enable them to sustain a long and varied career in the performing arts industry. As well as acquiring technical performing skills, students are required to study areas related to professional practice and research in order to extend their knowledge and understanding of the broader context of working as a professional performer.

## **WHO THE QUALIFICATIONS ARE FOR**

The Professional Performing Arts Diplomas have been specifically designed for students who have successfully auditioned for a place on a full-time course at a validated course provider with the aim of becoming a professional actor, dancer or musical theatre performer. Course providers validated to deliver the diplomas offer the highest standards of vocational performing arts training. The full list of validated course providers is available at [trinitycollege.com/PPAD-course-providers](http://trinitycollege.com/PPAD-course-providers)

Students in receipt of the UK government's Dance and Drama Awards funding must be enrolled for one of the diplomas.

More information is available at [gov.uk/dance-drama-awards](http://gov.uk/dance-drama-awards)

Students must be aged at least 16 at the start of dance and musical theatre courses, and at least 18 years for acting courses.

## **ASSESSMENT AND MARKING**

Trinity assesses students in the performance unit of the diplomas throughout the final year of their training. All other units are assessed by the course provider and moderated by Trinity.

Attainment bands for the diplomas are Pass and Fail. Students must pass all the units of a diploma to pass overall.

Students are expected to complete the full duration of the course. Exceptions to this rule are outlined in the *Delivery Guide*.

## **TRINITY ASSESSORS AND MODERATORS**

Assessors and moderators are annually trained and standardised in their use of Trinity moderation and assessment processes. All assessors have significant experience as professional performers, choreographers and/or directors, and many also have extensive experience in professional performing arts training.

Trinity moderates the course provider's assessment procedures in order to ensure that they are fair, rigorous and transparent.

## REGULATED TITLES, QUALIFICATION NUMBERS AND DURATION OF STUDY (TOTAL QUALIFICATION TIME)

All regulated qualifications are assigned a total qualification time. This should be used as guidance only. Total qualification time is an estimate of the average time a student spends with a teacher (guided learning hours) added to the average time spent learning independently. It is recognised that the amount of time needed to commit to a qualification will be dependent on each individual's level of experience.

Regulated title	Qualification number	Number of units	Course length	Total qualification time (TQT) (hours)
Level 5 Diploma in Professional Acting	600/0945/7	5	1 year (minimum)	1,500
Level 6 Diploma in Professional Acting	600/0974/3	6	3 years	4,200
Level 5 Diploma in Professional Dance	600/0947/0	4	2 years	2,550
Level 6 Diploma in Professional Dance	600/0973/1	5	3 years	4,200
Level 6 Diploma in Professional Musical Theatre	600/0948/2	6	3 years	4,200

### RECOGNITION

Trinity College London is an international exam board regulated by Ofqual (Office of Qualifications and Examinations Regulation) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales. Various arrangements are in place with governmental education authorities worldwide.

### WHERE THE QUALIFICATIONS COULD LEAD

The diplomas provide a progression route to some MA courses. There are also opportunities for graduates to extend their Level 6 studies to achieve a BA (Hons) degree. Further guidance on progression can be found at [trinitycollege.com/PPAD-progression](http://trinitycollege.com/PPAD-progression)

## **BECOMING A VALIDATED COURSE PROVIDER**

The structure of the diplomas allows each validated course provider to design and deliver courses that reflect its own philosophy and specialisms while maintaining a common framework of achievement.

Course providers must successfully complete a validation process to be eligible to offer the diplomas. Full details of the validation process can be found in the *Delivery Guide*, and validation fees are available at [trinitycollege.com/PPAD-validation-fees](http://trinitycollege.com/PPAD-validation-fees)

## **FEES AND FUNDING**

A fee is payable to Trinity for each student for each year they are registered for a Professional Performing Arts Diploma (this applies retrospectively if they are registered later in the course). Student fee information is available at [trinitycollege.com/PPAD-student-fees](http://trinitycollege.com/PPAD-student-fees)

The majority of course providers delivering the Professional Performing Arts Diplomas are approved for Dance and Drama Award (DaDA) funding. Trinity has no control over how this funding is allocated.

Studying for a diploma gives students access to apply for DaDA funding or an Advanced Learner Loan. Students should contact their course provider to see if they are eligible.



# Level 5 Diploma in Professional Acting

Each course provider delivers a course leading to the diploma through its own curriculum. Students must pass all units for the diploma to be awarded.

Unit	Unit title	RQF level	Required or options available	Guided learning hours (GLH)	Independent learning hours (ILH)	Total qualification time (TQT)
1.	Technical Skills in Professional Acting – Live Theatre and Recorded Media	5	Required	300	100	400
2.	Vocal Skills in Professional Acting – Live Theatre and Recorded Media	5	Required	100	50	150
3.	Physical Skills in Professional Acting	5	Required	100	50	150
4.	Performance in Professional Acting	5	Required	300	200	500
5.	Employability Skills and Professional Practice in Acting	5	Required	200	100	300
<b>Totals</b>				<b>1,000 hours</b>	<b>500 hours</b>	<b>1,500 hours</b>

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

## Requirements

Students research, engage with and rehearse a range of texts and performance styles in both live theatre and recorded media to enable them to develop mature, engaging and secure acting skills.

As well as technical tuition and repertoire-based projects, study areas include a wide range of playwrights and key practitioners, along with storytelling, improvisation and non-text-based genres such as physical theatre and other movement-based work.

## Assessment

Course providers assess all students' work internally at least once during their course. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 9.

They are able to research, deliver and sustain performances across a range of genres and contexts that demonstrate both technical accomplishment and the skills required to work as a professional actor.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 9, or one or more of them to a significant degree.

They are unable to fully demonstrate the technical skills required to work as a professional actor across the required range of genres and contexts.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 1

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<p>The learner will:</p> <hr/> <p><b>1.</b> Demonstrate mature, engaging and secure acting technique</p> <hr/>	<p>The learner can:</p> <hr/> <p><b>1.1</b> Deliver and sustain detailed and believable characterisations in both live theatre and recorded media that contain emotional truth and clear intention</p> <p><b>1.2</b> Sustain a performance with the necessary energy and physicality, applying good vocal and physical technique</p> <p><b>1.3</b> Adapt technique to suit style of production, media, genre, text and directorial intention</p> <p><b>1.4</b> Demonstrate sustained clarity of vocal expression, varying vocal technique and using accent/dialect as media, venue and character require</p> <p><b>1.5</b> Demonstrate creative and confident improvisation skills</p> <hr/>
<p><b>2.</b> Demonstrate specific skills for acting in live theatre and recorded media</p> <hr/>	<p><b>2.1</b> Accurately interpret directorial demands, demonstrating precision and intent</p> <p><b>2.2</b> Demonstrate understanding of audience needs and expectations in a range of contexts</p> <p><b>2.3</b> Demonstrate an understanding of the professional practices and working vocabulary of theatres, studios and location work</p> <hr/>
<p><b>3.</b> Demonstrate skills for working in a professional context</p>	<p><b>3.1</b> Demonstrate confidence in solo and group situations</p> <p><b>3.2</b> Demonstrate high levels of physical energy and stamina</p> <p><b>3.3</b> Demonstrate sensitive and positive interaction with tutors, directors and peers</p> <p><b>3.4</b> Demonstrate understanding of health and safety considerations</p> <p><b>3.5</b> Demonstrate effective preparation and research skills</p> <p><b>3.6</b> Work effectively within rehearsal environment</p>

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

### Requirements

Students gain an understanding of the physical and physiological principles that underpin voice production, to enable them to develop the engaging and secure vocal skills required to perform successfully in live theatre and a variety of recorded media.

As well as technical tuition and repertoire-based projects, study areas include vocal health and safety.

### Assessment

Course providers assess all students' work internally at least once during their course. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 11.

They are able to demonstrate mature, sound and secure vocal technique in both speech and singing, based on a clear understanding and safe application of the physical and physiological principles underpinning voice production.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 11, or one or more of them to a significant degree.

They are unable to fully demonstrate the technical vocal skills required to work as a professional actor in live theatre and recorded media.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 2

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<p><b>1.</b> Demonstrate mature, engaging and secure vocal technique</p>	<p><b>1.1</b> Combine vocal techniques of breathing, centring and relaxation in relation to pitch, resonance, projection and articulation, sustaining and communicating passages of speech in rehearsal and performance</p> <p><b>1.2</b> Adapt vocal technique to underpin characterisation in various periods and styles, using an accent or dialect accurately when required</p> <p><b>1.3</b> Demonstrate an awareness of personal singing range and vocal type</p>
<p><b>2.</b> Demonstrate vocal skills for working as a professional actor</p>	<p><b>2.1</b> Vary vocal technique as venue, genre or media require, sustaining clarity of vocal expression and full audibility</p> <p><b>2.2</b> Demonstrate a practical understanding of techniques to protect the voice and maintain good vocal health, including relevant warm-up techniques</p>
<p><b>3.</b> Demonstrate skills for working in a professional context</p>	<p><b>3.1</b> Demonstrate confidence in solo and group situations</p> <p><b>3.2</b> Demonstrate high levels of physical energy and stamina</p> <p><b>3.3</b> Demonstrate sensitive and positive interaction with tutors, directors and peers</p> <p><b>3.4</b> Demonstrate understanding of health and safety considerations</p> <p><b>3.5</b> Demonstrate effective preparation and research skills</p> <p><b>3.6</b> Work effectively within rehearsal environment</p>

## Unit 3: Physical Skills in Professional Acting

### Requirements

Students gain an understanding of the physical performance skills required to support characterisation and context, to enable them to develop the secure and effective movement skills required to perform successfully in live theatre and a variety of recorded media.

As well as technical tuition and repertoire-based projects, study areas include key practitioners, and physical theatre and other movement-based work.

### Assessment

Course providers assess all students' work internally at least once during their course. Trinity moderates this process.

### ATTAINMENT DESCRIPTORS

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#### Pass:

Students successfully demonstrate all the learning outcomes listed on page 13.

They are able to demonstrate safe, secure and effective physical performance skills to convey character, emotion and narrative.

#### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 13, or one or more of them to a significant degree.

They are unable to fully demonstrate the physical performance skills required to work as a professional actor in live theatre and recorded media.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 3

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p><b>1.</b> Demonstrate secure and effective movement skills</p>	<p><b>1.1</b> Move efficiently and expressively using physical control, balance and spatial awareness</p> <p><b>1.2</b> Display a variety of rhythm, tempo and dynamics, demonstrating fluidity of movement and flexibility</p> <p><b>1.3</b> Convey character, emotion and narrative through movement</p>
<p><b>2.</b> Demonstrate understanding and practical application of stage combat skills</p>	<p><b>2.1</b> Demonstrate practical stage combat skills (armed and unarmed) with a clear understanding of health and safety issues</p>
<p><b>3.</b> Demonstrate understanding and practical application of dance skills</p>	<p><b>3.1</b> Sustain character throughout dance and movement sequences with secure interpretation of the choreography</p>
<p><b>4.</b> Demonstrate skills for working in a professional context</p>	<p><b>4.1</b> Demonstrate confidence in solo and group situations</p> <p><b>4.2</b> Demonstrate high levels of physical energy and stamina</p> <p><b>4.3</b> Demonstrate sensitive and positive interaction with directors, choreographers and peers</p> <p><b>4.4</b> Demonstrate a practical understanding of techniques to protect the body and maintain physical and vocal health, including relevant warm-up techniques</p> <p><b>4.5</b> Demonstrate effective preparation and research skills</p> <p><b>4.6</b> Work effectively within a rehearsal environment</p>

## Unit 4: Performance in Professional Acting

### Requirements

Students perform to an audience in a range of contexts covering both live theatre and recorded media. These could include:

- ▶ Public performances to an invited or paying audience
- ▶ 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

Students should be cast in roles in which they can fully demonstrate the technical skills outlined in Units 1, 2 and 3.

The course provider must ensure that each student is cast in **at least one** assessable role during their course.

### Assessment

Trinity assesses the attainment of all students in their final year performances. 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.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 15.

They are able to perform with sustained energy and personal commitment, in order to successfully engage an audience in live theatre and/or recorded media.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 15, or one or more of them to a significant degree.

They are unable to fully demonstrate the skills, knowledge and understanding required to effectively engage an audience in performance.

Although the diploma is Pass/Fail, assessors provide additional feedback for this unit, reflecting a broader range of student attainment – details available in the *Delivery Guide*.



## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<b>1.</b> Demonstrate effective preparation	<b>1.1</b> Perform confidently with minimal error
<b>2.</b> Demonstrate technical accuracy and precision	<b>2.1</b> Perform with accurate timing and technique (vocal skill, accent, physicality, range)
<b>3.</b> Demonstrate creativity and ownership	<b>3.1</b> Demonstrate imagination and authority in performance
<b>4.</b> Demonstrate ability to effectively engage an audience	<b>4.1</b> Perform with dynamic energy and personal commitment
<b>5.</b> Demonstrate knowledge and understanding of subject matter and context	<b>5.1</b> Demonstrate understanding of subject matter and context through performance
<b>6.</b> Demonstrate professional practice	<b>6.1</b> Demonstrate sensitivity to others on stage <b>6.2</b> Demonstrate adherence to health and safety procedures <b>6.3</b> Demonstrate effective self-management

## Unit 5: Employability Skills and Professional Practice in Acting

### Requirements

Students undertake classes and/or projects through which they demonstrate an understanding of the skills required to gain and sustain employment as a professional actor. Classes/projects provide opportunities for students to demonstrate research, critical thinking, communication and organisational skills, as well as the skills necessary to protect themselves as performers, both in personal and professional situations.

Areas for study include:

- Tax, insurance and accountancy
- The role of producers, choreographers, agents, casting professionals and other industry practitioners
- Employment contracts (UK and overseas)
- Funding and professional bodies (eg Equity)
- Preparation and acquisition of CVs, photos and showreels, including self-taping
- IT, digital and social media skills
- Research for performance, including the historical and cultural context of material performed and roles studied
- Selection and preparation of material for devised projects, auditions, showcases and recorded work, both individually and within a group
- Research into the work and influence of key practitioners

- Written and spoken reflections and critiques of own and others' rehearsal and/or performance experience
- Physical and psychological health in rehearsal and performance
- Personal fitness, nutrition and hydration needs, and appropriate responses to illness and injury
- Awareness of risk assessment (both personal and within professional working environments)
- Safe practice within performance and rehearsal environments
- Industry-specific hazards and safety procedures

### Assessment

Evidence of participation and understanding might include:

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

Trinity moderates this work at the end of the course.

### ATTAINMENT DESCRIPTORS

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#### Pass:

Students successfully demonstrate all the learning outcomes listed on page 17.

They are able to demonstrate research, communication, self-management and organisational skills in relation to employment, as well as the personal and professional skills required to sustain a career as a professional actor.

#### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 17, or one or more of them to a significant degree.

They are unable to fully demonstrate understanding and application of the additional skills required to sustain a career as a professional actor.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 5

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<b>1.</b> Demonstrate research skills	<b>1.1</b> Demonstrate an ability to source relevant information on a range of topics <b>1.2</b> Apply critical thinking skills <b>1.3</b> Analyse, compare and synthesise information from different sources
<b>2.</b> Demonstrate communication skills	<b>2.1</b> Form and express clear observational judgements of others' work <b>2.2</b> Demonstrate empathy in verbal and/or written interactions <b>2.3</b> Resolve problems with others successfully <b>2.4</b> Convey information clearly so it is understood by others <b>2.5</b> Ask relevant questions clearly and constructively
<b>3.</b> Demonstrate self-management and organisational skills	<b>3.1</b> Evidence awareness and deployment of self-management and personal discipline including effective time-keeping and ability to meet deadlines <b>3.2</b> Evidence ability to organise self and others with a successful outcome
<b>4.</b> Demonstrate understanding of employment issues within the industry	<b>4.1</b> Evidence knowledge of industry structures, trends, professional bodies, working practices, etiquette and professionals (eg casting directors and agents) <b>4.2</b> Evidence understanding of industry-relevant financial and contractual situations and laws
<b>5.</b> Demonstrate understanding and application of safe practice in relation to both personal and professional needs	<b>5.1</b> Evidence understanding of physical and psychological demands of audition, rehearsal and performance <b>5.2</b> Evidence understanding of relevant fitness, nutrition and hydration plans that support optimum well-being and performance <b>5.3</b> Evidence understanding of personal risk assessment combined with appropriate response to illness and injury
<b>6.</b> Demonstrate self-promotional skills	<b>6.1</b> Demonstrate effective use of IT, and digital and social media for professional purposes <b>6.2</b> Demonstrate independence and confidence in a variety of professional situations <b>6.3</b> Evidence understanding of professional self-promotion (eg showreel and CV)

## NOTES

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# Level 6 Diploma in Professional Acting

Each course provider delivers a course leading to the diploma through its own curriculum. Students must pass all units for the diploma to be awarded.

Unit	Unit title	RQF level	Required or options available	Guided learning hours (GLH)	Independent learning hours (ILH)	Total qualification time (TQT)
1.	Technical Skills in Professional Acting – Live Theatre and Recorded Media	6	Required	1,000	200	1,200
2.	Technical Skills in Professional Acting – Vocal Skills	6	Required	300	50	350
3.	Technical Skills in Professional Acting – Physical Skills	5	Required	300	50	350
4.	Performance in Professional Acting	6	Required	900	400	1,300
5.	Employability Skills and Professional Practice in Acting	6	Required	400	200	600
6.	Research and Reflection on Acting	6	Required	100	300	400
<b>Totals</b>				<b>3,000 hours</b>	<b>1,200 hours</b>	<b>4,200 hours</b>

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

## Requirements

Students research, engage with and rehearse a range of material and performance styles in live theatre and recorded media, to enable them to develop the complex, integrated, mature, engaging and secure acting skills required to work as a professional actor.

As well as technical tuition and repertoire-based projects, study areas include a wide range of writers and key practitioners; storytelling, improvisation and non-text-based genres such as physical theatre; other studio-based work; and camera and microphone technique.

## Assessment

Course providers assess all students' work internally at least once annually. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 21.

They are able to research, deliver and sustain varied and engaging performances across a range of genres and contexts that demonstrate both a high level of technical accomplishment and the skills required to work as a professional actor.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 21, or one or more of them to a significant degree.

They are unable to fully demonstrate the technical skills required to work as a professional actor across the required range of genres and contexts.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 1

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<p>The learner will:</p> <hr/> <p><b>1.</b> Demonstrate mature, engaging and secure acting technique</p> <hr/> <p><b>2.</b> Demonstrate skills for working in a professional context</p>	<p>The learner can:</p> <hr/> <p><b>1.1</b> Deliver and sustain coherent, contrasting characterisations containing emotional truth and clear intention, and demonstrating personal creativity and ownership</p> <p><b>1.2</b> Sustain performances with the necessary energy and physicality, applying advanced physical techniques</p> <p><b>1.3</b> Use a range of integrated acting skills to deliver effective characterisation to suit varying styles of production, media, venue, genre, text and directorial intention</p> <p><b>1.4</b> Demonstrate sustained clarity of vocal expression at a high level, varying vocal technique and using accent/dialect as media, venue and character require</p> <p><b>1.5</b> Demonstrate creative, complex and confident improvisation skills</p> <p><b>1.6</b> Adapt acting technique to suit style of production, and media, genre, text and directorial intention</p> <hr/> <p><b>2.1</b> Demonstrate confidence, competence and sensitivity in complex solo and group situations</p> <p><b>2.2</b> Demonstrate high levels of physical energy and stamina</p> <p><b>2.3</b> Demonstrate sensitive and positive interaction with tutors, directors and peers</p> <p><b>2.4</b> Demonstrate understanding of health and safety considerations, both in relation to personal welfare and to workplace safety, including relevant physical and vocal warm-ups</p> <p><b>2.5</b> Demonstrate effective preparation and research skills</p> <p><b>2.6</b> Work effectively within a rehearsal environment</p>

## Unit 2: Technical Skills in Professional Acting – Vocal Skills

### Requirements

Students gain an understanding of the physical and physiological principles that underpin voice production, and through a structured programme of practical classes and/or projects they develop the engaging and secure advanced vocal skills required to deliver sustained vocal performances in live theatre and a variety of recorded media.

As well as technical tuition and repertoire-based projects, study areas include vocal health and safety.

### Assessment

Course providers assess all students' work internally at least once annually. Trinity moderates this process.

### ATTAINMENT DESCRIPTORS

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#### Pass:

Students successfully demonstrate all the learning outcomes listed on page 23.

They are able to demonstrate mature, sound and secure advanced vocal techniques in both speech and singing, based on a clear understanding and safe application of the physical and physiological principles underpinning voice production.

#### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 23, or one or more of them to a significant degree.

They are unable to fully demonstrate the technical vocal skills required to work as a professional actor in live theatre and recorded media.



## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 2

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<p><b>1.</b> Demonstrate advanced expertise in a range of vocal skills</p>	<p><b>1.1</b> Combine advanced vocal techniques of breathing, centring and relaxation in relation to pitch, resonance, projection and articulation, sustaining and communicating extended passages of speech in rehearsal and performance</p> <p><b>1.2</b> Adapt vocal technique to underpin characterisation in various periods and styles, using an accent or dialect accurately when required</p> <p><b>1.3</b> Demonstrate an awareness of personal singing range and vocal type, and the extent to which this can be effectively used in performance</p> <p><b>1.4</b> Vary vocal technique as venue, genre or media require, sustaining clarity of vocal expression and full audibility</p>
<p><b>2.</b> Demonstrate skills for working in a professional context</p>	<p><b>2.1</b> Demonstrate confidence, competence and sensitivity in complex solo and group situations</p> <p><b>2.2</b> Demonstrate high levels of physical energy and stamina</p> <p><b>2.3</b> Demonstrate sensitive and positive interaction with tutors, directors and peers</p> <p><b>2.4</b> Demonstrate a practical understanding of techniques to protect the voice and maintain good vocal health, including relevant warm-up techniques</p> <p><b>2.5</b> Demonstrate effective preparation and research skills</p> <p><b>2.6</b> Work effectively within a rehearsal environment</p>

## Unit 3: Technical Skills in Professional Acting – Physical Skills

### Requirements

Students 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 they develop the secure and effective movement skills required to perform successfully in live theatre and a variety of recorded media.

As well as technical tuition and repertoire-based projects, study areas include key practitioners, and physical theatre and other movement-based work.

### Assessment

Course providers assess all students' work internally at least once annually. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 25.

They are able to demonstrate safe, secure and effective movement and physical skills to convey complex characterisation, emotion and sustained narrative.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 25, or one or more of them to a significant degree.

They are unable to fully demonstrate the movement and physical skills required to work as a professional actor in live theatre and recorded media.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 3

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p><b>1.</b> Demonstrate strong, secure and effective movement skills</p>	<p><b>1.1</b> Move efficiently and expressively using a high degree of physical control, balance and spatial awareness</p> <p><b>1.2</b> Display a variety of rhythm, tempo and dynamics, demonstrating fluidity of movement, flexibility and clear intention</p> <p><b>1.3</b> Convey complex character, emotion and narrative through movement</p>
<p><b>2.</b> Demonstrate understanding and safe practical application of stage combat skills</p>	<p><b>2.1</b> Establish and maintain character throughout fight sequences, showing clear intention and the development of narrative through confident, accurate and safe interpretation of fight direction, both armed and unarmed</p>
<p><b>3.</b> Demonstrate specific and detailed skills for movement sequences and choreography</p>	<p><b>3.1</b> Establish and maintain character throughout dance/movement sequences, showing clear intention and the development of narrative through confident, accurate and safe interpretation of choreography</p>
<p><b>4.</b> Demonstrate skills for working in a professional context</p>	<p><b>4.1</b> Demonstrate confidence in solo and group situations</p> <p><b>4.2</b> Demonstrate high levels of physical energy and stamina</p> <p><b>4.3</b> Demonstrate sensitive and positive interaction with directors, choreographers and fellow actors</p> <p><b>4.4</b> Demonstrate understanding of safe practice in all rehearsal and performance situations, including relevant warm-up/cool down procedures</p> <p><b>4.5</b> Demonstrate effective preparation and research skills</p> <p><b>4.6</b> Work effectively within a rehearsal environment</p>

## Unit 4: Performance in Professional Acting

### Requirements

Students perform to an audience in a range of contexts covering both live theatre and recorded media. These could include:

- ▶ Public performances and 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

Students should be cast in roles in which they can fully demonstrate the technical skills outlined in Units 1, 2 and 3 (as appropriate).

The course provider must ensure that each student is cast in **at least two** assessable roles during their final year.

### Assessment

Trinity assesses the attainment of all students in their final year performances. Students are assessed as Pass (meeting the criteria) or Fail (not meeting some or all of the criteria).

As students are assessed in several performances during their course, failing in one performance does not necessarily mean failing the unit overall.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 27.

They are able to perform with sustained energy and personal commitment, with a sensitive and attuned response to the audience. They demonstrate the technical skills acquired through Units 1-3, successfully communicating the intention of the work.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 27, or one or more of them to a significant degree.

They are unable to fully demonstrate the skills, knowledge and understanding required to effectively engage an audience in performance.

Although the diploma is Pass/Fail, assessors provide additional feedback for this unit, reflecting a broader range of student attainment – details available in the *Delivery Guide*.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 4

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<b>1.</b> Demonstrate effective preparation	<b>1.1</b> Perform confidently without error and with an ability to accommodate unexpected events (eg technical failures)
<b>2.</b> Demonstrate technical accuracy and precision	<b>2.1</b> Deliver and sustain a truthful, focused and technically assured performance, anchored in fully realised characterisation <b>2.2</b> Sustain clarity of vocal expression, be fully audible and vary vocal technique as venue, media and character demand
<b>3.</b> Demonstrate creativity and ownership	<b>3.1</b> Demonstrate imagination and authority in performance
<b>4.</b> Demonstrate ability to effectively engage an audience	<b>4.1</b> Perform with dynamic energy and personal commitment
<b>5.</b> Demonstrate knowledge and understanding of subject matter and context	<b>5.1</b> Demonstrate understanding of subject matter and context through performance
<b>6.</b> Demonstrate professional company skills that enhance and support performance	<b>6.1</b> Evidence knowledge of the role of technical departments and the performer's relation to them in both live theatre and recorded media (eg awareness of lighting design) <b>6.2</b> Make a positive and sensitive contribution to group interaction, demonstrating an understanding of collective responsibility in the realisation of a performance <b>6.3</b> Display a sensitive and attuned response to the audience, successfully communicating the intention of the work
<b>7.</b> Demonstrate consistent understanding and application of health and safety considerations	<b>7.1</b> Demonstrate understanding of the principles of safe practice in performance

## Unit 5: Employability Skills and Professional Practice in Acting

### Requirements

Students undertake classes and/or projects that provide them with the opportunity to demonstrate understanding of the skills required to gain and sustain employment as a professional actor. Classes/projects also cover issues of safe practice, well-being, personal health, and the application of these in the professional work environment.

Areas for study include:

- ▶ Tax, insurance and accountancy
- ▶ The role of producers, directors, agents, casting professionals and other industry practitioners
- ▶ Employment contracts (in UK and overseas)
- ▶ Funding and professional bodies (eg Equity)
- ▶ Preparation and acquisition of CVs, photos and showreels, including self-taping
- ▶ IT, digital and social media skills
- ▶ Physical and psychological health related to rehearsal and performance
- ▶ Personal fitness, nutrition and hydration needs, and appropriate responses to illness and injury
- ▶ Awareness of risk assessment (both personal and within professional working environments)

- ▶ Safe practice within performance and rehearsal environments
- ▶ Industry-specific hazards and safety procedures

### Assessment

Evidence of participation and understanding might include:

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

Trinity moderates this work at the end of the course.

### ATTAINMENT DESCRIPTORS

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#### Pass:

Students successfully demonstrate all the learning outcomes listed on page 29.

They are able to evidence understanding and application of the self-management and organisational skills required to gain employment and sustain a career as a professional actor.

#### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 29, or one or more of them to a significant degree.

They are unable to fully demonstrate understanding and application of the self-management and organisational skills required to gain employment and sustain a career as a professional actor.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 5

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p><b>1.</b> Demonstrate effective communication skills</p>	<p><b>1.1</b> Form and express clear observational judgements of others' work</p> <p><b>1.2</b> Demonstrate empathy in verbal and/or written interactions</p> <p><b>1.3</b> Resolve problems with others successfully</p> <p><b>1.4</b> Convey information clearly so it is understood by others</p> <p><b>1.5</b> Ask relevant questions clearly and constructively</p>
<p><b>2.</b> Demonstrate self-management and organisational skills</p>	<p><b>2.1</b> Evidence awareness and deployment of self-management and personal discipline including effective time-keeping and ability to meet deadlines</p> <p><b>2.2</b> Evidence ability to organise self and others with a successful outcome</p>
<p><b>3.</b> Demonstrate understanding of employment issues within the industry</p>	<p><b>3.1</b> Evidence knowledge of industry structures, trends, bodies, working practices, etiquette and professionals (eg casting directors and agents)</p> <p><b>3.2</b> Evidence understanding of industry-relevant financial and contractual situations and laws</p>
<p><b>4.</b> Demonstrate understanding and application of safe practice in relation to both personal and professional needs</p>	<p><b>4.1</b> Evidence understanding of physical and psychological demands of audition, rehearsal and performance</p> <p><b>4.2</b> Evidence understanding of relevant fitness, nutrition and hydration plans that support optimum well-being and performance</p> <p><b>4.3</b> Evidence understanding of personal risk assessment and appropriate responses to illness and injury</p>
<p><b>5.</b> Demonstrate self-promotional skills</p>	<p><b>5.1</b> Demonstrate effective use of IT, and digital and social media for professional purposes</p> <p><b>5.2</b> Demonstrate independence and confidence in a variety of professional situations</p> <p><b>5.3</b> Evidence understanding of professional self-promotion (eg showreel and CV)</p>

## Unit 6: Research and Reflection on Acting

### Requirements

Students undertake classes and/or projects that enable them to develop and evidence research, critical thinking, communication and organisational skills that extend their knowledge and understanding of the broader context of their areas of study.

These might typically include:

- Research for performance, including the historical and cultural context of material performed or studied, and role-specific research
- Selection and preparation of material for devised projects, showcases, auditions and recorded work, both individually and within a group
- Research into a range of theatrical and recorded media genres
- Research into the work and influence of key practitioners
- Written and spoken reflections and critiques of own and others' rehearsal and/or performance experience

### Assessment

Work for this unit is assessed by the course provider in a variety of ways such as:

- Written projects, reviews, tests
- Reflective journals, blogs, and performance files and folders
- Viva voce (recorded for moderation purposes)
- Group discussions, practical presentations and demonstrations (recorded for moderation purposes)

Trinity moderates this work at the end of the course.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 31.

They are able to demonstrate evidence of research, communication, self-management and organisational skills that enable them to support and sustain a career in the performing arts industry.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 31, or one or more of them to a significant degree.

They are unable to fully demonstrate understanding and application of the research, communication, self-management and organisational skills required to support and sustain a career in the performing arts industry.



## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 6

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<p><b>1.</b> Demonstrate research and presentation skills</p>	<p><b>1.1</b> Demonstrate an ability to source relevant information on a range of topics</p> <p><b>1.2</b> Apply critical thinking skills</p> <p><b>1.3</b> Analyse, compare and synthesise information from different sources</p> <p><b>1.4</b> Write or present a report on findings</p>
<p><b>2.</b> Demonstrate knowledge and understanding of the performance arts industry</p>	<p><b>2.1</b> Evidence knowledge and understanding of relevant professionals and practices</p> <p><b>2.2</b> Evidence knowledge and understanding of a range of influential genres and practitioners</p> <p><b>2.3</b> Evidence critical reflection on a range of professional performances (live or recorded), identifying their influence on personal practice</p> <p><b>2.4</b> Evidence knowledge and understanding of the costume, lighting and sound techniques used in professional contexts</p>

## NOTES

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# Level 5 Diploma in Professional Dance

Each course provider delivers a course leading to the diploma through its own curriculum. Students must pass all units for the diploma to be awarded.

Unit	Unit title	RQF level	Required or options available	Guided learning hours (GLH)	Independent learning hours (ILH)	Total qualification time (TQT)
1.	Key Technical Skills in Professional Classical Ballet (Option A) Key Technical Skills in Professional Contemporary Dance (Option B)	5	Students must choose <b>either</b> Option A <b>or</b> Option B	800	100	900
2.	Supporting Technical Skills in Professional Dance	5	Required	200	50	250
3.	Performance in Professional Dance (Classical Ballet or Contemporary Dance)	5	Required	600	200	800
4.	Employability Skills and Professional Practice in Dance	5	Required	400	200	600
<b>Totals</b>				<b>2,000 hours</b>	<b>550 hours</b>	<b>2,550 hours</b>

# Unit 1 (Option A): Key Technical Skills in Professional Classical Ballet

## Requirements

Students engage with and rehearse ballet technique and repertoire to enable them to develop the skilled, accurate technical ability required to work as a professional dancer.

As well as technical tuition and repertoire-based projects, study areas include the principles and application of safe dance practice.

## Assessment

Course providers assess all students' work internally at least once annually. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 35.

They are able to deliver and sustain skilled, accurate ballet technique and the skills required to work as a professional dancer.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 35, or one or more of them to a significant degree.

They are unable to fully demonstrate the technical ballet skills required to work as a professional dancer.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 1 (OPTION A)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p><b>1.</b> Demonstrate skilled and accurate technical expertise in ballet</p>	<p><b>1.1</b> Apply safe and efficient alignment and placing, with effective balance, co-ordination, flexibility and control</p> <p><b>1.2</b> Learn and reproduce sustained movement sequences combining strength, balance and control with accuracy and technical detail</p> <p><b>1.3</b> Demonstrate accurate technique with co-ordination, flexibility and precision</p>
<p><b>2.</b> Demonstrate skilled, expressive performance ability and expertise in ballet</p>	<p><b>2.1</b> Accurately interpret choreographic demands, demonstrating precision, intent, strength and stamina</p> <p><b>2.2</b> Perform with a full and controlled range of movement facility, showing precision and subtleties of style</p> <p><b>2.3</b> Perform with nuanced dramatic skills</p> <p><b>2.4</b> Perform with technical accuracy and expressive style in solo sequences, <i>pas de deux</i> and <i>corps de ballet</i> work</p> <p><b>2.5</b> Respond to music sensitively and with clarity of timing and phrasing</p> <p><b>2.6</b> Demonstrate understanding of audience needs and expectations in a range of contexts</p>
<p><b>3.</b> Demonstrate skills for working in a professional context</p>	<p><b>3.1</b> Demonstrate confidence in solo, duet and group situations</p> <p><b>3.2</b> Demonstrate high levels of physical energy and stamina</p> <p><b>3.3</b> Demonstrate sensitive and positive interaction with tutors, directors and peers</p> <p><b>3.4</b> Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice</p> <p><b>3.5</b> Demonstrate effective preparation and research skills</p> <p><b>3.6</b> Work effectively within a rehearsal environment</p>

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

## Requirements

Students engage with and rehearse contemporary dance technique and repertoire to enable them to develop the skilled, accurate technical ability required to work as a professional dancer.

As well as technical tuition and repertoire-based projects, study areas include the principles and application of safe dance practice.

## Assessment

Course providers assess all students' work internally at least once annually. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 37.

They are able to deliver and sustain skilled, accurate contemporary dance technique and the skills required to work as a professional dancer.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 37, or one or more of them to a significant degree.

They are unable to fully demonstrate the technical contemporary dance skills required to work as a professional dancer.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 1 (OPTION B)

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<b>1.</b> Demonstrate skilled and accurate technical expertise in contemporary dance	<b>1.1</b> Apply safe and efficient alignment, placing and de-centralisation in relation to specific styles <b>1.2</b> Learn and reproduce sustained movement sequences, consolidating strength, balance and control with accuracy and technical detail <b>1.3</b> Demonstrate accurate technique with effective physicality, flexibility and co-ordination
<b>2.</b> Demonstrate skilled, expressive performance ability and expertise in contemporary dance	<b>2.1</b> Accurately interpret choreographic demands, demonstrating precision, intent, strength and stamina <b>2.2</b> Perform with a full and controlled range of movement facility, showing precision and subtleties of style <b>2.3</b> Perform with nuanced dramatic skills <b>2.4</b> Perform with technical accuracy and expressive style in solo, duet and ensemble work <b>2.5</b> Respond to music sensitively and with clarity of timing and phrasing <b>2.6</b> Demonstrate understanding of audience needs and expectations in a range of contexts
<b>3.</b> Demonstrate skills for working in a professional context	<b>3.1</b> Demonstrate confidence in solo, duet and group situations <b>3.2</b> Demonstrate high levels of physical energy and stamina <b>3.3</b> Demonstrate sensitive and positive interaction with tutors, directors and peers <b>3.4</b> Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice <b>3.5</b> Demonstrate effective preparation and research skills <b>3.6</b> Work effectively within a rehearsal environment

## Unit 2: Supporting Technical Skills in Professional Dance

### Requirements

Students engage with and rehearse an additional dance genre to enable them to develop accurate technical ability.

As well as technical tuition and repertoire-based projects, study areas include the principles and application of safe dance practice.

### Assessment

Course providers assess all students' work internally at least once annually. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 39.

They are able to deliver and sustain accurate dance technique in their chosen genre and the skills required to work as a professional dancer.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 39, or one or more of them to a significant degree.

They are unable to fully demonstrate the technical dance skills in their chosen genre required to work as a professional dancer.



## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 2

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<b>1.</b> Demonstrate accurate technical ability in a chosen dance genre	<b>1.1</b> Apply safe and effective alignment and placing appropriate to the genre  <b>1.2</b> Learn and reproduce complex sustained movement sequences, consolidating strength, stamina, balance, flexibility, co-ordination, effective physicality and control with accuracy
<b>2.</b> Demonstrate expressive performance ability in a chosen dance genre	<b>2.1</b> Accurately interpret choreographic demands, demonstrating movement intent  <b>2.2</b> Perform with a controlled range of movement facility and dramatic intent, showing subtleties of style  <b>2.3</b> Perform with advanced dramatic skills  <b>2.4</b> Respond to music sensitively, showing understanding of timing and phrasing  <b>2.5</b> Demonstrate understanding of audience needs and expectations in a range of contexts
<b>3.</b> Demonstrate skills for working in a professional context	<b>3.1</b> Demonstrate confidence in solo, duet and group situations  <b>3.2</b> Demonstrate high levels of physical energy and stamina  <b>3.3</b> Demonstrate sensitive and positive interaction with tutors, directors and peers  <b>3.4</b> Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice  <b>3.5</b> Demonstrate effective preparation and research skills  <b>3.6</b> Work effectively within a rehearsal environment

## Unit 3: Performance in Professional Dance (Classical Ballet or Contemporary Dance)

### Requirements

Students 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 theatre/recording 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
- ▶ Film studios and locations, including green screen

Students should be cast in roles in which they can fully demonstrate the technical skills outlined in Units 1 and 2.

The course provider must ensure that each student is cast in **at least one** assessable role during their course.

### Assessment

Trinity assesses the attainment of all students in their final year performances. 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.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 41.

They are able to perform with sustained energy and personal commitment in order to successfully engage an audience.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 41, or one or more of them to a significant degree.

They are unable to fully demonstrate the skills, knowledge and understanding required to effectively engage an audience in performance.

Although the diploma is Pass/Fail, assessors provide additional feedback for this unit, reflecting a broader range of student attainment – details available in the *Delivery Guide*.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 3

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<b>1.</b> Demonstrate effective preparation	<b>1.1</b> Perform confidently with minimal error <b>1.2</b> Perform with smooth transitions and a sense of ease
<b>2.</b> Demonstrate technical accuracy and precision	<b>2.1</b> Perform with accurate timing and technique (eg accentuation, placement, physicality, range)
<b>3.</b> Demonstrate creativity and ownership	<b>3.1</b> Demonstrate imagination and authority in performance
<b>4.</b> Demonstrate ability to effectively engage an audience	<b>4.1</b> Perform with dynamic energy and personal commitment
<b>5.</b> Demonstrate knowledge and understanding of subject matter and context	<b>5.1</b> Demonstrate understanding of subject matter and context through performance
<b>6.</b> Demonstrate professional practice	<b>6.1</b> Demonstrate sensitivity to others on stage <b>6.2</b> Demonstrate adherence to health and safety procedures <b>6.3</b> Demonstrate effective self-management

## Unit 4: Employability Skills and Professional Practice in Dance

### Requirements

Students undertake classes and/or projects through which they demonstrate an understanding of the skills required to gain and sustain employment as a professional dancer. Classes/projects provide opportunities for students to demonstrate research, critical thinking, communication and organisational skills, as well as the skills necessary to protect themselves as performers, both in personal and professional situations.

Areas for study include:

- ▶ Tax, insurance and accountancy
- ▶ The role of producers, choreographers, agents, casting professionals and other industry practitioners
- ▶ Employment contracts (UK and overseas)
- ▶ Funding and professional bodies (eg Equity)
- ▶ Preparation and acquisition of CVs, photos and showreels, including self-taping
- ▶ IT, digital and social media skills
- ▶ Research for performance, including the historical and cultural context of material performed and roles studied
- ▶ Selection and preparation of material for devised projects, auditions, showcases and recorded work, both individually and within a group
- ▶ Research into the work and influence of key practitioners

- ▶ Written and spoken reflections and critiques of own and others' rehearsal and/or performance experience
- ▶ Physical and psychological health in rehearsal and performance
- ▶ Personal fitness, nutrition and hydration needs, and appropriate responses to illness and injury
- ▶ Risk assessment (both personal and within professional working environments)
- ▶ Safe practice within performance and rehearsal environments
- ▶ Industry-specific hazards and safety procedures

### Assessment

Evidence of participation and understanding might include:

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

Trinity moderates this work at the end of the course.

### ATTAINMENT DESCRIPTORS

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#### Pass:

Students successfully demonstrate all the learning outcomes listed on page 43.

They are able to demonstrate research, communication, self-management and organisational skills in relation to employment, as well as the personal/professional skills required to sustain a career as a professional dancer.

#### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 43, or one or more of them to a significant degree.

They are unable to fully demonstrate understanding and application of the additional skills required to sustain a career as a professional dancer.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 4

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<b>1.</b> Demonstrate research skills	<b>1.1</b> Demonstrate the ability to source relevant information on a range of topics <b>1.2</b> Apply critical thinking skills <b>1.3</b> Analyse, compare and synthesise information from different sources
<b>2.</b> Demonstrate communication skills	<b>2.1</b> Form and express clear observational judgements of others' work <b>2.2</b> Demonstrate empathy in verbal and/or written interactions <b>2.3</b> Resolve problems with others successfully <b>2.4</b> Convey information clearly so it is understood by others <b>2.5</b> Ask relevant questions clearly and constructively
<b>3.</b> Demonstrate self-management and organisational skills	<b>3.1</b> Evidence awareness and deployment of self-management and personal discipline including effective time-keeping and ability to meet deadlines <b>3.2</b> Evidence ability to organise self and others with a successful outcome
<b>4.</b> Demonstrate understanding of employment issues within the industry	<b>4.1</b> Evidence knowledge of industry structures, trends, professional bodies, working practices, etiquette and professionals (eg casting directors and agents) <b>4.2</b> Evidence understanding of industry-relevant financial and contractual situations and laws
<b>5.</b> Demonstrate understanding and application of safe practice in relation to both personal and professional needs	<b>5.1</b> Evidence understanding of physical and psychological demands of audition, rehearsal and performance <b>5.2</b> Evidence understanding of relevant fitness, nutrition and hydration plans that support optimum well-being and performance <b>5.3</b> Evidence understanding of personal risk assessment combined with appropriate response to illness and injury
<b>6.</b> Demonstrate self-promotional skills	<b>6.1</b> Demonstrate effective use of IT, and digital and social media for professional purposes <b>6.2</b> Demonstrate independence and confidence in a variety of professional situations <b>6.3</b> Evidence understanding of professional self-promotion (eg showreel and CV)

## NOTES

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# Level 6 Diploma in Professional Dance

Each course provider delivers a course leading to the diploma through its own curriculum. Students must pass all units for the diploma to be awarded.

Unit	Unit title	RQF level	Required or options available	Guided learning hours (GLH)	Independent learning hours (ILH)	Total qualification time (TQT)
1.	Key Technical Skills in Professional Dance	6	Required	1,300	200	1,500
2.	Supporting Technical Skills in Professional Dance (Option A)	5	Students must choose <b>one</b> unit from Options A, B and C	300	100	400
	Supporting Technical Skills in Choreography for Professional Dance (Option B)					
	Supporting Technical Skills in Voice for Professional Dance (Option C)					
3.	Performance in Professional Dance	6	Required	900	400	1,300
4.	Employability Skills and Professional Practice in Dance	6	Required	400	200	600
5.	Research and Reflection on Dance	6	Required	100	300	400
<b>Totals</b>				<b>3,000 hours</b>	<b>1,200 hours</b>	<b>4,200 hours</b>

# Unit 1: Key Technical Skills in Professional Dance

## Requirements

Students research, engage with and rehearse a range of material and dance styles to enable them to develop the accurate, secure, expressive dance expertise required to work as a professional performer in **two** chosen dance genres.

As well as technical tuition and repertoire-based projects, study areas include the principles and application of safe dance practice. In addition, course providers may offer classes in a variety of dance genres to give students a wider dance vocabulary which may be of use to them in securing employment after graduation.

## Assessment

Course providers assess all students' work internally at least once annually. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 47.

They are able to sustain, research and deliver varied and engaging performances across a range of dance genres and contexts that demonstrate both a high level of technical accomplishment and the artistic skills required to work as a professional dancer.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 47, or one or more of them to a significant degree.

They are unable to fully demonstrate the technical and artistic skills to work and/or perform across the range of genres and contexts required to work as a professional dancer.



## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 1

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p><b>1.</b> Demonstrate accurate technical ability and expertise in <b>two</b> chosen dance genres</p>	<p><b>1.1</b> Apply safe, efficient and accurate alignment and placing with effective balance, co-ordination, flexibility and control</p> <p><b>1.2</b> Perform a range of accurate and sustained complex movement sequences including solo, duet and ensemble work, expressing relevant intent and engagement</p> <p><b>1.3</b> Learn and reproduce sustained complex movement sequences combining strength, flexibility, balance, physicality and control with accuracy and technical detail</p>
<p><b>2.</b> Demonstrate expressive performance expertise in <b>two</b> chosen dance genres</p>	<p><b>2.1</b> Perform with technical accuracy, applying high levels of physical and dynamic energy, strength and stamina</p> <p><b>2.2</b> Perform with a full and controlled range of movement facility, showing precision and subtleties of style</p> <p><b>2.3</b> Demonstrate understanding of audience needs and expectations in a range of contexts</p> <p><b>2.4</b> Perform with nuanced dramatic skills</p> <p><b>2.5</b> Demonstrate a sensitive response to musical phrasing combined with accurate timing</p> <p><b>2.6</b> Demonstrate confidence in improvisation</p> <p><b>2.7</b> Precisely interpret choreographic demands through technical accuracy and commitment</p>
<p><b>3.</b> Demonstrate skills for working in a professional context</p>	<p><b>3.1</b> Demonstrate confidence, competence and sensitivity in complex solo, duet and group situations</p> <p><b>3.2</b> Demonstrate high levels of physical energy and stamina</p> <p><b>3.3</b> Demonstrate sensitive and positive interaction with tutors, directors and peers</p> <p><b>3.4</b> Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice in class, rehearsal and performance</p> <p><b>3.5</b> Demonstrate effective preparation and research skills</p> <p><b>3.6</b> Work effectively within a rehearsal environment</p>

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

### Requirements

Students research, engage with and rehearse a range of material and dance genres to enable them to develop the accurate, skilled and expressive dance technique required to work as a professional performer in **one** chosen dance genre. **This must be a different genre to those studied in Unit 1.**

As well as technical tuition and repertoire-based projects, study areas include the principles and application of safe dance practice.

In addition, course providers may offer classes in a variety of dance genres to give students a wider dance vocabulary which may be of use to them in securing employment after graduation.

### Assessment

Course providers assess all students' work internally at least once annually. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 49.

They are able to research, deliver and sustain varied and engaging performances across a range of contexts that demonstrate both a high level of technical accomplishment and the skills required to work as a professional dancer in **one** chosen dance genre.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 49, or one or more of them to a significant degree.

They are unable to fully demonstrate the technical skills required to work as a professional dancer in **one** chosen dance genre.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 2 (OPTION A)

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<b>1.</b> Demonstrate accurate technical ability in a chosen dance genre	<b>1.1</b> Apply safe and effective alignment and placing <b>1.2</b> Learn and reproduce sustained movement sequences, combining strength, balance and control with accuracy and technical detail <b>1.3</b> Demonstrate application of strength with effective physicality, flexibility and co-ordination <b>1.4</b> Learn and reproduce unfamiliar complex sequences accurately and quickly
<b>2.</b> Demonstrate expressive performance ability in a chosen dance genre	<b>2.1</b> Accurately interpret choreographic demands demonstrating precision and intent <b>2.2</b> Perform with a controlled range of movement facility and dramatic intent showing subtleties of style <b>2.3</b> Perform with advanced dramatic skills <b>2.4</b> Respond to music sensitively, showing understanding of timing and phrasing
<b>3.</b> Demonstrate skills for working in a professional context	<b>3.1</b> Demonstrate confidence in solo, duet and group situations <b>3.2</b> Demonstrate high levels of physical energy and stamina <b>3.3</b> Demonstrate sensitive and positive interaction with tutors, directors and peers <b>3.4</b> Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice <b>3.5</b> Demonstrate effective preparation and research skills <b>3.6</b> Work effectively within a rehearsal environment

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

### Requirements

Students choreograph original material and realise this successfully in rehearsal and performance in a range of contexts.

They are given opportunities to develop the associated interpersonal and communicative skills essential for the choreographic process.

### Assessment

Course providers assess all students' work internally at least once annually. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 51.

They are able to research, create, develop, rehearse and deliver original dance material showing a high level of choreographic skill and related professional knowledge.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 51, or one or more of them to a significant degree.

They are unable to fully demonstrate the choreographic skills required to successfully create, rehearse and deliver original dance material at a high level.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 2 (OPTION B)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p><b>1.</b> Demonstrate accurate technical ability in choreography</p>	<p><b>1.1</b> Demonstrate understanding of effective rehearsal practices</p> <p><b>1.2</b> Demonstrate sensitive and attuned musical response, with awareness of complex timing and rhythm</p> <p><b>1.3</b> Demonstrate understanding of a range of choreographic styles and devices, including the use of canon, repetition, stimuli, motif, use of narration and dramatic intention</p>
<p><b>2.</b> Demonstrate creative and sophisticated choreographic skills</p>	<p><b>2.1</b> Demonstrate dexterity in the use of time, space, energy, weight and motion in the organisation of dance material</p> <p><b>2.2</b> Demonstrate originality and innovation in relation to theme and movement choices</p> <p><b>2.3</b> Demonstrate ability to collaborate with dancers to develop theme and narrative</p> <p><b>2.4</b> Demonstrate ability to use music and sound effectively</p>
<p><b>3.</b> Demonstrate skills for working in a professional context</p>	<p><b>3.1</b> Demonstrate effective and positive communication with dancers</p> <p><b>3.2</b> Demonstrate high levels of physical energy and stamina</p> <p><b>3.3</b> Demonstrate understanding of health and safety implications of choreography</p> <p><b>3.4</b> Demonstrate knowledge and understanding of legal responsibilities of choreographers in terms of insurance and copyright law</p> <p><b>3.5</b> Demonstrate effective preparation and research skills</p> <p><b>3.6</b> Work effectively within a rehearsal environment</p>

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

### Requirements

Students research, engage with and rehearse a range of material and performance styles to enable them to develop mature, engaging vocal skills.

As well as technical tuition and repertoire-based projects, study areas include the integration of dance and vocal skills, and vocal health and safety.

### Assessment

Course providers assess all students' work internally at least once annually. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 53.

They are able to demonstrate mature, sound and secure vocal technique in speaking and singing, based on a clear understanding and safe application of the physical and physiological principles underpinning voice production.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 53, or one or more of them to a significant degree.

They are unable to fully demonstrate the supporting technical vocal skills required to work in a professional dance context.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 2 (OPTION C)

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<b>1.</b> Demonstrate mature, engaging and secure vocal technique	<b>1.1</b> Combine the vocal techniques of breathing, centring and relaxation in relation to pitch, resonance, projection and articulation, sustaining and communicating passages of speech in rehearsal and performance <b>1.2</b> Demonstrate awareness of personal singing range and vocal type <b>1.3</b> Adapt voice effectively to the performance context <b>1.4</b> Use vocal technique to convey character and dramatic intent through speech and song
<b>2.</b> Demonstrate integrated and expressive use of voice in a professional dance context	<b>2.1</b> Demonstrate sensitive and expressive interpretation of theme and lyrics <b>2.2</b> Combine movement and vocal techniques effectively <b>2.3</b> Deploy techniques to train, maintain and protect the voice, including effective personal warm-up <b>2.4</b> Select and present suitable vocal audition material that reflects personal abilities
<b>3.</b> Demonstrate skills for working in a professional context	<b>3.1</b> Demonstrate confidence in both solo, duet and group situations <b>3.2</b> Demonstrate high levels of physical energy and stamina <b>3.3</b> Demonstrate sensitive and positive interaction with tutors, directors and peers <b>3.4</b> Demonstrate understanding of health and safety considerations, with specific reference to the integration of vocal skills within safe dance practice <b>3.5</b> Demonstrate effective preparation and research skills <b>3.6</b> Work effectively within a rehearsal environment

## Unit 3: Performance in Professional Dance

### Requirements

Students 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
- ▶ Film studios and locations, including green screen

Students should be cast in roles in which they can fully demonstrate the technical skills outlined in Units 1 and 2 (as appropriate).

The course provider must ensure that each student is cast in **at least two** assessable roles during their final year.

### Assessment

Trinity assesses the attainment of all students in their final year performances. Students are assessed as Pass (meeting the criteria) or Fail (not meeting some or all the criteria).

As students are assessed in several performances during their course, failing in one performance does not necessarily mean failing the unit overall.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 55.

They are able to perform a range of dance repertoire with sustained energy and personal commitment, with a sensitive response to the material and the performance context.

They demonstrate the technical skills acquired through Units 1-3, successfully communicating the intention of the works.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 55, or one or more of them to a significant degree.

They are unable to fully demonstrate the skills, knowledge and understanding required to respond successfully to the material and/ or the performance context. They do not fully demonstrate some or all the technical skills acquired through Units 1-3.

Although the diploma is Pass/Fail, assessors provide additional feedback for this unit, reflecting a broader range of student attainment – details available in the *Delivery Guide*.



## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 3

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<b>1.</b> Demonstrate effective preparation	<b>1.1</b> Perform confidently without error and with an ability to accommodate unexpected events (eg technical failures) <b>1.2</b> Perform with smooth transitions and a sense of ease
<b>2.</b> Demonstrate technical accuracy and precision	<b>2.1</b> Deliver and sustain an assured performance with accurate timing and technique (accentuation, placement, physicality, range) <b>2.2</b> Vary performance style as required by venue, media or character
<b>3.</b> Demonstrate creativity and ownership	<b>3.1</b> Demonstrate imagination and authority in performance
<b>4.</b> Demonstrate ability to effectively engage an audience	<b>4.1</b> Perform with dynamic energy and personal commitment
<b>5.</b> Demonstrate knowledge and understanding of subject matter and context	<b>5.1</b> Demonstrate understanding of subject matter and context through performance
<b>6.</b> Demonstrate professional company skills that enhance and support performance	<b>6.1</b> Evidence knowledge of the role of technical departments in dance and the performer's relation to them (eg awareness of lighting design) <b>6.2</b> Make a positive and sensitive contribution to group interaction, demonstrating an understanding of collective responsibility in the realisation of a performance <b>6.3</b> Display a sensitive and attuned response to the audience, successfully communicating the intention of the work
<b>7.</b> Demonstrate consistent understanding and application of health and safety considerations	<b>7.1</b> Demonstrate understanding of the principles of safe practice in performance

## Unit 4: Employability Skills and Professional Practice in Dance

### Requirements

Students undertake classes and/or projects that provide them with the opportunity to demonstrate their understanding of the skills required to gain and sustain employment as a professional dancer. Classes/projects also cover issues of personal health, safe practice and well-being, and the application of these in the professional work environment.

Areas for study include:

- ▶ Tax, insurance and accountancy
- ▶ The role of producers, choreographers, agents, casting professionals and other industry practitioners
- ▶ Employment contracts (UK and overseas)
- ▶ Funding and professional bodies (eg Equity)
- ▶ Preparation and acquisition of CVs, photos and showreels, including self-taping
- ▶ IT, digital and social media skills
- ▶ Physical and psychological health related to rehearsal and performance
- ▶ Personal fitness, nutrition and hydration needs, and appropriate responses to illness and injury
- ▶ Risk assessment (both personal and within professional working environments)

- ▶ Safe practice within performance and rehearsal environments
- ▶ Industry-specific hazards and safety procedures

### Assessment

Evidence of participation and understanding might include:

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

Trinity moderates this work at the end of the course.

### ATTAINMENT DESCRIPTORS

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#### Pass:

Students successfully demonstrate all the learning outcomes listed on page 57.

They are able to evidence understanding and application of the self-management and organisational skills required to gain employment and sustain a career as a professional dancer.

#### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 57, or one or more of them to a significant degree.

They are unable to fully demonstrate understanding and application of the additional skills required to gain employment and sustain a career as a professional dancer.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p><b>1.</b> Demonstrate effective communication skills</p>	<p><b>1.1</b> Form and express clear observational judgements of others' work</p> <p><b>1.2</b> Demonstrate empathy in verbal and/or written interactions</p> <p><b>1.3</b> Resolve problems with others successfully</p> <p><b>1.4</b> Convey information clearly so it is understood by others</p> <p><b>1.5</b> Ask relevant questions clearly and constructively</p>
<p><b>2.</b> Demonstrate self-management and organisational skills</p>	<p><b>2.1</b> Evidence awareness and deployment of self-management and personal discipline including effective time-keeping and ability to meet deadlines</p> <p><b>2.2</b> Evidence ability to organise self and others with a successful outcome</p>
<p><b>3.</b> Demonstrate understanding of employment issues within the industry</p>	<p><b>3.1</b> Evidence knowledge of industry structures, trends, professional bodies, working practices, etiquette and professionals (eg casting directors and agents)</p> <p><b>3.2</b> Evidence understanding of industry-relevant financial and contractual situations and laws</p>
<p><b>4.</b> Demonstrate understanding and application of safe practice in relation to both personal and professional needs</p>	<p><b>4.1</b> Evidence understanding of physical and psychological demands of classes, rehearsal and performance</p> <p><b>4.2</b> Evidence understanding of relevant fitness, nutrition and hydration plans that support optimum well-being and performance</p> <p><b>4.3</b> Evidence understanding of personal risk assessment and appropriate responses to illness and injury</p>
<p><b>5.</b> Demonstrate self-promotional skills</p>	<p><b>5.1</b> Demonstrate effective use of IT, and digital and social media for professional purposes</p> <p><b>5.2</b> Demonstrate independence and confidence in a variety of professional situations</p> <p><b>5.3</b> Evidence understanding of professional self-promotion (eg showreel and CV)</p>

## Unit 5: Research and Reflection on Dance

### Requirements

Students undertake classes and/or projects that enable them to develop and evidence research, critical thinking, communication and organisational skills that extend their knowledge and understanding of the broader context of their areas of study.

These might typically include:

- ▶ Research and preparation for performance, including the historical and cultural context of material performed or studied, and role-specific research
- ▶ Selection and preparation of material for devised projects, showcases, auditions and recorded work, both individually and within a group
- ▶ Research into a range of theatrical and recorded media genres
- ▶ Research into the work and influence of key practitioners
- ▶ Written and spoken reflections and critiques of own and others' rehearsal and/or performance experience

### Assessment

Work for this unit is assessed by the course provider in a variety of ways such as:

- ▶ Written projects, reviews, tests
- ▶ Reflective journals, blogs, and performance files and folders
- ▶ Viva voce (recorded for moderation purposes)
- ▶ Group discussions, practical presentations and demonstrations (recorded for moderation purposes)

Trinity moderates this work at the end of the course.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 59.

They are able to demonstrate evidence of research, communication, self-management and organisational skills that enable them to support and sustain a career in the performing arts industry.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 59, or one or more of them to a significant degree.

They are unable to fully demonstrate understanding and application of the research, communication, self-management and organisational skills required to support and sustain a career in the performing arts industry.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 5

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<p><b>1.</b> Demonstrate research and presentation skills</p>	<p><b>1.1</b> Demonstrate the ability to source relevant information on a range of topics</p> <p><b>1.2</b> Apply critical thinking skills</p> <p><b>1.3</b> Analyse, compare and synthesise information from different sources</p> <p><b>1.4</b> Write or present a report on findings</p>
<p><b>2.</b> Demonstrate knowledge and understanding of the performing arts industry</p>	<p><b>2.1</b> Evidence knowledge and understanding of relevant professionals and practices</p> <p><b>2.2</b> Evidence knowledge and understanding of a range of influential genres and practitioners</p> <p><b>2.3</b> Evidence critical reflection on a range of professional performances (live or recorded), identifying their influence on personal practice</p> <p><b>2.4</b> Evidence knowledge and understanding of the costume, lighting and sound techniques used in professional contexts</p>

## NOTES

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# Level 6 Diploma in Professional Musical Theatre

Each course provider delivers a course leading to the diploma through its own curriculum. Students must pass all units for the diploma to be awarded.

Unit	Unit title	RQF level	Required or options available	Guided learning hours (GLH)	Independent learning hours (ILH)	Total qualification time (TQT)
1.	Key Technical Skills in Professional Musical Theatre – Singing	6	Required	600	100	700
2.	Key Technical Skills in Professional Musical Theatre – Dance (Option A) Key Technical Skills in Professional Musical Theatre – Acting (Option B)	6	Students must choose <b>either</b> Option A <b>or</b> Option B	700	100	800
3.	Supporting Technical Skills in Professional Musical Theatre – Dance (Option A) Supporting Technical Skills in Professional Musical Theatre – Acting (Option B)	5	Students must choose <b>either</b> Option A <b>or</b> Option B (a different skill to Unit 2)	300	100	400
4.	Performance in Professional Musical Theatre	6	Required	900	400	1,300
5.	Employability Skills and Professional Practice in Musical Theatre	6	Required	400	200	600
6.	Research and Reflection on Musical Theatre	6	Required	100	300	400
<b>Totals</b>				<b>3,000 hours</b>	<b>1,200 hours</b>	<b>4,200 hours</b>

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

## Requirements

Students research, engage with and rehearse a range of material and singing styles to enable them to develop the accurate, integrated, engaging and secure singing skills required to work as a professional performer in musical theatre.

As well as technical tuition and repertoire-based projects, study areas include the integration of singing, dancing and acting skills, and vocal health and safety.

## Assessment

Course providers assess all students' work internally at least once annually. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 63.

They are able to research, deliver and sustain varied and engaging performances across a range of genres and contexts that demonstrate both a high level of technical accomplishment and the singing skills required to work as a professional musical theatre performer.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 63, or one or more of them to a significant degree.

They are unable to fully demonstrate the technical singing skills across the range of genres and contexts required to work as a professional musical theatre performer.



## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 1

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p><b>1.</b> Demonstrate accurate technical ability and expertise in singing</p>	<p><b>1.1</b> Demonstrate a well-placed consistent sound across their vocal range</p> <p><b>1.2</b> Deploy resonance, pitch, tonal quality, articulation, correct anatomical alignment, breath control, centring and support in vocal performance</p> <p><b>1.3</b> Adapt vocal technique to meet the demands of a range of genres and styles</p>
<p><b>2.</b> Demonstrate mature, engaging and integrated performance skills in musical theatre</p>	<p><b>2.1</b> Demonstrate an understanding of and ability to express the intention and emotional context of music and lyrics in performance through vocal technique and acting/movement skills</p> <p><b>2.2</b> Sustain performances with the necessary energy and physicality, applying advanced vocal and physical techniques as required</p> <p><b>2.3</b> Adapt vocal technique to underpin characterisation in various periods and styles, accurately using an accent or dialect when required</p> <p><b>2.4</b> Select and present suitable vocal audition material that reflects personal abilities</p>
<p><b>3.</b> Demonstrate skills for working in a professional context</p>	<p><b>3.1</b> Demonstrate confidence, competence and sensitivity in complex solo, duet and group situations</p> <p><b>3.2</b> Demonstrate high levels of physical energy and stamina</p> <p><b>3.3</b> Demonstrate sensitive and positive interaction with tutors, directors and peers</p> <p><b>3.4</b> Demonstrate understanding of health and safety considerations, both in relation to personal welfare and to workplace safety, including relevant physical and vocal warm-ups</p> <p><b>3.5</b> Demonstrate effective preparation and research skills</p> <p><b>3.6</b> Work effectively within a rehearsal environment</p>

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

### Requirements

Students research, engage with and rehearse a range of material and dance styles to enable them to develop the accurate, secure, expressive dance expertise required to work as a professional performer in **two** chosen dance genres.

As well as technical tuition and repertoire-based projects, study areas include the integration of singing, dancing and acting skills, and the principles and application of safe dance practice. In addition, course providers may choose to offer classes in a variety of dance genres to give students a wider dance vocabulary which may be of use to them in securing employment after graduation.

### Assessment

Course providers assess all students' work internally at least once annually. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 65.

They are able to research, deliver and sustain varied and engaging performances across a range of genres and contexts that demonstrate both a high level of technical accomplishment and the dance skills required to work as a professional musical theatre performer.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 65, or one or more of them to a significant degree.

They are unable to fully demonstrate the technical dance skills across the range of genres and contexts required to work as a professional musical theatre performer.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 2 (OPTION A)

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<p><b>1.</b> Demonstrate accurate technical ability and expertise in <b>two</b> chosen dance genres</p>	<p><b>1.1</b> Apply safe, efficient and accurate alignment and placing to encompass balance, co-ordination, flexibility and control</p> <p><b>1.2</b> Perform a range of accurate and sustained complex movement sequences including solo, duet and ensemble work, expressing relevant intent and engagement</p>
<p><b>2.</b> Demonstrate expressive performance expertise in both chosen dance genres</p>	<p><b>2.1</b> Perform with technical accuracy, applying high levels of physical and dynamic energy, strength and stamina</p> <p><b>2.2</b> Perform with a full and controlled range of movement facility, showing precision and subtleties of style</p> <p><b>2.3</b> Demonstrate understanding of audience needs and expectations in a range of contexts</p> <p><b>2.4</b> Perform with nuanced dramatic skills</p> <p><b>2.5</b> Demonstrate sensitive response to musical phrasing combined with accurate timing</p> <p><b>2.6</b> Demonstrate confidence in improvisation</p> <p><b>2.7</b> Precisely interpret choreographic demands through technical accuracy and commitment</p>
<p><b>3.</b> Demonstrate skills for working in a professional context</p>	<p><b>3.1</b> Demonstrate confidence, competence and sensitivity in complex solo, duet and group situations</p> <p><b>3.2</b> Demonstrate high levels of physical energy and stamina</p> <p><b>3.3</b> Demonstrate sensitive and positive interaction with tutors, directors, choreographers and peers</p> <p><b>3.4</b> Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice in class, rehearsal and performance</p> <p><b>3.5</b> Demonstrate effective preparation and research skills</p> <p><b>3.6</b> Work effectively within a rehearsal environment</p>

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

### Requirements

Students research, engage with and rehearse a range of material and performance styles to enable them to develop the complex, integrated, mature, engaging and secure acting skills required to work as a professional performer.

As well as technical tuition and repertoire-based projects, study areas include the integration of singing, dancing and acting skills, and the principles and application of safe practice. Study areas typically include the dramatic works of a wide range of writers and key practitioners, as well as storytelling, improvisation and non-text-based genres such as physical theatre and other movement-based work.

### Assessment

Course providers assess all students' work internally at least once annually. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 67.

They are able to research, deliver and sustain varied and engaging performances across a range of genres and contexts that demonstrate both a high level of technical accomplishment and the acting skills required to work as a professional musical theatre performer.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 67, or one or more of them to a significant degree.

They are unable to fully demonstrate the technical acting skills across the range of genres and contexts required to work as a professional musical theatre performer.

**LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 2 (OPTION B)**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<p><b>1.</b> Demonstrate mature, engaging and secure acting technique</p>	<p><b>1.1</b> Deliver and sustain coherent, contrasting characterisations that contain emotional truth and clear intention, and demonstrate personal creativity and ownership</p> <p><b>1.2</b> Sustain performances with the necessary energy and physicality, applying advanced vocal and physical techniques as required</p> <p><b>1.3</b> Use a range of integrated acting skills to deliver effective characterisation to suit varying styles of production, media, genre, text and directorial intention</p> <p><b>1.4</b> Adapt vocal technique to underpin characterisation in various periods and styles, using an accent or dialect accurately when required</p>
<p><b>2.</b> Demonstrate specific skills for acting across a range of genres and settings</p>	<p><b>2.1</b> Accurately interpret directorial demands, demonstrating precision, intent, energy and stamina</p> <p><b>2.2</b> Demonstrate understanding of audience needs and expectations in a range of contexts</p> <p><b>2.3</b> Demonstrate an understanding of the professional practices and working vocabulary of theatres and studios</p>
<p><b>3.</b> Demonstrate skills for working in a professional context</p>	<p><b>3.1</b> Demonstrate confidence, competence and sensitivity in complex solo and group situations</p> <p><b>3.2</b> Demonstrate high levels of physical energy and stamina</p> <p><b>3.3</b> Demonstrate sensitive and positive interaction with tutors, directors and peers</p> <p><b>3.4</b> Demonstrate understanding of health and safety considerations, both in relation to personal welfare and to workplace safety, including relevant physical and vocal warm-ups</p> <p><b>3.5</b> Demonstrate effective preparation and research skills</p> <p><b>3.6</b> Work effectively within a rehearsal environment</p>

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

### Requirements

Students research, engage with and rehearse a range of material and dance styles to enable them to develop the accurate, skilled and expressive dance skills required to work as a professional performer in **one** chosen dance genre.

As well as technical tuition and repertoire-based projects, study areas include the integration of singing, dancing and acting skills, and the principles and application of safe dance practice. In addition, course providers may choose to offer classes in a variety of dance genres to give students a wider dance vocabulary which may be of use to them in securing employment after graduation.

**Students with Acting as a key skill must take Dance as a supporting option.**

### Assessment

Course providers assess all students' work internally at least once annually. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 69.

They are able to research, deliver and sustain varied and engaging performances across a range of contexts that demonstrate both a high level of technical accomplishment and the skills required to work as a professional musical theatre performer in one chosen dance genre.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 69, or one or more of them to a significant degree.

They are unable to fully demonstrate the technical dance skills required to work as a professional musical theatre performer in one chosen dance genre.

**LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 3 (OPTION A)**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<p><b>1.</b> Demonstrate mature, engaging and secure dance technique</p>	<p><b>1.1</b> Apply safe and efficient alignment and placing</p> <p><b>1.2</b> Learn and reproduce sustained movement sequences combining strength, balance and control with accuracy and technical detail</p> <p><b>1.3</b> Demonstrate application of strength with effective physicality, flexibility and co-ordination</p> <p><b>1.4</b> Learn and reproduce unfamiliar complex sequences accurately and quickly</p>
<p><b>2.</b> Demonstrate skilled, expressive performance ability and expertise in one dance genre</p>	<p><b>2.1</b> Accurately interpret choreographic demands, demonstrating precision and intent</p> <p><b>2.2</b> Perform a full and controlled range of movement facility showing subtleties of style</p> <p><b>2.3</b> Perform with nuanced dramatic skills</p> <p><b>2.4</b> Respond to music sensitively and with clarity of timing and phrasing</p>
<p><b>3.</b> Demonstrate skills for working in a professional context</p>	<p><b>3.1</b> Demonstrate confidence in solo, duet and group situations</p> <p><b>3.2</b> Demonstrate high levels of physical energy and stamina</p> <p><b>3.3</b> Demonstrate sensitive and positive interaction with tutors, directors and peers</p> <p><b>3.4</b> Demonstrate understanding of health and safety considerations, with specific reference to safe dance practice</p> <p><b>3.5</b> Demonstrate effective preparation and research skills</p> <p><b>3.6</b> Work effectively within a rehearsal environment</p>

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

### Requirements

Students research, engage with and rehearse a range of material and performance styles to enable them to develop mature, engaging and secure acting skills.

**Students with Dance as a key skill must take Acting as a supporting option.**

### Assessment

Course providers assess all students' work internally at least once annually. Trinity moderates this process.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 71.

They are able to research, deliver and sustain performances across a range of genres and contexts that demonstrate both technical accomplishment and the skills required to work as a professional performer.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 71, or one or more of them to a significant degree.

They are unable to fully demonstrate the technical skills required to work across the required range of genres and contexts.



**LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 3 (OPTION B)**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<p><b>1.</b> Demonstrate mature, engaging and secure acting technique</p>	<p><b>1.1</b> Deliver and sustain detailed and believable characterisations that contain emotional truth and clear intention</p> <p><b>1.2</b> Sustain a performance with the necessary energy and physicality, applying good vocal and physical techniques</p> <p><b>1.3</b> Adapt technique to suit the style of production, media, genre, text and directorial intention</p> <p><b>1.4</b> Demonstrate sustained clarity of vocal expression, varying vocal technique and using accent/dialect as media, venue and character require</p>
<p><b>2.</b> Demonstrate specific skills for acting across a range of genres and settings</p>	<p><b>2.1</b> Accurately interpret directorial demands, demonstrating precision, intent, energy and stamina</p> <p><b>2.2</b> Demonstrate understanding of audience needs and expectations in a range of contexts</p> <p><b>2.3</b> Demonstrate an understanding of the professional practices and working vocabulary of theatres and studios</p>
<p><b>3.</b> Demonstrate skills for working in a professional context</p>	<p><b>3.1</b> Demonstrate confidence in solo and group situations</p> <p><b>3.2</b> Demonstrate high levels of physical energy and stamina</p> <p><b>3.3</b> Demonstrate sensitive and positive interaction with tutors, directors and peers</p> <p><b>3.4</b> Demonstrate understanding of health and safety considerations</p> <p><b>3.5</b> Work effectively within a rehearsal environment</p> <p><b>3.6</b> Demonstrate effective preparation and research skills</p>

## Unit 4: Performance in Professional Musical Theatre

### Requirements

Students 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

Students should be cast in roles in which they can fully demonstrate the technical skills outlined in Units 1, 2 and 3 (as appropriate).

The course provider must ensure that each student is cast in **at least two** assessable roles during their final year.

### Assessment

Trinity assesses the attainment of all students in their final year performances. Students are assessed as Pass (meeting the criteria) or Fail (not meeting some or all of the criteria).

As students are assessed in several performances during their course, failing in one performance does not necessarily mean failing the unit overall.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 73.

They are able to perform musical theatre repertoire with sustained energy and personal commitment, with a sensitive and attuned response to the audience. They demonstrate the technical skills acquired through Units 1-3, successfully communicating the intention of the work.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 73, or one or more of them to a significant degree.

They are unable to fully demonstrate the skills, knowledge and understanding required to effectively engage an audience in performance. They do not fully demonstrate some or all the technical skills acquired through Units 1-3.

Although the diploma is Pass/Fail, assessors provide additional feedback for this unit, reflecting a broader range of student attainment – details available in the *Delivery Guide*.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 4

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<p><b>1.</b> Demonstrate effective preparation</p>	<p><b>1.1</b> Perform confidently without error and with an ability to accommodate unexpected events (eg technical failures)</p> <p><b>1.2</b> Perform with smoothly integrated singing, acting and dance skills</p>
<p><b>2.</b> Demonstrate technical accuracy and precision</p>	<p><b>2.1</b> Deliver and sustain a truthful, focused and technically assured performance anchored in fully realised characterisation</p> <p><b>2.2</b> Sustain clarity of vocal and physical expression, be fully audible and vary performance techniques as venue, media or character demand</p>
<p><b>3.</b> Demonstrate creativity and ownership</p>	<p><b>3.1</b> Demonstrate imagination and authority in performance</p>
<p><b>4.</b> Demonstrate ability to effectively engage an audience</p>	<p><b>4.1</b> Perform with dynamic energy and personal commitment</p>
<p><b>5.</b> Demonstrate knowledge and understanding of subject matter and context</p>	<p><b>5.1</b> Demonstrate understanding of subject matter and context through performance</p>
<p><b>6.</b> Demonstrate professional company skills that enhance and support performance</p>	<p><b>6.1</b> Evidence knowledge of the role of technical departments in musical theatre and a performer's relation to them (eg awareness of lighting design)</p> <p><b>6.2</b> Make a positive and sensitive contribution to group interaction, demonstrating an understanding of collective responsibility in the realisation of a performance</p> <p><b>6.3</b> Display a sensitive and attuned response to the audience, successfully communicating the intention of the work</p>
<p><b>7.</b> Demonstrate consistent understanding and application of health and safety considerations</p>	<p><b>7.1</b> Demonstrate understanding of the principles of safe practice in performance</p>

## Unit 5: Employability Skills and Professional Practice in Musical Theatre

### Requirements

Students undertake classes and/or projects through which they demonstrate an understanding of the skills required to gain and sustain employment as a professional musical theatre performer. Classes/projects also cover issues of personal health, safe practice and well-being, and the application of these in the professional work environment.

Areas for study include:

- ▶ Tax, insurance and accountancy
- ▶ The role of producers, directors, agents, casting professionals and other industry practitioners
- ▶ Employment contracts (in UK and overseas)
- ▶ Funding and professional bodies (eg Equity)
- ▶ Preparation and acquisition of CVs, photos and showreels, including self-taping
- ▶ IT, digital and social media skills
- ▶ Physical and psychological health related to rehearsal and performance
- ▶ Personal fitness, nutrition and hydration needs, and appropriate responses to illness and injury

- ▶ Risk assessment (both personal and within professional working environments)
- ▶ Safe practice within performance and rehearsal environments
- ▶ Industry-specific hazards and safety procedures

### Assessment

Evidence of participation and understanding might include:

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

Trinity moderates this work at the end of the course.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 75.

They are able to evidence understanding and application of the self-management and organisational skills required to gain employment and sustain a career as a professional musical theatre performer.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 75, or one or more of them to a significant degree.

They are unable to fully demonstrate understanding and application of the self-management and organisational skills required to gain employment and sustain a career as a professional musical theatre performer.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 5

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
The learner will:	The learner can:
<b>1.</b> Demonstrate effective communication skills	<b>1.1</b> Form and express clear observational judgements of the work of others <b>1.2</b> Demonstrate empathy in verbal and/or written interactions <b>1.3</b> Resolve problems with others successfully <b>1.4</b> Convey information clearly so it is understood by others <b>1.5</b> Ask relevant questions clearly and constructively
<b>2.</b> Demonstrate self-management and organisational skills	<b>2.1</b> Evidence awareness and deployment of self-management and personal discipline, including effective time-keeping and ability to meet deadlines <b>2.2</b> Evidence ability to organise self and others with a successful outcome
<b>3.</b> Demonstrate understanding of employment issues within the industry	<b>3.1</b> Evidence knowledge of industry structures, trends, professional bodies, working practices, etiquette and professionals (eg casting directors and agents) <b>3.2</b> Evidence understanding of industry-relevant financial and contractual situations and laws
<b>4.</b> Demonstrate understanding and application of safe practice in relation to both personal and professional needs	<b>4.1</b> Evidence understanding of physical and psychological demands of classes, rehearsal and performance <b>4.2</b> Evidence understanding of relevant fitness, nutrition and hydration plans that support optimum well-being and performance <b>4.3</b> Evidence understanding of personal risk assessment and appropriate responses to illness and injury
<b>5.</b> Demonstrate self-promotional skills	<b>5.1</b> Demonstrate effective use of IT, and digital and social media for professional purposes <b>5.2</b> Demonstrate independence and confidence in a variety of professional situations <b>5.3</b> Evidence understanding of professional self-promotion (eg showreel and CV)

## Unit 6: Research and Reflection on Musical Theatre

### Requirements

Students undertake classes and/or projects that enable them to develop and evidence research, critical thinking, communication and organisational skills that extend their knowledge and understanding of the broader context of their areas of study.

These might typically include:

- ▶ Research and preparation for performance, including the historical and cultural context of material performed or studied, and role-specific research
- ▶ Selection and preparation of material for devised projects, showcases, auditions and recorded work, both individually and within a group
- ▶ Research into a range of theatrical and recorded media genres
- ▶ Research into the work and influence of key practitioners
- ▶ Written and spoken reflections and critiques of own and others' rehearsal and/or performance experience

### Assessment

Work for this unit is assessed by the course provider in a variety of ways such as:

- ▶ Written projects, reviews, tests
- ▶ Reflective journals, blogs, and performance files and folders
- ▶ Viva voce (recorded for moderation purposes)
- ▶ Group discussions, practical presentations and demonstrations (recorded for moderation purposes)

Trinity moderates this work at the end of the course.

## ATTAINMENT DESCRIPTORS

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### Pass:

Students successfully demonstrate all the learning outcomes listed on page 77.

They are able to demonstrate evidence of research, communication, self-management and organisational skills that enable them to support and sustain a career in the performing arts industry.

### Fail:

Students are unable either to demonstrate all the learning outcomes listed on page 77, or one or more of them to a significant degree.

They are unable to fully demonstrate understanding and application of the research, communication, self-management and organisational skills required to support and sustain a career in the performing arts industry.

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA FOR UNIT 6

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p><b>1.</b> Demonstrate research and presentation skills</p>	<p><b>1.1</b> Demonstrate the ability to source relevant information on a range of topics</p> <p><b>1.2</b> Apply critical thinking skills</p> <p><b>1.3</b> Analyse, compare and synthesise information from different sources</p> <p><b>1.4</b> Write or present a report on findings</p>
<p><b>2.</b> Demonstrate knowledge and understanding of the performing arts industry</p>	<p><b>2.1</b> Evidence knowledge and understanding of relevant professionals and practices</p> <p><b>2.2</b> Evidence knowledge and understanding of a range of influential genres and practitioners</p> <p><b>2.3</b> Evidence critical reflection on a range of professional performances (live or recorded), identifying their influence on personal practice</p> <p><b>2.4</b> Evidence of knowledge and understanding of costume, lighting and sound techniques used in professional contexts</p>

## NOTES

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# 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 the *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](http://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](http://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](http://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 the 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.