

## Professional Performing Arts Diplomas: **Level 5 & 6 Diplomas in Professional Acting**

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### Syllabus – from September 2011

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# Contents

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<b>Introduction to the Professional Performing Arts Diplomas</b> .....	<b>5</b>
Overview .....	5
The primary aim of each qualification .....	5
Regulations .....	7
Assessment .....	7
Guided learning hours .....	8
Special needs .....	8
Malpractice .....	8
Fees .....	8
Appeals .....	9
Guidance for delivery of qualifications .....	9
<b>Level 5 Diploma in Professional Acting</b> .....	<b>10</b>
Structure .....	10
Overall assessment of the Diploma .....	11
Unit 1 – Technical Skills in Professional Acting (Live Theatre and Recorded Media) .....	12
Unit 2 – Vocal Skills in Professional Acting (Live Theatre and Recorded Media) .....	15
Unit 3 – Physical Skills in Professional Acting .....	17
Unit 4 – Performance in Professional Acting .....	19
Unit 5 – Additional Professional Skills and Practice in Professional Acting .....	21
<b>Level 6 Diploma in Acting</b> .....	<b>24</b>
Structure .....	24
Overall assessment of the Diploma .....	25
Unit 1 – Technical Skills in Professional Acting – Live Theatre .....	26
Unit 2 – Technical Skills in Professional Acting – Recorded Media .....	28
Unit 3 – Technical Skills in Professional Acting – Vocal Skills .....	30
Unit 4 – Technical Skills in Professional Acting – Physical Skills .....	32
Unit 5 – Performance in Professional Acting .....	34
Unit 6 – Additional Professional Skills and Practice in Professional Acting .....	36
Unit 7 – Integrated Professional Studies in Professional Acting .....	39

# Foreword

It gives me great pleasure to introduce this revised syllabus for the Trinity Professional Performing Arts Diplomas.

These qualifications give formal recognition of the skills, knowledge and understanding that are acquired in training to prepare students to become professional actors, dancers, musical theatre performers or technical theatre practitioners. We believe that these revised qualifications truly reflect the requirements of professional performing arts training at the beginning of the 21st century.

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 UK Government's Dance and Drama Awards funding scheme.

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

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# Introduction to the Professional Performing Arts Diplomas

## Overview

Trinity College London's Professional Performing Arts Diplomas have been developed, with government support, to ensure that students possess the vocational competences required for employment as professional performers with skills in acting, musical theatre and dance. There is also a diploma in production skills. Any Course Provider wishing to deliver a course leading to these Professional Performing Arts Diplomas must obtain validation from Trinity College London. These qualifications are the only ones which are required for students who are given funding under the government's Dance and Drama Awards scheme. Some institutions choose to offer them even though they are not part of the scheme as their vocational relevance is widely recognised.

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

- Level 6 Diploma in Professional Dance (420 credits)
- Level 6 Diploma in Professional Musical Theatre (420 credits)
- Level 6 Diploma in Professional Acting (420 credits)
- Level 6 Diploma in Professional Production Skills (255 credits).

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

- Level 5 Diploma in Professional Dance (Classical Ballet or Contemporary Dance) (255 credits)
- Level 5 Diploma in Professional Acting (150 credits).

The Trinity College London website at [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk) gives details of the formal name and reference number of qualifications approved within the Qualifications and Credit Framework by Ofqual (Office of Qualifications and Examinations Regulation).

## The primary aim of each qualification

### Objectives

The Professional Performing Arts Diplomas require the candidate to attain a high level of imaginative, expressive and technical skills, combined with the creative application of strong analytical and critical skills. Candidates will be 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.

### Level 6 Diploma in Professional Dance

This is a three year vocational qualification, with the emphasis of the course on the artistic, creative, technical and professional skills that a dancer needs in order to prepare for a sustainable, varied and high-level performing career. Course work will include a minimum of three dance disciplines and/or choreography plus supporting studies. Candidates need to audition successfully 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.

### Level 6 Diploma in Professional Musical Theatre

This is a three year vocational qualification, with the emphasis of the course on the artistic, creative, technical and professional skills that a performing artist needs in order to prepare for a varied and high-level career in musical theatre. Course work will include singing, acting, dance and supporting professional studies. Candidates need to audition successfully 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.

## Introduction to the Professional Performing Arts Diplomas

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### Level 6 Diploma in Professional Acting

This is a three year vocational qualification, with the emphasis of the course on the artistic, creative, technical and professional skills that an actor needs in order to prepare for a varied and high-level performing career. Course work will include acting in both live and recorded media, voice, movement, integrated studies and professional development. Candidates need to audition successfully for a course that has been validated to provide the Diploma by Trinity College. Each validated course has its own unique identity and will provide the Diploma within its own curriculum.

### Level 6 Diploma in Professional Production Skills

This is a two year vocational qualification, with the emphasis of the course on the creative, technical and professional skills that are needed in order to prepare for a varied and high-level production career in performing arts. Course work will include stage management, prop making, sound, electronics, scenic construction, stagecraft and professional practice. Candidates need to have interviewed successfully 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.

### Level 5 Diploma in Professional Dance (Classical Ballet or Contemporary Dance)

This is a two year vocational qualification, with the emphasis of the course on the artistic, creative, technical and professional skills that a dancer needs to fully prepare for a 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 need to have auditioned successfully 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.

### Level 5 Diploma in Professional Acting

This is typically a one year vocational course with the emphasis of the course on the artistic, creative, technical and professional skills that an actor needs in order to prepare for a varied and high-level performing career. Course work will include acting in both live and recorded media, voice, movement, integrated studies and professional development. Candidates need to audition successfully 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.

### Qualification structure

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

Each component covers the skills and knowledge required to facilitate entry to, and sustain employment in, the performing arts and entertainment industry. However, passing the Diploma is not a guarantee of employment. Learning outcomes are indicative of the standards required to pass the unit, while assessment objectives describe the breadth and depth of study necessary to achieve the outcomes.

The Diplomas are accredited by Ofqual and are recognised on the Qualifications and Credit Framework.

### Funding and progression routes

These Diplomas are the only qualifications attached to the government's Dance and Drama Awards scheme, administered and managed through the Education Funding Agency. 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](http://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 Professional Performing Arts Diplomas also provide an APEL (Approved Prior Experience and Learning) route onto the BA(Hons) Professional Practice (BAPP) designed by Middlesex University for students who have been awarded one of the Professional Performing Arts Diplomas. The 120-credit course gives participants the opportunity to study for a BA(Hons) while continuing with their professional performing activities. In addition, the Professional Performing Arts Diplomas provide an APEL route into some MA programmes.

## Regulations

### Course Providers

Course Providers are validated to provide these qualifications in their entirety to candidates registered with Trinity. These 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 Provider please contact [dada@trinitycollege.co.uk](mailto: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 a Professional Diploma 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 (Approved Prior Experience and Learning)

Candidates applying to study for a Professional Performing Arts Diploma should 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. Though there are no formal qualification requirements for entry, typically, this qualification can provide a progression route for students who have undertaken GCSE, A Level, BTEC or graded exams in Drama, Dance, Music or the Performing Arts. Potential will be assessed by audition and interview at a college validated to provide the Diploma by Trinity College London.

## Assessment

### Assessment and moderation

#### Internal assessment

Course Providers' internal assessment procedures are scrutinised during the validation process in order to ensure that procedures are fair, rigorous and clear. Providers are only required to assess students at a Pass/Fail level. However, Trinity considers it good practice for the students to be given a clear indication of the level of their attainment by the 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 have 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 in each Diploma and may be a useful guide to Course Providers when assessing student skills.

#### Trinity assessment and moderation

Trinity moderates the 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 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 Professional Performing Arts Diplomas rests with the Trinity College London Diploma Board. The Diploma Board consists of Senior Trinity assessors and meets as and when necessary to advise and adjudicate on all matters relating to the course content and delivery of the Diplomas. The aims and responsibilities of the Board are to review the relevance, validity, reliability and working conduct of any and all assessments. All meetings are minuted, and the Head of Drama and Performance is informed of any recommendations which they are advised to respond to and report back on.

## **Introduction to the Professional Performing Arts Diplomas**

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### **Trinity assessors**

Trinity assessors are professional performers, or former 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 moderate either class or performance assessment occasions, and assess final year students in their final year performances. All assessors attend an annual conference which involves additional training and standardisation exercises.

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

### **Guided learning hours**

As each 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. These GLH are approximate only and Providers may have different intensities of guided time depending on where the student is in the course. Generally the GLH are between 1,000-1,250 per year and do not include self-directed projects. Practical units of the qualification are much more intensive in contact time than Integrated Professional Skills. Please see the tables on pages 10 and 24 for the specific guided learning hours for each unit.

Please note: the guided learning hours of each Provider will be agreed with Trinity at the time of validation. It is also important for Providers to note that some components or parts of components will be delivered through the provision of other units. For example some elements of the health and safety component will be delivered through practical units of the qualification.

### **Special needs**

Trinity College London welcomes candidates with special needs. Successful candidates with special needs should communicate their requirements to the Provider in order that their needs may be met and special arrangements made as and where possible. Students with special needs should also make their GP aware of the nature of the course they are undertaking and be prepared to present a clearance note from their GP approving their participation.

### **Special needs and Provider responsibility**

Each 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 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 aims to identify the barriers or impediments to access.

### **Malpractice**

When schools are validated to provide the Trinity Professional Performing Arts Diplomas they make a commitment to abide by the guidelines set out in the Provider's Handbook and the Qualifications Handbook. Where a 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's London office (dada@trinitycollege.co.uk).



## Appeals

### Appeals procedure for Providers

Entry for Trinity qualification is deemed to constitute acceptance of the professional judgement of the assessor(s). Course Providers and students who wish to question the outcome of their qualifications should use the procedure set out at [www.trinitycollege.co.uk/appeals](http://www.trinitycollege.co.uk/appeals)

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 final result awarded to a student at the end of their course, in relation to the published criteria.

Full details of the appeal levels can be found in the Course Provider's Handbook.

### Appeals procedure for students

All Course Providers must have a published Appeals Procedure.

Trinity considers appeals against overall awards of fail where candidates provide information or evidence that courses were possibly not delivered in line with the Course Provider's publicity and course information and/or Trinity's validation requirements and that therefore they were deprived of appropriate training and/or an appropriate assessment procedure. Appeals may also relate to inappropriate assessment practice or behaviour.

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 procedures but refers the matter to its solicitors. Full details of the appeal levels can be found in the Course Provider's Handbook.

## Guidance for delivery of qualifications

The following is guidance for provision of some aspects of the Professional Performing Arts Diplomas. These guidelines are not compulsory but offer some suggestions to Providers in the delivery of the qualifications. Each 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 for all Validated Course Providers.

### Integrated Professional Studies (IPS)

Integrated Professional Studies develop the thinking, imaginative, self-reliant performer and incorporate key and transferable skills. IPS can be evidenced by 3 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 3rd 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. Providers 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' Personal File and 3rd year Performance Project File.

# Level 5 Diploma in Professional Acting

The Level 5 Diploma in Professional Acting is typically a one 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 fully prepare for a varied, sustainable and high level 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 audition successfully 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.

The Level 5 Diploma in Professional Acting provides the successful candidate with 150 credits at Level 5.

## Structure

The Diploma is a 5 unit qualification in which candidates are required to have passed all five units to attain the Diploma. Units 1, 2, 3 and 4 comprise the core techniques and performance skills needed to become a professional actor and Unit 5 contains the professional supporting studies which underpin the other units. These develop the skills to enable candidates to become informed practitioners who are well prepared to secure and maintain employment.

### Diploma at a glance

Unit	Unit title	Required/optional	GLH*	NLH**	Credits	Level
1	Technical Skills in Professional Acting (Live Theatre and Recorded Media)	Required	300	100	40	5
2	Vocal Skills in Professional Acting (Live Theatre and Recorded Media)	Required	100	50	15	5
3	Physical Skills in Professional Acting	Required	100	50	15	5
4	Performance in Professional Acting	Required	300	200	50	5
5	Additional Professional Skills and Practice in Professional Acting	Required	200	100	30	5
Totals			1000	500	150	5

\* Guided learning hours \*\* Notional learning hours

### The units

• Unit 1 – Technical Skills in Professional Acting, 40 credits at Level 5

• Unit 2 – Vocal Skills in Professional Acting, 15 credits at Level 5

• Unit 3 – Physical Skills in Professional Acting, 15 credits at Level 5

• Unit 4 – Performance in Professional Acting, 50 credits at Level 5

• Unit 5 – Additional Professional Skills and Practice in Professional Acting, 30 credits at Level 5

All units are compulsory.

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

## Overall assessment of the Diploma

Units 1, 2, 3 and 5 are internally assessed by the Course Provider and moderated by Trinity College London. Unit 4, the performance unit, is externally assessed by Trinity College London. However, it is expected that the Course Provider will also assess Unit 4 internally.

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

### 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.

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.

**Unit 1 – Technical Skills in Professional Acting (Live Theatre and Recorded Media)**

**Credit value: 40 credits at Level 5**

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

Candidates will develop good professional expertise in the acting skills required for professional live theatre and recorded media productions, delivering believable characterisations across contrasting genres.

**Indicative content**

For live theatre

- 20<sup>th</sup> and 21<sup>st</sup> 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 his 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.

For recorded media

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

Candidates 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.

**Learning outcomes**

The learner will:

1. Demonstrate thorough and detailed role preparation skills
2. Demonstrate mature, engaging and secure acting techniques
3. Demonstrate versatile and impressive vocal technique
4. Demonstrate appropriate specific skills for acting in recorded media
5. Demonstrate specific skills for acting in live theatre
6. Demonstrate appropriate skills for working in a company situation
7. Understand and apply relevant health and safety considerations

## Assessing Unit 1

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 both class and performance
- rehearsals
- recordings
- showreels.

**Candidates must be assessed against the following assessment criteria attached to the learning outcomes**

On successful completion of this unit the student will be able to, with specific reference to the content and learning outcomes above:

- 1. Demonstrate thorough and detailed role preparation skills:**
  - 1.1 Use personal experience, preparation and detailed observation in the creation of a role
  - 1.2 Reveal character, intention and plot development through confident interpretation of a role
- 2. Demonstrate mature, engaging and secure acting techniques:**
  - 2.1 Deliver and sustain detailed and believable characterisations, in both live theatre and recorded media genres that contain emotional truth and clear intention
  - 2.2 Sustain a performance with the necessary energy and physicality, applying good vocal and physical technique
  - 2.3 Show performance skills through a good acting technique that demonstrates creativity and imagination
  - 2.4 Adapt technique to suit style of production, media genre, text and directorial intention
  - 2.5 Sustain confident improvisational skills
  - 2.6 Sight read effectively
- 3. Demonstrate versatile and impressive vocal technique:**
  - 3.1 Sustain clarity of vocal expression
  - 3.2 Vary vocal technique using an accent/dialect as media, venue or character demand
- 4. Demonstrate appropriate specific skills for acting in recorded media:**
  - 4.1 Successfully utilise the complex relationship between actor, microphone and camera
  - 4.2 Understand the normal practices and technical vocabulary of studio and location work
  - 4.3 Make use of the opportunities presented by recorded media to connect with a watching or listening audience
- 5. Demonstrate appropriate specific skills for acting in live theatre:**
  - 5.1 Successfully utilise the complex relationship between actor, staging and audience
  - 5.2 Understand the normal practices and technical vocabulary of theatres
  - 5.3 Make use of the opportunities presented by various theatre spaces to connect with the audience
- 6. Demonstrate appropriate skills for working in a company situation:**
  - 6.1 Respond sensitively and generously to fellow actors in rehearsal and performance
  - 6.2 Interpret and communicate tutor/director demands in performance/recording events
  - 6.3 Communicate with the audience and express meaning with clarity and sensitivity
- 7. Understand and apply relevant health and safety considerations:**
  - 7.1 Understand and deploy health and safety initiatives and practice, including relevant physical and vocal warm-ups

**When assessing candidates, the Course Provider should always take into account the candidates' understandings of methodology, communication and contextual awareness. These assessment requirements are described fully on page 11.**

## Level 5 Diploma in Professional Acting

### **Attainment descriptors for Technical Skills in Professional Acting (Live Theatre and Recorded Media)**

The following descriptors are intended for use by Course Providers to provide guidance when assessing candidates' skills on completion of this unit.

#### **Outstanding**

An Outstanding candidate will have demonstrated all of the learning outcomes 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.

#### **Pass**

A Pass candidate will have successfully demonstrated all of the learning outcomes 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.

#### **Fail**

A Fail candidate will be unable to achieve some or all of the learning outcomes. 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.

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

**Credit value: 15 credits at Level 5**

Achievement of this unit should equip the candidate with all the necessary vocal skills for successful audition, rehearsal and performance situations as a professional actor.

Candidates will develop good professional expertise in the vocal skills required for professional acting in live theatre productions and recorded media situations, utilising vocal techniques to underpin characterisation.

### 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.

### Learning outcomes

The learner will:

1. Demonstrate mature, engaging and secure vocal techniques
2. Demonstrate versatility in the use of accents/dialects
3. Demonstrate awareness and deployment of personal singing range
4. Demonstrate appropriate skills for working in a company situation
5. Understand and consistently apply appropriate health and safety considerations

### Assessing Unit 2

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:

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

**Candidates must be assessed against the following assessment criteria attached to the learning outcomes**

On successful completion of this unit the student will be able to, with specific reference to the content and learning outcomes above:

1. **Demonstrate mature, engaging and secure vocal techniques:**
  - 1.1 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
  - 1.2 Use the relevant vocal techniques to underpin characterisation in language of various periods and styles
  - 1.3 Adapt vocal technique to successfully support the creation of an acting role

## Level 5 Diploma in Professional Acting

2. **Demonstrate versatility in the use of accents/dialects:**
  - 2.1 Use an accent/dialect as required
3. **Demonstrate awareness and deployment of personal singing range:**
  - 3.1 Utilise personal singing range and vocal type
4. **Demonstrate appropriate skills for working in a company situation:**
  - 4.1 Vary vocal technique as venue, media, genre or character demand, sustaining clarity of vocal expression and being fully audible
  - 4.2 Interact sensitively and positively with fellow actors and tutors
5. **Understand and consistently apply appropriate health and safety considerations:**
  - 5.1 Apply a good and practical understanding of techniques to protect, train and maintain the voice, including relevant vocal warm up

When assessing candidates, the Course Provider should always take into account the candidates' understandings of methodology, communication and contextual awareness. These assessment requirements are described fully on page 11.

### **Attainment descriptors for Vocal Skills in Professional Acting (Live Theatre and Recorded Media)**

The following descriptors are intended for use by Course Providers to provide guidance when assessing candidates' skills on completion of this unit.

#### **Outstanding**

An Outstanding candidate will have demonstrated all of the learning outcomes above to a very good level. They will display mature, engaging and secure vocal skills with clear intention to convey atmosphere and dramatic intent in dynamic and critical performance and recording situations. Their work will be underpinned by informed professional knowledge of vocal technique.

#### **Pass**

A Pass candidate will have successfully demonstrated all of the learning outcomes above to a good level. They will display confidence and consistency in their vocal skills to convey dramatic intent in both class and critical performance and recording situations. Their work will be underpinned with good professional knowledge of vocal technique.

#### **Fail**

A Fail candidate will be unable to achieve some or all of the learning outcomes. They will not be consistently clear or reliable in their vocal technique and its application across a range of genres. They will be limited in their ability to demonstrate the skills, knowledge and understanding needed to convey dramatic intent through the use of vocal technique.



## Unit 3 – Physical Skills in Professional Acting

**Credit value: 15 credits at Level 5**

Achievement of this unit should equip the candidate with all the necessary physical skills for successful audition, rehearsal and performance situations as a professional actor.

Candidates will develop good professional expertise in the physical skills required for professional acting in live theatre productions and recorded media situations, utilising physical techniques to underpin characterisation.

### Indicative content

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

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

### Learning outcomes

The learner will:

1. Demonstrate secure and appropriate movement skills
2. Demonstrate understanding and practical application of stage combat skills
3. Demonstrate appropriate dance skills which support role interpretation
4. Demonstrate appropriate skills for working in a company situation
5. Understand and consistently apply appropriate health and safety considerations

### Assessing Unit 3

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:

- live theatre and recorded media performances and workshops
- presentations
- rehearsals
- studio and class situations
- showings of group and individual work.

**Candidates must be assessed against the following assessment criteria attached to the learning outcomes**

On successful completion of this unit the student will be able to, with specific reference to the content and learning outcomes above:

1. **Demonstrate secure and appropriate movement skills:**
  - 1.1 Move economically and expressively using relaxation, balance and spatial awareness
  - 1.2 Display variety of rhythm, tempo and dynamics using the body freely and flexibly in action
  - 1.3 Convey character, emotion and narrative through physicality and use of the body
  - 1.4 Adapt physicality to support the creation of a role
2. **Demonstrate understanding and practical application of stage combat skills:**
  - 2.1 Display basic practical understanding of the principles of stage combat
3. **Demonstrate appropriate dance skills which support role interpretation:**

## Level 5 Diploma in Professional Acting

- 3.1 Maintain character throughout dance sequences, demonstrating a secure interpretation of the choreography
4. **Demonstrate appropriate skills for working in a company situation:**
  - 4.1 Understand the importance of sensitive and positive interaction with fellow candidates and tutors
5. **Understand and consistently apply appropriate health and safety considerations:**
  - 5.1 Understand and maintain the principles 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

When assessing candidates, the Course Provider should always take into account the candidates' understandings of methodology, communication and contextual awareness. These assessment requirements are described fully on page 11.

### Attainment descriptors for Physical Skills in Professional Acting

The following descriptors are intended for use by Course Providers to provide guidance when assessing candidates' skills on completion of this unit.

#### **Outstanding**

An Outstanding candidate will have demonstrated all of the learning outcomes above to a very good level. They will display mature, engaging and secure physical skills with clear intention to convey dramatic intent in dynamic and critical performance situations. Their work will be underpinned by informed professional knowledge of physical technique.

#### **Pass**

A Pass candidate will have successfully demonstrated all of the learning outcomes above to a good level. They will display confidence and consistency in their physical skills to convey dramatic intent in both class and critical performance. Their work will be underpinned with good professional knowledge of vocal technique.

#### **Fail**

A Fail candidate will be unable to achieve some or all of the learning outcomes. They will not be consistently clear or reliable in their physical technique and its application. They will be limited in their ability to demonstrate the skills, knowledge and understanding needed to convey dramatic intent through the use of physical technique.

## Unit 4 – Performance in Professional Acting

**Credit value: 50 credits at Level 5**

**Achievement of this unit demonstrates that the student has all the necessary performance skills for successful audition, rehearsal and performance in both live and recorded media.**

Candidates will develop good professional expertise in the performance skills required for professional acting in live theatre productions and recorded media, communicating effectively across a range of performance situations and interpreting role demands with accuracy.

### Indicative content

Candidates will develop the performance skills necessary to 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 studio and set, including green screen
- corporate entertainment venues.

### Learning outcomes

The learner will:

1. Demonstrate understanding and application of technical rehearsal and performance processes
2. Demonstrate creativity in performance
3. Demonstrate technical expertise in performance
4. Demonstrate company skills which will enhance and support performance
5. Demonstrate thorough background research to enhance successful role realisation
6. Demonstrate understanding and application of appropriate health and safety considerations

### Assessing Unit 4

An external Trinity 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 and/or a range of recorded media situations. It is expected that the Course Provider will also assess candidates in performance. The assessment could be in a variety of contexts such as:

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

**Candidates must be assessed against the following assessment criteria attached to the learning outcomes.**

## Level 5 Diploma in Professional Acting

On successful completion of this unit the student will be able to, with specific reference to the content and learning outcomes above:

1. **Demonstrate understanding and application of technical rehearsal and performance processes:**
  - 1.1 Prepare and sustain the imagination, emotion, concentration and stamina essential for the transfer of a characterisation from rehearsal to performance
  - 1.2 Apply the emotional and physical skills required for performance preparation, adapting physicality to support the creation of a role
2. **Demonstrate confident creativity in rehearsal processes:**
  - 2.1 Understand the role of creativity and imagination and their use in the development of performance
3. **Demonstrate technical expertise in performance:**
  - 3.1 Convey character, emotion and narrative through physicality and use of the body
  - 3.2 Sustain clarity of vocal expression, be fully audible and vary vocal technique as venue, media or character demand
4. **Demonstrate company skills which enhance and support performance:**
  - 4.1 Make a positive and sensitive contribution to group interaction, demonstrating an understanding of the collective process in the realisation of performance
  - 4.2 Respond actively and positively to direction, including the taking and practical application of notes
  - 4.3 Display a sensitive and attuned response to the audience successfully communicating the intention of the work
  - 4.4 Apply stage craft as appropriate to context using appropriate vocabularies and working methods
  - 4.5 Understand the role of technical departments in both live theatre and recorded media and the performer's relationship to them
5. **Demonstrate thorough background research through appropriate methodologies:**
  - 5.1 Apply professional skills and background research to enhance performance
6. **Demonstrate consistent understanding and application of health and safety considerations:**
  - 6.1 Apply relevant health and safety considerations and practice

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

### Attainment descriptors for Performance in Professional Acting

The following descriptors are intended for use by Course Providers to provide guidance when assessing candidates' skills on completion of this unit.

#### **Outstanding**

An Outstanding candidate will have demonstrated all of the learning outcomes above to a very good level. They will display mature, engaging and secure communication skills to convey dramatic intent in critical performance and recording situations. Their work will be underpinned by professional knowledge of performance in both live theatre and recorded media.

#### **Pass**

A Pass candidate will have successfully demonstrated all of the learning outcomes above. They will display confidence and consistency in their performance, to convey dramatic intent in critical performance and recording situations. Their work will be underpinned with informed professional knowledge of performance technique.

#### **Fail**

A Fail candidate will be unable to achieve some or all of the learning outcomes. They will not be consistently clear or reliable in 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 performance.

## Unit 5 – Additional Professional Skills and Practice in Professional Acting

**Credit value: 30 credits at Level 5**

**Achievement of this unit should equip the candidate with the supporting skills necessary for obtaining and maintaining employment in the professional workplace.**

Candidates will obtain an understanding of the professional skills and practice within the working environment, gaining the skills required to obtain and maintain employment in the entertainment industry. They will demonstrate ability to produce analytical and reflective work with an awareness of transferable skills gained. Candidates will develop the skills necessary to protect the self as a performer, both in personal and professional situations.

### Indicative content

Reflective practice

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
- health and safety considerations.

Employment

Much of this component will be delivered through other units of this qualification. However, there are certain areas which 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.

Safe Practice

Candidates should cover 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, 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.

### Learning outcomes

The learner will:

1. Demonstrate an understanding of connections within and between subjects
2. Demonstrate use of creative research
3. Demonstrate strong communication skills, presenting observational judgements with clarity and confidence
4. Demonstrate self-management skills
5. Demonstrate relevant industry knowledge which accurately reflects the challenges and demands of securing and maintaining employment
6. Demonstrate thorough understanding and application of safe practice in relation to both personal and professional needs

## Level 5 Diploma in Professional Acting

### Assessing Unit 5

Candidates' work will be assessed internally as appropriate throughout the course and will often be assessed within other units of the qualification. The work can be assessed within a variety of contexts such as:

For reflective practice

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

For employment

Much of the content of this will be delivered through 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.

For safe practice

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.

### **Candidates must be assessed against the following assessment criteria attached to the learning outcomes**

On successful completion of this unit the student will be able to, with specific reference to the content and learning outcomes above:

- 1. Demonstrate an understanding of connections within and between subjects:**
  - 1.1 Evidence an understanding of the integrated relationship between reflective practice and the practical aspects of the course
  - 1.2 Evidence an understanding of the connections between their work and other performing arts disciplines
  - 1.3 Use collaborative creative skills, presenting original ideas in appropriate ways
- 2. Demonstrate use of creative research:**
  - 2.1 Carry out motivated independent research in preparation for performance that shows an understanding of the historical and cultural background of the performance piece
  - 2.2 Carry out detailed independent role-specific research
  - 2.3 Apply appropriate use of research methodologies and information retrieval skills
- 3. Demonstrate strong communication skills, presenting observational judgements with clarity and confidence:**
  - 3.1 Form and express clear observational judgements of own and others' work, expressing these with judgements with confidence
- 4. Demonstrate self-management skills:**
  - 4.1 Evidence an understanding of self-development needs
  - 4.2 Evidence awareness and deployment of self-management and personal discipline

5. **Demonstrate relevant industry knowledge which accurately reflects the challenges and demands of securing and maintaining employment:**
  - 5.1 Evidence knowledge of industry structures, trends, working practices, etiquettes, professional bodies and key practitioners (e.g. casting directors, agents)
  - 5.2 Market him/herself by diverse means, exploiting personal versatility and strengths to gain work in performance situations across the performance industry
  - 5.3 Evidence an understanding of industry-relevant financial and contractual obligations
  - 5.4 Deliver appropriate responses to suit various employment situations
  - 5.5 Differentiate between the commercial and subsidised sectors
  - 5.6 Understand the importance of building and maintaining contacts within the industry
  - 5.7 Evidence an understanding of employment opportunities world-wide
  - 5.8 Evidence an understanding of employment contracts, taxation, insurance and accountancy needs
  - 5.9 Identify and support training needs for professional development both in and beyond the workplace
6. **Demonstrate thorough understanding and application of safe practice in relation to both personal and professional needs:**
  - 6.1 Evidence an understanding of the physical and psychological demands of rehearsing and performing
  - 6.2 Display knowledge and application of appropriate warm up and cool down for actors
  - 6.3 Identify accurate personal risk assessment combined with an appropriate response to illness and injury
  - 6.4 Evidence understanding of safety issues within rehearsal and performance environments
  - 6.5 Evidence knowledge of fire/safety/emergency procedures and first aid facilities available in rehearsal/performance environments
  - 6.6 Understand appropriate action by self/others to reduce or eliminate safety hazards
  - 6.7 Evidence knowledge of legal requirements, including insurance and health and safety responsibilities

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

#### **Attainment descriptors for Additional Professional Skills and Practice in Professional Acting**

The following descriptors are intended for use by Course Providers to provide guidance when assessing candidates' skills on completion of this unit.

##### **Outstanding**

An Outstanding candidate will have demonstrated all the learning outcomes to a very good level, fully integrating their understanding across all units of the qualification. They will present work which demonstrates analytical reflection, self-management and strong communication skills. They will display an excellent understanding of the demands of the professional workplace relating to employment within the industry. They will evidence clear understanding and consistent deployment of safe practice both in relation to personal needs and safety in professional environments.

##### **Pass**

A Pass candidate will have successfully demonstrated all of the learning outcomes above, integrating their understanding across most units of the qualification. They will present work which demonstrates reflective and communication skills. They will display an understanding of the demands of the professional workplace relating to employment within the industry. They will evidence understanding and deployment of safe practice both in relation to personal needs and safety within professional environments.

##### **Fail**

A Fail candidate will be unable to achieve some or all of the learning outcomes, and will show limited understanding of integration of units. They will not display appropriate reflective or communication skills, and will not show sufficient understanding of employment related issues. They will not be consistently coherent and knowledgeable in their approach to personal and professional health and safety considerations

# Level 6 Diploma in Professional Acting

The Level 6 Diploma in Professional Acting is a qualification which is attained at the end of a three year vocational training. The emphasis of the Diploma is on the artistic, creative, technical and professional skills that a performing artist needs in order to fully prepare for a varied, sustainable and high level performing career in acting. Course work includes performance in live theatre and recorded media, physical and vocal skills and supporting studies. Candidates need to audition successfully 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.

The Level 6 Diploma In Professional Acting provides the successful candidate with 380 credits at Level 6 and 40 credits at Level 5.

## Structure

The Diploma is a 7 unit qualification in which candidates are required to have passed ALL units. Units 1 to 5 comprise the core techniques and performance skills needed to become a professional actor. Units 6 and 7 contain the professional supporting studies which underpin the other units. These develop the skills to enable candidates to become informed practitioners who are well prepared to secure and maintain employment.

### Diploma at a glance

Unit	Unit title	Required/optional	GLH*	NLH**	Credits	Level
1	Technical Skills in Professional Acting – Live Theatre	Required	500	100	60	6
2	Technical Skills in Professional Acting – Recorded Media	Required	500	100	60	6
3	Technical Skills in Professional Acting – Vocal Skills	Required	300	50	35	6
4	Technical Skills in Professional Acting – Physical Skills	Required	300	50	35	5
5	Performance in Professional Acting	Required	900	400	130	6
6	Additional Professional Skills and Practice in Professional Acting	Required	400	200	60	6
7	Integrated Professional Studies in Professional Acting	Required	100	300	40	6
<b>Totals</b>			<b>3,000</b>	<b>1,200</b>	<b>420</b>	<b>6</b>

\* Guided learning hours    \*\* Notional learning hours

### The units

• Unit 1 – Technical Skills in Professional Acting – Live Theatre, 60 credits at Level 6

• Unit 2 – Technical Skills in Professional Acting – Recorded Media, 60 credits at Level 6

• Unit 3 – Technical Skills in Professional Acting – Vocal Skills, 35 credits at Level 6

• Unit 4 – Technical Skills in Professional Acting – Physical Skills, 35 credits at Level 5

• Unit 5 – Performance in Professional Acting, 130 credits at Level 6

• Unit 6 – Additional Professional Skills and Practice in Professional Acting, 60 credits at Level 6

• Unit 7 – Integrated Professional Studies in Professional Acting, 40 credits at Level 6



**All units are compulsory.**

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

## Overall assessment of the Diploma

Units 1, 2, 3, 4, 6 and 7 are internally assessed by the Course Provider and moderated by Trinity College London. Unit 5, the performance unit, is externally assessed by Trinity College London. However, it is expected that the Course Provider will also assess Unit 5 internally.

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

### 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.

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.

## Unit 1 – Technical Skills in Professional Acting – Live Theatre

**Credit value: 60 credits at Level 6**

Achievement of this unit should equip the candidate with all the necessary technical skills for successful audition, rehearsal and performance situations acting in live theatre.

Candidates will develop strong professional expertise in the acting skills required for professional live theatre productions, delivering believable characterisations across contrasting genres.

### Indicative content

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

- 20<sup>th</sup> and 21<sup>st</sup> 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 his 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.

### Learning outcomes

The learner will:

1. Demonstrate thorough, detailed and versatile role preparation skills
2. Demonstrate mature, engaging and sophisticated acting techniques in acting for live theatre – across a range of genres and settings
3. Demonstrate how to read, interpret and evaluate scripts and performance texts and events
4. Demonstrate how one relates knowledge of vocal and physical skills to acting techniques for live theatre
5. Demonstrate awareness of the skills and processes of rehearsal and production
6. Understand and apply relevant health and safety considerations

### Assessing Unit 1

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.

**Students must be assessed against the following assessment criteria attached to the learning outcomes.**

On successful completion of this unit the student will be able to, with specific reference to the content and learning outcomes above:

1. **Demonstrate thorough, detailed and versatile role preparation skills:**
  - 1.1 Use personal experience, preparation and detailed observation in the creation of a role

2. **Demonstrate mature, engaging and sophisticated acting techniques in acting for live theatre – across a range of genres and settings:**
  - 2.1 Deliver and sustain imaginative, dramatic and contrasting characterisations that contain strong emotional truth and clear intention
  - 2.2 Sustain a performance with the necessary energy and physicality
  - 2.3 Utilise enhanced performance skills through a strong acting technique that demonstrates creativity and imagination
  - 2.4 Sustain confident, creative and complex improvisational skills
3. **Demonstrate how to read, interpret and evaluate scripts and performance texts and events:**
  - 3.1 Sight read effectively across a range of contrasting genres
  - 3.2 Reveal character, intention and plot development through confident and incisive interpretation of a role
4. **Demonstrate how to relate knowledge of vocal and physical skills to acting techniques for live theatre:**
  - 4.1 Sustain clarity of vocal expression and vary vocal techniques using a range of accents/dialects as venue or character demands
  - 4.2 Use a range of accents/dialects as venue or character demand
  - 4.3 Be clear and precise in applying vocal and physical techniques
5. **Demonstrate awareness of the skills and processes of rehearsal and production:**
  - 5.1 Adapt acting technique to suit style of production, genre, text and directorial intention
  - 5.2 Respond sensitively and generously to fellow actors in performance and rehearsal
  - 5.3 Interpret and appropriately communicate tutor/director demands within a live theatre performance
6. **Understand and apply relevant health and safety considerations:**
  - 6.1 Understand and deploy health and safety initiatives and practice, including relevant physical and vocal warm ups

When assessing candidates, the Course Provider should always take into account the candidates' understandings of methodology, communication and contextual awareness. These assessment requirements are described fully on page 25.

#### Attainment descriptors for Technical Skills in Professional Acting – Live Theatre

The following descriptors are intended for use by Course Providers to provide guidance when assessing candidates' skills on completion of this unit.

##### **Outstanding**

An Outstanding candidate will have demonstrated all of the learning outcomes above to a very high level. 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. Their work will be underpinned by fully informed and professional knowledge of acting.

##### **Pass**

A Pass candidate will have successfully demonstrated all of the learning outcomes above to a good level. 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 performance situations. Their work will be underpinned with good preparation and research of acting technique. They will have the ability to deliver appropriate responses to suit various situations across a range of genres.

##### **Fail**

A Fail candidate will be unable to achieve some or all of the learning outcomes. They will not be consistently clear or reliable in their theatre acting technique and its application. They will be limited in their ability to demonstrate the skills, knowledge and understanding needed to convey atmosphere and dramatic intent in their acting.

## Unit 2 – Technical Skills in Professional Acting – Recorded Media

**Credit value: 60 credits at Level 6**

Achievement of this unit should equip the candidate with all the necessary technical skills for successful audition, rehearsal and performance situations acting in live theatre.

Candidates will develop strong professional expertise in the acting skills required for professional live theatre productions, delivering believable characterisations across contrasting genres.

### Indicative content

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

- 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.

### Learning outcomes

The learner will:

1. Demonstrate thorough, detailed and versatile role preparation skills
2. Demonstrate mature, engaging and sophisticated acting techniques for recorded media across a range of settings
3. Demonstrate versatile and impressive vocal and physical techniques
4. Demonstrate how to read, interpret and evaluate scripts and performance texts and events
5. Demonstrate awareness of the skills and processes of rehearsal and production
6. Understand and apply relevant health and safety considerations

### Assessing Unit 2

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
- recordings
- showreels.

**Candidates must be assessed against the following assessment criteria attached to the learning outcomes.**

On successful completion of this unit the student will be able to, with specific reference to the content and learning outcomes above:

1. **Demonstrate thorough, detailed and versatile role preparation skills:**
  - 1.1 Use personal experience, preparation and detailed observation in the creation of a role

2. **Demonstrate mature, engaging and sophisticated acting techniques in acting for recorded media across a range of settings:**
  - 2.1 Deliver and sustain imaginative, dramatic and contrasting characterisations across a range of recorded media genres that contain strong emotional truth and clear intention
  - 2.2 Utilise enhanced creative technique to support characterisation through clear and precise vocal skills combined with controlled and expressive movement
  - 2.3 Convey emotion truthfully across a range of recorded media genres
  - 2.4 Successfully utilise the relationship between actor, microphone and camera
3. **Demonstrate versatile and impressive vocal and physical techniques:**
  - 3.1 Sustain clarity of vocal expression and vary vocal technique using an accent/dialect as media or character demands
  - 3.2 Express meaning with clarity and sensitivity, making full use of the opportunities presented by recorded media to connect with a watching or listening audience
  - 3.3 Sustain a performance with the necessary energy and vocal and physical technique
4. **Demonstrate how to read, interpret and evaluate scripts and performance texts and events:**
  - 4.1 Reveal character, intention and plot development through confident and incisive interpretation of a role
  - 4.2 Sight read across a range of contrasting texts
5. **Demonstrate awareness of the skills and processes of rehearsal and production:**
  - 5.1 Adapt strong, precise acting technique to suit media genre, text and directorial intention
  - 5.2 Respond sensitively and generously to fellow actors in performance and rehearsal
  - 5.3 Interpret and appropriately communicate tutor/director demands within a recorded media context
  - 5.4 Communicate with the audience and express meaning with clarity and sensitivity
  - 5.5 Understand the normal practices and technical vocabulary of studio and location work
6. **Understand and apply relevant health and safety considerations:**
  - 6.1 Understand and deploy health and safety initiatives and practice, including relevant physical and vocal warm-ups, with specific reference to recorded media

When assessing candidates, the Course Provider should always take into account the candidates' understandings of methodology, communication and contextual awareness. These assessment requirements are described fully on page 25.

#### Attainment descriptors for Technical Skills in Professional Acting – Recorded Media

The following descriptors are intended for use by Course Providers to provide guidance when assessing candidates' skills on completion of this unit.

##### **Outstanding**

An Outstanding candidate will have demonstrated all of the learning outcomes above to a very high level. 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. Their work will be underpinned by fully informed and professional knowledge of acting.

##### **Pass**

A Pass candidate will have successfully demonstrated all of the learning outcomes above to a good level. 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. Their work will be underpinned with good preparation and research of acting technique. They will have the ability to deliver appropriate responses to suit various situations across a range of recorded media genres.

##### **Fail**

A Fail candidate will be unable to achieve some or all of the learning outcomes. They will not be consistently clear or reliable in their acting technique and its application in recorded media. 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.

### Unit 3 – Technical Skills in Professional Acting – Vocal Skills

**Credit value: 35 credits at Level 6**

Achievement of this unit should equip the candidate with all the necessary vocal skills for successful audition, rehearsal and performance situations acting in both live and recorded media.

Candidates will develop strong professional expertise in the vocal skills required for professional acting in live theatre productions and recorded media situations, utilising vocal techniques to underpin characterisation.

#### 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.

#### Learning outcomes

The learner will:

1. Demonstrate strong professional expertise in the vocal techniques required
2. Demonstrate expertise and versatility in the use of accents/dialects
3. Demonstrate awareness and deployment of personal singing range
4. Demonstrate appropriate skills for working in a company situation
5. Understand and apply appropriate health and safety considerations

#### Assessing Unit 3

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

**Candidates must be assessed against the following assessment criteria attached to the learning outcomes.**

On successful completion of this unit the student will be able to, with specific reference to the content and learning outcomes above:

1. **Demonstrate strong professional expertise in the vocal techniques required:**
  - 1.1 Combine vocal techniques of breathing, centring and relaxation in relation to pitch, resonance and articulation, sustaining and communicating long passages of speech in rehearsal and performance in both live theatre and recorded media
  - 1.2 Use the relevant vocal techniques to underpin characterisation in language of various periods and styles
  - 1.3 Adapt vocal techniques to successfully support the creation of contrasting acting roles

- 1.4 Read with clarity, expression, emotion, spontaneity and understanding from both a prepared script and on sight
- 1.5 Be fully audible in all roles across a range of recorded media and theatrical genres
- 2. Demonstrate expertise and versatility in the use of accents/dialects:**
  - 2.1 Use a range of accents/dialects and have some understanding of the techniques needed to learn new accents/dialects
- 3. Demonstrate awareness and deployment of personal singing range:**
  - 3.1 Utilise personal singing range and vocal type
- 4. Demonstrate appropriate skills for working in a company situation:**
  - 4.1 Interact sensitively and positively with fellow actors and tutors
- 5. Demonstrate and apply appropriate health and safety considerations:**
  - 5.1 Apply a good and practical understanding of techniques to protect, train and maintain the voice, including relevant warm-ups

When assessing candidates, the Course Provider should always take into account the candidates' understandings of methodology, communication and contextual awareness. These assessment requirements are described fully on page 25.

#### Attainment descriptors for Technical Skills in Professional Acting – Vocal Skills

The following descriptors are intended for use by Course Providers to provide guidance when assessing candidates' skills on completion of this unit.

##### **Outstanding**

An Outstanding candidate will have demonstrated all of the learning outcomes above to a very high level. They will display impressive, fully engaging and sophisticated vocal interpretation skills with clear intention to convey atmosphere and dramatic intent in dynamic and critical situations. Their work will be underpinned by fully informed and professional knowledge of the application of vocal technique to acting a role.

##### **Pass**

A Pass candidate will have successfully demonstrated all of the learning outcomes above to a good level. 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. Their work will be underpinned with good preparation and research of acting technique. They will have the ability to deliver appropriate responses to suit various situations across a range of genres.

##### **Fail**

A Fail candidate will be unable to achieve some or all of the learning outcomes. They will not be consistently clear or reliable in their vocal technique and its application across a range of genres. 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 acting a role.

## Unit 4 – Technical Skills in Professional Acting – Physical Skills

**Credit value: 35 credits at Level 5**

Achievement of this unit should equip the candidate with all the necessary physical skills for successful audition, rehearsal and performance acting situations in both live and recorded media.

Candidates will develop good professional expertise in the physical skills required for professional acting in live theatre productions and recorded media situations.

### 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.

### Learning outcomes

The learner will:

1. Demonstrate strong professional expertise in the physical skills required for professional acting
2. Demonstrate specific and appropriate skills for fight scenes
3. Demonstrate specific and appropriate skills for movement sequences and choreographic interpretation
4. Demonstrate appropriate skills for working in a company situation
5. Understand and apply appropriate health and safety considerations.

### Assessing Unit 4

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

**Candidates must be assessed against the following assessment criteria attached to the learning outcomes.**

On successful completion of this unit the student will be able to, with specific reference to the content and learning outcomes above:

1. **Demonstrate strong professional expertise in the physical skills required for professional acting:**
  - 1.1 Move economically and expressively, using relaxation, balance and spatial awareness
  - 1.2 Display variety of rhythm, dynamics and tempo in action
  - 1.3 Convey character, emotion and narration through physicality and use of the body
  - 1.4 Show a range of safe, clear and precise physical skills
  - 1.5 Adapt physicality to support the creation of contrasting acting roles
  - 1.6 Use the body freely and flexibly and understand personal physical limitations



2. **Demonstrate specific and appropriate skills for fight scenes:**
  - 2.1 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)
  - 2.2 Maintain appropriate angles and distance in stage combat to create and maintain the impression of a fight
3. **Demonstrate specific and appropriate skills for movement sequences and choreographic interpretation:**
  - 3.1 Establish and maintain character throughout movement sequences, showing clear intention and the development of a storyline through confident and accurate interpretation of choreography
4. **Demonstrate appropriate skills for working in a company situation:**
  - 4.1 Understand the importance of sensitive and positive interaction with fellow candidates and tutors
5. **Understand and apply appropriate health and safety considerations:**
  - 5.1 Understand and maintain principles of safe practice at all times and in all rehearsal and performance situations, including relevant physical warm-up and cool down and an acute awareness of the actor/ audience relationship

**When assessing candidates, the Course Provider should always take into account the candidates' understandings of methodology, communication and contextual awareness. These assessment requirements are described fully on page 25.**

#### **Attainment descriptors for Technical Skills in Professional Acting – Physical Skills**

The following descriptors are intended for use by Course Providers to provide guidance when assessing candidates' skills on completion of this unit.

##### **Outstanding**

An Outstanding candidate will have demonstrated all of the learning outcomes above to a very high level. 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. Their work will be underpinned by fully informed and professional knowledge of the application of a variety of physical skills to acting a role.

##### **Pass**

A Pass candidate will have successfully demonstrated all of the learning outcomes above to a good level. 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. Their work will be underpinned with preparation and research of a variety of physical skills. They will have the ability to deliver appropriate responses to suit various situations across a range of genres.

##### **Fail**

A Fail candidate will be unable to achieve some or all of the learning outcomes. They will not be consistently clear or reliable in their physical skills and its application across a range of genres. 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.

### Unit 5 – Performance in Professional Acting

**Credit value: 130 credits at Level 6**

**Achievement of this unit demonstrates that the student has acquired all the necessary performance skills for successful audition, rehearsal and performance acting situations in both live and recorded media.**

Candidates will develop strong professional expertise in the performance skills required for professional acting in live theatre productions and recorded media, communicating effectively across a range of performance situations and interpreting role demands with accuracy and integrity.

#### **Indicative content**

Candidates will develop the performance skills necessary to 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
- corporate entertainment venues.

#### **Learning outcomes**

The learner will:

1. Demonstrate sophisticated understanding and application of technical rehearsal and performance preparation processes
2. Demonstrate confident creativity in rehearsal processes
3. Demonstrate strong professional expertise in performance
4. Demonstrate the necessary vocal and physical skills for professional performance delivery
5. Demonstrate professional company skills which enhance and support performance
6. Demonstrate thorough background research through appropriate methodologies
7. Demonstrate consistent understanding and application of health and safety considerations

#### **Assessing Unit 5**

An external Trinity 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 candidates in performance. The assessment could be in a variety of performance contexts such as:

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

**Candidates must be assessed against the following assessment criteria attached to the learning outcomes.**

On successful completion of this unit the student will be able to, with specific reference to the content and learning outcomes above:

1. **Demonstrate sophisticated understanding and application of technical rehearsal and performance processes:**
  - 1.1 Prepare and sustain the imagination, emotion, concentration and stamina essential for the transfer of a characterisation from rehearsal to performance

2. **Demonstrate confident creativity in rehearsal processes:**
  - 2.1 Understand the role of creativity and imagination and their use in the development of performance
3. **Demonstrate strong professional expertise in performance:**
  - 3.1 Effectively apply acting technique to a level of strong professional expertise in both live and recorded media
  - 3.2 Deliver and sustain a truthful, focused and technically assured performance with a fully rounded and believable characterisation
  - 3.3 Display the emotional and physical skills required for performance and performance preparation
4. **Demonstrate the vocal and physical skills essential for professional performance delivery:**
  - 4.1 Sustain clarity of vocal expression, be fully audible and vary vocal technique as venue, media or character demand
  - 4.2 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
5. **Demonstrate professional company skills which enhance and support performance:**
  - 5.1 Make a positive and sensitive contribution to group interaction, demonstrating an understanding of the collective process in the realisation of performance
  - 5.2 Respond actively and positively to direction, including the taking and practical application of notes
  - 5.3 Display a sensitive and attuned response to the audience successfully communicating the intention of the work
  - 5.4 Apply stage craft as appropriate to context using appropriate vocabularies and working methods
  - 5.5 Evidence knowledge of the role of technical departments and the performer's relationship to them in both live theatre and recorded media
6. **Demonstrate thorough background research through appropriate methodologies:**
  - 6.1 Apply professional skills and background research to enhance performance
7. **Demonstrate consistent understanding and application of health and safety considerations:**
  - 7.1 Apply relevant health and safety considerations and practice

When assessing candidates, the Course Provider should always take into account the candidates' understandings of methodology, communication and contextual awareness. These assessment requirements are described fully on page 25.

#### Attainment descriptors for Performance in Professional Acting

The following descriptors are intended for use by Course Providers to provide guidance when assessing candidates' skills on completion of this unit.

##### Outstanding

An Outstanding candidate will have demonstrated all of the learning outcomes above to a very high level. They will display impressive, fully engaging and sophisticated communication skills with clear intention to convey atmosphere and dramatic intent in dynamic and critical performance situations. Their work will be underpinned by fully informed and professional knowledge of the application of performance in both live theatre and recorded media.

##### Pass

A Pass candidate will have successfully demonstrated all of the learning outcomes above to a good level. 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. Their work will be underpinned with preparation and research of performance technique. They will have the ability to deliver appropriate responses to suit various situations across a range of genres including live theatre and recorded media.

##### Fail

A Fail candidate will be unable to achieve some or all of the learning outcomes. 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. 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.

## Unit 6 – Additional Professional Skills and Practice in Professional Acting

**Credit value: 60 credits at Level 6**

Achievement of this unit will demonstrate that the candidate has the supporting skills necessary for obtaining and maintaining employment in the professional workplace.

Candidates will obtain an understanding of the professional skills and practice within the working environment, gaining the skills required to obtain and maintain employment across the full spectrum of the performing arts and entertainment industry. Candidates will develop the skills necessary to protect the self as a performer, both in personal safe and effective dance practice and with regard to safety in the professional workplace. This unit 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.

### Indicative content

Transferable skills

- transferable skills are primarily delivered through 1, 2, 3, 4, 5 and 7 of the qualification.

Employment

Much of this component will be delivered through other units of this qualification. However, there are certain areas which 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.

Safe Practice

Candidates should cover 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, 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.

### Learning outcomes

The learner will:

1. Demonstrate personal transferable skills
2. Demonstrate detailed and relevant industry knowledge which accurately reflects the challenges and demands of securing and maintaining employment
3. Demonstrate thorough understanding of health care and safe practice in relation to both personal and professional needs

### Assessing Unit 6

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:

For transferable skills

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

For employment

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

For safe practice

- 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.

**Candidates must be assessed against the following assessment criteria attached to the learning outcomes**

On successful completion of this unit the student will be able to, with specific reference to the content and learning outcomes above:

**1. Demonstrate personal transferable skills:**

- 1.1 Evidence awareness and deployment of self-management, self-development and personal discipline, including punctuality and time keeping
- 1.2 Create motivated, independent preparatory work which shows attention to detail
- 1.3 Commit to the process of learning by active participation in and contribution to group activities and discussion
- 1.4 Show constructive response to advice and feedback
- 1.5 Articulate ideas and communicate about work with clarity and analytical understanding
- 1.6 Relate their work within the learning environment to the wider context of the performing arts, culture and society
- 1.7 Display leadership and personal management skills as relevant to their studies
- 1.8 Appreciate the value of their skills as transferable into alternative professions/workplaces
- 1.9 Understand the importance of making connections within and between subjects
- 1.10 Retain the initiative in personal development and articulate self-development reflecting on relevant experience
- 1.11 Understand that the perception of an artistic work may be shaped by cultural and social contexts

**2. Demonstrate detailed and relevant industry knowledge which accurately reflects the challenges and demands of securing and maintaining employment:**

- 2.1 Evidence comprehensive knowledge of industry structures, trends, working practices, etiquettes, professional bodies and key practitioners (e.g. casting directors, agents)
- 2.2 Show a pro-active and self-reliant approach to market his/herself by diverse means, maximising personal versatility and strengths
- 2.3 Identify and access job information by diverse means, targeting agents/employers with appropriate CV, photos and covering letter
- 2.4 Understand differing audition requirements and respond appropriately
- 2.5 Evidence an understanding of employments contracts, taxation, insurance and accountancy needs
- 2.6 Identify and support training needs for professional development both in and beyond the workplace
- 2.7 Evidence knowledge of funding bodies and funding opportunities and appropriate methods of applying them, and an ability to differentiate between the commercial and subsidised sectors

## Level 6 Diploma in Professional Acting

- 2.8 Understand the importance of maintaining contacts within the industry, including industry-related relationships built during training, and networking to establish new ones
- 2.9 Identify and exploit personal versatility and strengths to gain work in a variety of performance situations across the entertainment industry, understanding the scope of work world-wide
- 3. **Demonstrate an understanding of health care and safe practice in relation to both personal and professional needs:**
  - 3.1 Evidence an understanding of the physical and psychological demands of rehearsing and performing
  - 3.2 Display knowledge and application of warm up and cool down for actors
  - 3.3 Identify accurate personal risk assessment combined with an appropriate response to illness and injury
  - 3.4 Understand safety issues within rehearsal and performance environments
  - 3.5 Understand appropriate action by self/others to reduce or eliminate safety hazards
  - 3.6 Evidence broad knowledge of industry specific hazards
  - 3.7 Evidence knowledge of fire/safety/emergency procedures and first aid facilities available in rehearsal/performance environments
  - 3.8 Evidence knowledge of legal requirements, insurance and responsibilities with regard to health and safety

When assessing candidates, the Course Provider should always take into account the candidates' understandings of methodology, communication and contextual awareness. These assessment requirements are described fully on page 25.

### Attainment descriptors for Additional Professional Skills and Practice in Professional Acting

The following descriptors are intended for use by Course Providers to provide guidance when assessing candidates' skills on completion of this unit.

#### **Outstanding**

An Outstanding candidate will have demonstrated all the learning outcomes to a very high level, fully integrating their understanding across all units of the qualification. They will present work which shows creative cohesion, personal investment and a perceptive awareness of their own and others' needs. They will display an excellent understanding of the demands of the professional workplace and detailed knowledge of issues relating to employment within the industry. They will evidence clear understanding and consistent deployment of safe practice both in relation to personal needs and safety in professional environments. This knowledge will be underpinned by in-depth and detailed preparation and research.

#### **Pass**

A Pass candidate will have demonstrated all of the learning outcomes above to a very good level, successfully integrating their understanding across most units of the qualification. They will present work which shows a coherent knowledge of their own and others' needs. They will display a detailed knowledge of the demands of the professional workplace and awareness of issues relating to employment within the industry. They will evidence understanding and deployment of safe practice both in relation to personal needs and safety within professional environments. This knowledge will be underpinned by sound preparation and research.

#### **Fail**

A Fail candidate will be unable to achieve some or all of the learning outcomes, and will show limited understanding of integration of units. They will not display appropriate awareness of their own and others' needs, and will show insufficient knowledge of professional demands and employment issues. They will not be consistently coherent and knowledgeable in their approach to personal and professional health and safety issues, and will be limited in their ability to underpin their work with appropriate preparation and research.

## Unit 7 – Integrated Professional Studies in Professional Acting

**Credit value: 40 credits at Level 6**

Achievement of this unit should equip the candidate with the knowledge and skills which complement and enhance performance practice.

Candidates will extend their knowledge base beyond the immediate requirements of performance and develop research and reflective skills which 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.

### Learning outcomes

The learner will:

1. Demonstrate coherent, creative and analytical thought processes
2. Demonstrate self-motivated and independent research skills
3. Demonstrate a perceptive awareness of the context of the profession
4. Demonstrate strong self-promotion skills

### Assessing Unit 7

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

- studio, class 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.

**Candidates must be assessed against the following assessment criteria attached to the learning outcomes**

On successful completion of this unit the student will be able to, with specific reference to the content and learning outcomes above:

1. **Demonstrate coherent, creative and analytical thought processes:**
  - 1.1 Understand the integrated relationship between professional studies and the practical aspects of the course
  - 1.2 Develop ideas and have the capacity to present them in appropriate ways
  - 1.3 Make accurate and perceptive observations on own and others' performances, forming judgements and expressing them with clarity and confidence

## Level 6 Diploma in Professional Acting

### 2. Demonstrate self-motivated and independent research skills:

- 2.1 Engage in resourceful, self-motivated, independent research whether investigating past or present performances or creating new performance
- 2.2 Engage in appropriate use of differing research methodologies related to the subject in question
- 2.3 Use appropriate information-retrieval skills to gather, sift, synthesise and organise material

### 3. Demonstrate a perceptive awareness of the context of the profession:

- 3.1 Evidence knowledge of key practitioners, their practices and their cultural and/or historical contexts, and be able to relate these to the preparation of performance

### 4. Demonstrate strong self-promotion skills:

- 4.1 Choose appropriate methods and materials to self-promote within the industry
- 4.2 Choose suitable material for self-promotion tools

When assessing candidates, the Course Provider should always take into account the candidates' understandings of methodology, communication and contextual awareness. These assessment requirements are described fully on page 25.

### Attainment descriptors for Integrated Professional Studies in Professional Acting

The following descriptors are intended for use by Course Providers to provide guidance when assessing candidates' skills on completion of this unit.

#### **Outstanding**

An Outstanding candidate will have demonstrated all the learning outcomes to a very high level. Their work will show a perceptive awareness of the context of their profession. They will be able to produce and present work which shows cohesion, creativity and personal investment. They will display an excellent understanding of the acting genre, and their work will be underpinned with professional knowledge resulting from in-depth research.

#### **Pass**

A Pass candidate will have successfully demonstrated all the learning outcomes above to a good level. They will display coherent and detailed professional knowledge in their work, showing an in-depth understanding of the context of their profession. Their work will be underpinned with good preparation and research and they will be able to deliver appropriate responses to suit various situations.

#### **Fail**

A Fail candidate will be unable to achieve some or all of the learning outcomes. They will not be consistently coherent or knowledgeable in their work and will show little personal investment. They will be limited in their ability to underpin their work with appropriate research and professional knowledge.