

The National Professional Performing Arts Qualifications

National Diploma in Professional Acting

National Diploma in Professional Dance

National Diploma in Professional Musical Theatre

National Diploma in Professional Production Skills

National Certificate in Professional Acting

National Certificate in Professional Dance (Classical Ballet or Contemporary Dance)

Trinity College London
89 Albert Embankment
London SE1 7TP UK

T +44 (0)20 7820 6100
F +44 (0)20 7820 6161
E dada@trinitycollege.co.uk
www.trinitycollege.co.uk

Patron HRH The Duke of Kent KG

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Foreword

It gives me great pleasure to introduce the revised National Professional Performing Arts Qualifications.

These qualifications give formal recognition of the skills, knowledge and understanding that are acquired in training to become a professional actor, dancer, musical theatre performer or technical theatre practitioner. We believe that these revised qualifications truly reflect the requirements of professional performing arts training at the beginning of the 21st century. They have been revised in consultation with some of the top musical theatre, dance and acting professional training providers in the UK and following advice from members of the theatrical professions, the Council for Dance Education and Training (CDET) and the National Council for Drama Training (NCDT).

The qualifications are awarded to students who successfully complete a course at a professional training provider that is validated by Trinity College London and who are successfully assessed in their final year by a Trinity Assessor. Assessment is undertaken by professional actors, dancers and directors.

They are the only qualifications attached to the English Dance and Drama Awards funding scheme.

I sincerely hope that any student undertaking this qualification, or any provider offering a course leading to it, will find it stimulating, challenging and relevant for the professional performer today. The standards and expectations are high, but anyone attaining this qualification will be well prepared for a full and successful career in acting, dance, musical theatre or production skills.

Maggie Morris MA BA (Hons) Dip Dance Theatre
Head of Acting & Dance Qualifications

Introduction to The National Professional Performing Arts Qualifications

Overview

Trinity College London's National Professional Performing Arts Qualifications have been developed, with the British government's support, to ensure that students can demonstrate the vocational competency required for employment in the professional world of theatre and the entertainment business. Any Course Provider wishing to deliver a course leading to these National Professional Diplomas and Certificates must obtain validation from Trinity College London. These qualifications are unique in providing eligibility for the English Dance and Drama Awards funding.

The following qualifications are accredited at Level 6 on the National Qualifications Framework:

- National Diploma in Professional Acting
- National Diploma in Professional Dance
- National Diploma in Professional Musical Theatre
- National Diploma in Professional Production Skills.

The following qualifications are accredited at Level 5 on the National Qualifications Framework:

- National Certificate in Professional Acting
- National Certificate in Professional Dance (Classical Ballet or Contemporary Dance).

The Trinity College London website at www.trinitycollege.co.uk contains reference to the formal name and reference number of qualifications approved within the National Qualifications Framework*.

The primary aim of each qualification

Objectives

The National Professional Diplomas and Certificates require the candidate to attain a high level of imaginative, expressive and technical skills, combined with strong analytical and critical skills, which must be applied creatively. Candidates are required to appreciate relationships across a broad range of complex contexts, and apply their skills, knowledge and understanding in order to achieve maximum effect in performance. They are also required to demonstrate their ability to respond flexibly across a range of conditions and styles, translating original intentions into persuasive performance.

The National Diploma in Professional Acting

This qualification is typically studied over three years. The emphasis of the course is on the artistic, creative, technical and professional skills that an actor needs in order to prepare fully for a varied, sustainable and high level performing career. Course work includes acting in both live and recorded media, voice, movement, integrated studies and professional development. Candidates must be accepted onto a course that has been validated to provide the Diploma by Trinity College London. Each validated course has its own unique identity and provides the Diploma within its own curriculum.

The National Diploma in Professional Dance

This qualification is typically studied over three years. The emphasis of the course is on the artistic, creative, technical and professional skills that a dancer needs in order to prepare fully for a varied, sustainable and high level performing career. Course work includes a minimum of three dance disciplines and/or choreography plus supporting studies. Candidates must be accepted onto a course that has been validated to provide the Diploma by Trinity College London. Each validated course has its own unique identity and provides the Diploma within its own curriculum.

* The NQF is being superseded by the Qualifications and Credit Framework (QCF) during 2010. Trinity College London qualifications will be included within this Framework.

The National Diploma in Professional Musical Theatre

This qualification is typically studied over three years. The emphasis of the course is on the artistic, creative, technical and professional skills that a performing artist needs in order to prepare fully for a varied, sustainable and high level performing career in musical theatre. Course work includes singing, acting, dance and supporting professional studies. Candidates must be accepted onto a course that has been validated to provide the Diploma by Trinity College London. Each validated course has its own unique identity and provides the Diploma within its own curriculum.

The National Certificate in Professional Acting

This qualification is typically studied over one year. The emphasis of the course is on the artistic, creative, technical and professional skills that an actor needs in order to prepare fully for a varied and sustainable performing career. Course work will include acting in both live and recorded media, voice, movement, integrated studies and professional development. Candidates must be accepted onto a course that has been validated to provide the Certificate by Trinity College London. Each validated course has its own unique identity and provides the Certificate within its own curriculum.

The National Certificate in Professional Dance (Classical Ballet or Contemporary Dance)

This qualification is typically studied over two years. The emphasis of the course is on the artistic, creative, technical and professional skills that a ballet or contemporary dancer needs to prepare fully for a varied and sustainable performing career in professional dance. Course work will aim for a highly skilled level in either classical ballet or contemporary dance and at least one other dance discipline, with choreography and other supporting professional studies. Candidates must be accepted onto a course that has been validated to provide the Certificate by Trinity College London. Each validated course has its own unique identity and provides the Certificate within its own curriculum.

The National Diploma in Professional Production Skills

This qualification is typically studied over two years. The emphasis of the course on the creative, technical and professional skills that are needed in order to prepare fully for a varied, sustainable and high level production career in performing arts. Course work includes stage management, prop making, sound, electronics, scenic construction, stagecraft and professional practice. Candidates must be accepted onto a course that has been validated to provide the Diploma by Trinity College London. Each validated course has its own unique identity and provides the Diploma within its own curriculum.

Qualification structure

Each National Professional Diploma contains four compulsory units comprising a number of components. Candidates must achieve a pass in every unit to obtain the qualification.

Each National Professional Certificate contains three compulsory units comprising a number of components. Candidates must achieve a pass in every unit to obtain the qualification.

The components of both Diplomas and Certificates cover the skills and knowledge required to facilitate entry to, and sustain employment in, the performing arts and entertainment industry. Additionally, each unit is described in terms of learning outcomes and a number of assessment objectives supported by attainment descriptors. Learning outcomes are indicative of required standards to pass the unit, while assessment objectives describe the breadth and depth of study necessary to achieve the outcomes.

The Diplomas are accredited by the Office of the Qualifications and Examinations Regulator (Ofqual) at Level 6 on the National Qualifications Framework (NQF). The Certificates are also Ofqual-accredited and are recognised at Level 5 on the NQF.

Funding and progression routes

These National Professional Diplomas and Certificates are the only qualifications attached to the English Dance and Drama Awards Scheme, administered and managed through the Learning and Skills Council. Students may be able to access financial help towards the cost of their training through this scheme. More information can be found at www.direct.gov.uk/danceanddrama.

These qualifications are designed primarily for students wishing to progress directly into professional performing careers or into professional performance production. The National Professional Diplomas provide an APEL (Approved Prior Experience and Learning) route into some MA programmes, and also give access to the BA (Hons) Professional Practice (BAPP) a 120-credit course designed by Middlesex University. The National Professional Certificates provide an APEL route onto the BAPP. The BAPP gives participants the opportunity to study for a BA (Hons) while continuing with their professional performing activities.

Information for Course Providers

Course Providers

Course Providers are validated to provide these qualifications in their entirety to candidates registered with Trinity College London. These Course Providers undergo a validation process to ensure qualifications are delivered at the appropriate standard and Trinity maintains ongoing scrutiny of Course Providers to ensure students are achieving at appropriate levels. For more information on becoming a Validated Course Provider please contact dada@trinitycollege.co.uk

Validation, course delivery and the Course Provider's Handbook

Any Course Provider wishing to deliver a course leading to the award of any National Professional Diploma or Certificate must obtain validation from Trinity College London. Trinity College London will provide every Validated Course Provider with a Course Provider's Handbook, which contains information and guidance on the content and delivery of validated courses. Course Providers will need to follow the guidelines laid down in the handbook carefully in order to ensure courses are administered and delivered correctly.

Entry requirements and APEL (Accredited Prior Experience and Learning)

Candidates applying to study for a National Professional Diploma or Certificate must be able to demonstrate talent and potential for future employment in the performing arts, and the curiosity, intelligence and stamina required to benefit from intensive training.

Although there are no formal qualification requirements for entry, typically, in the UK for example, this qualification could provide a progression route for students who have undertaken GCSE, A Level, BTEC or graded examinations in Drama, Dance, Music or the Performing Arts. Potential will be assessed by audition and interview by the chosen Course Provider. In the UK these must be conducted in line with the guidance document describing auditioning and interviewing practice for Dance and Drama courses produced by the Department for Children, Schools and Families (DCSF), the Council for Dance Education and Training (CDET) and the National Council for Drama Training (NCDT).

Assessment and moderation

Internal assessment

Internal school assessment procedures are scrutinised during the validation process in order to ensure that such procedures are fair, rigorous and clear. Course Providers are only required to assess students at a Pass/Fail level. However, Trinity College London considers it good practice for the students to be given a clear indication of the level of their attainment by the Course Provider. Students must be assessed formally at least once annually, and must pass their assessments in all core subjects and integrated professional studies in order to proceed onto the next year of

the course. Usually students will be assessed and obtain feedback on their progress at several points during each year. Where students fail an area, an opportunity to re-take the subject should be offered. Detailed guidance on assessment procedures and weighting are given in the Course Provider's Handbook. Attainment descriptors for each component are detailed for each Diploma/Certificate and may be a useful guide to Course Providers when assessing student skills.

Trinity College London assessment and moderation

Trinity College London moderates the Course Provider's internal assessment of first, second and third year students and externally assesses students in their final year performances. Trinity will send Assessors to a range of events, performances and internal assessments. It is the responsibility of the Course Provider to inform Trinity when assessment and performances take place. Without this information Trinity cannot fulfil its moderation or assessment responsibilities. Further information on the arrangement of visits can be found in the Course Provider's Handbook.

Awarding of the qualification

The final approval of the awarding of the National Professional Performing Arts Qualifications rests with the Trinity College London Diploma Board. The Diploma Board consists of Senior Trinity College London Assessors and the Head of Acting & Dance Qualifications, and meets as and when necessary to advise and adjudicate on all matters relating to the qualifications' course content and delivery. The aims and responsibilities of the Board are to review the relevance, validity, reliability and working conduct of any and all assessments.

Trinity College London Assessors

Trinity Assessors are professional performers who often also have extensive experience in performing arts teaching and/or performing arts administration. The Trinity Assessors' major role is moderation of the Course Provider's own assessment procedures to ensure the school is applying fair, rigorous and transparent procedures. Assessors may moderate either class or performance assessment occasions, and may also be called upon to independently assess third year students in final performance. All Assessors attend an annual conference which involves additional training and standardisation exercises.

A proportion of Trinity College London Assessors are Senior Assessors who have roles additional to those of the general Assessors. These include moderation of Assessors, validation and pre-validation of new Course Providers, re-validation of current Course Providers, and involvement in the creation of new materials and handbooks. Senior Assessors also form the Diploma Board, which meets as and when necessary to moderate and adjudicate all matters relating to course delivery.

The scheme is overseen by the Head of Acting & Dance Qualifications at Trinity College London (dada@trinitycollege.co.uk)

Guided learning hours

As each Course Provider delivers the qualification in its own unique way, it is not possible to require specific guided learning hours (GLH). However, these qualifications are by nature very intensive in taught hours. The following guided learning hours are an approximate minimum requirement. Course Providers may have different intensity of guided time depending on where the student is in the course. Generally the GLH are between 1,000 and 1,500 per year. Guided learning hours do not include self-directed projects or rehearsals. Units 1 and 2 of the qualification are much more intensive in contact time than Units 3 and 4. Assuming that each year provides 1,000 GLH, a course average will be as follows:

National Diploma in Professional Dance, Musical Theatre and Acting (three years, approximate minimum of 3,000 GLH)

- Unit 1 – approx. 1,050 GLH
- Unit 2 – approx. 1,050 GLH
- Unit 3 – approx. 600 GLH
- Unit 4 – approx. 300 GLH

National Diploma in Professional Production Skills (two years, approximate minimum of 2,300 GLH)

- Unit 1 – approx. 800 GLH
- Unit 2 – approx. 800 GLH
- Unit 3 – approx. 400 GLH
- Unit 4 – approx. 300 GLH

National Certificate in Professional Dance (two years, approximate minimum of 2,000 GLH)

- Unit 1 – approx. 800 GLH
- Unit 2 – approx. 800 GLH
- Unit 3 – approx. 400 GLH

National Certificate in Professional Acting (one year, approximate minimum of 1,000 GLH)

- Unit 1 – approx. 400 GLH
- Unit 2 – approx. 400 GLH
- Unit 3 – approx. 200 GLH

Please note: The guided learning hours of each Course Provider will be agreed with Trinity College London at the time of validation. It is also important for Course Providers to note that some components or parts of components are delivered through the provision of other units. For example, some elements of the Health and Safety component will be delivered through Units 1 and 2 of the qualification.

Special needs

Trinity College London welcomes candidates with special needs. Successful auditionees with special needs should communicate fully their requirements to the Course Provider in order that their needs may be met and special arrangements made as and where possible. Special needs students should also make their doctor aware of the nature of the course they are undertaking and be prepared to present a clearance note from their doctor approving their participation, particularly in physically demanding classes.

Special needs and Course Provider responsibility

Each Course Provider is validated separately and within this procedure the Provider needs to show that they are making reasonable adjustments to adapt their course and assessments to provide for students with special needs. Course Providers should inform Trinity College London regarding the special needs of individual students so that Assessors are appropriately informed prior to visits.

Reasonable adjustments and special consideration

By regularly reviewing the way in which we provide our services, Trinity College London aims to identify the barriers or impediments to access.

Malpractice

When schools are validated to provide the Trinity College London National Professional Qualifications in Acting, Dance, Musical Theatre, and Production Skills, they make a commitment to abide by the guidelines set out in the Course Provider's Handbook and this document. Where a Course Provider does not keep to these guidelines, Trinity will advise them on any changes they need to make and a deadline by which to make them. If the deadlines given are not met, Trinity will consider this as malpractice. Malpractice may result in the withdrawal of validation.

Fees

Qualification fees are printed on a separate fee sheet. Details are available from Trinity College London's Head Office (dada@trinitycollege.co.uk).

Academic dress

For graduation ceremonies candidates who have successfully completed one of the National Professional Performing Arts Qualifications are entitled to wear the following:

National Diploma in Professional Dance/Acting/Musical Theatre/Production Skills – black gown, black mortar board, purple hood part-lined with five inch mauve with one inch purple laid in centre of ribbon.

National Certificate in Professional Dance/Acting – black gown, black mortar board.

These can be hired from Ede & Ravenscroft and, for more details, you can consult their website at www.edeandravenscroft.com, email student@edeandravenscroft.com or call them on 01223 861 854.

Post-nominal letters

Diploma and Certificate holders can now use the following letters after their names:

Dip TCL (Professional Dance)
Dip TCL (Professional Acting)
Dip TCL (Professional Musical Theatre)
Dip TCL (Professional Production Skills)
Cert TCL (Professional Dance)
Cert TCL (Professional Acting).

Use of Trinity College London logo

Personalised logos are now available for each Validated Course Provider. Each Course Provider should be using the specific Trinity College London logo for their institution on their printed information and website, rather than Trinity's general logo. All use of the logo needs to be approved by Trinity College London. To request your personalised logo and to have your logo use approved, please contact dada@trinitycollege.co.uk

Guidance for delivery of qualifications

The following is guidance for provision of some aspects of the Diplomas and Certificates. These guidelines are not compulsory but offer some suggestions to Course Providers in the delivery of the qualifications. Each Course Provider delivers the qualifications in their own unique way. Full guidance for Course Providers on the administration and delivery of these qualifications is given in the Course Provider's Handbook which is available to all Validated Course Providers.

Integrated Professional Studies

Integrated Professional Studies (IPS) develops the thinking, imaginative, self-reliant performer and incorporates key and transferable skills. IPS can be evidenced by three separate files which are supportive of the practical work of the Diploma.

The personal file – kept across the three years of study

The information file – kept across the three years of study

The performance project file – a record of a third year project

Detailed guidance on the content of these files and suitable pro formas for use in them are given in the Course Provider's Handbook. Schools are able to adapt and change the formats to suit their own provision. Course Providers should provide relevant internal assessment records for IPS for all candidates. Trinity Assessors should be given access to all personal files and performance project files where necessary.

Transferable skills

Transferable skills are an implicit and valuable part of performing arts training and equip candidates with knowledge and capabilities that can be used in another profession/workplace. The acquisition of transferable skills should be assessed in everyday practice across the course and also evidenced in the candidates' reflective journals, performance project files/folders and assessed work.

National Diploma in Professional Acting

The National Diploma in Professional Acting is a three year vocational qualification. The emphasis of the course is on the artistic, creative, technical and professional skills that a performing artist needs in order to prepare fully for a varied, sustainable and high level performing career in acting. Course work will include performance in live theatre and recorded media, physical and vocal skills and supporting professional studies. Candidates need to successfully audition for a course that has been validated to provide the Diploma by Trinity College London. Each validated course has its own unique identity and will provide the Diploma within its own curriculum.

Structure

The Diploma is a unit-based qualification in which candidates are required to pass all units. Units 1 and 2 comprise the core techniques and performance skills needed to become a professional actor. Units 3 and 4 contain the professional supporting studies which underpin the first two units. These develop the skills to enable candidates to become informed practitioners who are well prepared to secure and maintain employment.

Unit 1 – Technical Skills in Professional Acting

- Component 1 – Acting (Live Theatre)
- Component 2 – Acting (Recorded Media)
- Component 3 – Vocal Skills
- Component 4 – Physical Skills

Unit 2 – Performance in Professional Acting

Unit 3 – Additional Professional Skills and Practice in Professional Acting

- Component 1 – Transferable Skills
- Component 2 – Employment
- Component 3 – Safe Practice

Unit 4 – Integrated Professional Studies in Professional Acting

The integration of all units is an essential concept of this qualification and is central to the successful delivery of the Diploma.

Assessment

Units 1, 3 and 4 are internally assessed by the Course Provider and moderated by Trinity Assessors. Unit 2 is externally assessed by Trinity College London with candidates observed in at least one significant theatre role and a range of recorded media situations. It is expected that the Course Provider will also assess Unit 2 internally.

Course Providers should use the following criteria across all units to evidence the learning outcomes and assessment objectives and ensure learners integrate the practical, theoretical and creative elements of the course.

Overall, a Pass candidate will demonstrate **an integrated approach to all units of the qualification**, their work will demonstrate strong technique, performance and presentation skills which are supported by depth of understanding and ability to research, analyse and evaluate material.

Methodology

In assessment, the Course Provider should take into account:

- technical accomplishment
- knowledge of subject
- breadth and depth of understanding.

Communication

In assessment, the Course Provider should take into account:

- presentation skills
- communication skills
- ability to relay content and intention
- understanding of audience needs and expectations
- suitability of purpose/context.

Contextual awareness

In assessment, the Course Provider should take into account:

- preparation of material
- analysis of needs
- the ability to source and research relevant material
- the ability to evaluate and develop that material into complex performance events suited to varying contexts and situations.

Unit 1 – Technical Skills in Professional Acting

Overall aim of the unit

Achievement of this unit should equip the candidate with the necessary technical, presentation and personal skills for successful audition, rehearsal and performance situations in professional acting.

This unit is comprised of four compulsory components:

- Component 1 – Acting (Live Theatre)
- Component 2 – Acting (Recorded Media)
- Component 3 – Vocal Skills
- Component 4 – Physical Skills.

These components are interdependent. For example many of the assessment objectives for Live Theatre and for Recorded Media are necessarily the same. However, these assessment objectives will need to be specifically understood within the different mediums. Vocal and physical skills are essential for the successful completion of Components 1 and 2 – Acting (Live Theatre) and Acting (Recorded Media).

Some assessment may therefore be undertaken for several components at the same time. For example a Course Provider could assess Acting (Live Theatre) and Vocal Skills in the same context.

Overall learning outcomes for Unit 1

Achievement of this unit is evidence that the candidate is able to:

- demonstrate knowledge of the key components of performance and the techniques by which it is created and realised
- demonstrate understanding of how to read scripts
- interpret and evaluate performance texts and performance events
- demonstrate an awareness of the skills and processes of rehearsal and production by which performance is created, and have experience of their realisation and presentation in performance within a range of different performance contexts and settings.

Component 1 – Acting (Live Theatre)

Candidates will develop strong professional expertise in the skills required for professional acting, including a high level of vocal technique, sensitive interpretation and versatility.

Indicative content

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

- 20th and 21st century European and American texts
- contemporary British and Irish texts (new writing, devised pieces, etc.)
- non-traditional (story telling, physical theatre, etc.)
- verse (including Shakespeare and contemporaries)
- historical naturalism (Chekhov, Ibsen, etc.)
- high comedy (Restoration through to Wilde, Coward, Pantomime, etc.)
- street theatre
- theatre in education
- African, African Diaspora, Asian, and other world texts
- role play
- rehearsed readings.

Assessment objectives – Acting (Live Theatre) (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- deliver and sustain imaginative, dramatic and contrasting characterisations across a range of theatre genres that contain strong emotional truth and clear intention
- deliver and sustain fully developed, detailed and believable characterisations across a range of theatre genres
- reveal character, intention and plot development through confident and incisive interpretation of contrasting roles
- sustain a performance with the necessary energy and physicality, applying clear and precise vocal and physical technique
- use enhanced performance skills through a strong and confident acting technique that demonstrates creativity and imagination
- use personal experience, preparation and detailed observation in the creation of a role
- communicate with the audience and express meaning with clarity and sensitivity
- sustain clarity of vocal expression, be fully audible, and vary vocal technique as venue or character demand
- use a range of accents/dialects
- adapt technique to suit style of production, text and directorial intention
- sustain confident, creative and complex improvisational skills
- sight read across a range of contrasting texts
- respond sensitively and generously to fellow actors in performance and rehearsal
- apply acting-related health and safety considerations and practice, including relevant physical and vocal warm ups
- interpret and appropriately communicate tutor/director demands, within a live theatre performance.

Methods of assessment

Candidates' work will be assessed internally at least once annually. They can be assessed within a variety of contexts such as:

- workshops
- studio and class situations
- showings of individual and group work in both class and performance
- rehearsals
- mock auditions.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Acting (Live Theatre)

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives to a very high level.</p> <p>They will display impressive, fully engaging and sophisticated interpretation skills with clear intention to convey atmosphere and dramatic intent in dynamic and critical theatre performance situations.</p> <p>Their work will be underpinned by fully informed and professional knowledge of acting.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives to a good level.</p> <p>They will display authority, versatility and consistency in their acting and use a range of suitable approaches to convey atmosphere and dramatic intent in a range of dynamic theatre performance situations.</p> <p>Their work will be underpinned with preparation and research of acting technique.</p> <p>They will have an ability to deliver appropriate responses to suit various situations across a range of theatre genres.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently clear or reliable in their theatre acting technique and its application.</p> <p>They will be limited in their ability to demonstrate the skills, knowledge and understanding needed to convey atmosphere and dramatic intent in their acting.</p>

Component 2 – Acting (Recorded Media)

Candidates will develop strong professional expertise in the skills required for professional acting in recorded media, including a high level of vocal technique, sensitive interpretation and versatility.

Indicative content

Candidates will develop the skills required for acting in recorded media that may need to be applied in such situations including:

- single and multi-camera technique
- studio technique
- ADR recording
- microphone technique.

They will understand the application of the techniques across a wide range of recorded media genres such as:

- film and television productions
- green screen
- computer games and new technologies
- radio drama and podcasts
- TV/radio commercials and corporate films
- voice overs for radio and television.

Assessment objectives – Acting (Recorded Media)

Achievement of this component is evidence that the candidate is able to:

- deliver and sustain imaginative, dramatic and contrasting characterisations across a range of recorded media genres that contain strong emotional truth and clear intention
- demonstrate enhanced creative technique to support the above, through clear and precise vocal skills combined with controlled and expressive movement
- reveal character, intention and plot development through confident and incisive interpretation of contrasting roles
- deliver and sustain fully developed, detailed and believable characterisations across a range of recorded media genres
- sight read across a range of contrasting texts
- convey emotion truthfully across a range of recorded media genres, sustaining a performance with the appropriate energy and physicality
- use personal experience, preparation and detailed observation in the creation of a role
- successfully utilise the complex relationship between actor, microphone and camera
- understand the normal practices and technical vocabulary of studio and location work
- express meaning with clarity and sensitivity, making full use of the opportunities presented by recorded media to connect with a watching or listening audience
- sustain clarity of vocal expression and vary vocal technique as media or character demand
- use strong, precise acting technique, adapting technique to suit media genre, text and directorial intention
- respond sensitively and generously to fellow actors during recording and rehearsal
- apply acting-related health and safety considerations and practice, including relevant physical and vocal warm ups with specific reference to recorded media
- interpret and appropriately communicate tutor/director demands, within a recorded media context.

Methods of assessment

Candidates' work will be assessed internally at least once annually using various contexts such as:

- workshops
- studio situations
- showings of individual and group work in both class and recordings
- rehearsals
- recordings
- show reels.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Acting (Recorded Media)

The following descriptors give guidance for Course Providers when assessing candidates' skills on completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives to a very high level.</p> <p>They will display impressive, fully engaging and sophisticated interpretation skills with clear intention to convey atmosphere and dramatic intent in dynamic and critical recorded media situations.</p> <p>Their work will be underpinned by fully informed and professional knowledge of acting in the recorded media.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives to a good level.</p> <p>They will display authority, versatility and consistency in their acting and use a range of suitable approaches to convey atmosphere and dramatic intent in a range of dynamic recorded media situations.</p> <p>Their work will be underpinned with good preparation and research of acting technique.</p> <p>They will have an ability to deliver appropriate responses to suit various situations across a range of recorded media genres.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently clear or reliable in their acting technique and its application in recorded media.</p> <p>They will be limited in their ability to demonstrate the skills, knowledge and understanding needed to convey atmosphere and dramatic intent in their acting in recorded media.</p>

Component 3 – Vocal Skills

Candidates will develop strong professional expertise in the vocal skills required for professional acting.

Indicative content

Candidates will learn to use vocal skills in a broad range of contexts such as:

- vocal exercises and techniques (speech and song)
- sight reading
- accents and dialects
- solo and group singing
- safe voice practice.

Assessment objectives – Vocal Skills (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- adapt vocal technique to successfully support the creation of contrasting acting roles
- read with clarity, expression, emotion, spontaneity and understanding both from a prepared text and on sight
- use the relevant vocal techniques to underpin characterisation in language of various periods and styles
- be fully audible in all roles across a range of recorded media and theatrical genres
- combine vocal techniques of breathing, centring and relaxation in relation to pitch, resonance, projection and articulation, sustaining and communicating long passages of speech in rehearsal and performance in both live theatre and recorded media
- utilise personal singing range and vocal type
- use a range of accents/dialects and have some understanding of the techniques needed to learn new accents/dialects
- apply a good and practical understanding of techniques to protect, train and maintain the voice, including relevant vocal warm up
- interact sensitively and positively with fellow actors and tutors.

Methods of assessment

Candidates' work will be assessed internally a minimum of once annually using various contexts such as:

- live theatre and recorded media projects, and workshops
- solo and group singing projects
- sight reading
- play readings
- presentations
- public speaking
- rehearsals
- recordings
- studio and class situations.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Vocal Skills

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives to a very high level.</p> <p>They will display impressive, fully engaging and sophisticated vocal interpretation skills with clear ability to convey atmosphere and dramatic intent in dynamic and critical situations.</p> <p>Their work will be underpinned by fully informed and professional knowledge of the application of vocal technique to acting a role.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives to a good level.</p> <p>They will display authority, versatility and consistency in their vocal skills and use a range of suitable approaches to convey atmosphere and dramatic intent in a range of dynamic situations.</p> <p>Their work will be underpinned with preparation and research of vocal technique. They will have an ability to deliver appropriate responses to suit various situations across a range of genres.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They are not consistently clear or reliable in their vocal technique and its application across a range of genres.</p> <p>They are limited in their ability to demonstrate the skills, knowledge and understanding needed to convey atmosphere and dramatic intent in the application of vocal technique to acting a role.</p>

Component 4 – Physical Skills

Candidates will develop strong professional expertise in the physical skills required for professional acting.

Indicative content

Candidates will develop the physical skills required for acting in a broad range of contexts such as:

- physical theatre
- improvisation
- dance
- simulated combat
- mask work
- mime
- commedia dell'Arte
- circus skills
- animal movement.

Assessment objectives – Physical Skills (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- adapt physicality to support the creation of contrasting acting roles
- convey character, emotion and narrative through physicality and the use of the body
- move economically and expressively, using relaxation, balance and spatial awareness
- display variety of rhythm, dynamics and tempo in action
- use the body freely and flexibly and understand personal physical limitations
- show a range of safe, clear and precise physical skills
- understand and maintain principals of safe practice at all times and in all performance and rehearsal situations, including relevant physical warm up and cool down and an acute awareness of the actor-audience relationship
- establish and maintain character throughout movement sequences, showing clear intention and the development of a storyline through confident and accurate interpretation of choreography
- establish and maintain character throughout fight scenes, showing clear intention and the development of a storyline through confident, accurate and safe interpretation of fight direction, with appropriate use of any specified weapon(s)
- maintain appropriate angles and distance in stage combat to create and maintain a realistic impression of a fight
- understand the importance of sensitive and positive interaction with fellow candidates and tutors.

Methods of assessment

Candidates' work will be assessed internally at least once annually using various contexts such as:

- rehearsal and performance in both live theatre and recorded media
- workshops
- studio and class situations
- showings of individual and group work in both class and performance
- recordings.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Physical Skills

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives to a very high level.</p> <p>They will display impressive, fully engaging and sophisticated physical skills for acting with clear intention to convey atmosphere and dramatic intent in dynamic and critical situations.</p> <p>Their work will be underpinned by fully informed and professional knowledge of the application of a variety of physical skills to acting a role.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives to a good level.</p> <p>They will display authority, versatility and consistency in their physical skills and use a range of suitable approaches to convey atmosphere and dramatic intent in a range of dynamic situations.</p> <p>Their work will be underpinned with preparation and research of a variety of physical skills.</p> <p>They will have an ability to deliver appropriate responses to suit various situations across a range of genres.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently clear or reliable in their physical skills and its application across a range of genres.</p> <p>They will be limited in their ability to demonstrate the skills, knowledge and understanding needed to convey atmosphere and dramatic intent in the application of movement technique to acting a role.</p>

Unit 2 – Performance in Professional Acting

The performance standards required will be those of strong professional expertise in acting.

Indicative content

Candidates will develop the performance skills necessary for use in a wide variety of performance contexts in both live theatre and recorded media. They will be able to work in a range of spaces such as:

- proscenium theatre
- theatre in the round, thrust, and traverse theatre
- outdoor theatre
- promenade and site-specific locations
- studio and fringe theatre venues
- schools and Theatre in Education
- television studios
- radio and vocal recording studios
- film studios and set, including green screen
- corporate entertainment venues.

Assessment objectives – Performance (professional skills gained on completion)

Achievement of this unit is evidence that the candidate is able to demonstrate:

- the ability to effectively apply acting technique to a level of strong professional expertise in both live theatre and recorded media
- the ability to deliver and sustain a truthful, focused and technically assured performance with a fully rounded and believable characterisation
- the ability to deliver and sustain a performance with the necessary energy and physicality, applying clear and precise vocal and physical technique in both live theatre and recorded media situations
- the ability to prepare and sustain the imagination, emotion, concentration and stamina essential for the transfer of a characterisation from rehearsal to performance
- an understanding of the role of creativity and imagination and its use in the development of performance
- the ability to sustain clarity of vocal expression, be fully audible and vary vocal technique as venue, media, or character demand
- the ability to make a positive and sensitive contribution to group interaction, demonstrating an understanding of the collective process in the realisation of performance
- a sensitive and attuned response to the audience successfully communicating the intention of the work
- the emotional and physical skills required for performance and performance preparation
- the ability to apply stage craft as appropriate to context using appropriate vocabularies and working methods
- the ability to respond actively and positively to direction, including the taking of, and practical application of, notes
- application of relevant health and safety considerations and practice
- application of professional skills and background research to enhance performance
- knowledge of the role of the technical departments and the performers relationship to them in both live theatre and recorded media.

Methods of assessment

An external Trinity College London Assessor will assess candidates' work in the final year of training in a range of performance opportunities, in both theatre and recorded media. This must include observing them in at least one significant theatre role in a range of recorded media situations. It is expected that the Course Provider will also assess the candidates in performance. The assessment could be in a variety of performance contexts such as:

- public and in-house performances
- agents showcase
- workshop performances
- performance in schools
- film/DVD.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Performance

The following descriptors give guidance to Trinity Assessors and Course Providers when assessing candidates' skills on the completion of this unit.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives above to a very high level.</p> <p>They will display impressive, fully engaging and sophisticated communication skills with clear ability to convey atmosphere and dramatic intent in dynamic and critical performance situations.</p> <p>They will be able to apply a full range of techniques in order to enhance and support their performance.</p> <p>Their work will be underpinned by informed and professional knowledge of performance in both live theatre and recorded media.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level.</p> <p>They will display authority, versatility and consistency in their performance.</p> <p>They will be able to use a range of suitable approaches to convey atmosphere and dramatic intent in a range of dynamic performance situations.</p> <p>Their work will be underpinned with preparation and research of performance technique.</p> <p>They will be able to deliver appropriate responses to suit various situations across a range of genres including live theatre and recorded media.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently clear or reliable in performance, and will be unable to apply the appropriate level of technical skill required for live theatre and/or recorded media performance.</p> <p>They will be limited in their ability to demonstrate the skills, knowledge and understanding needed to convey atmosphere and dramatic intent in the application of performance technique to acting a role.</p>

Unit 3 – Additional Professional Skills and Practice for Professional Acting

Understanding of professional skills and practice within the working environment is essential to employability. This unit ensures the candidate obtains skills necessary to securing and maintaining employment across the full spectrum of the performing arts and entertainment industry. It also provides the candidate with the necessary information for maintaining health and safety in the workplace and at a personal level. Finally, it recognises and supports the development of the wealth of transferable skills gained in performing arts training and ensures candidates are able to relate these to a wider work spectrum.

This unit is comprised of three compulsory components:

- Component 1 – Transferable Skills
- Component 2 – Employment
- Component 3 – Safe Practice.

Overall learning outcomes

Achievement of this component is evidence that the candidate is able to:

- demonstrate professional employment skills with relevant knowledge of the industry including professional bodies etc.
- demonstrate personal skills and qualities which will enhance their professional and personal lives
- demonstrate understanding of health and safety concerns and legislation as relevant to the industry
- prepare for a varied career in the professional arts and entertainment industry
- identify the requirements of a work opportunity and the means for communicating their strengths to prospective employers
- manage personal workloads, meet deadlines and negotiate and pursue goals with others.

Component 1 – Transferable Skills

Indicative content

Transferable skills are primarily delivered within the content of Units 1, 2 and 4 of the qualification.

Assessment objectives – Transferable Skills (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- a consistent awareness and deployment of reliable self-management and personal discipline
- motivated, independent preparatory work which shows attention to detail
- a commitment to the process of learning by active participation and contribution to group activities/discussion
- the ability to respond constructively to advice and feedback
- leadership and personal management skills as relevant to their studies
- the ability to articulate ideas and communicate about work with clarity and an analytical understanding
- the ability to relate their work within the learning environment to the wider context of the performing arts, culture and society
- the ability to appreciate the value of their skills as transferable into alternative professions/workplaces
- an understanding of the importance of making connections within and between subjects
- the ability to establish and maintain personal discipline including punctuality and attendance
- an understanding of the importance of retaining the initiative in personal development and to articulate self-development reflecting on relevant experience
- an understanding of the way that the perception of an artistic work may be shaped by cultural and social contexts.

Methods of assessment

Assessment of this component will be undertaken internally and will often be assessed within other components or units of the Diploma throughout their studies. The work can be assessed within various contexts such as:

- class, studio, rehearsal and performance situations
- reflective journals, performance project files/folders, assessed work
- viva voce.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Transferable Skills

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above fully integrating their understanding across all units of the qualification.</p> <p>Their work will show a perceptive awareness of their own and others' needs.</p> <p>They will be able to produce and present work which shows cohesion, creativity and personal investment.</p> <p>They will display an excellent understanding of the place of his or her work within a wider performing arts context, and they will have a keen appreciation of the value of all these transferable skills in alternative professions/ workplaces.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level with the ability to integrate them across most of the units of the qualification.</p> <p>They will display coherent and detailed knowledge of their own and others' needs.</p> <p>They will be able to use their initiative and take responsibility in their work.</p> <p>Their work will be underpinned with preparation and research and they will be able to deliver appropriate responses to suit various situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be able to be consistently coherent and knowledgeable in their approach to their work, and will show little personal investment and creativity.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

Component 2 – Employment

Indicative content

Some of the content of this component will be delivered through the other units of the course. However, there are certain areas that will require specific provision such as:

- tax, insurance and accountancy
- employment contracts
- funding and professional bodies
- CV compilation and photo acquisition
- internet and ICT skills.

Assessment objectives – Employment (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- a comprehensive knowledge of the industry to include industry structures, trends, working practices, professional bodies and individuals (e.g. producers, casting directors, agents)
- the ability to identify and access job information relating to job opportunities by diverse means (agent, industry press, internet sites, etc.)
- a proactive and self-reliant approach which uses diverse means to market himself or herself maximising personal versatility and strengths
- an understanding of the differing audition requirements of potential employers and the ability to respond appropriately
- the ability to target potential employers with a clear, concise relevant CV, appropriate photos and covering letter
- knowledge of funding bodies and funding opportunities and appropriate methods of applying for them, and an ability to differentiate between the commercial and subsidised sectors
- an understanding of the importance of maintaining contacts within the industry, including industry-related relationships built during training, and networking to establish new ones
- the ability to identify and exploit personal versatility and strengths to gain work in a variety of performance situations across the entertainment industry
- an understanding of the wide range of employment opportunities in the UK, in the European Union and worldwide
- an understanding of employment contracts and taxation and insurance regulations, and the importance of finding a reliable accountant
- the ability to identify and support training needs for professional development both in and beyond the workplace.

Methods of assessment

Candidates' work will be assessed as appropriate throughout the course. The work will also be externally moderated by a Trinity College London Assessor.

The work can be assessed within a variety of contexts such as:

- mock auditions
- mock interviews
- reflective journals, performance project files/folders, assessed work
- viva voce
- audition portfolio
- documentation of CV
- acquisition of photos
- written projects, reviews, tests, etc.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Employment

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above to a very high level.</p> <p>Their work will show a perceptive awareness of the challenges and demands of gaining and retaining employment in the performing arts industry.</p> <p>They will display an excellent understanding of the workplace and will have a keen ability to critically evaluate how they will function within this.</p> <p>This will be underpinned with in-depth preparation and research.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level.</p> <p>They will display coherent and detailed knowledge of the issues around obtaining and retaining employment and be able to use their initiative and take responsibility in this area.</p> <p>Their work will be underpinned with preparation and research and they will be able to deliver appropriate responses to suit various employment situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently coherent and knowledgeable in their approach to obtaining and retaining employment.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

Component 3 – Safe Practice

Indicative content

Candidates should cover both personal safe and effective practice as well as the issues around health and safety in the workplace such as:

- physical and psychological health related to rehearsal and performance
- appropriate personal fitness and nutrition and hydration needs
- awareness of risk assessment (personal and within performance and rehearsal situations)
- safe practice within performance and rehearsal environments
- industry-specific hazards and emergency safety procedures.

Assessment objectives – Safe Practice (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- an understanding of physical and psychological demands of rehearsing and performing
- knowledge and application of appropriate warm up and cool down for actors
- the ability to compile a personal risk assessment and to respond appropriately to injury, illness and discipline-specific risks (e.g. vocal problems)
- an understanding of safety issues within rehearsal and performance environments
- an understanding of appropriate action by self and others to reduce or eliminate safety hazards
- a broad knowledge of industry-specific safety hazards.
- knowledge of fire/safety/emergency procedures and the first aid facilities which should be available within a rehearsal/performance environment
- knowledge of legal requirements, insurance and responsibilities with regard to health and safety.

Methods of assessment

Candidates will be assessed internally at least once annually over the duration of their studies. The work will also be moderated by Trinity Assessors.

Assessment can take place through a variety of contexts such as:

- conduct throughout the course – the maintenance of health and fitness should be evidenced in everyday practice
- class, rehearsal and performance
- personal file
- viva voce
- written projects, tests, risk assessments, etc.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Safe Practice

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above to a very high level.</p> <p>Their work will show a perceptive awareness of the issues surrounding safe practice both in relation to personal needs and within the environment.</p> <p>They will display an in-depth understanding of safety in the workplace and will have a keen ability to critically evaluate personal health issues and show an informed and knowledgeable approach to these.</p> <p>This knowledge will be underpinned with in-depth preparation and research.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level and will have the ability to apply them to their practical class, rehearsal and performance environments.</p> <p>They will display coherent and detailed knowledge of the issues around personal and workplace health and safety issues and will be able to use their initiative and take responsibility in these areas.</p> <p>Their work will be underpinned with in-depth preparation and research and they will be able to deliver appropriate responses to suit various situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently coherent and knowledgeable in their approach to personal and workplace health and safety issues.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

Unit 4 – Integrated Professional Studies in Professional Acting

This unit gives evidence of the knowledge and skills which complement and enhance performance practice. It aims to extend candidates' knowledge base beyond the immediate requirements of performance and enable them to become informed and thinking practitioners.

Indicative content

Candidates' work will cover a wide range of areas such as:

- personal research, informing preparation for performance
- personal selection and preparation of showcase and performance material
- scriptwriting
- personal preparation of videoed or recorded work
- personal preparation of devised work
- critical reflection of one of their own performances and a live or recorded professional production
- use and development of costumes, lighting, sound, etc. in a range of contexts
- knowledge and history of the profession relating to various theatrical genres and traditions and influential practitioners.

Assessment objectives – Integrated Professional Studies (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- understand the integrated relationship between professional studies and the practical aspects of the course
- demonstrate knowledge of key practitioners, their practices and their cultural and/or historical contexts, and be able to relate these to the preparation of performance
- engage in resourceful, self-motivated independent research, whether investigating past or present performances or as part of the process of creating new performance
- demonstrate appropriate use of research methodologies related to the subject in question
- demonstrate the appropriate information-retrieval skills needed to gather, sift, synthesise and organise material
- develop ideas and have the capacity to present them in appropriate ways
- demonstrate the ability to make accurate and perceptive observations on their own and others' performances, forming judgments and expressing these with clarity and confidence
- choose appropriate methods and materials to self-promote within the industry
- choose suitable material for self-promotion tools.

Methods of assessment

Candidates will be assessed internally as relevant over the duration of their studies using a variety of contexts such as:

- class, studio, rehearsal and performance situations
- viva voce
- personal projects
- critiques of own personal and professional performances (written or using viva voce)
- selection and preparation of showcase material
- third year performance project file – detailing the research, preparation and realisation of a performance role.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Integrated Professional Studies

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this unit.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above to a very high level.</p> <p>Their work will show a perceptive awareness of the context of their profession.</p> <p>They will be able to produce and present work which shows cohesion, creativity and personal investment.</p> <p>They will display an excellent understanding of the acting genre, and their work will be underpinned with professional knowledge resulting from in-depth research.</p>	<p>A Pass candidate will have demonstrated all of the assessment objectives above to a good level.</p> <p>They will display coherent and detailed professional knowledge in their work showing an in-depth understanding of the context of their profession.</p> <p>Their work will be underpinned with good preparation and research and they will be able to deliver appropriate responses to suit various situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be able to be consistently coherent and knowledgeable in their work, and will show little personal investment in this.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

National Certificate in Professional Acting

The National Certificate in Professional Acting is typically a one year vocational qualification. The emphasis of the course is on the artistic, creative, technical and professional skills that a performing artist needs in order to prepare fully for a varied and sustainable performing career in acting. Course work will include performance in both live theatre and recorded media, vocal and physical skills, and supporting professional studies. Candidates need to successfully audition for a course that has been validated to provide the Certificate by Trinity College London. Each validated course has its own unique identity and will provide the Certificate within its own curriculum.

Structure

The Certificate is a unit-based qualification in which candidates are required to pass all three units. Units 1 and 2 comprise the core techniques and performance skills needed to become a professional actor. Unit 3 contains the professional supporting studies which underpin the first two units. These develop the skills to enable candidates to become informed practitioners who are well prepared to secure and maintain employment.

Unit 1 – Technical Skills in Professional Acting

- Component 1 – Acting (Live Theatre & Recorded Media)
- Component 2 – Vocal & Physical Skills

Unit 2 – Performance in Professional Acting

Unit 3 – Additional Professional Skills and Practice for Professional Acting

- Component 1 – Reflective Practice
- Component 2 – Employment
- Component 3 – Safe Practice

The integration of all units is an essential concept of this qualification and is central to the successful delivery of the Certificate.

Assessment

Units 1 and 3 are internally assessed by the Course Provider and moderated by Trinity Assessors. Unit 2 is externally assessed by Trinity with candidates observed in at least one significant theatre role and a range of recorded media situations. It is expected that the Course Provider will also assess Unit 2 internally.

Course Providers should use the following criteria across all units to evidence the learning outcomes and assessment objectives and ensure learners integrate the practical, theoretical and creative elements of the course.

Overall, a Pass candidate will demonstrate an **integrated approach to all units of the qualification**; their work will demonstrate strong technical and performance skills which are underpinned by in-depth understanding and the ability to research, analyse and evaluate material.

Methodology

In assessment, the Course Provider should take into account:

- technical accomplishment
- knowledge of subject
- breadth and depth of understanding.

Communication

In assessment, the Course Provider should take into account:

- presentation skills
- communication skills
- ability to relay content and intention
- understanding of audience needs and expectations
- suitability of purpose/context.

Contextual awareness

In assessment, the Course Provider should take into account:

- preparation of material
- analysis of needs
- the ability to source and research relevant material
- the ability to evaluate and develop that material into performance events suited to varying contexts and situations.

Unit 1 – Technical Skills in Professional Acting

Overall aim

Achievement of this unit should equip the candidate with the necessary technical, presentation and personal skills for successful audition, rehearsal and performance situations in professional acting.

This unit comprises two compulsory components:

- Component 1 – Acting (Live Theatre & Recorded Media)
- Component 2 – Vocal & Physical Skills.

Overall learning outcomes for Unit 1

Achievement of this unit is evidence that the candidate is able to:

- demonstrate knowledge of the key components of performance, and the techniques by which it is created and realised
- demonstrate understanding of how to read scripts
- interpret and evaluate performance texts and performance events
- demonstrate an awareness of the skills and processes of rehearsal and production by which performance is created, and have experience of their realisation in performance.

Component 1 – Acting (Live Theatre & Recorded Media)

Candidates will develop good professional expertise in the skills required for professional acting in both live theatre and recorded media, including a good level of vocal technique, sensitive interpretation and versatility.

Indicative content (Live Theatre)

Candidates will develop the skills required for acting in live theatre, through genres such as:

- 20th and 21st century European and American texts
- contemporary British and Irish texts (new writing, devised pieces, etc.)
- non-traditional (story telling, physical theatre, etc.)
- verse (including Shakespeare and contemporaries)
- historical Naturalism (Chekhov, Ibsen, etc.)

- high comedy (Restoration through to Wilde, Coward, Pantomime, etc.)
- street theatre
- Theatre in Education
- African, African Diaspora, Asian, and other world texts
- role play
- rehearsed readings.

Indicative content (Recorded Media)

Candidates will develop the skills required for acting in recorded media that may need to be applied in situations such as:

- single and multi-camera technique
- studio technique
- ADR recording
- microphone technique.

They will understand the application of the techniques in recorded media genres such as:

- film and television productions
- green screen
- computer games
- radio drama and podcasts
- TV/radio commercials and corporate films
- voice overs for radio and television.

Assessment objectives – Acting (Live Theatre & Recorded Media) (professional skills gained on completion)

On completion of this component, in the key acting skills common to both live theatre and recorded media, the candidate must demonstrate the ability to:

- deliver and sustain detailed and believable characterisations, in both live theatre and recorded media genres, that contain emotional truth and clear intention
- reveal character, intention and plot development through confident interpretation of a role
- sustain a performance with the necessary energy and physicality, applying good vocal and physical technique
- utilise performance skills through a good acting technique that demonstrates creativity and imagination
- use personal experience, preparation and detailed observation in the creation of a role
- communicate with the audience and express meaning with clarity and sensitivity
- adapt technique to suit style of production, media genre, text, and directorial intention
- sustain clarity of vocal expression and vary vocal technique using an accent/dialect as media, venue or character demand
- sustain confident improvisational skills
- sight read effectively
- respond sensitively and generously to fellow actors in performance and rehearsal
- apply acting-related health and safety considerations and practice, including relevant physical and vocal warm ups
- interpret and communicate tutor/director demands in performance/recording events.

Additional assessment objectives – Acting in Recorded Media

In addition to the key acting skills common to both live theatre and recorded media, the candidate must demonstrate the specific ability in recorded media situations to:

- successfully utilise the complex relationship between actor, microphone and camera
- understand the normal practices and technical vocabulary of studio and location work
- make use of the opportunities presented by recorded media to connect with a watching or listening audience.

Additional assessment objectives – Acting in Live Theatre

In addition to the key acting skills common to both live theatre and recorded media, the candidate must demonstrate the specific ability in live theatre situations to:

- successfully utilise the complex relationship between actor, staging and audience
- understand the normal practices and technical vocabulary of theatres
- make use of the opportunities presented by various theatre spaces to connect with the audience.

Methods of assessment

Candidates' work will be assessed internally at least once during the course before final assessment takes place. They can be assessed within a variety of contexts such as:

- workshops
- studio and class situations
- showings of individual and group work in class and performance
- rehearsals
- mock auditions
- recordings
- show reels.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Acting (Live Theatre & Recorded Media)

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this component.

Distinction	Pass	Fail
A Distinction candidate will have demonstrated all of the assessment objectives above to a very good level. They will display mature, engaging and secure interpretation skills to convey dramatic intent in both class and critical performance and recording situations. Their work will be underpinned by informed professional knowledge of acting technique.	A Pass candidate will have successfully demonstrated all of the assessment objectives above. They will display confidence and consistency in their acting to convey dramatic intent in class, performance and recording situations. Their work will be underpinned with good professional knowledge of acting technique.	A Fail candidate will be unable to achieve some or all of the assessment objectives. They will not be consistently clear or reliable in their acting technique and its application in class or critical performance and recording situations. They will be limited in their ability to demonstrate the skills, knowledge and understanding needed to convey dramatic intent in their acting.

Component 2 – Vocal & Physical Skills

Candidates will develop good professional expertise in the vocal and physical skills required for professional acting.

Vocal Skills

Candidates will develop good professional expertise in the vocal skills required for professional acting.

Indicative content

Candidates will develop the vocal skills required for acting, in contexts such as:

- vocal exercises and techniques (speech and song)
- sight reading
- accents and dialects
- solo and group singing
- safe voice practice.

Assessment objectives – Vocal Skills (professional skills attained on completion)

Achievement of this component is evidence that the candidate is able to:

- adapt vocal technique to successfully support the creation of an acting role
- use the relevant vocal techniques to underpin characterisation in language of various periods and styles
- sustain clarity of vocal expression, be fully audible and vary vocal technique as venue, media genre or character demand
- 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
- use an accent/dialect as required
- utilise personal singing range and vocal type
- apply a good and practical understanding of techniques to protect, train and maintain the voice, including relevant vocal warm up
- interact sensitively and positively with fellow actors and tutors.

Physical Skills

Candidates will develop good professional expertise in the physical skills required for professional acting.

Indicative content

Candidates will develop the physical skills required for acting, in contexts such as:

- physical theatre
- improvisation
- dance
- simulated combat
- mask work
- mime
- commedia dell'Arte
- circus skills
- animal movement.

Assessment objectives – Physical Skills (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- adapt physicality to support the creation of a role
- convey character, emotion, and narrative through physicality and the use of the body
- move economically and expressively using relaxation, balance, and spatial awareness
- display variety of rhythm, tempo and dynamics using the body freely and flexibly in action
- demonstrate basic practical understanding of the principles of stage combat
- maintain character throughout dance sequences, demonstrating a secure interpretation of choreography
- understand and maintain principals of safe practice at all times and in all performance and rehearsal situations, including relevant physical warm up and cool down and an awareness of the actor-audience relationship
- understand the importance of sensitive and positive interaction with fellow candidates and tutors.

Methods of assessment – Vocal and Physical Skills

Candidates' work will be assessed internally at least once during the course before final assessment takes place. They can be assessed within a variety of contexts relevant to the particular discipline such as:

- live theatre and recorded media performances and workshops
- solo and group singing projects
- sight reading
- play readings
- presentations
- public speaking
- rehearsals
- recordings
- studio and class situations
- showings of individual and group work.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Vocal & Physical Skills

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives to a very good level.</p> <p>They will display mature, engaging and secure vocal and physical skills to convey dramatic intent in both class and critical performance and recording situations.</p> <p>Their work will be underpinned by informed professional knowledge of vocal and physical technique.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above.</p> <p>They will display confidence and consistency in their vocal and physical skills to convey dramatic intent in both class and critical performance and recording situations.</p> <p>Their work will be underpinned with good professional knowledge of vocal and physical techniques.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently clear or reliable in their vocal and physical technique and its application in class or critical performance and recording situations.</p> <p>They will be limited in their ability to demonstrate the skills, knowledge and understanding needed to convey dramatic intent through the use of vocal and physical technique.</p>

Unit 2 – Performance in Professional Acting

The performance standards required will be those of good professional expertise in acting.

Indicative content

Candidates will develop the performance skills necessary for use in both live theatre and recorded media, performing in spaces such as:

- proscenium theatre
- theatre in the round, thrust and traverse
- outdoor theatre
- promenade and site-specific locations
- studio and fringe theatre venues
- schools and Theatre in Education
- television studios
- radio and vocal recording studios
- film studio and set, including green screen
- corporate entertainment venues.

Assessment objectives – Performance (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- apply acting technique to a level of good professional expertise in both live theatre and recorded media
- deliver and sustain a technically assured performance with a fully rounded and believable characterisation
- deliver and sustain a performance with the necessary energy and physicality, applying good vocal and physical technique in both live theatre and recorded media situations

- adapt physicality to support the creation of a role
- convey character, emotion and narrative through physicality and the use of the body
- prepare and sustain the imagination, emotion, concentration and stamina essential for the transfer of a characterisation from rehearsal to performance
- understand the role of creativity and imagination and its use in the development of performance
- sustain clarity of vocal expression, be fully audible and vary vocal technique as venue, media or character demand
- make a positive and sensitive contribution to group interaction, demonstrating an understanding of the collective process in the realisation of performance
- demonstrate a sensitive and attuned response to the audience, successfully communicating the intention of the work
- demonstrate the emotional and physical skills required for performance and performance preparation
- apply stage and screen craft as appropriate to context using appropriate vocabularies and working methods
- respond actively and positively to direction, including the taking of, and practical application of, notes
- apply relevant health and safety considerations and practice
- apply professional skills and background research to enhance performance
- understand the role of the technical departments in both live theatre and recorded media and the performers relationship to them.

Methods of assessment

An external Trinity Assessor will assess candidates' work throughout their training in various performance opportunities, in both theatre and recorded media. This must include observing them in at least one significant theatre role and/or in a range of recorded media situations. It is expected that the Course Provider will also assess the candidates in performance. They can be assessed within a variety of contexts such as:

- public and in-house performances
- agents showcase
- screenings
- workshop performances
- performances in schools
- film/DVD.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Performance

The following descriptors provide a guide for Trinity Assessors and Course Providers when assessing candidates' skills on completion of this unit.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives above to a very good level.</p> <p>They will display mature, engaging and secure interpretation skills to convey dramatic intent in critical performance and recording situations.</p> <p>Their work will be underpinned by informed professional knowledge of performance in both live theatre and recorded media.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above.</p> <p>They will display confidence and consistency in their performance, to convey dramatic intent in critical performance and recording situations.</p> <p>Their work will be underpinned by informed professional knowledge of performance technique.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently clear or reliable in critical performance and recording situations.</p> <p>They will be limited in their ability to demonstrate the skills, knowledge and understanding needed to convey dramatic intent in performance.</p>

Unit 3 – Additional Professional Skills and Practice for Professional Acting

Understanding professional skills and practice within the working environment is essential to employability. This unit ensures candidates obtain the skills necessary to secure and maintain employment across the full spectrum of the performing arts and entertainment industry. It also recognises the importance of consistently maintaining health and safety in the workplace and at a personal level. Finally, it supports the development of the wealth of transferable skills gained in performing arts training and ensures candidates are able to relate these to a wider work spectrum.

This unit comprises three compulsory components:

- Component 1 – Reflective Practice
- Component 2 – Employment
- Component 3 – Safe Practice.

Overall learning outcomes for Unit 3

Achievement of this unit is evidence that the candidate is able to:

- demonstrate professional employment skills with relevant knowledge of the industry including professional bodies
- demonstrate personal skills which will enhance their professional and personal lives
- demonstrate understanding of health and safety concerns and legislation as relevant to the industry
- prepare for a career in the professional arts and entertainment industry
- identify the requirements of a work opportunity and the means of communicating their strengths to prospective employers
- demonstrate independent research skills in preparation for performance and be able to communicate with clarity and confidence.

Component 1 – Reflective Practice

Indicative content

Candidates' work will cover a broad range of areas such as:

- personal background research in preparation for performance, including the historical and cultural context of a script and role-specific research
- personal selection and preparation of material for devised projects, showcases and recorded work
- knowledge of the profession relating to various theatrical and recorded media genres and influential practitioners
- written or spoken reflections and critiques of own and others' performance experience
- analysis of connections within and between subjects
- written or spoken reflections on present and future self-development
- health and safety considerations.

Assessment objectives – Reflective Practice (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- motivated independent research in preparation for performance that shows an understanding of the historical and cultural background of the performance piece
- motivated and independent research in preparation for specific roles
- the use of collaborative creative skills, presenting personal ideas in appropriate ways
- clear observational judgments of own and others' performance work, expressing these judgments with confidence
- an understanding of the integrated relationship between reflective practice and the practical aspects of the course
- an understanding of the connections between their work and other performing arts disciplines
- the appropriate use of research methodologies and information-retrieval skills
- an understanding of personal self-development needs
- awareness and deployment of self-management and personal discipline.

Methods of assessment

Assessment of this component will be undertaken internally and will often be assessed within other components or units of the Certificate throughout their studies. They can be assessed within a variety of contexts relevant to the particular discipline such as:

- class, studio, rehearsal and performance situations
- personal file, projects, reflective journals
- viva voce
- written projects, reviews, tests, etc.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Reflective Practice

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives above, fully integrating their understanding across all units of the qualification.</p> <p>Their work will show a very good demonstration of connections within and between subjects.</p> <p>They will be able to produce and present work which shows clarity and reflective judgment.</p> <p>They will display a good understanding of the place of their work within a wider performing arts context, and their work will be underpinned by thorough preparation and research.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above, integrating their understanding across all units of the qualification.</p> <p>Their work will show confident understanding of connections within and between subjects.</p> <p>They will produce and present work which shows mature and perceptive observation.</p> <p>Their work will be underpinned by sound preparation and research.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not recognise the connections within and between subjects or the place of their work within a wider performing arts context.</p> <p>Their work will not be supported by the required depth and detail of research.</p>

Component 2 – Employment

Indicative content

Much of the content of this component will be delivered through the other units of the course. However, there are certain areas that will require specific provision such as:

- tax, insurance and accountancy
- employment contracts
- funding and professional bodies
- CV compilation and photo acquisition
- internet and ICT skills.

Assessment objectives – Employment (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- knowledge of the industry including industry structures, trends, working practices, professional bodies and individuals (e.g. producers, casting directors, agents)
- the ability to access information relating to job opportunities by diverse means (agent, industry press, internet sites, etc.)
- a proactive approach using a range of means to market himself or herself, identifying personal strengths to gain work in a variety of performance situations

- knowledge of the differing audition requirements of potential employers and the ability to respond appropriately
- the ability to target potential employers with an accurate CV, appropriate photos and covering letter
- the ability to differentiate between the commercial and subsidised sectors
- an understanding of the importance of maintaining contacts within the industry, including industry-related relationships built during training, and networking to establish new ones
- the ability to identify and exploit personal versatility and strengths to gain work in performance situations across the entertainment industry
- an understanding of the wide range of employment opportunities in the UK, in the European Union and worldwide
- an understanding of employment contracts and taxation and insurance regulations, and the importance of finding a reliable accountant
- the ability to identify and support training needs for professional development both in and beyond the workplace.

Methods of assessment

Candidates' work will be assessed internally as appropriate throughout the course. They can be assessed within a variety of contexts relevant to the particular discipline such as:

- mock auditions
- mock interviews
- reflective journals, performance project files/folders, assessed work
- viva voce
- audition portfolio
- documentation of CV
- acquisition of photos
- written projects, tests, etc.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Employment

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above to a very good level.</p> <p>Their work will show a clear awareness of the challenges and demands of gaining and retaining employment in the performing arts industry.</p> <p>They will display a good understanding of the workplace and will be able to evaluate how they will function within this.</p> <p>This will be underpinned with thorough preparation and research.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above.</p> <p>They will display detailed knowledge of the issues around obtaining and retaining employment and be able to take responsibility in this area.</p> <p>Their work will be underpinned with sound preparation and research and they will be able to deliver appropriate responses to suit various employment situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be coherent and knowledgeable in their approach to obtaining and retaining employment.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

Component 3 – Safe Practice

Indicative content

Candidates should cover both personal safe and effective practice as well as the issues around health and safety in the workplace such as:

- physical and psychological health
- appropriate personal fitness and nutrition and hydration needs
- awareness of risk assessment (personal and within performance and rehearsal situations)
- safe practice within performance and rehearsal environments
- actions of self, others and professional assistance within these environments
- industry-specific hazards and emergency safety procedures.

Assessment Objectives – Safe Practice (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- an understanding of the physical and psychological demands of rehearsing and performing
- knowledge and application of appropriate warm up and cool down for actors
- awareness of personal risk assessment, and ability to respond appropriately to injury and illness, and discipline-specific risks (e.g. vocal problems)
- an understanding of safety issues within rehearsal and performance environments
- an understanding of appropriate action by self and others to reduce or eliminate safety hazards
- a secure knowledge of industry-specific safety hazards
- knowledge of fire/safety/emergency procedures and the first aid facilities which should be available within a rehearsal/performance environment
- knowledge of legal requirements, insurance and responsibilities with regards to health and safety.

Methods of assessment

Candidates' work will be assessed internally as appropriate over the duration of their studies. Candidates will be assessed in relation to their understanding and demonstration of the assessment objectives above and the Assessment section at the beginning of this qualification. They can be assessed within a variety of contexts relevant to the particular discipline such as:

- overall course presentation – the maintenance of health and fitness should be evidenced in everyday practice
- class, rehearsal and performance
- personal file
- viva voce
- written projects, tests, etc.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Safe Practice

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above to a very good level.</p> <p>Their work will show a clear awareness of the issues surrounding safe practice both in relation to personal needs and within the working environment.</p> <p>They will display a perceptive understanding of safety in the workplace and will have an ability to evaluate personal health issues and show a knowledgeable approach to these.</p> <p>This knowledge will be underpinned with thorough preparation and research.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above.</p> <p>They will display detailed knowledge of the issues around personal and workplace health and safety issues and be able to take responsibility in these areas.</p> <p>Their work will be underpinned with sound preparation and research and they will be able to deliver appropriate responses to suit various situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently coherent and knowledgeable in their approach to personal and workplace health and safety issues.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

National Diploma in Professional Dance

The National Diploma in Professional Dance is a three year vocational qualification. The emphasis of the qualification is on the artistic, creative, technical and professional skills that a dancer needs in order to prepare fully for a varied, sustainable and high level performing career in professional dance. Course work will include a minimum of two dance disciplines, plus a choice of options for an additional subject, plus supporting studies. Candidates need to successfully audition for a course that has been validated to provide the Diploma by Trinity College London. Each validated course has its own unique identity and will provide the Diploma within its own curriculum.

Structure

The Diploma is a unit-based qualification in which candidates are required to have passed all four units. Units 1 and 2 comprise the core techniques and performance skills needed to become a professional dancer. Units 3 and 4 contain the professional supporting studies which underpin the first two units. These develop the skills to enable candidates to become informed practitioners who are well prepared to secure and maintain employment.

Unit 1 – Technical Skills in Professional Dance

- Component 1 – Dance as a Primary Key Skill (in two dance techniques)
- Component 2 – Choice of ONE of the following options
 - Dance Technique as a Supporting Skill
 - Choreography
 - Vocal skills

Unit 2 – Performance in Professional Dance

The performance standards required will be those of strong professional expertise in the two chosen key skills, and good professional expertise in the supporting skill in Component 2.

Unit 3 – Additional Professional Skills and Practice for Professional Dance

- Component 1 – Transferable Skills
- Component 2 – Employment
- Component 3 – Safe Practice

Unit 4 – Integrated Professional Studies in Professional Dance

The integration of all units is an essential concept of this qualification and is central to the successful delivery of the diploma.

Assessment

Units 1, 3 and 4 are internally assessed by the Course Provider and moderated by Trinity Assessors. Unit 2 is externally assessed by Trinity College London. However, it is expected that the Course Provider will also assess Unit 2 internally.

Course Providers should use the following criteria across all units to evidence the learning outcomes and assessment objectives and to ensure learners integrate the practical, theoretical and creative elements of the course.

Overall, a Pass candidate will demonstrate an **integrated approach to all units of the qualification**; their work will demonstrate strong technical and performance skills which are underpinned by in-depth understanding and the ability to research, analyse and evaluate material.

Methodology

In assessment, the Course Provider should take into account:

- technical accomplishment
- knowledge of subject
- breadth and depth of understanding.

Communication

In assessment, the Course Provider should take into account:

- presentation skills
- communication skills
- ability to relay content and intention
- understanding of audience needs and expectations
- suitability of purpose/context.

Contextual Awareness

In assessment, the Course Provider should take into account:

- preparation of material
- analysis of needs
- the ability to source and research relevant material
- the ability to evaluate and develop that material into complex performance events suited to varying contexts and situations.

Unit 1 – Technical Skills in Professional Dance

Introduction

Achievement of this unit should equip the candidate with the necessary technical, presentation and personal skills for successful audition, rehearsal and performance situations as a professional dancer.

This unit comprises two compulsory components:

- Component 1 – Dance Technique (in two different genres)
- Component 2 – Choice of ONE from the following options:
 - Dance as a Supporting Skill
 - Choreography
 - Vocal Skills.

For Component 1 (Dance Technique in two different genres), candidates will develop a high level of artistic skill and ability in the execution of two specified (and different) dance disciplines that can be applied to a range of choreographic styles. Candidates should show a high level of technical understanding and ability combined with sophisticated and expressive presentation skills, displaying versatility across the chosen genres and appropriate personal skills.

For Component 2 (Choice of one Supporting Dance Skill **or** Choreography **or** Vocal Skills), candidates will develop a good level of artistic skill and ability in the execution of their chosen discipline. Candidates should show a good level of technical understanding and ability combined with expressive presentation skills and the appropriate personal skills.

Overall learning outcomes for Unit 1

Achievement of this unit is evidence that the candidate is able to:

- demonstrate an in-depth knowledge of, and the ability to appropriately and safely apply, a range of dance techniques within class and performance contexts
- interpret and evaluate performance events
- demonstrate in-depth knowledge of the skills and processes of rehearsal and production by which performance is created, and have a broad experience of their realisation and presentation in performance.

Component 1 – Dance Technique

Candidates will develop strong professional expertise in the skills required for professional dance, including a high level of dance technique, sensitive interpretation and versatility.

Indicative content for Dance Technique

Candidates will develop the dance skills required for professional productions in not less than two of the following:

- ballet – classical, romantic
- contemporary – Graham, Cunningham, Limon, Horton
- jazz – Mattox, Luigi
- tap – American, English
- commercial – hip hop, street
- South Asian dance – Bharatanatyam, Kathak, Odissi, Kathakali
- dance forms of the African Diaspora
- African dance
- Spanish dance.

Course Providers may choose alternative dance genres, but course outlines for specific dance styles should be submitted by the Course Provider to Trinity College London for approval. These should indicate how these relate to the assessment objectives.

Assessment objectives

Achievement of this component is evidence that the candidate is able to demonstrate in two specified dance techniques:

- excellent and consistently accurate dance technique through appropriate, safe and efficient alignment and placing, to encompass balance, co-ordination, flexibility and control
- integrity of technique specific to the chosen dance skill
- purity of line and integrity of movement
- high levels of physical and dynamic energy, strength, stamina and appropriate physicality, flexibility and co-ordination
- strong dance technique to interpret the demands of choreographers and directors with precision
- strong and sophisticated use of dance technique to express subtleties of style and dynamic energy in performance
- competence, confidence and sensitivity in complex partnering and ensemble work and virtuosity in solo work
- excellent clarity of timing and a highly sensitive response to musical phrasing and timing
- the ability to assimilate and reproduce previously unseen complex combinations confidently and accurately in both content and style in the specified discipline
- the ability to display strong dramatic skills which bring emotion and character to a performance as appropriate

- confident, creative and complex improvisational skills
- a sound understanding of health and safety considerations with specific reference to safe and effective dance practice
- an understanding of the importance of sensitive and positive interaction with colleagues.

Methods of assessment

Candidates' work will be assessed internally a minimum of once per year. They can be assessed within a variety of contexts such as:

- studio and class situations
- showings of individual and group work in both class and performance
- rehearsals
- mock auditions
- workshops.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors for Dance Technique

The following descriptors give guidance for Course Providers when assessing candidates' skills on completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives above to a very high level.</p> <p>They will display impressive, fully engaging and sophisticated dance technique to convey integrity of style and strong dynamic energy in both class and critical performance.</p> <p>Their work will be underpinned by fully informed professional knowledge of their chosen dance techniques and safe and effective dance practice.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level.</p> <p>They will display authority, versatility and consistency in their dance technique.</p> <p>They will convey a strong sense of style and energy to both class and performance situations.</p> <p>Their work will be underpinned with professional knowledge of their chosen dance techniques and sound understanding of safe and effective dance practice.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be accurate or consistent in their dance technique and its application.</p> <p>They will be limited in their ability to demonstrate the skills, knowledge and understanding for dance technique in the professional workplace.</p>

Component 2 – Choice of one of the following options:

- Option 1 – Dance Technique as a Supporting Skill
- Option 2 – Choreography
- Option 3 – Vocal Skills.

Candidates choosing Dance Technique as their supporting skill must choose a different discipline to those selected for Components 1 and 2.

Option 1 – Dance Technique as a Supporting Skill

Candidates will develop professional competence in the skills needed for professional dance, including excellent dance technique, good interpretation and versatility.

Indicative content

Candidates will develop the dance skills required for professional productions in one of the following:

- ballet – classical, romantic
- contemporary – Graham, Cunningham, Limon, Horton
- jazz – Mattox, Luigi
- tap – American, English, show repertoire
- commercial – including hip hop, street, and varying styles
- South Asian dance – Bharatanatyam, Kathak, Odissi, Kathakali
- dance forms of the African Diaspora
- African dance
- Spanish dance.

Course Providers may choose alternative dance genres but course outlines for specific dance styles must be submitted by the Course Provider to Trinity College London for approval. These must indicate how these relate to assessment objectives.

**Assessment objectives – Dance Technique as a Supporting Skill
(professional skills gained on completion)**

Achievement of this component is evidence that the candidate is able to demonstrate:

- excellent technique through appropriate alignment and placing specific to the technique chosen, to encompass strength, balance, co-ordination, stamina, flexibility and control
- integrity of technique specific to the chosen dance skill
- dramatic skills which bring emotion and character to a dance role as appropriate
- the use of good technique to interpret choreographic demands
- an understanding of the context of the chosen dance form and the required integrity of technique to express it
- a good sense of style encompassing energetic and expressive presentation skills
- confidence and sensitivity in partner and group work
- a sensitive response to musical phrasing and timing
- the ability to retain and reproduce previously unseen dance combinations in the chosen technique accurately in both content and style
- the ability to produce confident and creative improvised work as appropriate
- a good understanding of health and safety considerations with specific reference to safe and effective dance practice
- ability to work with fellow company members in a positive and responsive manner.

Methods of assessment

Candidates' work will be assessed internally a minimum of once per year. They can be assessed within a variety of contexts such as:

- studio and class situations
- showings of individual and group work in both class and performance
- rehearsals
- mock auditions
- workshops.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors for Dance Technique as a Supporting Skill

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives to a very high level.</p> <p>They will display a strong understanding of their chosen dance technique with clear and engaging intention to convey style and dynamic energy in both class and critical performance.</p> <p>Their work will be underpinned by fully informed professional knowledge of the relevant dance technique and safe and effective dance practice.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level.</p> <p>They will display authority and consistency in their dance technique.</p> <p>They will convey style and energy to dynamic performance situations.</p> <p>Their work will be underpinned with good professional knowledge and sound understanding of safe and effective dance practice.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently clear or reliable in their dance technique and its application.</p> <p>They will be limited in their ability to demonstrate the skills, knowledge and understanding for dance technique in the professional workplace.</p>

Option 2 – Choreography

Candidates will develop professional competence in the choreographic skills needed for professional dance productions, including use of a wide field of movement and musical devices, creative and original thinking, versatility and appropriate personal skills.

Indicative content

- movement vocabulary and devices
- compositional skills for solo, duet and group work
- musical vocabulary and devices
- possible stimuli: including visual, aural, tactile, movement, literary and theatrical material
- technical support systems: including lighting, sound, scenic devices, costumes, wigs, masks, props, performance spaces, etc.

Assessment objectives

Achievement of the component is evidence that the candidate is able to:

- identify and utilise a range of stimuli as source material, selecting and creating themes through them
- display a clear intention and develop a theme through to performance
- display inventive, creative and original thinking in relation to theme and movement choices
- promote and develop creative and performing skills in themselves and others
- treat others with dignity, consistency and consideration, valuing and respecting their diverse cultural, religious and ethnic backgrounds
- display dexterity in the use of time, space, energy, weight and motion and in the organisation of dance material
- utilise a range of compositional and choreographic devices, including the use of canon, repetition, retrograde, motif, use of narrative and dramatic intention as appropriate
- create movement in relation to different scores (including voice, solo instrument, non-western music forms, etc.) and show sensitive and attuned musical response combined with complex counting and time-signature awareness
- display clear and sensitive direction of others, treating them with appropriate respect and value
- display a sound understanding of the health and safety implications of imposing movement on others
- display some knowledge of legal responsibilities of choreographers in terms of insurance and copyright law
- plan and implement a rehearsal programme to take the work through from inception to performance.

Methods of assessment

Candidates' work will be assessed internally a minimum of once per year. They can be assessed within a variety of contexts such as:

- workshops
- studio and class situations
- showings of individual and group work in both class and performance
- rehearsals.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors:

The following descriptors give guidance for Course Providers when assessing candidates' skills on completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives to a very high level.</p> <p>They will display impressive, creative and sophisticated choreographic skills based on a sound methodology which convey dramatic intent in dynamic and critical situations.</p> <p>Their work will be underpinned by substantial, thorough and detailed research and informed professional knowledge.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level.</p> <p>They will display creative choreographic skills based on a sound methodology which convey dramatic intent in critical performance situations.</p> <p>Their work will be underpinned by thorough research and professional knowledge.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will be limited in their ability to display the skills needed to produce choreography for self and others.</p> <p>Their work will not be underpinned by sufficient professional knowledge and their research lacks depth and detail.</p>

Option 3 – Vocal Skills

Candidates will develop professional competence in the vocal skills needed for some professional dance productions, including use of speech and singing techniques and exercises, combined vocal and dance skills, and appropriate personal skills.

Indicative content

- voice-related exercises and techniques (speech)
- voice-related exercises and techniques (song)
- sight reading (prose)
- sight reading (dialogue)
- combined song and dance
- singing projects (to include audition choices)
- audition technique.

Assessment objectives – Vocal Skills (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- understand and utilise vocal techniques of breathing, centring and relaxation in relation to pitch, resonance, projection and articulation
- sight read text with clarity
- use relevant vocal techniques to convey character and dramatic intent through speech and song
- show a good awareness of personal singing range and vocal type
- demonstrate this range as required
- show expressive and sensitive interpretation of theme and lyrics
- combine dance and vocal techniques as required

- adapt vocal skills to suit the production and the space
- create a versatile vocal audition portfolio which reflects personal abilities
- demonstrate a good and practical understanding of techniques to train, maintain and protect the voice, including appropriate personal warm up.

Methods of assessment

Candidates' work will be assessed internally a minimum of once per year. They can be assessed within a variety of contexts such as:

- workshops
- studio and class situations
- showings of individual and group work in both class and performance
- mock auditions.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors:

The following descriptors give guidance for Course Providers when assessing candidates' skills on completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives above to a very high level.</p> <p>They will display impressive, fully engaging and sophisticated vocal interpretation skills with clear ability to convey atmosphere and dramatic intent in dynamic and critical situations.</p> <p>Their work will be underpinned by fully informed and professional knowledge of the application of vocal technique to support dance skills.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level.</p> <p>They will display authority, versatility and consistency in their vocal skills and use a range of suitable approaches to convey atmosphere and dramatic intent in a range of dynamic situations.</p> <p>Their work will be underpinned with good preparation and research of vocal technique.</p> <p>They will have an ability to deliver appropriate responses to support dance skills.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently clear or reliable in their vocal technique and its application across a range of genres.</p> <p>They will be limited in their ability to demonstrate the skills, knowledge and understanding needed to convey atmosphere and dramatic intent in the application of vocal technique to support dance skills.</p>

Unit 2 – Performance in Professional Dance

The performance standards required will be those of a high level of artistic skill and ability in the execution of two chosen specified key dance techniques, and a good level of artistic skill and ability in the supporting skill chosen from Component 2 in Unit 1.

Indicative content

Candidates will develop the performance skills necessary for use in:

- ensemble work
- featured roles
- cover/understudy work
- diverse styles and genres across the dance, choreographic and vocal spectrum.

Developing their skills to be able to perform in spaces such as:

- proscenium theatre
- theatre in the round
- television studios
- film sets
- cruise ship theatres
- corporate entertainment venues
- fringe theatre venues
- Theatre in Education venues.

Assessment objectives – Performance (professional skills obtained on completion):

Achievement of this component is evidence that the candidate is able to:

- demonstrate effective use of the techniques of the chosen dance genres to promote performance skills to a level of professional expertise
- demonstrate sincere and focused performances through the use of key and supporting skill techniques
- consistently prepare and sustain the imagination, emotion, concentration and stamina essential for rehearsal and performance
- demonstrate and understand the role of creativity and its use in the development of performance
- make a positive and sensitive contribution to group interaction, demonstrating an understanding of the collective process in the realisation of performance
- demonstrate a sensitive and attuned response to the audience, successfully communicating the intention of the work
- display enhanced and sophisticated performance skills through the use of strong dance technique
- apply professional skills and background research to enhance performance
- apply stage craft using appropriate vocabularies and working methods
- respond actively and positively to direction, including the taking of, and practical application of, notes
- consistently apply relevant health and safety considerations and practice.

Methods of assessment

An external Trinity Assessor will assess candidates' work in the final year in a range of performance opportunities. The candidate must be seen in at least one clearly assessable piece or role. It is expected that the performance unit will also be internally assessed by Course Providers. They can be assessed within a variety of contexts such as:

- internal solo and group assessments
- internal and public performances
- showcases.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors

The following descriptors provide a guide for Trinity Assessors and Course Providers when assessing candidates' skills on completion of this unit.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives above to a very high level.</p> <p>They will display impressive, fully engaging and sophisticated performance skills with a clear ability to convey atmosphere and dramatic intent in both dynamic and critical performance situations.</p> <p>They will demonstrate the integrity of technique in relation to the chosen dance genre.</p> <p>They will be able to confidently apply a full range of techniques in order to enhance and support their performance.</p> <p>Their work will be underpinned by informed and professional knowledge of dance performance.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level.</p> <p>They will display authority, versatility and consistency in their performance.</p> <p>They will be able to use a range of suitable approaches to confidently convey atmosphere and dramatic intent in a range of dynamic performance situations.</p> <p>Their work will be underpinned with good preparation and research in relation to the work being performed.</p> <p>They will be able to deliver appropriate responses to suit various situations across a range of dance performance occasions.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently clear or reliable in performance, and will be unable to apply the appropriate level of technical skill required in performance.</p> <p>They will be unsuccessful in demonstrating the integrity of the chosen dance technique.</p> <p>They will be limited in their ability to underpin their work with the appropriate research and professional knowledge.</p>

Unit 3 – Additional Professional Skills and Practice in Professional Dance

An understanding of professional skills and practice within the working environment is essential to employability. This unit ensures candidates obtain skills necessary to securing and maintaining employment across the full spectrum of the performing arts and entertainment industry. It also recognises the wealth of transferable skills gained in performing arts training and ensures candidates are able to relate these to a wider work spectrum.

This unit comprises three compulsory components:

- Component 1 – Transferable Skills
- Component 2 – Employment
- Component 3 – Safe Practice.

Overall learning outcomes

Achievement of this component is evidence that the candidate is able to:

- demonstrate professional employment skills with relevant knowledge of the industry, including professional bodies, etc.
- demonstrate personal skills and qualities which will enhance their professional and personal lives
- demonstrate understanding and application of health and safety concerns and legislations as relevant to the industry
- prepare for a varied career in the professional arts and entertainment industry
- identify the requirement of a work opportunity and the means for communicating their strengths to prospective employers
- manage personal workloads, meet deadlines and negotiate and pursue goals with others.

Component 1 – Transferable Skills

Indicative content

Transferable Skills is primarily delivered within the content of Units 1, 2 and 4 of the qualification.

Assessment objectives – Transferable Skills (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- a consistent awareness and deployment of reliable self-management and personal discipline
- motivated, independent preparatory work which shows attention to detail
- a commitment to the process of learning by active participation and contribution to group activities/discussion
- constructive responses to advice and feedback
- leadership and management skills as relevant to their studies
- the ability to articulate ideas and communicate about their work with clarity and analytical understanding
- the ability to relate their work within the learning environment to the wider context of the performing arts, culture and society
- an appreciation of the value of their skills as transferable into alternative professions/workplaces
- an understanding of the importance of making connections within and between subjects
- the ability to establish and maintain personal discipline including punctuality and attendance
- an understanding of the importance of retaining the initiative in personal development and the ability to articulate self-development, reflecting on relevant experience
- an understanding of the way that the perception of an artistic work will be shaped by cultural and social contexts.

Methods of assessment

Assessment of this component will be undertaken internally and will often be assessed within other components or units of the Diploma throughout their studies. They can be assessed within a variety of contexts such as:

- class, studio, rehearsal and performance situations
- reflective journals, performance project files/folders, assessed work
- viva voce.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Transferable Skills

The following descriptors give guidance for Course Providers when assessing candidates' skills on completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above to a very high level, fully integrating their understanding across all units of the qualification.</p> <p>Their work will show a perceptive awareness of their own and others' needs.</p> <p>They will be able to produce and present work which shows cohesion, creativity and personal investment.</p> <p>They will display an excellent understanding of the place of his or her work within a wider performing arts context and they will have a keen appreciation of the value of all these transferable skills in alternative professions/ workplaces.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level with the ability to integrate them across most of the units of the qualification.</p> <p>They will display coherent and detailed knowledge of their own and others' needs.</p> <p>They will be able to use their initiative and take responsibility in their work.</p> <p>Their work will be underpinned with in-depth preparation and research and they will be able to deliver appropriate responses to suit various situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently coherent and knowledgeable in their approach to their work, and will show little personal investment and coherence.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

Component 2 – Employment

Indicative content

Much of the content of this component will be delivered through the other units of the course. However, there are certain areas that will require specific provision such as:

- tax, insurance and accountancy
- employment contracts
- funding and professional bodies
- CV compilation and photo acquisition
- internet and ICT skills.

Assessment objectives – Employment (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- a comprehensive knowledge of the industry to include industry structures, trends, working practices, professional bodies and individuals (e.g. producers, casting directors, agents)
- the ability to identify and access job information relating to job opportunities by diverse means (agent, industry press, internet sites, etc.)
- a proactive and self-reliant approach, using diverse means to market himself or herself maximising personal versatility and strengths
- an understanding of the differing audition requirements of potential employers and the ability to respond appropriately
- the ability to target potential employers with a clear, concise, relevant CV with appropriate photos and covering letter
- an awareness of available grants and funding opportunities and appropriate methods of applying for them, and an ability to differentiate between the commercial and subsidised sectors
- an understanding of the importance of maintaining contacts within the industry, including industry-related relationships built during training, and networking to establish new ones
- the ability to identify and exploit personal versatility and strengths to gain work in a variety of performance situations across the entertainment industry
- knowledge of the wide range of employment opportunities in the UK, in the European Union and worldwide
- an understanding of employment contracts and taxation and insurance regulations, and the importance of finding a reliable accountant
- the ability to identify and support training needs for professional development both in and beyond the workplace.

Methods of assessment

Candidates' work will be assessed internally as appropriate throughout the course. Candidates' work will be assessed internally a minimum of once per year. They can be assessed within a variety of contexts such as:

- mock auditions
- mock interviews
- reflective journals, performance project files/folders, assessed work
- viva voce
- audition portfolio
- documentation of CV
- acquisition of photos
- written projects, reviews, tests, etc.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Employment

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above to a very high level.</p> <p>Their work will show a perceptive awareness of the challenges and demands of gaining and retaining employment in the performing arts industry.</p> <p>They will display an excellent understanding of the workplace and will have a keen ability to critically evaluate how they will function within this.</p> <p>This will be underpinned with in-depth preparation and research.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level.</p> <p>They will display coherent and detailed knowledge of the issues around obtaining and retaining employment and be able to use their initiative and take responsibility in this area.</p> <p>Their work will be underpinned with in-depth preparation and research and they will be able to deliver appropriate responses to suit various employment situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently coherent and knowledgeable in their approach to obtaining and retaining employment.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

Component 3 – Safe Practice

Indicative content

Candidates should cover personal safety and safe and effective dance practice as well as the issues around health and safety in the workplace such as:

- physical and psychological health
- personal fitness, nutrition and hydration needs
- risk assessment (personal and within performance and rehearsal situations)
- illness and injury (prevention and care)
- safe practice within performance and rehearsal environments
- industry-specific hazards and emergency safety procedures.

Assessment objectives – Safe Practice (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- an understanding of the physical and psychological demands in class, rehearsal and performance
- the ability to compile an appropriate, safe and achievable personal fitness plan which sets and monitors targets and allows for appropriate warm up and cool down
- the ability to compile an appropriate personal nutrition and hydration plan suiting their own specific needs for optimum performance
- an understanding of the health and fitness benefits of the appropriate balance between work and adequate rest and relaxation
- accurate personal risk assessment in relation to acute and chronic injury and illness and awareness of personal physical capabilities
- a prompt and appropriate response to illness and injury, using professional advice when and if necessary
- an understanding of safety issues within practice and performance environments
- an understanding of appropriate action by self and others to reduce or eliminate safety hazards
- a broad knowledge of industry-specific safety hazards
- a knowledge of fire/safety/emergency procedures and medical facilities which should be found within a practice/performance environment
- a knowledge of legal requirements, insurance and responsibilities with regards to health and safety.

Methods of assessment

Candidates will be assessed internally as appropriate over the duration of their studies. They can be assessed within a variety of contexts such as:

- conduct throughout the course – the maintenance of health and fitness should be evidenced in everyday practice
- class, rehearsal and performance
- personal file
- viva voce
- written projects, tests, risk assessments, etc.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Safe Practice

The following descriptors give guidance for Course Providers when assessing candidates' skills on completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above to a very high level.</p> <p>Their work will show a perceptive awareness of the issues surrounding safe practice both in relation to personal needs and within class, rehearsal and performance environments.</p> <p>They will display an in-depth understanding of safety in the workplace and will have a keen ability to critically evaluate personal health issues and show an informed and knowledgeable approach to these.</p> <p>This knowledge will be underpinned with in-depth preparation and research.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level and will have the ability to apply them to their practical class, rehearsal and performance environments.</p> <p>They will display coherent and detailed knowledge of the issues around personal and workplace health and safety issues and the ability to use their initiative and take responsibility in these areas.</p> <p>Their work will be underpinned with in-depth preparation and research and they will be able to deliver appropriate responses to suit various situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently coherent and knowledgeable in their approach to personal and workplace health and safety issues.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

Unit 4 – Integrated Professional Studies in Professional Dance

This unit gives evidence of the knowledge and skills which complement and enhance performance practice. It aims to extend candidates' knowledge base beyond the immediate requirements of performance and enable them to become informed and thinking practitioners.

Indicative content

Candidates' work will cover a range of areas such as:

- personal research informing preparation for performance
- personal selection and preparation of showcase/performance material
- personal preparation of videoed or recorded dance work
- personal preparation of devised work
- critical reflection of one of their own performances and/or a live or recorded professional production
- use and development of costumes, lighting, sound, etc. in a range of performance contexts
- knowledge and history of the profession relating to various dance genres and traditions as well as influential practitioners/innovators.

Assessment objectives – Integrated Professional Studies (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- understand the integrated relationship between professional studies and the practical aspects of the course
- demonstrate knowledge of key practitioners, their practices and their cultural and/or historical contexts and be able to relate these to the preparation of performance
- engage in resourceful, self-motivated independent research, whether investigating past or present performances or as part of the process of creating new performance
- demonstrate appropriate use of research methodologies related to the subject in question
- demonstrate the appropriate information-retrieval skills needed to gather, sift, synthesise and organise material
- develop ideas and have the capacity to present them in appropriate ways
- demonstrate the ability to make accurate and perceptive observations on their own and others' performances, forming judgments and expressing these with clarity and confidence
- choose appropriate methods and materials to self-promote within the industry.

Methods of assessment

Candidates will be assessed internally as appropriate over the duration of their course. They can be assessed within a variety of contexts such as:

- class, studio, rehearsal and performance situations
- viva voce
- personal projects
- critiques of personal and professional performances (written or using viva voce)
- selection and preparation of showcase and performance material
- third year performance project file – detailing the research, preparation and realisation of a performance role.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Integrated Professional Studies

The following descriptors give guidance for Course Providers when assessing candidates' skills on completion of this unit.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above to a very high level.</p> <p>Their work will show a perceptive awareness of the context of their profession.</p> <p>They will be able to produce and present work which shows cohesion, creativity and personal investment.</p> <p>They will display an excellent understanding of the dance genre, and their work will be underpinned with professional knowledge resulting from in-depth research.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level.</p> <p>They will display coherent and detailed professional knowledge in their work showing an in-depth understanding of the context of their profession.</p> <p>Their work will be underpinned with good preparation and research and they will be able to deliver appropriate responses to suit various situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently coherent and knowledgeable in their work and will show little personal investment in this.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

National Certificate in Professional Dance

(Classical Ballet or Contemporary Dance)

This is a two year vocational qualification. The emphasis of the qualification is on the artistic, creative, technical and professional skills that a dancer needs in order to prepare fully for a varied, sustainable and high level career in professional dance. Course work will require candidates to major in either classical ballet or contemporary dance, with a secondary dance discipline as a minor subject, plus supporting studies. Candidates need to successfully audition for a course that has been validated to provide the Diploma by Trinity College London. Each validated course has its own unique identity and will provide the Certificate within its own curriculum.

Structure

The Certificate is a unit-based qualification in which candidates are required to pass all three units. Units 1 and 2 comprise the core techniques and performance skills needed to become a professional dancer. Unit 3 contains the professional supporting studies which underpin the first two units. These develop the skills to enable candidates to become informed practitioners who are well prepared to secure and maintain employment.

Unit 1 – Technical Skills in Professional Dance (Classical Ballet or Contemporary Dance)

- Component 1 – Classical Ballet or Contemporary Dance as a Key Skill
- Component 2 – Alternative Supporting Dance Technique

Unit 2 – Performance Professional Dance (Classical Ballet or Contemporary Dance)

Unit 3 – Additional Professional Skills and Practice for Professional Dance

- Component 1 – Reflective Practice
- Component 2 – Employment
- Component 3 – Safe Practice

The integration of all units is an essential concept of this qualification and is central to the successful delivery of the Certificate.

Assessment

Units 1 and 3 are internally assessed by the Course Provider and moderated by Trinity Assessors. Unit 2 is externally assessed by Trinity. However, it is expected that the Course Provider will also assess Unit 2 internally.

Course Providers should use the following criteria across all units to evidence the learning outcomes and assessment objectives and to ensure learners integrate the practical, theoretical and creative elements of the course.

Overall, a Pass candidate will demonstrate an **integrated approach to all units of the qualification**; their work will demonstrate strong technical and performance skills which are underpinned by in-depth understanding and the ability to research, analyse and evaluate material.

Methodology

In assessment, the Course Provider should take into account:

- technical accomplishment
- knowledge of subject
- breadth and depth of understanding.

Communication

In assessment, the Course Provider should take into account:

- presentation skills
- communication skills
- ability to relay content and intention
- understanding of audience needs and expectations
- suitability of purpose/context.

Contextual Awareness

In assessment, the Course Provider should take into account:

- preparation of material
- analysis of needs
- the ability to source and research relevant material
- the ability to evaluate and develop that material into performance events suited to varying contexts and situations.

Unit 1 – Technical Skills in Professional Dance (Classical Ballet or Contemporary Dance)

Introduction

This unit comprises two compulsory components:

- Component 1 – Dance as a Key Subject (with choice of one of the following options):

Option 1 – Classical Ballet

Option 2 – Contemporary Dance.

- Component 2 – Dance as a Supporting Subject (with choice of one of the following options):

Option 1 – Classical Ballet

Option 2 – Contemporary Dance

Option 3 – Jazz.

Candidates should register their choices for Dance as Key and Supporting Subjects by the start of the second year of the course.

Overall learning outcomes for Unit 1

Achievement of this unit is evidence that the candidate is able to:

- demonstrate knowledge of, and the ability to, apply dance technique in a specific genre within class and performance contexts
- interpret and evaluate performance events
- demonstrate an awareness of the skills and processes of rehearsal and production by which performance is created and have experience of their realisation in performance.

Component 1 – Classical Ballet or Contemporary Dance

For Component 1, candidates will develop a strong level of artistic skill and ability in the execution of the chosen dance discipline that can be applied to a range of styles within that genre. Candidates should show a strong level of technical understanding and ability combined with sophisticated and expressive presentation skills, displaying versatility and appropriate personal skills.

Option 1 – Classical Ballet

Indicative content

Candidates will develop the skills and techniques needed for professional dance through genres such as:

- classical
- neo classical
- romantic
- contemporary ballet.

Assessment objectives – Classical Ballet (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- skilled and accurate dance technique through appropriate, safe and efficient alignment and placing, to encompass balance, co-ordination, flexibility and control
- sustained movement sequences consolidating strength, balance and control with accuracy and technical detail
- a full and controlled range of movement facility showing subtleties of style
- good physical and dynamic energy, strength and stamina with appropriate physicality, flexibility and co-ordination
- subtlety of style, and expressive mime and dramatic skills
- virtuosity in solo performance
- a high level of skill, confidence and sensitivity in pas de deux and corps de ballet work
- good clarity of timing and phrasing, and highly sensitive musicality
- the ability to retain and reproduce previously unseen complex combinations accurately in both content and style
- the ability to interpret the demands of choreographers and directors and teachers with precision and integrity
- an understanding of the integration of all course areas
- an understanding of the importance of sensitive and positive interaction with colleagues
- an understanding of health and safety considerations with specific reference to safe and effective dance practice.

Methods of assessment

Candidates' work will be assessed internally a minimum of once per year. They can be assessed within a variety of contexts such as:

- studio, class and rehearsal situations
- showings of individual and group work
- mock auditions
- workshops.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors for Classical Ballet as a Key Professional Skill

The following descriptors give guidance for Course Providers when assessing candidates' skills on completion of the component.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives above to a very good level.</p> <p>They will display, mature, engaging and secure ballet technique to convey integrity of style and dynamic energy in both class and critical performance.</p> <p>Their work will be underpinned by informed professional knowledge of ballet technique and safe and effective dance practice.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above.</p> <p>They will display confidence and consistency in their ballet technique.</p> <p>They will convey style and energy to both class and performance situations.</p> <p>Their work will be underpinned with good professional knowledge of ballet technique and understanding of safe and effective dance practice.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be accurate or consistent in their ballet technique and its application.</p> <p>They will be limited in their ability to demonstrate the skills, knowledge and understanding for ballet technique in the professional workplace.</p>

Option 2 – Contemporary Dance

Indicative content

This component can be delivered in a range of styles including:

- Cunningham
- Graham
- Limon.

Assessment objectives – Contemporary Dance (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- skilled and accurate contemporary dance technique through appropriate, safe and efficient alignment and placing, to encompass balance, co-ordination, flexibility and control
- the ability to express subtleties of style and perform with dynamic energy
- initiation and integrity of movement appropriate to the style
- sustained movement sequences consolidating strength, balance and control with detailed accuracy and technical fluency
- good levels of the physical energy, stamina and athleticism demanded from the professional contemporary dancer
- physicality, flexibility and co-ordination skills
- appropriate interaction with others and embodiment of the material
- appropriate risk-taking
- physical engagement with the material
- decentralisation and its application with relation to style
- good clarity of timing and phrasing and highly sensitive musicality
- ability to retain and reproduce previously unseen complex contemporary combinations accurately in both content and style
- confident, creative and sophisticated improvisational skills
- ability to interpret the demands of choreographers and directors and teachers with precision and integrity
- an understanding of the integration of all course areas
- an understanding of the importance of sensitive and positive interaction with colleagues
- an understanding of health and safety considerations with specific reference to safe and effective dance practice.

Methods of assessment

Candidates' work will be assessed internally a minimum of once per year. They can be assessed within a variety of contexts such as:

- studio and rehearsal situations
- showings of individual and group work in class and/or performance
- mock auditions
- workshops.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors for Contemporary Dance as a Key Professional Skill

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of the unit.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives above to a very good level.</p> <p>They will display mature, engaging and secure contemporary dance technique to convey integrity of style and dynamic energy in both class and critical performance.</p> <p>Their work will be underpinned by informed professional knowledge of contemporary dance technique and safe and effective dance practice.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above.</p> <p>They will display confidence and consistency in their contemporary dance technique. They will convey style and energy to both class and performance situations.</p> <p>Their work will be underpinned with good professional knowledge of contemporary dance technique and understanding of safe and effective dance practice.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be accurate or consistent in their contemporary technique and its application.</p> <p>They will be limited in their ability to demonstrate the skills, knowledge and understanding for contemporary dance technique in the professional workplace.</p>

Component 2 – Dance as a Supporting Skill

Candidates will develop a good level of artistic skill and ability in the execution of their chosen discipline. Candidates should show a good level of technical understanding and ability combined with expressive presentation skills and appropriate personal skills.

Indicative content

Candidates will develop the dance skills required for professional productions in one of the following:

- ballet – for example classical, neoclassical, romantic, contemporary ballet
- contemporary – for example Graham, Cunningham, Limon
- jazz – for example Mattox, Luigi, Horton.

The chosen dance genre for dance as a minor subject must be different from the one selected for dance as a major subject.

Assessment objectives – Dance as a Supporting Skill (professional skills gained on completion)

The assessment objectives below are separated into general objectives and then additional objectives which are specific to the dance style selected.

Overall assessment objectives

Achievement of this component is evidence that the candidate is able to demonstrate:

- good technique through appropriate alignment and placing, to encompass strength, balance, co-ordination, stamina, flexibility and control
- the adaptation of that technique to successfully create genre-specific movement in the chosen discipline
- movement sequences consolidating strength, balance, co-ordination, stamina and flexibility

- the use of technique to interpret choreographic demands
- the acquisition of a sensitive response to musical phrasing and timing
- enhanced performance skills through the use of dance technique
- choreographic demands through good technique
- ability to maintain integrity of technique within the context of the chosen genre
- style, reflecting the requirements of the chosen genre, energy and musicality
- the ability to pick up previously unseen dance combinations and reproduce them accurately in both content and style
- appropriate application of feedback
- understanding of health and safety considerations with specific reference to safe and effective dance practice
- ability to work with fellow company members in a positive and responsive manner.

Additional assessment objectives – Classical Ballet

Achievement of this component in classical ballet is evidence that the candidate is able to demonstrate:

- mime and dramatic skills which bring emotion and depth of character to classical dance roles
- virtuosity in solo performance and sensitivity in pas de deux and corps de ballet work.

Additional assessment objectives – Contemporary Dance

Achievement of this component in contemporary dance is evidence that the candidate is able to demonstrate:

- interaction with others and embodiment of the material through appropriate risk-taking and physical engagement
- confident improvisational skills.

Additional assessment objectives – Jazz Dance

Achievement of this component in jazz dance is evidence that the candidate is able to demonstrate:

- clarity and precision of body-part isolation sequences
- an understanding of the scope of jazz dance styles, e.g. musical theatre, hip hop, Fosse.

Methods of assessment

Candidates' work will be assessed internally a minimum of once per year. They can be assessed within a variety of contexts such as:

- studio and class situations
- showings of individual and group work in class and/or performance
- rehearsals
- mock auditions
- workshops.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors for Dance as a Supporting Skill

The following descriptors give guidance to Course Providers when assessing candidates' skill on the completion of the unit.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives above to a very good level.</p> <p>They will display a mature and engaging demonstration of their chosen dance technique with a clear intention to convey style and dynamic energy in both class and performance.</p> <p>Their work will be underpinned by informed professional knowledge of the relevant dance technique and safe and effective dance practice.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above.</p> <p>They will display confidence and consistency in their dance technique.</p> <p>They will convey style and energy to class and performance situations.</p> <p>Their work will be underpinned with an extensive knowledge and understanding of safe and effective dance practice.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently clear or reliable in their dance technique and its application.</p> <p>They will be limited in their ability to demonstrate the skills, knowledge and understanding for dance technique in the chosen genre.</p>

Unit 2 – Performance in Professional Dance (Classical Ballet or Contemporary Dance)

This unit requires evidence that the candidate is able to perform to strong professional expertise level in the key dance technique and perform to good professional expertise level in the supporting dance technique. This will equip the candidate with the necessary skills for the preparation and execution of expressive performance skills.

Indicative content

Candidates will develop the performance skills necessary for use in:

- ensemble work
- featured roles
- cover/understudy work
- the specific styles/genres chosen.

Developing their skills to be able to perform in spaces such as:

- proscenium theatre
- theatre in the round
- corporate entertainment venues
- fringe theatre venues
- Theatre in Education venues.

Assessment objectives – Performance (professional skills gained on completion)

Achievement of this unit is evidence that the candidate is able to:

- understand and demonstrate the emotional and physical skills required for performance and performance preparation
- demonstrate an understanding of technique and its use in the creation of performance
- prepare and sustain the imagination, emotion, concentration and stamina essential for rehearsal and performance
- show an integrity of technique in performance which maintains the context of the chosen art form
- show appropriate interpretation of material within the demands of the chosen discipline
- understand the role of creativity and its use in the development of performance
- make a positive and sensitive contribution to group interaction, demonstrating an understanding of the collective process in the realisation of performance
- demonstrate an appropriate response to the audience successfully communicating the intention of the work
- deliver a truthful, focused and technically assured performance
- apply professional skills and background research to enhance performance
- demonstrate knowledge of stage craft and use of appropriate vocabularies and working methods
- demonstrate a positive and active response to direction including the taking of, and practical application of, notes
- apply relevant health and safety considerations and practice.

Methods of assessment

An external Trinity Assessor will assess candidates' work in the final year in a range of performance opportunities. The candidate must be seen in at least one clearly assessable role. It is expected that performance will also be internally assessed by Course Providers. They can be assessed within a variety of contexts such as:

- internal solo and group assessments
- internal and public performances
- showcases.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors

The following descriptors give guidance for Trinity Assessors and Course Providers when assessing candidates' skills on the completion of the unit.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives above to a very good level.</p> <p>They will display mature and engaging skills with an ability to convey atmosphere and dramatic intent in dynamic performance situations.</p> <p>They will demonstrate the integrity of technique in relation to the chosen dance genre.</p> <p>They will be able to apply a full range of techniques in order to enhance and support their performance.</p> <p>Their work will be underpinned by professional informed knowledge of dance performance.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above.</p> <p>They will display confidence and consistency in their performance.</p> <p>They will be able to use a range of suitable approaches to persuasively convey atmosphere and dramatic intent in a range of performance situations.</p> <p>Their work will be underpinned with good preparation and research in relation to the work being performed.</p> <p>They will be able to deliver appropriate responses to a range of dance performance occasions.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently clear or reliable in performance, and will be unable to apply the appropriate level of technical skill required in performance.</p> <p>They will be unsuccessful in demonstrating the clarity of the chosen dance technique or style.</p> <p>They will be limited in their ability to underpin their work with the appropriate research and professional knowledge.</p>

Unit 3 – Additional Professional Skills and Practice for Professional Dance

Introduction

An understanding of professional skills and practice within the working environment is essential to employability. This unit ensures the candidate obtains the skills necessary to becoming a rounded, thinking performer and to secure and maintain employment across the full spectrum of the dance industry. It also recognises the importance of maintaining fitness and health and consistently maintaining safe practice in class, rehearsal and performance. Finally, it supports the development of the wealth of transferable skills gained in performing arts training and ensures candidates are able to relate these to a wider work spectrum.

This unit comprises three compulsory components:

- Component 1 – Reflective Practice
- Component 2 – Employment
- Component 3 – Safe Practice.

Overall learning outcomes

Achievement of this unit is evidence that the candidate is able to:

- demonstrate employment skills with relevant knowledge of the industry including professional bodies
- demonstrate personal skills which will enhance their professional and personal lives
- demonstrate understanding of health and safety concerns and legislation as relevant to the industry
- prepare for a career in the professional arts and entertainment industry
- identify the requirements of a work opportunity and the means for communicating their strengths to prospective employers
- demonstrate independent research skills in preparation for performance and be able to communicate with clarity and confidence.

Component 1 – Reflective Practice

Indicative content

Candidates' work will cover a broad range of areas such as:

- analysis of connections within and between subjects
- personal background research in preparation for performance – historical and cultural context of work and role-specific research
- exploration of personal and collaborative creative potential – development of original thinking
- knowledge of the professions relating to various choreographers, companies and influential practitioners
- written or spoken reflections and critiques of own and others' performance experience
- written or spoken reflections on present and future self-development.

Assessment objectives – Reflective Practice (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- motivated independent research in preparation for performance that shows an understanding of the historical and cultural background of the performance piece
- motivated and independent research in preparation for specific roles
- the use of collaborative creative skills, presenting personal ideas in appropriate ways
- clear observational judgments of own and others' performance work, expressing these judgments with confidence

- an understanding of the integrated relationship between reflective practice and the practical aspects of the course
- an understanding of the connections between their work and other performing arts disciplines
- the appropriate use of research methodologies and information-retrieval skills
- an understanding of personal self-development needs
- an awareness and deployment of self-management and personal discipline.

Methods of assessment

Assessment of this component will be undertaken internally and will often be assessed within other components or units of the Certificate throughout their studies. They can be assessed within a variety of contexts such as:

- class, studio, rehearsal and performance situations
- reflective journals, performance project files/folders, assessed work
- viva voce
- written projects, reviews, tests, etc.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors

The following descriptors give guidance for Course Providers when assessing candidates' skills on completion of the unit.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above, fully integrating their understanding across all units of the qualification.</p> <p>Their work will show a good demonstration of connections within and between subjects.</p> <p>They will be able to produce and present work which shows clarity and reflective judgment.</p> <p>They will display a good understanding of the place of their work within a wider performing arts context, and their work will be underpinned by thorough preparation and research.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above, integrating their understanding across all units of the qualification.</p> <p>Their work will show confident understanding of connections within and between subjects.</p> <p>They will produce and present work which shows mature and perceptive observation.</p> <p>Their work will be underpinned by sound preparation and research.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not recognise the connections within and between subjects or the place of their work within a wider performing arts context.</p> <p>Their work will not be supported by the required depth and detail of research.</p>

Component 2 – Employment

Indicative content

Much of the content of this component will be delivered through the other units of the course. However, there are certain areas that will require specific provision such as:

- tax, insurance and accountancy
- employment contracts
- funding and professional bodies
- CV compilation and photo acquisition
- internet and ICT skills.

Assessment objectives – Employment (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- knowledge of the industry to include industry structures, trends, working practices, professional bodies and individuals (e.g. producers, casting directors, agents)
- the ability to access information relating to job opportunities by diverse means (agent, industry press, internet sites, etc.)
- a proactive approach using a range of means to market himself or herself maximising personal versatility and strengths
- knowledge of the differing audition requirements of potential employers and the ability to respond appropriately
- the ability to target potential employers with an accurate CV with appropriate photos
- the ability to differentiate between the subsidised and non-subsidised sectors
- an understanding of the importance of maintaining contacts within the industry, including industry-related relationships built during training, and networking to establish new ones
- the ability to identify and exploit personal versatility and strengths to gain work in performance situations across the entertainment industry
- knowledge of the wide range of employment opportunities in the UK, in the European Union and worldwide
- an understanding of employment contracts, taxation and insurance regulations, and the importance of finding a reliable accountant
- the ability to identify training needs for professional development both in and beyond the workplace.

Methods of assessment

Candidates' work will be assessed internally as appropriate throughout the course. They can be assessed within a variety of contexts such as:

- mock auditions
- mock interviews
- reflective journals, performance project files/folders, assessed work
- viva voce
- audition portfolio
- documentation of CV
- acquisition of photos
- written projects, reviews, tests, etc.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Employment

The following descriptors give guidance for Course Providers when assessing candidates' skills on completion of the unit.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above to a very good level.</p> <p>Their work will show a clear awareness of the challenges and demands of gaining and retaining employment in the performing arts industry.</p> <p>They will display a good understanding of the workplace and will be able to evaluate how they will function within this.</p> <p>This will be underpinned with thorough preparation and research.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above.</p> <p>They will display detailed knowledge of the issues around obtaining and retaining employment and be able to take responsibility in this area.</p> <p>Their work will be underpinned with sound preparation and research and they will be able to deliver appropriate responses to suit various employment situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be coherent and knowledgeable in their approach to obtaining and retaining employment.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

Component 3 – Safe Practice

Indicative content

Candidates should cover both personal safety and safe and effective practice as well as the issues of health and safety in the workplace such as:

- physical and psychological health
- personal fitness, nutrition and hydration needs
- awareness of risk assessment (personal and within performance and rehearsal situations)
- illness and injury (prevention and care)
- safe practice within performance and rehearsal environments
- actions of self, others and professional assistance within those environments
- industry-specific hazards and emergency safety procedures.

Assessment objectives – Safe Practice (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- an understanding of physical and psychological pressures in class rehearsal and performance
- the ability to compile an appropriate, safe and achievable personal fitness plan which sets and monitors targets and allows for appropriate warm up and cool down
- the ability to compile an appropriate personal nutrition and hydration plan suiting their own specific needs for optimum performance
- an understanding of the health and fitness benefits of the appropriate balance between work and adequate rest and relaxation
- accurate personal risk assessment in relation to acute and chronic injury and illness and awareness of personal physical capabilities
- appropriate response to illness and injury, using professional advice when and if necessary
- an understanding of safety issues within practice and performance environments
- an understanding of appropriate action by self and others to reduce or eliminate safety hazards
- broad knowledge of industry-specific safety hazards
- knowledge of fire/safety/emergency procedures and medical facilities which should be found within a practice/performance environment
- knowledge of legal requirements, insurance and responsibilities with regards to health and safety.

Methods of assessment

Candidates will be assessed internally as appropriate over the duration of their studies. They can be assessed within a variety of contexts such as:

- overall course presentation – the maintenance of health and fitness should be evidenced in everyday practice
- class, rehearsal and performance
- personal file
- viva voce
- written projects, tests, etc.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Safe Practice

The following descriptors give guidance for Course Providers when assessing candidates' skills on completion of the unit.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above to a very good level.</p> <p>Their work will show a clear awareness of the issues surrounding safe practice both in relation to personal needs and within the environment.</p> <p>They will display a perceptive understanding of safety in the workplace and will have an ability to evaluate personal health issues and show a knowledgeable approach to these.</p> <p>This knowledge will be underpinned with thorough preparation and research.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above.</p> <p>They will display detailed knowledge of the issues around personal and workplace health and safety issues and be able to take responsibility in these areas.</p> <p>Their work will be underpinned with sound preparation and research and they will be able to deliver appropriate responses to suit various situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently coherent and knowledgeable in their approach to personal and workplace health and safety issues.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

National Diploma in Professional Musical Theatre

The National Diploma in Professional Musical Theatre is a three year vocational qualification. The emphasis of the qualification is on the artistic, creative, technical and professional skills that a performing artist needs in order to prepare fully for a varied, sustainable and high level performing career in musical theatre. Course work will include techniques of and performance in singing, acting, dance and supporting professional studies. Candidates need to successfully audition for a course that has been validated to provide the Diploma by Trinity College London. Each validated course has its own unique identity and will provide the Diploma within its own curriculum.

Structure

The Diploma is a unit-based qualification in which candidates are required to pass all units. Units 1 and 2 comprise the core techniques and performance skills needed to become a musical theatre performer. Units 3 and 4 contain the professional supporting studies which underpin the first two units. These develop the skills to enable candidates to become informed practitioners who are well prepared to secure and maintain employment.

Unit 1 – Technical Skills for Professional Musical Theatre

- Component 1 – Singing
- Component 2 – Dance
- Component 3 – Acting

Unit 2 – Performance in Professional Musical Theatre

Unit 3 – Additional Professional Skills and Practice for Musical Theatre

- Component 1 – Transferable skills
- Component 2 – Employment
- Component 3 – Safe Practice

Unit 4 – Integrated Professional Studies in Musical Theatre

The integration of all units is an essential concept of this qualification and is central to the successful delivery of the diploma.

Assessment

Units 1, 3 and 4 are internally assessed by the Course Provider and moderated by Trinity Assessors. Unit 2 is externally assessed by Trinity College London with candidates observed in at least one key performance. However, it is expected that the Course Provider will also assess Unit 2 internally.

Course Providers should use the following criteria across all units to evidence the learning outcomes and assessment objectives and to ensure learners integrate the practical, theoretical and creative elements of the course.

Overall, a Pass candidate will demonstrate an **integrated approach to all units of the qualification**; their work will demonstrate strong technical and performance skills which are underpinned by in-depth understanding and the ability to research, analyse and evaluate material.

Methodology

In assessment, the Course Provider should take into account:

- technical accomplishment
- knowledge of subject
- breadth and depth of understanding.

Communication

In assessment, the Course Provider should take into account:

- presentation skills
- communication skills
- ability to relay content and intention
- understanding of audience needs and expectations
- suitability of purpose/context.

Contextual awareness

In assessment, the Course Provider should take into account:

- preparation of material
- analysis of needs
- the ability to source and research relevant material
- the ability to evaluate and develop that material into complex performance events suited to varying contexts and situations.

Unit 1 – Technical Skills in Professional Musical Theatre

Overall aim of the unit

Achievement of this unit will equip the candidate with the necessary technical, presentation and personal skills for successful audition, rehearsal and performance situations in professional musical theatre.

This unit comprises three compulsory components:

- Component 1 – Singing
- Component 2 – Dance
- Component 3 – Acting.

The required technical standards will be for the attainment of strong professional expertise in two key disciplines (**one of which must be singing**) and the attainment of good professional expertise in the third supporting discipline.

Overall learning objectives for Unit 1

Achievement of this unit is evidence that the candidate is able to:

- demonstrate knowledge of the key components of musical theatre performance and the techniques by which it is created and realised
- demonstrate understanding of how to read scripts and/or scores
- interpret and evaluate performance texts and performance events
- demonstrate an awareness of the skills and processes of rehearsal and production by which performance is created, and have experience of their realisation and presentation in performance.

Component 1 – Singing

Candidates will develop strong professional expertise in the singing skills required for professional musical theatre production, including a high level of vocal technique, sensitive interpretation, and versatility.

Indicative content

Candidates will develop the singing skills required for musical theatre in a range of contexts such as:

- 20th and 21st century musical theatre
- contemporary musical theatre
- rhythm and blues
- rap
- rock & pop
- jazz
- operetta
- music hall
- folk.

Assessment objectives – Singing (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- produce a well placed, consistent sound throughout the vocal range
- use resonance, pitch, tonal quality and articulation effectively and correctly across various genres
- use correct anatomical alignment, breath control, centring and support to produce a clear and audible sound
- display enhanced performance through the correct use of vocal technique and creative imagination
- use appropriate vocal technique to interpret the demands of directors and teachers
- understand, sensitively express and communicate the intention and emotional context of theme and lyrics
- demonstrate refined group harmonic singing skills
- sustain and protect the voice with a view to long-term health and employment
- sight read music and confidently follow a score
- work with fellow company members in a sensitive, positive and responsive manner
- demonstrate and understand the importance of health and safety considerations, including warm up techniques and voice-protective practice.

Methods of assessment

Candidates' work will be assessed internally at least once annually. They can be assessed within a variety of contexts such as:

- workshops
- studio and class situations
- showings of individual and group work in both class and performance
- rehearsals
- mock auditions.

Overall, a Pass candidate will demonstrate an **integrated approach to all units of the qualification**; their work will demonstrate strong technical and performance skills which are underpinned by in-depth understanding and the ability to research, analyse and evaluate material.

Attainment descriptors – Singing

The following descriptors give guidance for Course Providers when assessing candidates' skills on completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives above to a very high level.</p> <p>They will display impressive, fully engaging and sophisticated interpretation skills with clear intention to convey atmosphere and dramatic intent in dynamic and critical performance situations.</p> <p>Their work will be underpinned by fully informed and professional knowledge of singing.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level.</p> <p>They will display authority, versatility and consistency in their singing and use a range of suitable approaches to convey atmosphere and dramatic intent in a range of dynamic performance situations.</p> <p>Their work will be underpinned with good preparation and research of singing performance and techniques.</p> <p>They will have the ability to deliver appropriate responses to suit various situations across a range of genres.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently clear or reliable in their vocal technique and its application.</p> <p>They will be limited in their ability to demonstrate the skills, knowledge and understanding needed to convey atmosphere and dramatic intent in their singing.</p>

Component 2 – Dance

Introduction

This component can be chosen as either a key or supporting professional skill. The required technical standards will be the attainment of strong professional expertise if chosen as a key professional skill and the attainment of good professional expertise if chosen as a supporting professional skill.

Candidates who undertake Dance as a Key Professional Skill will be expected to develop a high level of technical understanding, sophisticated and expressive presentation skills and versatility across two chosen dance genres. They will be expected to attain strong professional skills in all these areas.

Candidates who undertake Dance as a Supporting Professional Skill will be expected to develop good movement technique and expressive presentation skills in one chosen dance genre. They will be expected to attain good professional skills in all these areas.

The assessment criteria reflect the difference in depth and breadth of study and expected achievement for key and supporting skill candidates.

Indicative content

Candidates will develop the dance skills required for musical theatre in a range of genres such as:

- jazz – Mattox, Luigi
- contemporary – Graham, Cunningham, Horton, Limon
- ballet – classical, romantic,
- tap – American, English, show repertoire
- commercial – including hip hop, street and varying styles
- African dance
- dance forms of the African Diaspora
- Cuban
- South Asian dance – Bharatanatyam, Kathak, Odissi, Kathakali.

Assessment objectives – Dance as a Key Professional Skill (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate, in **two dance genres**:

- excellent dance technique and its sophisticated application to musical theatre performance
- a full and controlled anatomical alignment and placement appropriate to the chosen style
- sustained movement sequences consolidating strength, balance, co-ordination, stamina, flexibility and control with accuracy and technical fluency
- enhanced and sophisticated performance skills through the use of strong dance technique
- strong dance technique to interpret the demands of choreographers and directors with precision
- strong dance technique to express subtleties of style and perform with dynamic energy
- expressive and dynamic presentation and audience awareness skills
- competence, confidence and sensitivity in complex partnering and ensemble work
- the acquisition of a refined and sensitive response to musical phrasing and timing
- the ability to retain and reproduce previously unseen dance combinations accurately and with subtlety of style and dynamic energy
- an understanding of improvisational skills
- a sound understanding of health and safety considerations with specific reference to safe and effective dance practice
- the ability to work with fellow company members in a positive and responsive manner.

Assessment objectives – Dance as a Supporting Professional Skill (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate, in **one dance genre**:

- good dance technique and its application to musical theatre performance
- good use of anatomical alignment and placement appropriate to the chosen dance style
- the ability to execute movement sequences consolidating strength, balance, co-ordination, stamina and flexibility
- enhanced performance skills through the use of dance technique
- the appropriate use of dance technique to interpret the demands of choreographers and directors
- good dance technique to express style and perform with energy
- expressive presentation skills
- confidence and sensitivity in partner and group work

- a sensitive response to musical phrasing and timing
- the ability to assimilate previously unseen dance combinations and reproduce them accurately with style and energy
- knowledge of dance improvisational skills
- a sound understanding of dance-related health and safety considerations and practice
- the ability to work with fellow company members in a positive and responsive manner.

Methods of assessment

Candidates' work will be assessed internally a minimum of once per year. They can be assessed within a variety of contexts such as:

- studio and class situations
- showings of individual and group work in both class and performance
- rehearsals
- mock auditions
- workshops.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Dance

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this component.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives above to a very high level.</p> <p>They will display impressive, fully engaged and sophisticated dance technique with clear intention to convey subtlety of style and strong dynamic energy in both class and critical performance.</p> <p>Their work will be underpinned by fully informed professional knowledge of the relevant dance techniques and safe and effective dance practice.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level.</p> <p>They will display authority, versatility and consistency in their dance technique.</p> <p>They will use a range of suitable approaches to convey style and energy to dynamic performance situations.</p> <p>Their work will be underpinned with professional knowledge and sound understanding of safe and effective dance practice.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently clear or reliable in their dance technique and its application.</p> <p>They will be limited in their ability to demonstrate the skills, knowledge and understanding for dance technique in the musical theatre genre.</p>

Component 3 – Acting

Introduction

The required standards will be for the attainment of strong professional expertise if chosen as a key skill and the attainment of good professional expertise if chosen as a supporting skill.

Candidates who undertake Acting as a Key Professional Skill will be expected to develop a high level of achievement in the acting skills required for professional musical theatre productions. This will include a sophisticated level of technique in voice and movement, and versatility in creating detailed and believable characterisations across a range of contrasting genres.

Candidates who undertake Acting as a Supporting Professional Skill will be expected to develop a good level of achievement in the acting skills required for professional musical theatre productions. This will include a good level of technique in voice and movement and an ability to deliver believable characterisations within contrasting genres.

Indicative content

Candidates will develop the acting skills required for musical theatre productions by using a range of contexts such as:

- 20th and 21st century European and American texts/libretti
- light opera (Gilbert & Sullivan, John Gay, etc.)
- contemporary (new writing, devised pieces, etc.)
- non-traditional (story telling, physical theatre, etc.)
- verse (including Shakespeare and contemporaries)
- historical naturalism (Chekhov, Ibsen, etc.)
- African, African Diaspora, Asian, and other world texts
- recorded media
- vocal skills including accents/dialects.

Assessment objectives – Acting as a Key Professional Skill (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- deliver and sustain fully developed, detailed, and believable characterisation across a range of genres, underpinned by appropriate vocal techniques and fluency of movement
- reveal character, intention and plot development through confident and incisive interpretation of contrasting roles
- convey emotion truthfully, sustaining a performance with the necessary energy and physicality
- use personal experience, preparation and detailed observation in the creation of a role
- demonstrate clarity of vocal expression, be fully audible and vary vocal technique as venue or character demand
- be proficient in sustaining an accent/dialect
- use strong precise acting technique to demonstrate style of production, text and directorial intention
- demonstrate and sustain confident and creative improvisational skills
- respond sensitively and generously to fellow actors in performance
- communicate with the audience and express meaning with clarity and sensitivity
- demonstrate a sound understanding of acting-related health and safety considerations and practice.

Assessment objectives – Acting as a Supporting Professional Skill (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- deliver and sustain believable characterisations in some contrasting genres underpinned by appropriate physical and vocal techniques
- convey emotion truthfully, sustaining a performance with the necessary energy and physicality
- reveal character, intention and plot development through confident role interpretation
- demonstrate clarity of vocal expression and be fully audible as character and venue demand
- be proficient in sustaining an accent/dialect
- utilise the appropriate use of acting technique to demonstrate style of production, text and directorial intention
- produce confident improvised work
- respond sensitively and generously to fellow actors in performance and rehearsal
- communicate with the audience to express meaning
- demonstrate a sound understanding of acting-related health and safety considerations and practice.

Methods of assessment

Candidates' work will be assessed internally a minimum of once per year. They can be assessed within a variety of contexts such as:

- workshops
- scene study showings
- presentations of ensemble work
- rehearsals
- showings of individual and group work in both class and performance
- mock auditions.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Acting

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this unit.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives above to a very high level.</p> <p>They will display impressive, fully engaged and sophisticated acting technique with clear intention to convey emotional truth based on a sound methodology in both class and critical performance situations.</p> <p>Their work will be underpinned by fully informed and professional knowledge of acting.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level.</p> <p>They will display acting technique which demonstrates authority and confidence with an ability to convey emotional truth.</p> <p>Their work will be underpinned by thorough preparation and research that demonstrates a good ability to create imaginative dramatic characterisations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will fail to create believable dramatic characterisations.</p> <p>They will be limited in their ability to demonstrate the skills, knowledge and understanding for acting in the musical theatre genre.</p>

Unit 2 – Performance in Professional Musical Theatre

The performance standards required will be those of strong professional expertise in the two chosen key disciplines (one of which must be singing) and good professional competency in the third supporting discipline.

Indicative content

Candidates will develop the performance skills necessary for use in:

- ensemble work
- featured roles
- cover/understudy work
- diverse musical theatre styles across the musical theatre spectrum (e.g. *Les Miserables*, *Grease*, *Cats*, *Blood Brothers*, *Into the Hoods*, *Lion King*, *Bombay Dreams*).

Working in such venues as:

- proscenium theatre
- theatre in the round
- television studios
- film sets
- cruise ship theatres
- circus
- corporate entertainment venues
- fringe theatre venues.

Assessment objectives – Performance (professional skills gained on completion)

Achievement of this unit is evidence that the candidate is able to:

- demonstrate the ability to develop truthful and focused performance successfully integrating acting, dance and singing techniques as required
- prepare and sustain the imagination, emotion, concentration and stamina essential for rehearsal and performance
- demonstrate an understanding of technique and its use in the creation of performance
- understand and demonstrate the role of creativity and its use in the development of performance
- make a positive and sensitive contribution to group interaction, demonstrating an understanding of the collective process in the realisation of performance
- demonstrate a sensitive and attuned response to both audience and fellow performers successfully communicating the intention of the work
- deliver a sincere, focused and technically assured performance
- apply stage craft using appropriate vocabularies and working methods
- apply professional skills and background research to enhance performance
- respond actively and positively, using appropriate techniques, to direction, including the taking of, and practical application of, notes
- at all times apply relevant health and safety considerations and practice
- demonstrate an understanding of the role of the technical departments (designer, lighting, costume, stage management, sound, etc.) and the performers' relationship to them.

Methods of assessment

An external Trinity Assessor will assess candidates' work in the final year in a range of performance opportunities. The candidate must be seen in at least one clearly assessable piece or role within the musical theatre genre. It is expected that the performance unit will also be internally assessed by Course Providers.

They can be assessed within a variety of contexts such as:

- agents showcase
- full musical shows
- workshop performances
- performance in schools
- internal and public performances
- cabaret
- internal solo and group performance assessments.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Performance Skills

The following descriptors provide a guide for Trinity Assessors and Course Providers when assessing candidates' skills on the completion of this unit.

Distinction	Pass	Fail
<p>A Distinction candidate will have demonstrated all of the assessment objectives above to a very high level.</p> <p>They will display impressive, fully engaging and sophisticated performance skills with a clear ability to convey atmosphere and dramatic intent in both dynamic and critical performance situations.</p> <p>They will demonstrate the integration of acting, singing and dance to produce a confident performance in all three disciplines.</p> <p>They will be able to apply confidently a full range of techniques in order to enhance and support their performance.</p> <p>Their work will be underpinned by informed and professional knowledge of musical theatre performance.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level.</p> <p>They will display authority, versatility and consistency in their performance. They will be able to use a range of suitable approaches to convey atmosphere and dramatic intent in a range of dynamic performance situations.</p> <p>They will be able to demonstrate a confident and skilled integration of the two key skills and one supporting skill in their performance.</p> <p>Their work will be underpinned with good preparation and research in relation to the work being performed.</p> <p>They will be able to deliver confident responses to suit various situations across a range of performance genres.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently clear or reliable in performance, and will be unable to apply the appropriate level of technical skill required in performance.</p> <p>They will be unsuccessful in demonstrating the integration of the two key skills and one supporting skill in their performance.</p> <p>They will be limited in their ability to underpin their work with the appropriate research and professional knowledge.</p>

Unit 3 – Additional Professional Skills and Practice in Professional Musical Theatre

An understanding of professional skills and practice within the working environment is essential to employability. This unit ensures the candidate obtains the skills necessary to securing and maintaining employment across the full spectrum of the performing arts and entertainment industry. It also recognises the wealth of transferable skills gained in performing arts training and ensures candidates are able to relate these to a wider work spectrum.

This unit comprises three compulsory components:

- Component 1 – Transferable Skills
- Component 2 – Employment
- Component 3 – Safe Practice.

Overall learning outcomes

Achievement of this component is evidence that the candidate is able to:

- demonstrate professional employment skills with relevant knowledge of the industry including professional bodies etc.
- demonstrate personal skills and qualities which will enhance their professional and personal lives
- demonstrate understanding and application of health and safety concerns and legislations as relevant to the industry
- prepare for a varied career in the professional arts and entertainment industry
- identify the requirements of a work opportunity and the means for communicating their strengths to prospective employers
- manage personal workloads, meet deadlines and negotiate and pursue goals with others.

Component 1 – Transferable Skills

Indicative content

Transferable Skills is delivered within the content of Units 1, 2 and 4 of the qualification.

Assessment objectives – Transferable Skills (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- a consistent awareness and deployment of reliable self-management and personal discipline
- motivated, independent preparatory work which shows attention to detail
- a commitment to the process of assessment by active participation and contribution to group activities/discussion
- constructive responses to advice and feedback
- leadership and management skills as relevant to their studies
- the ability to articulate ideas and communicate about their work with clarity and analytical understanding
- the ability to relate their work within the learning environment to the wider context of the performing arts, culture and society
- appreciation of the value of their skills as transferable into alternative professions/workplaces
- an understanding of the importance of making connections within and between subjects

- the ability to establish and maintain personal discipline including punctuality and attendance
- an understanding of the importance of retaining the initiative in personal development and to articulate self-development, reflecting on relevant experience
- an understanding of the way that the perception of an artistic work will be shaped by cultural and social contexts.

Methods of assessment

Assessment of this component will be undertaken internally and will often be assessed within other components or units of the Diploma throughout their studies. They can be assessed within a variety of contexts such as:

- class, studio, rehearsal and performance situations
- reflective journals, performance project files/folders, assessed work
- viva voce.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Transferable Skills

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this unit.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above to a very high level, fully integrating their understanding across all units of the qualification.</p> <p>Their work will show a perceptive awareness of their own and others' needs.</p> <p>They will be able to produce and present work which shows cohesion, creativity and personal investment.</p> <p>They will display an excellent understanding of the place of his or her work within a wider performing arts context and they will have a keen appreciation of the value of all these transferable skills in alternative professions/ workplaces.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level with the ability to integrate them across most of the units of the qualification.</p> <p>They will display coherent and detailed knowledge of their own and others' needs.</p> <p>They will be able to use their initiative and take responsibility in their work.</p> <p>Their work will be underpinned with good preparation and research and they will be able to deliver appropriate responses to suit various situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently coherent and knowledgeable in their approach to their work, and will show little personal investment and coherence.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

Component 2 – Employment

Indicative content

Much of the content of this component will be delivered through the other units of the course. However, there are certain areas that will require specific provision such as:

- tax, insurance and accountancy
- employment contracts
- funding and professional bodies
- CV compilation and photo acquisition
- internet and ICT skills.

Assessment objectives – Employment (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- a comprehensive knowledge of the industry to include industry structures, trends, working practices, professional bodies and individuals (e.g. producers, casting directors, agents)
- the ability to identify and access job information relating to job opportunities by diverse means (agent, industry press, internet sites, etc.)
- a proactive and self-reliant approach which uses diverse means to market himself or herself maximising personal versatility and strengths
- an understanding of the differing audition requirements of potential employers and the ability to respond appropriately
- the ability to target potential employers with a clear, concise relevant CV, appropriate photos and covering letter
- an awareness of available grants and funding opportunities and appropriate methods of applying for them, and an ability to differentiate between the commercial and subsidised sectors
- an understanding of the importance of maintaining contacts within the industry, including industry-related relationships built during training, and networking to establish new ones
- the ability to identify and exploit personal versatility and strengths to gain work in a variety of performance situations across the entertainment industry
- knowledge of the wide range of employment opportunities in the UK, in the European Union and worldwide
- an understanding of employment contracts, taxation and insurance regulations, and the importance of finding a reliable accountant
- the ability to identify and support training needs for professional development both in and beyond the workplace.

Methods of assessment

Candidates' work will be assessed internally as appropriate throughout the course. They can be assessed within a variety of contexts such as:

- mock auditions
- mock interviews
- reflective journals, performance project files/folders, assessed work
- viva voce
- audition portfolio
- documentation of CV
- acquisition of photos
- written projects, reviews, tests, etc.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Employment

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this unit.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above to a very high level.</p> <p>Their work will show a perceptive awareness of the challenges and demands of gaining and retaining employment in the performing arts industry.</p> <p>They will display an excellent understanding of the workplace and will have a keen ability to critically evaluate how they will function within this. This will be underpinned with in-depth preparation and research.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level.</p> <p>They will display coherent and detailed knowledge of the issues around obtaining and retaining employment and be able to use their initiative and take responsibility in this area.</p> <p>Their work will be underpinned with in-depth preparation and research and they will be able to deliver appropriate responses to suit various employment situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently coherent and knowledgeable in their approach to obtaining and retaining employment.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

Component 3 – Safe Practice

Indicative content

Candidates should cover both personal safe and effective practice as well as the issues around health and safety in the workplace such as:

- physical and psychological health
- personal fitness, nutrition and hydration needs
- risk assessment (personal and within performance and rehearsal situations)
- illness and injury (prevention and care)
- safe practice within performance and rehearsal environments
- industry-specific hazards and emergency safety procedures.

Assessment objectives – Safe Practice (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to demonstrate:

- an understanding of personal physical and psychological demands within class rehearsal and performance
- the ability to compile an appropriate, safe and achievable personal fitness plan which sets and monitors targets and allows for appropriate warm up and cool down
- knowledge of optimum personal nutrition and hydration for musical theatre performers
- an understanding of the health and fitness benefits of the appropriate balance between work and adequate rest and relaxation
- accurate personal risk assessment in relation to acute and chronic injury and illness and discipline-specific risks (e.g. vocal problems)
- a prompt and appropriate response to illness and injury, using professional advice when and if necessary
- an understanding of safety issues within practice and performance environments
- an understanding of appropriate action by self and others to reduce or eliminate safety hazards
- a broad knowledge of industry-specific safety hazards
- a knowledge of fire/safety/emergency procedures and first aid facilities which should be available within a rehearsal/performance environment
- a knowledge of legal requirements, insurance and responsibilities with regards to health and safety.

Methods of assessment

Candidates will be assessed internally as appropriate over the duration of their studies. They can be assessed within a variety of contexts such as:

- conduct throughout the course – the maintenance of health and fitness should be evidenced in everyday practice
- class, rehearsal and performance
- personal file
- viva voce
- written projects, tests, etc.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Safe Practice

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this unit.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above to a very high level.</p> <p>Their work will show a perceptive awareness of the issues surrounding safe practice both in relation to personal needs and within the class rehearsal and performance environments.</p> <p>They will display an in-depth understanding of safety in the workplace and will have a keen ability to critically evaluate personal health issues and show an informed and knowledgeable approach to these.</p> <p>This knowledge will be underpinned with in-depth preparation and research.</p>	<p>A Pass candidate will demonstrate all of the assessment objectives above to a good level and have the ability to apply them to their practical class rehearsal and performance environments.</p> <p>They will display coherent and detailed knowledge of the issues around personal and workplace health and safety issues and the ability to use their initiative and take responsibility in these areas.</p> <p>Their work will be underpinned with good preparation and research and they will be able to deliver appropriate responses to suit various situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently coherent and knowledgeable in their approach to personal and workplace health and safety issues.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

Unit 4 – Integrated Professional Studies in Musical Theatre

This unit gives evidence of the knowledge and skills which complement and enhance performance practice. It aims to extend candidates' knowledge base beyond the immediate requirements of performance and enable them to become informed and thinking practitioners.

Indicative content

Candidates' work will cover a range of areas such as:

- personal research informing preparation for performance
- personal selection and preparation of showcase/performance material
- scriptwriting
- personal preparation of videoed or recorded musical theatre work
- personal preparation of devised work
- critical reflection of one of their own performances and/or a live or recorded professional production
- use and development of costumes, lighting, sound, etc. in a range of performance contexts
- knowledge and history of the profession relating to various musical theatre genres and traditions as well as influential practitioners/innovators.

Assessment objectives – Integrated Professional Studies (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- understand the integrated relationship between professional studies and the practical aspects of the course
- demonstrate knowledge of key practitioners in the musical theatre field, their practices and their cultural and/or historical contexts and be able to relate these to the preparation of performance
- engage in resourceful, self-motivated independent research, whether investigating past or present performances or as part of the process of creating new performance
- demonstrate appropriate use of research methodologies related to the subject in question
- demonstrate appropriate information-retrieval skills needed to gather, sift, synthesise and organise material
- develop ideas and have the capacity to present them in appropriate ways
- demonstrate the ability to make accurate and perceptive observations on their own and others' performances, forming judgments and expressing these with clarity and confidence
- choose appropriate methods and materials to self-promote within the industry.

Methods of assessment

Candidates will be assessed internally as appropriate over the duration of their studies. They can be assessed within a variety of contexts such as:

- class, studio, rehearsal and performance
- viva voce
- personal projects
- critiques of personal and professional performances (written or using viva voce)
- selection and preparation of showcase/performance material
- third year performance project file – detailing the research, preparation and realisation of a performance role.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Attainment descriptors – Integrated Professional Studies

The following descriptors give guidance for Course Providers when assessing candidates' skills on the completion of this unit.

Distinction	Pass	Fail
<p>A Distinction candidate will demonstrate all of the assessment objectives above to a very high level.</p> <p>Their work will show a perceptive awareness of the context of their profession.</p> <p>They will be able to produce and present work which shows cohesion, creativity and personal investment.</p> <p>They will display an excellent understanding of the musical theatre genre, and their work will be underpinned with professional knowledge resulting from in-depth research.</p>	<p>A Pass candidate will have successfully demonstrated all of the assessment objectives above to a good level.</p> <p>They will display coherent and detailed professional knowledge in their work showing an in-depth understanding of the context of their profession.</p> <p>Their work will be underpinned with good preparation and research and they will be able to deliver appropriate responses to suit various situations.</p>	<p>A Fail candidate will be unable to achieve some or all of the assessment objectives.</p> <p>They will not be consistently coherent and knowledgeable in their work and will show little personal investment.</p> <p>They will be limited in their ability to underpin their work with appropriate research and professional knowledge.</p>

National Diploma in Professional Production Skills

This is typically a two year vocational qualification. The emphasis of the course is on the creative, technical and professional skills needed in order to fully prepare for a varied, sustainable and high level career in stage management or in technical theatre, recorded media and related entertainment industries. Candidates are required to attain a high level of imaginative, expressive, technical, analytical and critical skills. They must also be capable of appreciating relationships across a complex range of contexts and be able to apply their skills, knowledge and understanding in production. Course work will include production preparation for performance in live theatre along with supporting professional studies.

Candidates need to be accepted for a course that has been validated to provide the Diploma by Trinity College London. Each validated course is different and will provide the Diploma within its own curriculum.

Structure

The Diploma is a unit-based qualification in which candidates are required to pass all units. Units 1 and 2 comprise the core techniques and specialist disciplines needed for working in the area of production. Units 3 and 4 contain the professional supporting studies which underpin the first two units. These develop the skills to enable students to become informed practitioners who are well prepared to secure and maintain employment.

Unit 1 – Technical Skills – six components from the following list

- Component 1 – Stage Management
- Component 2 – Prop Making and Sourcing
- Component 3 – Stagecraft
- Component 4 – Scenic Construction, Scenic Painting and Finishing
- Component 5 – Electrics and Lighting
- Component 6 – Sound
- Component 7 – Theatre Design

Unit 2 – Specialist Skills – two components from the following list

- Component 1 – Professional Stage Management
- Component 2 – Professional Prop Making
- Component 3 – Professional Scenic Construction, Scenic Painting and Finishing
- Component 4 – Professional Electrics and Lighting
- Component 5 – Professional Sound
- Component 6 – Professional Theatre Design

Unit 3 – Additional Professional Skills and Practice

- Component 1 – Employment
- Component 2 – Compliance with Health and Safety Requirements in the Creation and Production Process

Unit 4 – Development Skills

- Component 1 – Contextual Studies
- Component 2 – Transferable Skills

The integration of all units is an essential concept of this qualification and is central to the successful delivery of the diploma.

Assessment

Units 1, 3 and 4 are internally assessed by the Course Provider and moderated by Trinity Assessors. Unit 2 is externally assessed by Trinity College London, with students observed in at least one significant production role. It is expected that the Course Provider will also assess Unit 2 internally.

Course Providers should use the following criteria across all units to evidence learning outcomes and assessment objectives and to ensure learners integrate the practical, theoretical and creative elements of the course.

Overall, a Pass candidate will demonstrate an **integrated approach to all units of the qualification**; their work will demonstrate strong technical and performance skills which are underpinned by in-depth understanding and the ability to research, analyse and evaluate material.

Methodology

In assessment, the Course Provider should take into account:

- technical accomplishment
- knowledge of subject
- breadth and depth of understanding.

Communication

In assessment, the Course Provider should take into account:

- presentation skills
- communication skills
- ability to relay content and intention
- understanding of audience needs and expectations
- suitability of purpose/context.

Contextual Awareness

In assessment, the Course Provider should take into account:

- preparation of material
- analysis of needs
- the ability to source and research relevant material
- the ability to evaluate and develop that material into complex performance events suited to varying contexts and situations.

Unit 1 – Technical Skills in Professional Production Skills

Technical skills must be acquired in a range of areas in order that a member of a production team can work effectively. Knowledge of the various duties of other members of the team and an ability to provide assistance and support in the process of preparing for and putting on a performance are essential skills. The aim of the Technical Skills unit is to enable all candidates to demonstrate a high level of skill acquisition across the range of core disciplines.

This unit comprises the following compulsory components. These are:

- Component 1 – Stage Management
- Component 2 – Prop Making and Sourcing
- Component 3 – Stagecraft
- Component 4 – Scenic Construction, Scenic Painting and Finishing
- Component 5 – Electrics and Lighting
- Component 6 – Sound

Students wishing to take the Professional Theatre Design option in Unit 2, must choose between either Component 5 (Electrics and Lighting) or Component 6 (Sound) for Unit 1 to achieve the prerequisite of Component 7. In this case the student must choose as an additional specialism a component they passed in Unit 1.

- Component 7 – Theatre Design.

Overall learning outcomes

Achievement of this unit is evidence that the candidate is able to:

- demonstrate a high range of technical skills
- undertake research relevant to a production
- communicate with others in realising the needs of a production
- undertake the necessary paperwork and demonstrate an understanding of the legal requirements
- undertake a written risk assessment for the practice, completing all work within current relevant health and safety legislation
- critically review all work undertaken in order to improve knowledge, skills and understanding.

Component 1 – Stage Management

Indicative content

Candidates study a broad range of areas such as:

- pre-rehearsal preparation of a script, rehearsal room and rehearsal props
- pre-rehearsal meetings with the director and designer
- undertaking a mark up
- research for props and referencing as required by the script
- presentation of all paperwork using appropriate IT skills and software
- rehearsal paperwork which is relevant to the role being undertaken, such as props list, rehearsal calls, rehearsal notes
- responsibilities of the role being undertaken during the get in, fit up, plotting sessions, technical rehearsal, dress rehearsal and into performance
- pastoral care for the company
- working relationship with the director and designer and the rest of the production team over the production period and performance
- completion of a satisfactory get out with all relevant paperwork satisfactorily completed and borrowed items returned
- paperwork relevant to a performance.

Assessment objectives – Stage Management (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- competently carry out the role of either Deputy Stage Manager or Assistant Stage Manager through a production period
- understand the role of the stage management team throughout a production period and the relationship of this team to those involved in the overall production
- communicate and negotiate effectively as part of a team and as an individual
- produce all the paperwork in order to support the stage management role undertaken
- use current industry-standard technology with regard to the roles within stage management and demonstrate computer literacy
- undertake a written risk assessment for the practice, completing all work within the current health and safety legislation
- critically review all work undertaken in order to improve knowledge and skills.

Methods of assessment

Candidates will be assessed internally on at least two occasions, using various contexts such as:

- personal file
- prompt script
- studio/workshop and production situations.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Component 2 – Prop Making and Sourcing

Content

The work should be explored practically using current industry standard technology, covering areas such as:

- how to undertake research and present and catalogue findings
- reading the script as a source of prop information
- props lists, setting list and running lists – the communication of written work
- managing efficiently the selection, organisation and documentation of all props
- telephone techniques and communication skills
- basic prop-making skills
- health and safety legislation, insurance and hire agreements
- risk assessments.

Assessment objectives – Prop Making and Sourcing (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- undertake research relevant to the setting of a production
- communicate with the director and designer in realising the needs of a production
- complete a props list from a given script, selecting the appropriate props from a variety of sources
- undertake the necessary paperwork with regard to the hiring and borrowing of props with an understanding of the legal requirements for doing this
- create a practical prop
- undertake a written risk assessment for the practice, completing all work within current health and safety legislation
- critically review all work undertaken in order to improve knowledge and skills.

Methods of assessment

Candidates will be assessed internally on at least two occasions, using various contexts such as:

- personal file
- presentation of a personally built prop
- workshop situation
- production period.

Component 3 – Stagecraft

Content

The work should be explored practically using current industry-standard technology, covering areas such as:

- theatre terminology relating to different types of theatrical production
- providers of specialist theatrical equipment
- counterweight and hemp flying, stage machinery and rigging techniques
- planning for productions from the first design meeting until first night
- technical drawing and Computer Aided Design
- imperial and metric scales
- risk assessments and current health and safety legislation.

Assessment objectives – Stagecraft (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- use a range of stage craft disciplines and techniques at all stages of a production
- understand and interpret ground plans and elevations, using specialist terminology
- research and source specialist theatrical devices which are relevant to the needs of a production
- undertake a written risk assessment for the practice, completing all work within current health and safety legislation
- critically review all work undertaken in order to improve knowledge and skills.

Methods of assessment

Candidates will be assessed internally on at least two occasions, using various contexts such as:

- personal file
- presentation of technical drawings
- studio/workshop situations
- production period.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Component 4 – Scenic Construction, Scenic Painting and Finishing

Content

The work should be explored practically using current industry-standard technology, covering areas such as:

- range of hand and power tools and their usage
- preparing ground plans and working drawings
- costing scenery and factors which may influence expenditure
- imperial and metric scales
- use of a range of construction, scenic and fixing materials
- colour theory and mixing pigments
- finishing techniques
- maintenance of scenic materials
- safe use of electricity
- risk assessments and current health and safety legislation.

Assessment objectives – Scenic Construction, Scenic Painting and Finishing (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- construct basic scenery from a given plan
- use hand and bench tools safely and competently
- apply basic scenic painting techniques on a range of materials
- undertake a written risk assessment for the practice, working within current health and safety legislation
- critically review all work undertaken in order to improve knowledge and skills.

Methods of assessment

Candidates will be assessed internally on at least two occasions, using various contexts such as:

- personal file
- presentation of constructed or painted scenic elements
- workshop situation
- production period.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Component 5 – Electrics and Lighting

Content

The work should be explored practically using current industry-standard technology, covering areas such as:

- a/c, d/c and three phase power supplies
- the purpose and construction of cable plans, patch plans, cue sheets
- use of current lighting technology
- risk assessments and current health and safety legislation
- source and effectively use practical electrical props
- basic electrical practical props construction
- conventional theatrical pyrotechnics and their safe use
- safe working practice.

Assessment objectives – Electrics and Lighting (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- read and interpret a lighting plan
- identify and use (including rig and focus and plot) a range of current industry-standard lanterns and lighting control systems in a production situation
- demonstrate safe working practice in the application of electrical theory
- construct basic practical electrical props that adhere to health and safety legislation
- undertake a written risk assessment for the practice, working within current health and safety legislation (completing paperwork appropriate to the work undertaken)
- critically review all work undertaken in order to improve knowledge and skills.

Methods of assessment

Candidates will be assessed internally on at least two occasions, using various contexts such as:

- personal file
- presentation of a practical electrical prop
- studio/workshop situations
- production period.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Component 6 – Sound

Content

The work should be explored practically using current industry-standard technology, covering areas such as:

- new sound technologies including the use of appropriate computer programmes for sound design
- the use and understanding of different loudspeakers, microphones, recording technologies and sound desks
- recording and playback of sound effects
- creation and use of live sound effects
- creation of sound effects for production
- risk assessments and current health and safety legislation.

Assessment objectives – Sound (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- use a range of sound equipment and set up a functional sound system
- record, create, edit and play back sound effects on a range of source machines
- set up and record through a range of microphones
- create sound plots
- source sound effects from given scripts
- undertake a written risk assessment for the practice, working within current health and safety legislation
- critically review all work undertaken in order to improve knowledge and skills.

Methods of assessment

Candidates will be assessed internally on at least two occasions, using various contexts such as:

- personal file
- presentation of a sound effects recording or a sound plot
- studio/workshop situations
- production period.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Component 7 – Theatre Design

Content

The work should be explored practically using current industry-standard technology, covering areas such as:

- theatre terminology relating to different types of venues and styles of theatrical production; traditional and non-traditional theatre venues, proscenium venues
- technical drawing and Computer Aided Design
- imperial and metric scales
- model-making skills and techniques
- preparing ground plans and dimension information
- colour theory and mixing pigments, scene painting techniques
- text, theme, character analysis and interpretation
- research techniques and basic research methods
- methods of 2D and 3D visual representation
- costume research skills and introduction to genres of period style
- basic sewing and pattern cutting skills, materials and surface decoration
- current health and safety legislation.

Assessment objective – Theatre Design (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- understand the role of the theatre set and costume designer and associated theatre craft practitioners: scene painter and prop/costume makers, in current practice
- understand the role and collaborative relationship between the designer and director through a production period
- understand the requirements and implications of creating designs for stage and costume (unrealised)
- undertake practical model making skills and techniques, 2D and 3D methods of visual representation
- understand scale and scale transference
- understand and interpret ground plans and elevations using specialist terminology
- use a range of stage-craft disciplines and techniques at all stages of a production
- understand appropriate visual response to theme, undertake research relevant to the setting of a production
- produce paperwork in order to support the design role undertaken; play/script analysis, costume charts, design schedules and design material costing information
- gain an understanding of, and complete, all work within current health and safety legislation
- critically review all work undertaken in order to improve knowledge and skills.

Methods of assessment

Candidates will be assessed internally on at least two occasions, using various contexts such as:

- personal file
- studio/workshop situation
- production period.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Unit 2 – Specialist Skills

For successful completion of this unit, candidates will demonstrate abilities of a specialist nature higher than those required for Unit 1, in two disciplines chosen from the following list of options:

- Option 1 – Professional Stage Management
- Option 2 – Professional Prop Making
- Option 3 – Professional Scenic Construction, Scenic Painting and Finishing
- Option 4 – Professional Electrics and Lighting
- Option 5 – Professional Sound
- Option 6 – Professional Theatre Design.

Students will be externally assessed by a Trinity Assessor in at least one of their chosen disciplines. It is expected that the Course Provider will also internally assess both chosen disciplines.

Overall learning outcomes

Achievement of this unit is evidence that the candidate is able to:

- work on a public production (in two specialised roles) with full production values
- demonstrate competent management and leadership skills within the team and the production as a whole
- demonstrate the communication and negotiation skills appropriate to the role undertaken, as part of a team and as an individual
- programme, schedule, administer resources and demonstrate budget control skills, using IT in the creation of relevant paperwork
- identify, assess and solve problems, both in production and performance
- undertake a written risk assessment, applying appropriate measures and guidance for members of the team and the company
- critically review all work undertaken in order to improve knowledge and skills.

Option 1 – Professional Stage Management

Content

Candidates will consider areas such as:

- pre-rehearsal preparation of the script, rehearsal room and rehearsal props
- pre-rehearsal meetings with the director and designer
- management and interpersonal skills such as time management and negotiation
- creating and running a budget
- management of working hours and time sheets
- undertaking a mark up
- research for props and referencing as required by the script
- presentation of all paperwork using appropriate IT skills and software
- rehearsal paperwork which is relevant to the role being undertaken, such as rehearsal calls, rehearsal notes
- responsibilities of the role being undertaken during the get in, fit up, plotting sessions, technical rehearsal, dress rehearsal and into performance
- pastoral care for the company
- working relationship with the director and designer and the rest of the production team over the production period and performance
- completion of a satisfactory get out with all relevant paperwork satisfactorily completed

- paperwork relevant to a performance
- health and safety legislation with regard to HASAWA, COSHH, Manual Handling Operations and PPE
- risk assessments.

Assessment objectives – Professional Stage Management (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- work as a stage manager or deputy stage manager on a public production with full production values
- demonstrate the appropriate and competent management and leadership skills within the stage management team and the production
- demonstrate the communication and negotiation skills appropriate to the role undertaken, as part of a team and as an individual
- programme, schedule, administer resources and demonstrate budget control skills, using IT in the creation of relevant paperwork
- identify, assess and solve problems, both in production and performance
- undertake a written risk assessment, applying appropriate measures and guidance for members of the Stage Management team and the company
- critically review all work undertaken in order to improve knowledge and skills.

Methods of assessment

Candidates will be assessed at least once externally by a Trinity Assessor, evidenced by:

- personal file, including relevant paperwork and/or a prompt script
- rehearsal
- production and performance
- viva voce.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Option 2 – Professional Prop Making

Content

The work should be explored practically using current industry-standard technology covering areas such as:

- how to undertake research, and present and catalogue findings
- reading the script as a source of prop information
- working drawings
- prop making techniques such as fibre glass, casts, mask making
- prop making materials – sourcing, costing and their safe use
- painting and finishing techniques and materials
- hand, power and bench tools and their safe use
- management and budget skills
- health and safety legislation, insurance and hire agreements
- risk assessments.

Assessment objectives – Professional Prop Making (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- undertake detailed research with visual references for a given design that meets the needs of the designer and director
- select the correct materials from a given design or drawing, costing and finding the supplier of these materials
- administer resources and demonstrate budgeting skills, using IT in the creation of relevant paperwork
- demonstrate the communication and negotiation skills appropriate to the role undertaken, as part of a team and as an individual
- use a wide range of techniques and materials in the creation of complex practical props
- use a range of hand, power and fixed machine tools and welding equipment competently and safely
- undertake a written risk assessment, applying appropriate measures and guidance for members of a team and the company
- critically review all work undertaken in order to improve knowledge and skills.

Methods of assessment

Candidates will be assessed at least once externally by a Trinity Assessor, evidenced by:

- personal file
- presentation of a personally built prop and working drawings
- rehearsal
- workshop situation
- viva voce.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Option 3 – Professional Scenic Construction

Content

The work should be explored practically using current industry standard technology, covering areas such as:

- range of hand and power tools and their usage
- basic welding technique
- range of stage machinery, both manual and machine-operated and their usage
- drafting ground plans and working drawings
- costing scenery and ordering of materials
- imperial and metric scales
- use of a range of construction, scenic and fixing materials
- management, negotiation, budget management and interpersonal skills
- safe use of electricity
- risk assessments and current health and safety legislation.

Assessment objectives – Professional Scenic Construction (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- complete a working drawing from a given design in metric and imperial scales, costing and sourcing the materials for that design
- administer resources (working to a deadline) and demonstrate costing/budgeting skills, using IT in the creation of relevant paperwork
- demonstrate communication and negotiation skills as part of a team and as an individual
- manage a team for the duration of a public production with full production values, including the build, fit up, get out and where appropriate, the performance
- apply a range of techniques and materials for the construction of complex scenery including wood, fabrics and metalwork
- apply a range of techniques and materials for the fitting up of scenery including fixed and moveable elements
- demonstrate a knowledge of a range of methods used in the logistics of scenic construction including stage machinery, fixed and de-mountable
- use counterweight and manual flying systems safely
- undertake a written risk assessment, applying appropriate measures and guidance for members of the team and the company
- critically review all work undertaken in order to improve knowledge and skills.

Methods of assessment

Candidates will be assessed at least once externally by a Trinity Assessor, evidenced by:

- personal file
- presentation of constructed or painted scenic elements and working drawings
- rehearsal
- workshop situation
- production and performance
- viva voce.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Option 4 – Professional Electrics and Lighting

Content

The work should be explored practically using current industry standard technology, covering areas such as:

- a/c, d/c, single phase and three phase lighting
- how to manage the provision of resources
- current lighting technologies and future developments
- power supplies and lighting control systems
- basic audio visual techniques
- how to identify and select from a range of suppliers to ensure value for money
- quality and continuity of supplies within organisational and legal requirements
- how to establish effective lead and ethical agreements in line with the organisation's requirements
- an understanding of the importance of accurate record keeping in managing of resources
- budgeting, cash flow, hiring and leasing, and petty cash
- relevant health and safety legislation.

Assessment objectives – Professional Electrics and Lighting (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- understand the requirements and implications of creating a lighting design (realised or unrealised)
- demonstrate communication and negotiation skills as part of a team and as an individual
- manage a crew for the duration of a production with full production values, from the first rehearsal through to performance and get out
- administer resources and demonstrate budgeting skills, using IT in the creation of relevant paperwork
- demonstrate practical use of contemporary equipment, including intelligent lighting and control and appropriate power supplies
- demonstrate the safe use of special effects, including pyrotechnics
- create all relevant paperwork to enable a lighting design to be realised in performance
- carry out first-line fault finding, understanding when specialist maintenance is required
- use projection and audio visual equipment and install and operate a basic sound rig
- undertake a written risk assessment, applying appropriate measures and guidance to members of the team and the company
- critically review all work undertaken in order to improve knowledge and skills.

Methods of assessment

Candidates will be assessed at least once externally by a Trinity Assessor, evidenced by:

- personal file
- presentation of a practical electrical prop or a lighting design
- rehearsal
- studio/workshop situations
- production and performance
- viva voce.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Option 5 – Professional Sound

Content

The work should be explored practically using current industry standard technology, covering areas such as:

- a/c, d/c, single phase and three phase power supplies
- how to manage the provision of resources
- how to identify and select from a range of suppliers to ensure value for money
- quality and continuity of supplies within organisational and legal requirements
- how to establish effective lead and ethical agreements in line with the organisation's requirements
- understanding the importance of accurate record keeping in management of resources
- budgeting, cash flow, hiring, leasing and petty cash
- relevant health and safety legislation
- Performing Rights Society and copyright laws
- current sound technologies and future developments
- rigging and use of current sound technologies
- microphones, live monitoring and feedback.

Assessment objectives – Professional Sound (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- understand the requirements and implications of a sound design with the ability to realise it effectively
- demonstrate communication and negotiation skills as part of a team and as an individual
- create all relevant paperwork to enable a sound design to be realised in performance
- administer resources and demonstrate budgeting skills
- work safely and competently with electricity in relation to theatre sound applications
- demonstrate practical use of contemporary sound equipment in a public performance with full production values
- competently fit up a sound rig with a range of source machines, speakers and foldback systems
- demonstrate the practical use of computer technology in the generation of sound and special effects
- create the paperwork requirements for copyright, licensing and Performing Rights legislation
- carry out first line fault finding, understanding when specialist maintenance is required
- demonstrate computer literacy in the creation of relevant paperwork
- undertake a written risk assessment, applying appropriate measures and guidance to members of the team and the company
- critically review all work undertaken in order to improve knowledge and skills.

Methods of assessment

Candidates will be assessed at least once externally by a Trinity Assessor, evidenced by:

- personal file
- presentation of a sound effects recording or a sound plot
- rehearsal
- studio/workshop situations
- production and performance
- viva voce.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Option 6 – Professional Theatre Design

Content

The work should be explored practically using current industry-standard technology, covering areas such as:

- theatre terminology relating to different types of venues and styles of theatrical production; traditional and non-traditional theatre venues, proscenium venues.
- technical drawing and Computer Aided Design
- imperial and metric scales
- model-making skills and techniques
- preparing ground plans and dimension information
- colour theory and mixing pigments, scene painting techniques
- text, theme, character analysis and interpretation
- research techniques and basic research methods

- methods of 2D and 3D visual representation
- costume research skills and introduction to genres of period style
- basic sewing and pattern cutting skills, materials and surface decoration
- current health and safety legislation.

Assessment objectives – Professional Theatre Design (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- understand the role of the theatre set and costume designer and associated theatre craft practitioners: scene painter and prop/costume makers in current practice
- understand the role and collaborative relationship between the designer and director through a production period
- understand the requirements and implications of creating designs for stage and costume (unrealised)
- undertake practical model-making skills and techniques, 2D and 3D methods of visual representation
- understand scale and scale transference
- understand and interpret ground plans and elevations, using specialist terminology
- use a range of stage craft disciplines and techniques at all stages of a production
- understand appropriate visual response to theme, undertake research relevant to the setting of a production
- produce paperwork in order to support the design role undertaken; play/script analysis, costume charts, design schedules and design-material costing information
- gain an understanding of, and complete, all work within current health and safety legislation
- critically review all work undertaken in order to improve knowledge and skills.

Methods of assessment

Candidates will be assessed internally on at least two occasions, using various contexts such as:

- personal file
- studio/workshop situation
- production period
- rehearsal.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Unit 3 – Additional Professional Skills and Practice in Professional Production Skills

An understanding of professional practice within the working environment is essential to employability. This unit evidences the skills required for securing and maintaining employment and ensures that the candidate understands the strategies necessary for the requisite levels of health and safety.

This unit comprises three compulsory components:

- Component 1 – Transferable Skills
- Component 2 – Employment
- Component 3 – Compliance with Health and Safety Requirements in the Creation and Production Process.

Overall learning outcomes

Achievement of this unit is evidence that the candidate is able to:

- manage personal workloads, meet deadlines and negotiate and pursue goals with others
- demonstrate professional employment skills with a relevant knowledge of the industry including professional bodies etc.
- demonstrate personal skills and qualities which will enhance their professional and personal lives
- demonstrate understanding of health and safety concerns and legislation as relevant to the industry
- prepare for a career in the professional arts and entertainment industry
- identify the requirements of a work opportunity and the means for communicating their strengths to prospective employers.

Component 1 – Transferable Skills

Assessment Outcomes

Achievement of this component is evidence that the candidate is able to:

- show a responsible and consistent attitude towards self-management
- demonstrate motivated, independent preparatory work which shows attention to detail
- demonstrate a commitment to the process of learning by active participation and contribution to group activities/discussion, responding constructively to criticism and advice
- demonstrate an ability to articulate self-development, reflecting on relevant experience
- demonstrate an ability to communicate about work with clarity and an analytical understanding.

Knowledge and understanding which underpins the competencies listed above include:

- the importance of being able to make connections within and between subjects
- the importance of self-management; the need for punctuality
- the value of establishing and maintaining personal discipline
- the importance of retaining the initiative in personal development
- the health and safety aspects of developing an understanding for, and ability to apply, high level creative technical skills in preparation, rehearsal and performance
- how to communicate and work within a group environment
- the importance of valuing the contributions of others
- the range of contexts in which performance can occur
- the cultural and social influences on the creation and performance of artistic work
- the way that perception of an artistic work will be shaped by cultural and social contexts.

Methods of assessment

Candidates will be assessed internally over the duration of their studies with particular reference to:

- personal file
- viva voce
- studio/workshop situations
- rehearsal
- production and performance.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Component 2 – Employment

Indicative content

Candidates will develop the skills and knowledge required to successfully gain employment such as:

- the range of employment opportunities available
- the importance of making connections within the profession
- the importance of preparation for the job sought
- how to keep track of current trends
- where to find job advertisements
- how to introduce himself or herself appropriately
- the roles of the different people involved in the selection process
- how to present himself or herself at interview
- how to determine what information should be included or excluded on a CV in relation to different job opportunities
- types of data storage and retrieval systems
- how to identify your own training needs
- maintaining contact with Course Providers
- the importance of directories and databases
- the importance of contacts with professional and trade organisations
- where and how to seek advice on contracts, taxation, finance and legal responsibilities
- the role of unions and the range of services offered by them
- management and trade union structures
- the various contracts agreed between theatrical management societies (e.g. SOLT, TMA, ITC, PACT, The Society of British Theatre Designers) and unions (e.g. Equity, BECTU and the Musicians' Union)
- the current health and safety rules and regulations to be observed in order to promote safe working in a production environment
- where and how to obtain careers guidance and how to find out about insurance schemes.

Assessment objectives – Employment (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- research information relating to job opportunities and identify the key requirements accurately
- maintain potential employment contacts
- show competence in self-presentation in correspondence and at interviews
- target potential employers and prepare clear and concise CVs which provide accurate and relevant information

- prepare a range of interview materials and demonstrate an understanding of the differing requirements of potential employers
- draw up a personal training programme which can be continued beyond graduation
- demonstrate an understanding of the conditions of employment contracts and basic current taxation and insurance regulations
- understand the responsibility of working as a permanent and freelance employee
- understand the roles of trade unions and relevant professional bodies.

Methods of assessment

Candidates' work will be assessed internally, evidenced by:

- personal file
- interview practice
- work placements
- written projects, reviews, tests etc.
- viva voce.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Component 3 – Compliance with Health and Safety Requirements in the Creation and Production Processes

Indicative content

Candidates will develop skills and knowledge such as:

- the necessity of health and safety at work including roles and responsibilities for this
- responsibilities to the audience and the creative and production staff
- the organisational and legal requirements for maintaining health and safety
- health and safety guidelines produced by competent national organisations, manufacturers and suppliers
- the principles of risk assessment and how to ensure that the work environment is effectively monitored
- how to respond to contradictions between health and safety requirements and organisational constraints
- the types of support it may be necessary to provide on health and safety issues
- the range of emergencies that might occur and the actions required to deal with these situations
- how to work within the relevant health and safety legislation
- the responsibilities to COSHH, Manual Handling Operations Regulations, Machine Regulations, Workshop and Factories Regulations, Personal Protective Equipment Regulations, IEE Regulations, the Electricity At Work Act, firearms legislation and other relevant regulations currently in force; safe working practice in respect of the environment and the production in areas such as manual handling, rigging, electricity, machinery, guards and noise
- RIDDOR accident reports
- evacuation procedures, bomb alerts
- how to obtain specialist advice on health and safety issues.

Assessment objectives – Compliance with Health and Safety Requirements in the Creation and Production Process (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- demonstrate safe working practice in adhering to all relevant health and safety legislation and written procedures
- demonstrate self-awareness and awareness of others in undertaking safe working practice
- undertake written risk assessments and act on the conclusions in line with current legislation and written procedures
- demonstrate basic first aid and fire safety skills.

Methods of assessment

Candidates' work will be assessed internally at least once per year, evidenced by:

- personal file
- rehearsals
- production and performance
- written projects, reviews, tests, etc.
- viva voce.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Unit 4 – Integrated Professional Studies in Production Skills

This unit is designed to ensure candidates demonstrate knowledge and skills which complement and enhance their performance practice. Subjects covered in this unit aim to extend candidates' knowledge base beyond the immediate requirements of their technical practice and enable them to become informed practitioners.

Indicative content

Candidates will demonstrate relevant personal skills through appropriate activities such as:

- personal preparation of researched work, based on a personal theme (e.g. specialist lighting, specialist sound, video, etc.)
- personal research informing preparation for two production tasks (including the two specialist disciplines in Unit 2) and their relationship to the productions concerned
- critical reflection on one of their own tasks and on the technical work of others in a live or recorded professional production.

Assessment objectives – Integrated Professional Studies in Production Skills (professional skills gained on completion)

Achievement of this component is evidence that the candidate is able to:

- demonstrate knowledge and understanding in the execution of key aspects of a subject
- apply and adapt knowledge of, and skills in, the subject area to relevant contexts; using specific vocabulary relevant to the subject
- provide evidence of informed curiosity about, and insight into, key aspects of the subject in question
- respond to the needs of a production through resourcefulness, initiative and individual study
- demonstrate the ability to make accurate and perceptive observations, forming judgments, expressing these with clarity and confidence
- critically review work undertaken.

Achievement of this unit is evidence that the candidate is able to:

- engage in self-motivated independent research, whether investigating past or present performances or as part of the process of creating new performances
- develop ideas and construct arguments and have the capacity to present them in appropriate ways
- demonstrate appropriate information-retrieval skills needed to gather, sift, synthesise and organise material independently
- demonstrate knowledge of technical production and its cultural and/or historical context.

Knowledge and understanding which underpins the competencies listed above include:

- how to identify the most appropriate way of approaching a subject
- identification of the key aspects of a subject and their potential application in other contexts
- the vocabulary used in relation to each subject
- how to approach work systematically and present information in a clear and informed way
- various research techniques
- how to apply and adapt information
- the need for good observation and communication skills.

Methods of assessment

Candidates' work will be assessed internally, evidenced by:

- personal research or wider contextual work using an element of presentation or video and recorded material if applicable
- viva voce, including critical reflection on own work
- file notes.

When assessing candidates the Course Provider should always take into account the candidates' understanding of methodology, communication and contextual awareness. These assessment requirements are described fully at the beginning of this qualification.

Regulations

Procedure for appeals by Course Providers

Allowable grounds for appeal

Two broad categories of appeal will be considered:

- claims of irregular procedure on the part of the Assessor
- a clear mismatch between the comments of one or more reports and the result awarded for the student, in relation to the published criteria.

First level of appeal

Appeals should be made in writing by the person who signed the original entry form and sent to the Head of Acting & Dance Qualifications. The grounds of appeal should be clearly set out, and the original (not a photocopy) of the report form should be sent by post.

Appeals should be postmarked not later than 14 days after the receipt of the Trinity College London report form.

Trinity will send an acknowledgement within seven days and the appeal will be referred to the Assessor(s). The target time for responding to appeals is 21 days from the date of receipt.

The outcome of a successful appeal may be a change to the Assessor report and, where this has adversely affected a candidate's result, a possible change in the final award.

Second level of appeal

Those who are not satisfied with the decision of the Head of Acting & Dance Qualifications may proceed to a second level of appeal to the Director of Performing & Creative Arts. Such appeals should state the further grounds on which they are pursued and should be postmarked not later than 14 days from the date of the previous decision. The original report form is not required. The further appeal will be handled in the same way as above.

Third level of appeal

Those who are not satisfied with the decision of the Director of Performing & Creative Arts, may proceed to a third level of appeal to the Chief Executive. Such appeals should state the further grounds on which they are pursued and should be postmarked not later than 14 days from the date of the previous decisions. The original report form is not required.

Appeals will be handled by Trinity's Chief Executive in association with an independent member of the Drama and Dance Review Board.

General notes

Where an appeal calls into question the accuracy of reports for more than one session, and is upheld, the Head of Acting & Dance Qualifications may decide to review all the reports of that Assessor.

If on further investigation there are grounds for concern relating to a specific Assessor, the panel member in question will be monitored, re-standardised or asked to leave the panel. If there is evidence that the assessment procedure itself is at fault, the Head of Acting & Dance Qualifications will refer appropriate changes to the Chief Executive for approval.

The list of current charges for appeals can be requested from Trinity's Head Office. In the event that an appeal is upheld, the appeal fee(s) will be returned; otherwise the fee(s) will be retained by Trinity. No certificate will be issued by Trinity in any case which is the subject of an appeal until the appeal has been adjudicated.

Procedure for appeals by candidates

All Course Providers must have a published Appeals procedure. The list of current charges for appeals can be requested from Trinity's Head Office. In the event that an appeal is upheld, the appeal fee(s) will be returned; otherwise the fee(s) will be retained by Trinity.

Grounds for appeal

Trinity College London considers appeals against overall results where candidates provide information or evidence to indicate that courses were possibly not delivered in line with the Course Providers' publicity, course information and/or Trinity's validation requirements and that they were consequently deprived of appropriate training and/or an appropriate assessment procedure.

An appeal may relate to inappropriate assessment practice or behaviour. For example where there are claims of irregular procedure on the part of the Assessor – for instance, questions outside the limits of the syllabus which have affected the assessment.

In handling appeals against a fail mark, Trinity re-marks assignments or performance videos where appropriate. Trinity obtains information from the appellant, the Course Provider and the Trinity Assessor in order to reach a judgement as to whether the course has been appropriately delivered and the assessment system fairly implemented.

Trinity does not enter into disputes between candidates and Course Providers relating to payment or refund of fees or other charges, or financial compensation for delivery of services.

If an appeal is accompanied by a written or verbal proposal of legal action, then Trinity does not pursue the normal appeals procedure, but refers the matter to its solicitors.

First level of appeal

Candidates wishing to appeal against an overall fail mark must write to the Head of Acting & Dance Qualifications at Trinity's Head Office setting out the following clearly and on numbered pages:

- the grounds for appeal which must be consistent with those stated above
- the range of grades or marks that they believe they have been awarded for individual assignments including performance; these will include all internal and external assessments
- any other relevant evidence, including any assignments that they have failed where the Course Provider's grades, marks or written comments are included
- a note of the date when their fail was confirmed, and for exactly which section of which unit, and by whom, and in what mode, e.g. meeting, telephone, letter, email, etc.
- written confirmation that their letter of appeal may be shown to the Course Provider and the Assessor for an investigation to take place.
- the letter must be postmarked or fax dated not later than 14 days after candidates have received official confirmation from the Course Provider or from Trinity that they have failed. Appeals are not accepted by email.

It must be noted that the Assessor, following consultation with the Course Provider, makes recommendations as to whether candidates have passed or failed the units or parts of units that are internally assessed and externally moderated, and those which are externally assessed only. Trinity makes the final award with regard to each individual unit and the overall qualification.

On receipt of an appeal, Trinity normally acknowledges the appeal in writing within seven days of its receipt. If the appeal is under the terms of appeal procedures, Trinity forwards the relevant material to the Course Provider and course examiner with a view to investigating the grounds for appeal. If the appeal is not accepted as being consistent with Trinity's terms of appeal, the Head of Acting & Dance Qualifications writes to the appellant to explain the reasons for this decision. Rejection of the appeal terminates the first level appeal procedure but does not remove the appellant's right to pursue a higher level appeal.

The Head of Acting & Dance Qualifications reaches a decision after receiving the comments of the Course Provider and Assessors and replies to the appellant as appropriate. The target time for resolving appeals at first level is a maximum of 28 days from the date of receipt, depending on the completeness of information from the appellant and on the availability of relevant course tutors and Assessors to comment, and on that of the Head of Acting & Dance Qualifications.

Second level of appeal

Appellants whose appeal at first level is not granted and who are not satisfied with the decision of the Head of Acting & Dance Qualifications may, if they wish, proceed to a second level of appeal to the Director of Performing & Creative Arts. Appellants must write directly to the Director giving their grounds for their continuance of the appeal procedure and their written permission for their second appeal letter to be copied to the Course Provider and Assessors.

The letter must be postmarked or fax dated not later than 14 days after the date of the letter from the Head of Acting & Dance Qualifications confirming that their first level appeal is not granted. Second level appeals are not accepted by email.

If the appeal is accepted under the terms of appeal procedures, the Director of Performing & Creative Arts normally acknowledges the appeal in writing within seven days of its receipt, copies the second level appeal letter to the Head of Acting & Dance Qualifications for information and forwards the relevant material to the Course Provider and course moderator with a view to investigating the grounds for appeal. This material includes the original appeal documentation and any additional documentation received.

The Director reaches a decision after receiving the comments of the Course Provider and Assessor and replies to the appellant as appropriate. The target time for resolving appeals at second level is 28 days maximum from the date of receipt, depending on the completeness of information from the appellant and on the availability of relevant course tutors and course Assessor to comment, and also on that of the Director.

Third level of appeal

Appellants whose appeal at second level is not granted and who are not satisfied with the decision of the Director of Performing & Creative Arts may, if they wish, proceed to a third level of appeal to the Chief Executive. Appellants must write directly to the Chief Executive giving grounds for their continuance of the appeal procedure and their written permission for their third appeal letter to be copied to the Course Provider and Assessors.

The letter must be postmarked or fax dated not later than 14 days after the date of the letter from the Director of Music & Performing Arts confirming that their second level appeal is not granted. Third level appeals are not accepted by email.

If the appeal is accepted under the terms of appeal procedures, the Chief Executive normally acknowledges the appeal in writing within seven days of its receipt, copies the third level appeal letter to the Director of Performing & Creative Arts and Head of Acting & Dance Qualifications for information and may forward the relevant material to the Course Provider and Course Assessor with a view to investigating the grounds for appeal. This material includes the original appeal documentation and any additional documentation received.

The Chief Executive reaches a decision in association with an independent member of the Dance and Drama Review Board after receiving the comments of the Course Provider and Assessor and replies to the appellant as appropriate. The target time for resolving appeals at third level is 28 days maximum from the date of receipt, depending on the completeness of information from the appellant and on the availability of relevant course tutors and course Assessor to comment, and also on that of the Chief Executive and independent Assessor.

If the third level appeal is upheld, the total fee for the appeals is returned to the appellant, but not otherwise.

The decision reached by the Chief Executive is final.

Possible outcomes of appeal where granted

In the event of an appeal against a fail result being granted, it is possible for Trinity College London to take any of the following actions:

- require Course Providers to re-assess a specific internal assessment in Unit 1, or Unit 3 (or Unit 4 in the case of the Diploma Qualifications) and give their written comments as to the reason for the final grade or mark, which may, but need not necessarily, differ from the original grade or mark
- require Assessors to re-assess, re-moderate or re-examine, as required, the externally assessed marks for Unit 1, Unit 2, Unit 3 and Unit 4
- require Course Providers to give candidates a further opportunity to repeat one or more assignments including all or some performance opportunities and with appropriate support and input from the Course Provider, at the Course Providers' whole or part expense, and including the Trinity fees
- require the Course Provider to make changes to their course design or delivery, or to their procedures for internal assessment for Units 1 and 3 for Diploma and Certificate Providers (and Unit 4 in the case of Diploma Providers) against a specific deadline in order to retain validation by Trinity
- require Course Providers to give candidates a further opportunity to repeat the entire course, or parts of the course, and all or some assignments at the Course Provider's whole or part expense.

Trinity does not reimburse candidates with all or part of their training fees or moderation fees. In the event of a first or second level appeal not being granted, Trinity reminds appellants that they have the possibility of proceeding to a second or third level appeal respectively.

Notes
