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1.1 Definition & characteristics

The Level 2 Award and Diploma in Music Performance and Production has been developed in response to an identified need for learners studying for qualifications in the field of music performance and production to have a broad diagnostic experience that provides them with an understanding of music performance and production as a collaborative activity and prepares them for the reality of the sector and progression and paths available to them.

The qualification has been designed to incorporate a strong element of vocational learning to provide young people with the understanding, knowledge and skills identified as necessary for future progression and employment, underpinned by the broad transferrable skills that will enable learners to demonstrate qualities of adaptability, self-reliance, collaboration, dependability, imagination and creativity.

The qualifications deliberately draw upon approaches to teaching and learning in music performance and production that have proven successful in targeting students that enjoy and learn through practical activity and have had difficulty with prior academic learning. Through an immersive and demanding curriculum, it will support the transition from general to more specialised study, delivered in a further education setting.

Emphasis is placed on providing an experience, which draws on the realities of the creative industries with students being treated as young professionals and encouraged to take increasing responsibility for their own learning.

Study for the qualification is not time constrained but will normally be over a period of one year, and is likely to appeal to those seeking to complete a period of practical study as an alternative to a more academic study route.

The structure of the qualification, with units linked to provide coherence, allows learners to develop practical skills and theoretical understanding and, through a process of reiteration and reinforcement, develop effective working practices that will provide support for creativity across a range of stimulating and increasingly demanding activities.

The final unit will require the learner to demonstrate the ability to use their skills, knowledge and understanding to successfully complete a collaborative assignment that requires greater self-direction in preparation for study at a more advanced educational level.

1.2 Objectives

The qualifications will provide learners with:

1. An introduction to a range of activities essential to the development and delivery of music performance and production such as composition, listening skills, the process of rehearsal, technology and delivery of a music performance and production as a collaborative activity
2. An introduction to the diversity of roles and responsibilities within the music performance and production sector, the importance of health and safety as integral to the performer and production and the personal and professional characteristics needed for a career in the music industry
3. An introduction to the communication skills used in music performance and production allowing exploration of the specific skills and attributes required for communicating with an audience
4. An opportunity to demonstrate understanding through music performance and production
5. An opportunity to research the history and context of music performance and production and develop understanding of the value of contextual research in informing practice
6. An opportunity to integrate and use previously acquired skills, knowledge and understanding and to explore and develop more specific techniques, skills and attributes for music performance and production
7. An opportunity to integrate and use skills, knowledge and understanding and to explore and develop specific techniques, skills and attributes for music performance and production
8. An opportunity to take greater responsibility in the management of an assignment of personal interest and prepare for progression within a chosen discipline
9. An opportunity to be involved in a music performance and production.

1.3 Qualification structure

Award in Music Performance and Production

Students must complete two mandatory units.

Unit 1	Introduction to music performance	Level 2 6 credits	30 GLH
Unit 2	Introduction to music production	Level 2 6 credits	30 GLH

The **Level 2 Award in Music Performance and Production** is made up of two mandatory units.

Diploma in Music Performance and Production

Students must complete Units 1—2 of the Award in addition to Units 3—8:

Unit 3	Listening skills for music performance and production	Level 2 12 credits	60 GLH
Unit 4	Exploring music composition	Level 2 12 credits	60 GLH
Unit 5	Contextual research for music performance and production	Level 2 12 credits	60 GLH
Unit 6	Music performance skills and practice	Level 2 12 credits	60 GLH
Unit 7	Music production skills and practice	Level 2 12 credits	60 GLH
Unit 8	Music performance and production project	Level 2 24 credits	120 GLH

The **Level 2 Diploma in Music Performance and Production** is made up of eight mandatory units.

1.4 Commentary on qualification structure

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of the assignments, and the specific activities which learners are asked to engage with, are at the discretion of the Centre. All assignments should reflect the importance of oral and written communication as integral to all music performance and production activities.

Level 2 Award in Music Performance and Production

Units 1 & 2, linked together, form a coherent pattern of teaching and learning to provide the student with an introduction to the skills, knowledge and understanding necessary to explore, enhance and sustain their creative development and determine a standard from which all other activities and learning will develop. Students will be given a broad diagnostic introduction to music performance and production that will develop their understanding of the interrelated nature of the discipline. The two units will be summatively assessed leading to the Award for successful candidates.

- **Unit 1— Introduction to music performance** introduces the student to a range of activities essential to the development and delivery of a performance. It will introduce the basic elements of music performance, the process of rehearsal, production and delivery of a performance and impart an understanding of performing as a collaborative activity.
- **Unit 2— Introduction to music production** introduces the student to the diversity of roles and responsibilities within the music performance and production sector. It will introduce the student to the importance of health and safety as integral to the performer and production and the personal and professional characteristics needed for a career in the music industry.
- **Unit 4— Exploring music composition** will develop students' understanding of the fundamentals of musical composition and explore methods of effectively communicating their ideas to specified audiences.

Units 5—8 will provide the learner with a more focused opportunity to explore activities and competences within music performance and production through a more in depth exploration. Learners will have the opportunity to develop their skills whilst continuing to investigate the range of alternative career opportunities available in the music industry. Units may be linked together to reinforce the learners' understanding of the interrelated nature of the disciplines.

Level 2 Diploma in Music Performance and Production

Units 3—4 will introduce learners to some of the fundamental theories, skills and techniques used within music performance and production. It will develop learners to analyse the harmonic, melodic and sonic aspects of music to help inform their understanding and communication.

- **Unit 3— Listening skills for music performance and production** provides the student with the opportunity to expand and develop listening skills to help inform musical performance and production ideas.

- **Unit 5— Contextual research for music performance and production** will develop students' awareness of the value of contextual research to support music performance and production.
- **Unit 6— Music performance skills and practice** will provide the student with an opportunity to integrate and use previously acquired skills, knowledge and understanding and to explore and develop more specific techniques, skills and attributes for music performances.

- **Unit 7— Music Production Skills and Practice** will provide the student with an opportunity to research the history and context of performance and production and will develop the students understanding of the value of contextual research in informing practice.

Unit 8, Music performance and production project, as the summative unit of the qualification, will provide learners with an opportunity to use the knowledge, understanding and skills developed in previous units and apply them to the production of a performance or product to an agreed target audience. The unit will encourage a personal dialogue in terms of ambitions, preferences and future opportunities and enable the learner to demonstrate professional and vocational skills necessary for progression within their chosen discipline. This unit will be graded.

- **Unit 8— Music Performance and Production** at level 2 provides an opportunity for the learner to demonstrate their ability to competently use the range of skills, knowledge and understanding acquired throughout the course. It is expected that they will take greater ownership of their learning and, through a process of discussion and evaluation, respond positively to opportunities for individual expression of artistic and technical competence and creativity.

1.5 Admissions

UAL Awarding Body expects Centres to recruit with integrity and on the basis of the students' anticipated ability to successfully complete the requirements of the individual unit(s) or the full qualification.

UAL Awarding Body recommends that students wishing to apply for the Level 2 Diploma in Music Performance and Production should have a minimum of 4 x GCSE at Grade D or above. Students are advised to discuss opportunities for re-taking English and Maths to achieve Grade C or above with their admissions tutor.

Applicants to courses should provide suitable evidence of their prior learning and achievement ideally in the form of a portfolio. Whenever possible, applicants should be invited to attend a personal interview, which will enable the interviewer (s) to assess the applicant's aptitude and potential to benefit from the course.

1.6 Induction

Centres should provide the Student with an induction, which ensures that:

- A course handbook and any other supporting material to facilitate effective learning is provided
- Timetabling arrangements are clarified
- Academic tutorials systems are provided
- Learning support needs are identified and provided as appropriate
- Course structures and assessment requirements are explained for both internal assessment/external examination and external moderation
- Health and safety regulations and procedures are explained.

1.7 Planning the programme

UAL Awarding Body supports innovative approaches to programme design and delivery within the broad context of the qualification aims and the learning outcomes and assessment criteria. The programme can therefore be delivered in a variety of ways.

The qualification has been written to support a range of delivery options. The eight units focus on underpinning processes and principles and deliberately avoid the specification of detailed contexts in which delivery should occur.

Although the intention of the qualification is to give students access to a range of media disciplines, it is entirely feasible and desirable that more specialist delivery models could be used to support the development of students who begin the course with a clearer understanding of the disciplines in which they want to work. Delivery could therefore occur in the context of a particular specialist area.

However, delivery should be coherent and integrated, progressively focused upon the relationship between the development of students' work and the choices they make. As the programme progresses, students must be able to demonstrate achievement in learning and observing and practical experience in music performance and production, paralleled by an increasing ability to coherently synthesise their experiences in preparation for the next stages of their professional development.

1.8 Personal and professional development

The Level 2 Award and Diploma in Music Performance and Production will provide students with opportunities to develop and utilise broad, transferable skills through encouraging an ethos of personal and professional development. Specifically, the programme will allow students to demonstrate:

- Initiative
- Independent inquiry
- Creative thinking
- Reflective learning
- Team-working
- Self management
- Effective participation
- Problem solving
- Communication.

1.9 Assessment

Units 1 and 2 of the Level 2 Award and Diploma in Music Performance and Production will be internally assessed and internally moderated against the assessment criteria for those units.

Units 3 to 7 of the Level 2 Diploma in Music Performance and Production will be internally assessed and internally moderated against the assessment criteria for those units.

Unit 8, the final unit of the Level 2 Diploma in Music Performance and Production, will be internally assessed, internally moderated and externally moderated against the assessment and grade criteria for those units.

Units 1 to 7 are Pass/Fail only. To achieve a Pass in any unit, all of the assessment criteria must be met.

Unit 8 is graded Pass, Merit or Distinction and determines the overall final grade for the qualification. To achieve a Merit or Distinction grade, a student must meet all of the assessment and grade criteria in the respective categories in full.

Should a student fail to meet the Pass criteria for any unit they will be referred. Students are allowed one opportunity to redeem that referral.

1.10 Accreditation and funding

The qualifications have been accredited by Ofqual and sit on the Qualifications & Credit Framework (QCF).

The qualification accreditation number or QAN for the Level 2 Award in Music Performance and Production is [601/6464/5](#).

The qualification accreditation number or QAN for the Level 2 Diploma in Music Production Performance is [601/6465/7](#).

Centres can find full details of Education Funding Agency (EFA) and Skills Funding Agency (SFA) funding arrangements for the qualification on the LARS (Learning Aims Reference Service).

The Guided Learning Hours (GLH) for the Level 2 Award in Music Performance and Production are 60 and the total number of Level 2 credits a student can achieve is 12. The Guided Learning Hours (GLH) for the Level 2 Award in Music Performance and Production are 480 and the total number of Level 2 credits a student can achieve is 96.





Level 2 Award and Diploma

Units and indicative content

Unit 1

Introduction to music performance

Level: 2

Credit value: 6

GLH: 30

Unit Aim: This unit introduces the student to a range of activities essential to the development and delivery of a music performance. It will introduce the basic elements of music performance, the process of rehearsal, production and delivery of a performance and impart an understanding of performing as a collaborative activity.

Learning Outcomes

On successful completion of this unit the student will:

1. Understand a range of elements in the development and delivery of a music performance.

Assessment Criteria

On successful completion of this unit the student can:

- 1.1 Demonstrate the use of a range of techniques in support of a music performance.
- 1.2 Communicate ideas to develop a music performance.
- 1.3 Assess selected techniques and processes.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of assignments and the specific activities, with which students are asked to engage, are at the discretion of the Centre.

This unit, which should be linked formally through a common assignment(s) with Unit 2, is designed to provide a coherent body of knowledge that will enable the candidate to develop an understanding of the range of activities essential to the development and delivery of a performance. Students should be encouraged to develop an appropriate level of personal skill and techniques enabling them to confidently articulate their experiences and ideas.

The learning for this unit should be delivered as part of a studio or live-based project, which allows the student to experience a range of activities that introduce the basic elements of music performance and the process of rehearsal, production and delivery of a performance and impart an understanding of music as a collaborative activity. Students should be encouraged to be adventurous and open minded in exploring and evaluating a range of elements and processes.

The range of activities should facilitate learner understanding of the range of musical performances from different genres and environments.

A range of activities might include:

- An exploration of lyrics and scores
- An exploration of the relationship between the performer and the audience
- Exercises in stage presence, sound and sonic scape, music instrument techniques, and delivery
- Exercises that develop the students use of the imagination in interpreting and communicating ideas.

Centres should adopt a delivery approach that supports the development of their particular learners. The aims and aspirations of all learners including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

Methods of assessment and evidence of achievement. The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, blogs, digital diaries, websites, video/ audio documentary, research portfolios, digital recordings and presentations.

This list is not exhaustive. Learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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

Unit 2

Introduction to music production

Level: 2

Credit value: 6

GLH: 30

Unit Aim: This introduces the student to the diversity of roles and responsibilities within the music performance and production sector. It will introduce the student to the importance of health and safety as integral to the performer and production and the personal and professional characteristics needed for a career in the music industry.

Learning Outcomes

On successful completion of this unit the student will:

- 1 Understand roles and responsibilities in the production of a music performance.

Assessment Criteria

On successful completion of this unit the student can:

- 1.1 Research and record a range of roles and responsibilities in support of a music performance.
- 1.2 Identify issues that effect the health and safety of performers and production.
- 1.3 Assess the effectiveness of personal characteristics in supporting a music performance.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of assignments and the specific activities, with which students are asked to engage, are at the discretion of the Centre.

This unit, which should be linked formally through a common assignment(s) with unit 1, is designed to provide a coherent body of knowledge that will enable the candidate to develop an understanding of the range of roles and responsibilities, employment and progression opportunities available within the music sector. Students should be encouraged to develop an appropriate level of personal knowledge, enabling them to confidently articulate their understanding and ideas.

The learning for this unit should be delivered as part of a studio or live-based project, which will introduce the student to the diversity of roles within the production of a performance and the importance of health, safety and ethical considerations in relation to both the individual and the audience. Students should be encouraged to be adventurous and open minded in exploring and evaluating a range of elements and processes.

The range of activities should facilitate learner understanding of the range of musical performances from different genres and environments.

A range of activities might include:

- An exploration of roles and responsibilities that support a music production (producer, engineer, management, marketing etc.)
- An investigation into music technology, recording studio, live sound, acoustics and backline
- Exercises conveying ideas through visual and oral methods, communicating with and understanding the audience
- Educational visits
- An exploration of ethical considerations in both collaborative practice and performance.

Centres should adopt a delivery approach that supports the development of their particular learners. The aims and aspirations of all learners including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, blogs, digital diaries, website, video/ audio documentary, research portfolios, digital recordings and presentations.

This list is not exhaustive. Learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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

Unit 3

Listening skills for music performance and production

Level: 2

Credit value: 6

GLH: 60

Unit Aim: This unit is to enable learners to develop their listening skills, with a focus on the sonic and musical components in a range of environments including performance and production.

Learning Outcomes

On successful completion of this unit the student will:

1. Identify the different musical elements of musical performances.
2. Identify the different sonic elements of music productions.

Assessment Criteria

On successful completion of this unit the student can:

- 1.1 Select and compare a range of musical performances and elements.
- 2.1 Select and compare a range and application of sonic elements within production.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of assignments and the specific activities, with which students are asked to engage, are at the discretion of the Centre.

This unit is designed to provide a coherent body of knowledge that will enable the candidate to develop an understanding of the importance of identifying the various elements within music performance and production. Students should be encouraged to develop an appropriate level of personal knowledge, enabling them to confidently articulate their understanding and ideas.

This unit, which may be linked and delivered with units 4 and 5, is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the importance of listening skills. The learning for this unit should be delivered as part of a studio or workshop based project, which will introduce the student to the diversity of roles within the production of a performance and the importance of health, safety and ethical considerations in relation to both the individual and the audience. Students should be encouraged to be adventurous and open minded in exploring and evaluating a range of elements and processes.

The range of activities should facilitate learner understanding of the range of musical performances from different genres and environments.

A range of activities might include:

- An exploration of music performance and production techniques
- An investigation into the pre and post-production stages of music performance and production
- An exploration of the use and application of effects and processing in different environments
- Exercises in analysis of music, production and sonic environment
- Educational visits.

Centres should adopt a delivery approach that supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, blogs, digital diaries, websites, video/ audio documentary, research portfolios, digital recordings and presentations.

This list is not exhaustive. Learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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

Unit 4

Exploring music composition

Level: 2

Credit value: 12

GLH: 60

Unit Aim: This unit will provide the student with an introduction to the composition skills used in music performance and production. It will develop students' understanding of the fundamentals of musical composition and explore methods of effectively communicating their ideas.

Learning Outcomes

On successful completion of this unit the student will:

1. Understand basic music composition structure and context.

2. Be able to use basic music composition to communicate ideas.

Assessment Criteria

On successful completion of this unit the student can:

1.1 Select and compare a range of compositions to communicate to a specified audience.

2.1 Compose and assess the effectiveness of composition to a specified audience.

Indicative content, teaching strategies and learning activities

This unit, which may be linked and delivered with units 3 and 5, is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the importance of composition skills to express ideas and the specific skills and attributes required to communicate to a specified audience and outcome. The learning for this unit should be delivered as part of a studio or workshop based project and should incorporate opportunities for educational visits and library research designed to encourage student familiarity with a range of communication forms and techniques including physical, verbal and written in both short and extended formats.

Students should be encouraged to be adventurous and open-minded in exploring, recording and communicating ideas through a variety of formats and contexts. Students should be encouraged to recognise the vital role that good communication skills play in supporting music performance and production activities. Opportunities should be provided for students to articulate their perceptions both individually and through group collaboration.

A range of activities might include:

- An exploration of a range of music compositions and their structure
- The exploration of composition in music, media, film and TV
- Exercises in composition, arranging and technology
- Review and critique of music composition in context.

Centres should adopt a delivery approach that supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria. Students should be assessed individually or within a group presentation. The assessment activities for this unit may be combined with those for units 3 and 5.

Evidence is not prescribed, it could typically include: personal journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance. This list is not exhaustive. Students should be encouraged to develop the most appropriate

evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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

Unit 5

Contextual research for music performance and production

Level: 2

Credit value: 12

GLH: 60

Unit Aim: This unit will provide the student with an opportunity to research the history and context of music performance and production and will develop the students understanding of the value of contextual research in informing practice.

Learning Outcomes

On successful completion of this unit the student will:

1. Understand contextual research for music performance and production.

2. Be able to use research for a music performance project.

Assessment Criteria

On successful completion of this unit the student can:

1.1 Research and record contextual information for a range of music performance activities.

2.1 Demonstrate the use of contextual knowledge to inform and develop ideas for a music performance activity.

2.2 Assess the effectiveness of contextual awareness to support a music performance activity.

Indicative content, teaching strategies and learning activities

This unit, which may be linked and delivered with units 3 and 4, is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the importance of contextual research and an understanding of the broader context in which all music performance and production activities are positioned. The learning for this unit should be delivered as part of a studio or workshop based project and should incorporate opportunities for educational visits and library research.

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

A range of activities might include:

- An exploration of a range of methods for recording contextual research
- Lectures, seminars and discussions
- Educational visits
- Research sources
- Referencing
- Essays and presentations.
- Review and critique of both historical influences and contemporary performance.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria. Students should be assessed individually or within a group presentation. The assessment activities for this unit may be combined with those for units 3 and 4.

Evidence is not prescribed; It could typically include: personal journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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

Unit 6

Music performance skills and practice

Level: 2

Credit value: 18

GLH: 60

Unit Aim: This unit will provide the student with an opportunity to integrate and use previously acquired skills, knowledge and understanding to explore and develop more specific techniques, skills and attributes for music performance.

Learning Outcomes	Assessment Criteria
On successful completion of this unit the student will:	On successful completion of this unit the student can:
1. Be able to use techniques and skills in music performance activities.	1.1 Use a range of techniques, skills and ideas in music performance activities. 1.2 Assess the effectiveness of techniques, skills and ideas in music performance activities.
2. Be able to use contextual awareness of music performance styles.	2.1 Use contextual awareness to support the development of ideas in music performance activities.
3. Be able to demonstrate techniques and skills in a group performance.	3.1 Use techniques and skills effectively in a music performance. 3.2 Assess the effectiveness of own and others' performances.

Indicative content, teaching strategies and learning activities

The learning for this unit should be delivered as part of a project or series of projects combined with opportunities to explore particular skills and techniques appropriate to the student's practice and focus. This unit may be combined with Unit 7 to provide a holistic experience that enables the student to explore activities and competences within their particular music performance and production pathway or preference.

Projects should be designed to strengthen student confidence and familiarity with the skills, knowledge and understanding necessary to engage successfully with more demanding and complex tasks. Opportunities should be provided for students to articulate their ideas and perceptions in relation to both the context and delivery of music performance activities.

The learning for this unit may be delivered through assignments that encourage or require ensemble or group working. It is important that assessment evidence reflects the contribution made by each student within an ensemble performance.

Students should be able to identify the requirements of the assignment, undertake research activity, develop and evaluate ideas against the identified requirements and the broader music performance and production context and use the skills, knowledge and understanding to prepare and present solutions. Students should be encouraged to work collaboratively and with consideration for others.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

A range of activities might include:

- Workshops appropriate to individual skills development
- Warm-ups, rehearsal techniques and processes
- Exercises to develop specific techniques
- Exploration of genres and practice
- Exploration and interpretation of musical performance
- Solo performances and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment
- Communication of ideas through voice, music and movement
- Exploration of the self and relationship to the audience.

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria. Students should be assessed individually.

Evidence is not prescribed. It could typically include: Workbooks, notebooks, research and records of investigations into genre and context, digital recordings and witness statements of auditions and performance, peer and audience feedback.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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

Unit 7

Music production skills and practice

Level: 2

Credit value: 12

GLH: 60

Unit Aim: This unit will provide the student with an opportunity to integrate and use previously acquired skills, knowledge and understanding and to explore and develop more specific techniques, skills and attributes in the production of music performance activities.

Learning Outcomes	Assessment Criteria
On successful completion of this unit the student will:	On successful completion of this unit the student can:
1. Be able to use techniques and skills in music production activities.	1.1 Use a range of techniques, skills and ideas in music production activities.
	1.2 Assess the effectiveness of techniques, skills and ideas in music production activities.
2 Be able to use contextual awareness of music production styles.	2.1 Use contextual awareness to support the development of ideas in music production activities.
3 Be able to demonstrate techniques and skills in the production of a group performance.	3.1 Use techniques and skills effectively in a music production.
	3.2 Assess the effectiveness of own and others' contribution to the production of a group performance.

Indicative content, teaching strategies and learning activities

The learning for this unit should be delivered as part of a project or series of projects combined with opportunities to explore particular skills and techniques appropriate to the student's practice and focus. This unit may be combined with Unit 6 to provide a holistic experience that enables the student to explore activities and competences within their particular music performance and production pathway or preference.

Projects should be designed to strengthen student confidence and familiarity with the skills, knowledge and understanding necessary to engage successfully with more demanding and complex tasks. Opportunities should be provided for students to articulate their ideas and perceptions in relation to both the context and delivery of music production activities.

The learning for this unit may be delivered through assignments that encourage or require ensemble or group working. It is important that assessment evidence reflects the contribution made by each student within an ensemble performance.

Students should be able to identify the requirements of the assignment, undertake research activity, develop and evaluate ideas against the identified requirements and the broader music performance and production context and use the skills, knowledge and understanding to prepare and present solutions. Students should be encouraged to work collaboratively and with consideration for others.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

A range of activities might include:

- Workshops appropriate to individual skills development
- Investigations into production processes
- Exercises to develop specific techniques
- Exploration of genres and practice
- Individual and group work
- Opportunities to develop ideas for the promotion and management of a music performance activity
- Discussion groups to analyse the effectiveness of various approaches
- Peer and self-assessment
- Communication of ideas through composition, sound and lighting.

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria. Students should be assessed individually.

Evidence is not prescribed. It could typically include: Workbooks, notebooks, research and records of investigations into genre and context, digital recordings and witness statements of auditions and performance, peer and audience feedback.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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

Unit 8

Music performance and production project

Level: 2

Credit value: 24

GLH: 120

Unit Aim: This unit will require the student to use the knowledge, understanding and skills developed in previous units and apply them to the production of a music performance.

Learning Outcomes	Assessment Criteria
On successful completion of this unit the student will:	On successful completion of this unit the student can:
1. Be able to undertake and use research for a music performance to an audience.	1.1 Identify and compare appropriate research sources. 1.2 Use research in the interpretation of materials for a music performance.
2. Understand a role or roles in planning and producing a music performance to an audience.	2.1 Identify strengths, plan and collaborate in the development and implementation of a music performance. 2.2 Use appropriate skills in the realisation of a role or roles in producing and performance. 2.3 Demonstrate artistic interpretation in producing and performing to an audience.
3. Be able to collaborate in the production and presentation of a music performance to an audience.	3.1 Contribute to a presentation that effectively communicates to an audience. 3.2 Demonstrate consideration and commitment in working with others.
4. Be able to assess the effectiveness of a music production and performance to an audience.	4.1 Assess a music production and performance against identified parameters and timescale.

Indicative content, teaching strategies and learning activities

This unit is designed to provide a coherent body of knowledge, which will enable the student to demonstrate evidence of sound research skills and methodology, and to integrate and use the skills, knowledge and understanding developed in the previous units in the production and presentation of a music performance to an audience.

The student should demonstrate a degree of self-direction in the research, planning, organisation and presentation of a collaborative project. Centres delivering the unit should design an overarching assignment that will provide an opportunity for students to achieve the assessment criteria whilst allowing some student discretion in the specific choice of activity/activities.

Centres should ensure that, through discussion and negotiation, students establish early, identified goals within the terms of reference of the overarching assignment. It is anticipated that students will recognise the value of dialogue and communication, with both peer group and professional staff, in identifying, exploring and assessing their roles and ideas in the development and realisation of the project.

The unit provides an ideal opportunity for students to extend and develop their use of a personal reflective journal

to record their ideas and perceptions in the development, execution and evaluation of the project.

Students should be encouraged to recognise that, whichever working methodology they choose to use, they will need to be realistic in terms of achievable goals, material resources and time management, and to recognise the need for the development of working relationships that foster creative and imaginative solutions in producing and performing to an audience.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated and externally moderated against the unit outcomes and assessment criteria. Students should be assessed individually within a group presentation.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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

Unit 8:

Music performance and production project

The overall grade for the Level 2 Diploma in Music Performance and Production is determined by the student's achievement in the final unit of the qualification.

Unit 8 is set at Level 2 and provides for the evidence submitted by the student to be assessed and graded against criteria at Level 2.

All internal assessment and grading decisions are subject to External Moderation.

The grades that can be achieved are:

Referral

If a candidate provides insufficient evidence to meet all of the assessment criteria then that student is referred. The student has one opportunity to redeem the **Referral** by the submission of additional evidence within a timeframe agreed by the Centre and confirmed to the UAL Awarding Body.

Fail

If the candidate is unable to provide the further evidence that meets the assessment criteria then they will receive a **Fail** grade.

Pass

To achieve a **Pass** grade a candidate must achieve all of the assessment criteria listed within Unit 8.

Merit

To achieve a **Merit** grade a candidate must achieve all of the assessment criteria listed within Unit 8 and must additionally meet the entire Merit grade criteria listed here.

Distinction

To achieve a **Distinction** grade a candidate must achieve all of the assessment criteria listed within Unit 8 and must additionally meet all of the Merit grade criteria and the entire Distinction grade criteria listed here.

1. Research

Pass

- 1.1 Identify and compare appropriate research sources.
- 1.2 Use research in the interpretation of materials for a music performance.

Merit

- 1.1 Identify and compare appropriate research sources to a high standard.
- 1.2 Use research in the interpretation of materials for a music performance to a high standard.

Distinction

- 1.1 Identify and compare appropriate research sources to a very high standard.
- 1.2 Use research in the interpretation of materials for a music performance to a very high standard.

2. Planning and production

Pass

- 2.1 Identify strengths, plan and collaborate in the development and implementation of a music performance.
- 2.2 Use appropriate skills in the realisation of a role or roles in producing and performance.
- 2.3 Demonstrate artistic interpretation in producing and performing to an audience.

Merit

- 2.1 Identify strengths, plan and collaborate in the development and implementation of a music performance to a high standard.
- 2.2 Use appropriate skills in the realisation of a role or roles in producing and performance to a high standard.
- 2.3 Demonstrate artistic interpretation in producing and performing to an audience to a high standard.

Distinction

- 2.1 Identify strengths, plan and collaborate in the development and implementation of a music performance to a very high standard.
- 2.2 Use appropriate skills in the realisation of a role or roles in producing and performance to a very high standard.
- 2.3 Demonstrate artistic interpretation in producing and performing to an audience to a very high standard.

3. Practical skills and presentation

Pass

- 3.1 Contribute to a presentation that effectively communicates to an audience.
- 3.2 Demonstrate consideration and commitment in working with others.

Merit

- 3.1 Contribute to a presentation that effectively communicates to an audience to a high standard.
- 3.2 Demonstrate consideration and commitment in working with others to a high standard.

Distinction

- 3.1 Contribute to a presentation that effectively communicates to an audience to a very high standard.
- 3.2 Demonstrate consideration and commitment in working with others to a very high standard.

4. Evaluation and reflection

Pass

- 4.1 Assess a music production and performance against identified parameters and timescale.

Merit

- 4.1 Assess a music production and performance against identified parameters and timescale to a high standard.

Distinction

- 4.1 Assess a music production and performance against identified parameters and timescale to a very high standard.



The final graded unit provides for the evidence submitted by the candidate to be assessed and graded.

All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

Referral

If a candidate provides insufficient evidence to meet all of the assessment criteria then that candidate is referred. The candidate has one further opportunity to redeem the referral by the submission of additional evidence within a timeframe agreed by the Centre and confirmed to the Awarding Body. Referred candidates who are able to meet the criteria on resubmission will be capped at Pass.

Fail

If the candidate is unable to provide further evidence that meets the assessment criteria then they will receive a Fail grade.

Pass

To achieve a Pass grade a candidate must achieve all of the assessment criteria listed within the final unit.

Merit

To achieve a Merit grade a candidate must achieve all of the assessment criteria listed within the unit and must additionally meet the entire merit grade criteria. Work submitted meets all assessment criteria and is to a high standard.

Distinction

To achieve a Distinction grade a candidate must achieve all of the assessment criteria listed within the unit and must additionally meet all of the Merit grade criteria and the entire Distinction grade criteria. Work submitted meets all assessment criteria and is to a very high standard.

The assessment criteria for pass, merit and distinction remain the same but UAL have, in addition, developed a matrix and set of descriptors for assessors to provide further clarification and ensure that grades are more clearly defined, to ensure that assessors are able to differentiate consistently between learners based on the level of skills, knowledge and understanding shown.

In order to maintain consistency in understanding and comparability across qualifications at the same level the exemplification matrix should be used in conjunction with the UAL grading criteria.

Exemplification for UAL Awarding Body Grade Criteria – Level 2

This guide is to be used in conjunction with the assessment and grading criteria for UALAB qualifications at Level 2.

	Fail Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Pass Work submitted meets all of the assessment criteria and is of a satisfactory standard.
Research	Insufficient research and investigation evidenced. Little or no information from relevant sources used to inform ideas.	Sufficient research and investigation of relevant sources, information used to inform ideas.
Planning and production	Ineffective or unrealistic planning and poor organisation. Task or tasks incomplete against timescale.	Realistic planning and organisation. Satisfactory production against timescales.
Practical skills and presentation	Limited use of processes, application of skills or knowledge demonstrated, few or no alternative ideas and poor presentation.	Competent demonstration of processes and application of skills and knowledge used to develop and present creative solutions.
Evaluation and reflection	Inadequate evaluation or insufficient evidence of ongoing assessment of ideas limiting progress and development.	Sufficient evaluation with evidence of ongoing assessment of ideas used to inform progress and development.

Merit

Work submitted meets all assessment criteria and is of a high standard.

Thorough research and investigation of relevant sources, coherent use of information used to inform and develop ideas.

Effective planning, organisation and subject engagement evidenced. Efficient production against timescales.

Considered and capable demonstration of processes, application of skills and knowledge used to develop ideas and present creative solutions.

Effective evaluation clearly communicated and applied to make reasoned decisions and inform the development of ideas.

Distinction

Work submitted meets all assessment criteria and is of a very high standard.

Thorough and sustained research and investigation of relevant sources. Accomplished and considered interpretation of information used to inform, develop and extend ideas.

Detailed and effective planning and organisation, commitment and subject engagement evidenced. Substantial production against timescales.

Accomplished demonstration of processes, skills and knowledge used to develop alternative ideas and present creative solutions.

Perceptive evaluation and interpretation, demonstrating clarity in thinking and decision making used to inform and progress ideas.

UAL Awarding Body believes in transformative education. We design and award creative qualifications that empower and inspire educators to help students reach their potential.

UAL Awarding Body is regulated by Ofqual and currently offers accredited qualifications in art and design, fashion, creative media, music and performing and production arts. We are also the UK's leading provider of the Diploma in Art & Design - Foundation Studies. Our qualifications have high retention and achievement rates because they are flexible, responsive and relevant to industry needs, and facilitate student progression.

University of the Arts London (UAL) is Europe's largest specialist art and design university, comprising six renowned Colleges: Camberwell College of Arts, Central Saint Martins, Chelsea College of Arts, London College of Communication, London College of Fashion and Wimbledon College of Arts.

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