



Contents

1		2		3			
Frame of reference		Units and indicative content		Guidance for students			
1.1	Statement of purpose	3	Unit 1 Principles of music performance and production	10	Unit 8 Collaborative music performance and production project	42	
1.2	Objectives	3	Unit 2 Critical listening and music composition	12	Unit 12 Project proposal	44	
1.3	Qualification structure	4	Unit 3 Music industry and professional practice	14	4		
1.4	Commentary on qualification structure	5	Unit 4 Critical and contextual awareness for music performance and production	16	Grade criteria		
1.5	Admissions	6	Unit 5 Music production in context	18	Unit 8 Collaborative music performance and production project	46	
1.6	Induction	7	Unit 6 Music performance in context	20	Unit 12 Project proposal	48	
1.7	Planning the programme	7	Unit 7 Preparation for specialist study in music performance and production	22	Unit 13 Extended project in music performance and production	50	
1.8	Personal and professional development	7	Unit 8 Collaborative music performance project	24	5		
1.9	Assessment	8	Unit 9 Developing music performance and production skills	28	Grading		
1.10	Accreditation and funding	8	Unit 10 Exploration of specialist study in music performance and production	30	5.1	Unit grades	52
			Unit 11 Preparing for progression in music performance and production	32	5.2	Unit grades	52
			Unit 12 Project proposal for extended project in music performance and production	34	5.3	Using the grade criteria and exemplification matrix	52
			Unit 13 Extended project in music performance and production	38	5.4	Awarding the final qualification grade	52
					5.5	Exemplification matrix	54

1.1 Statement of purpose

The qualifications are characterised by experiential, experimental and integrated learning, relying upon the application and transfer of manual skills, whilst valuing the accidental and disruptive results that can occur, and recognising common principles and distinctive characteristics of subject disciplines within the fields of music performance and production

Study for the qualifications is not time constrained, but will normally be over a period of one-year for the Diploma and two-years for the Extended Diploma. The structure of the qualifications, with units linked to provide coherence, will allow students to synthesise newly acquired practical skills with theoretical knowledge and understanding as they explore their aptitude and ambition and the particular characteristics of a broad range of music performance and production disciplines. Students will be encouraged to recognise, not only the unique characteristics of different disciplines, but also the dynamic and potentially innovative relationships between those disciplines.

The qualifications will require students to develop a coherent and effective working methodology, through immersion, reiteration and reinforcement, which will enable them to react positively and creatively across a diverse range of assignments and creative activities. The final

unit of the Extended Diploma will demonstrate the independent capacity to self-initiate, research, analyse, organise, reflect and evaluate commensurate with study in Higher Education.

The qualifications will encourage student recognition of the broader context within which the creative industries operate, and the necessity to develop transferable skills to ensure an effective contribution to both the immediate and future development of those industries.

It is expected that a majority of students will complete the Extended Diploma in Music Performance & Production over a nominal two-year period. To support retention, achievement and success rates in centres, the Diploma in Music Performance & Production offers an accredited and certificated 'jumping off point' at the end of year one should students choose not to progress into year two.

1.2 Objectives

1. Have a critical and contextual awareness of different perspectives and approaches within music performance and production or related subjects of study or work
2. Research, analyse and evaluate relevant information and ideas in order to develop creative solutions
3. Understand, adapt and safely use appropriate and practical methods and skills for creative production
4. Solve complex problems through the application of music performance and production or related practical, theoretical and technical understanding
5. Critically review the effectiveness and appropriateness of methods, actions and results
6. Use evaluative and reflective skills in order to take responsibility for own learning, development and decision making
7. Take responsibility for the research, planning, time-management and actions to access progression opportunities
8. Effectively present themselves and their work to appropriate audiences.

1.3 Qualification structure

Diploma in Music Performance & Production

Mandatory units to be achieved: 8
Total Qualification Time (TQT): 1040

Unit 1	Principles of music performance and production	Level 3 80 GLH, TQT 120
Unit 2	Critical listening and music composition	Level 3 70 GLH, TQT 105
Unit 3	Music industry and professional practice	Level 3 70 GLH, TQT105
Unit 4	Critical and contextual awareness for music performance and production	Level 3 60 GLH, TQT 90
Unit 5	Music production in context	Level 3 60 GLH, TQT 90
Unit 6	Music performance in context	Level 3 60 GLH, TQT 90
Unit 7	Preparation for specialist study in music performance and production	Level 3 60 GLH, TQT 90
Unit 8	Collaborative music performance project	Level 3 140 GLH, TQT 350

Extended Diploma in Music Performance & Production

Mandatory units to be achieved: 13
Total Qualification Time (TQT): 2030

Students must complete Units 1–8 of the Diploma in Music Performance & Production in addition to Units 9–13.

Unit 9	Developing music performance and production skills	Level 3 90 GLH, TQT 135
Unit 10	Exploration of specialist study in music performance and production	Level 3 90 GLH, TQT 135
Unit 11	Preparing for progression in music performance and production	Level 3 90 GLH, TQT 135
Unit 12	Project proposal for extended project in music performance and production	Level 3 90 GLH, TQT 135
Unit 13	Extended project in music performance and production	Level 3 180 GLH, TQT 450

1.4 Commentary on qualification structure Level 3 Diploma in Music Performance & Production

The qualification will be delivered through eight units over a nominal one-year period. Units will vary in length to ensure that the qualification provides an appropriately supportive experience as students explore the diagnostic experience in preparation for further education or employment. Centres 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 music performance and production activities which students are asked to engage with, are at the discretion of the centre.

Units 1–4 are linked together to form a coherent pattern of teaching and learning that will 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.

Unit 1 will provide students with an introduction to a range of activities essential to the development and delivery of music performance and production. It will introduce the basic elements of music performance, production and technology and impart an understanding of performance as a collaborative activity.

Unit 2 will provide students with the opportunity to expand and develop listening and compositional skills to help inform musical performance and production ideas and communicate clearly using music and terminology.

Unit 3 will provide students with an introduction to the diversity of roles, responsibilities, employment and progression opportunities available within the sector. It will also introduce them to the importance of health and safety as integral to the performer and production and equip them with an understanding of the characteristics needed for a career in music performance and production.

Unit 4 will provide students with an introduction to the investigation of both historical and contemporary contexts and perspectives that influence the development of ideas within the music performance and production.

Unit 5 will enable students to critically analyse, integrate and apply, knowledge and understanding acquired in previous units and to explore the specific skills and attributes required for production and design in music.

Unit 6 will enable students to critically analyse, integrate and apply the knowledge and understanding acquired in previous units and to explore the specific skills and attributes required for production and design in music.

Unit 7 will provide students with an opportunity to critically analyse, integrate and apply the knowledge and understanding acquired in the previous units and to explore the specific skills and attributes required for their own personal practice.

Unit 8 will provide students with the opportunity to make use of the skills, knowledge and understanding developed through the previous units, in the completion of a collaborative project. The unit will provide students with a measure of self-directed learning and enable them to clarify their longer-term goals through their choice of an activity to explore in greater depth.

Level 3 Extended Diploma in Music Performance & Production

The qualification will be delivered through 13 units over a nominal two-year period. Units 1–8 are described on the preceding pages and Units 9–13 below:

Unit 9 will provide students with an opportunity to enter into a more formal dialogue of personal interrogation and diagnosis designed to identify strengths, enthusiasm and ambition within a specific pathway. The unit will enable students to develop the requisite artistic, professional and vocational skills necessary for progression within their chosen discipline.

Unit 10 will enable students to understand a range of critical and contextual perspectives and approaches influencing music performance and production. Students will demonstrate their understanding through a personal research project in an area of interest, preparing them for the direction of their final project.

Unit 11 will use a process of research, dialogue, reflection and evaluation, to identify and prepare students for specific Higher Education or employment progression routes appropriate to their ambitions. The unit will allow them to demonstrate the requisite practical, intellectual and communication skills

necessary for progression. Together Units 12 and 13 will provide students with opportunities to refine and demonstrate the skills, knowledge and understanding appropriate to their Higher Education or employment progression routes. This will be demonstrated through the completion and presentation of a self-directed extended project.

Unit 12 will provide students with an opportunity to reflect on, review and summarise their personal progress and achievement through the preceding units, and to present a rationale for their choice of discipline and final project context. The unit requires students to articulate the skills, knowledge and understanding acquired throughout the course to present ideas for the development of an independently conceived, planned, realised and evaluated extended project.

Unit 13 will provide an opportunity for students to engage in activity related to their chosen disciplines. Students are expected to take ownership of their learning by responding positively to the greater opportunities for individual expression and creativity afforded. Students should demonstrate their ability to competently use the range of skills acquired throughout the course through the realisation of a personal proposal that they have initiated, researched, developed, implemented, reflected and evaluated. This will help to prepare them for progression to Higher Education or employment in their chosen discipline.

1.5 Admissions

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

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

UAL Awarding Body recommends that students have a minimum of 4 x GCSE at grade C or above, at least one of which should be in a music performance and production subject (or the equivalent level 2 qualification in an appropriate subject). Students should be advised that some university degree courses require students to have gained a GCSE at C or above in maths and English.

Students may be advised to complete these qualifications to ensure that they have the best possible chance to progress to Higher Education.

1.6 Induction

Centres should provide students with an induction to ensure that:

- A course handbook and any other supporting material to facilitate effective learning is provided
- Timetable 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 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 13 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 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 e.g. music performance, composition or production.

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. At all times, students should be developing a skill base that acknowledges both the interrelationship between the critical, theoretical and practical and the relationship between the development of their work and the choices they make regarding future progression.

Centres planning to deliver the qualification should familiarise themselves with the 13 individual units and supporting material including:

- Unit aims
- Unit learning outcomes
- Unit assessment criteria
- Unit indicative content
- Unit teaching strategies and learning activities
- Methods of assessment and evidence of achievement
- Necessary resources
- Grading criteria.

Not every centre delivering the Level 3 Diploma and Extended Diploma in Music Performance & Production will be expected to provide an identical programme. Centres are required to cover the same learning outcomes and assessment criteria and ensure coherent sequencing, (patterns of teaching, learning and assessment which are continuous, interactive and integrative) rather than a fragmented approach across diverse disciplines.

It is anticipated that centres will resource learning within the areas of music performance, pre-production, post-production, composition, theory, technology, synthesis, acoustics and sampling. This list is not meant to be exhaustive but a guide to the general areas of activity, which will meet the aims of the qualifications and ensure a genuine diagnostic and immersive experience.

1.8 Personal and professional development

The Diploma and Extended Diploma in Music Performance & 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
- Numeracy.

1.9 Assessment

Units 1–7 and **Units 9–11** of the Level 3 Extended Diploma in Music Performance & Production will be internally assessed and internally verified through students' portfolios of evidence and are subject to UAL Awarding Body's external quality assurance.

Unit 8, the final unit of the Level 3 Diploma in Music Performance & Production, will determine the grade achievement at Level 3. The unit is graded Fail, Pass, Merit or Distinction.

Evidence will be internally assessed and verified and externally moderated through students' portfolios of evidence against the assessment and grading criteria for the unit.

A student who submits evidence that fails to meet the assessment criteria will be referred. The student has one further opportunity to redeem a referral by the submission of additional evidence within a time-frame agreed by the centre and confirmed by UAL Awarding Body. Further guidance on assessment can be found in the *guidance for students* and *grade criteria* sections of this specification.

Units 12 and **13**, the final units of the Level 3 Extended Diploma in Music Performance & Production, together make up the learning and assessment activities for the final project and will determine the achievement grade at Level 3.

For **Unit 12**, evidence will be assessed against the grading criteria and contribute 40% of the mark for the final grade. The unit is graded Fail, Pass, Merit or Distinction.

The remaining 60% of the final overall grade will be determined by student performance in **Unit 13**.

This will be internally assessed and verified and externally moderated through students' portfolios of evidence against the assessment and grading criteria for the unit. The unit is graded Fail, Pass, Merit or Distinction.

The two grades will be aggregated to provide the final overall grade for the qualification.

To achieve a Pass in any unit, all assessment criteria must be met. To achieve a Merit or Distinction, all grade criteria in the respective categories must be met in full.

A student who submits evidence that fails to meet the assessment criteria will be referred. The student has one further opportunity to redeem a referral by the submission of additional evidence within a time-frame agreed by the centre and confirmed by UAL Awarding Body. Further guidance on assessment can be found in the *guidance for students* and *grade criteria* sections of this specification.

1.10 Accreditation and funding

The qualifications are accredited to the national Regulated Qualifications Framework (RQF).

The qualification accreditation number or QAN for the Level 3 Diploma in Music Performance & Production is 601/6472/4.

The qualification accreditation number or QAN for the Level 3 Extended Diploma in Music Performance & Production is 601/6475/X.

Centres can find full details of Education Funding Agency (EFA) and Skills Funding Agency (SFA) funding arrangements for the qualification on 'the Hub' Learning aims search facility.

Level 3 Diploma

Units and indicative content

Unit 1

Principles of music performance and production



Level: 3
GLH: 80

TQT: 120

Unit aim: Provide students with an introduction to a range of activities essential to the development and delivery of music performance and production. The unit will introduce the basic elements of music performance, production and technology and impart an understanding of performance as a collaborative activity.

Learning outcomes

The student will:

1. Understand a range of activities in developing and producing a musical performance.

2. Understand the roles and relationships in a collaborative activity.

Assessment criteria

The student can:

1.1 Critically compare and interpret activities used in performance and production.

1.2 Apply understanding of technical skills to support the delivery of a performance.

2.1 Evaluate the effectiveness of own and others roles in the production of a 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 students 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 may be linked formally through a common assignment or assignments with Units 2, 3 and 4. It is designed to provide a coherent body of knowledge that will enable students to develop an understanding of the range of activities and elements used in music performance and production.

Unit 1, together with Units 2, 3 and 4, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in the qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

The learning for this unit may be delivered through: studio sessions, seminars, library research and educational visits, designed to strengthen student confidence and familiarise them with the principles of performance and production.

Students should be encouraged to be adventurous and open-minded in exploring and evaluating a range of activities and processes.

Unit 1 is designed to provide students with a theoretical, practical and physical experience. Practical activities will require them to identify and understand a range of processes and techniques and to demonstrate their use in an appropriately skilful manner to ensure successful communication of ideas.

Students should be encouraged to relate their own experiences to the work of other artists and performers.

A range of activities might include:

- Warm-ups, rehearsal techniques and processes
- Music exercises
- Studio environment
- Exploration and interpretation of music
- Individual presentations and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment.

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

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, research portfolios, digital recordings, production logs and witness statements of performance. This list is not exhaustive and 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 2

Critical listening and music composition

Level: 3
GLH: 70

TQT: 105

Unit aim: Provide students with the opportunity to expand and develop listening and compositional skills to help inform musical performance and production ideas and communicate clearly using music and terminology.

Learning outcomes

The student will:

1. Be able to analyse and research musical and production components in music performance.
2. Be able to analyse and research use of music composition.
3. Be able to apply and evaluate composition and critical listening skills.

Assessment criteria

The student can:

- 1.1 Analyse a range of music production techniques applied in different genres and environments.
- 1.2 Apply research activities to support the use and application of production and musical techniques.
- 2.1 Analyse a range of compositions and techniques used for specified audiences.
- 2.2 Apply research activities to support the use and application of compositions for specified audiences.
- 3.1 Analyse the effectiveness of the use and application of compositions to communicate effectively to a specified audience.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students 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.

Unit 2 is designed to develop the students' understanding and ability to identify the range of musical and production techniques applied within different compositions, musical performances, genres and environments to achieve a desired outcome to a specified audience. The unit should be used to encourage the development of a range of terminology used within music and music production environments to communicate creative musical ideas clearly and identify and solve problems.

The learning for this unit should be delivered through a range of appropriately structured research and investigative activities, combined with opportunities for students to explore a range of musical performances from controlled and uncontrolled environments; defining problems and sonic faults within the performance and production techniques applied to overcome them or a desired artistic application.

The range of activities should facilitate student understanding of the range of musical performances, productions and terminology. This could include but is not limited to: listening and analysis, music theory, compositional structure and soundscape studies.

A range of activities might include:

- Opportunities for expanding musical experiences
- Soundscape studies
- Seminars on creative production techniques
- Research into musical and music production/technology terminology
- Research into composition for TV, radio, film and synchronisation
- Application and experimentation of techniques
- Music theory and composition lectures
- Music history, social, political, influence case studies
- Individual presentations and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment.

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

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

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

Music industry and professional practice



Level: 3
GLH: 70

TQT: 105

Unit aim: Provide students with an introduction to the diversity of roles, responsibilities, employment and progression opportunities available within the sector. This unit will introduce the importance of health and safety as integral to the performer and production and give an understanding of the characteristics needed for a career in music performance and production.

Learning outcomes

The student will:

1. Understand progression opportunities within the music performance and production sector.
2. Understand and apply health and safety within the context of performance and production.
3. Be able to carry out roles and responsibilities consistent with professional practice.

Assessment criteria

The student can:

- 1.1 Locate, access and use information to support own development.
- 2.1 Describe and use a range of appropriate measures and environments for ensuring the health of the performer and safety of the production.
- 3.1 Contribute to and complete tasks within a given framework and timescale.
- 3.2 Demonstrate sensitivity to individual needs.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students 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.

Unit 3 may be linked formally through a common assignment or assignments with Units 1, 2 and 4. It is designed to provide a coherent body of knowledge that will enable students to develop their understanding of the range of activities and elements used in music performance and production.

This unit, together with Units 1, 2 and 4, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in the qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

The learning for this unit may be delivered through studio sessions, seminars, library research and educational visits designed to strengthen student confidence and familiarise them with the principles of performance and production.

Students should be encouraged to be adventurous and open minded in exploring and evaluating a range of activities and processes.

The unit is designed to provide students with a theoretical, practical and physical experience. Practical activities will require students to identify and understand a range of processes and techniques and to demonstrate their use in an appropriately skilful manner to ensure successful communication of ideas.

Students should be encouraged to relate their own experiences to the work of other artists and performers.

A range of activities might include:

- Live, studio and production company visits
- Seminars on different types of organisations and roles in the music performance and production sector
- Visits from music agencies (including PRS for music and publishers)
- Audition preparation and practice
- Lectures and exercises on fitness and nutrition
- Individual presentations and group work
- Case studies
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment.

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

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, research portfolios, digital recordings, production logs and witness statements of performance. This list is not exhaustive and 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 4

Critical and contextual awareness for music performance and production

Level: 3
GLH: 60

TQT: 90

Unit aim: Provide students with an introduction to the investigation of both historical and contemporary contexts and perspectives that influence the development of ideas within the music performance and production.

Learning outcomes

The student will:

1. Understand critical perspectives that influence the analysis of performance and production activities.

2. Understand the contexts within which music performance and production are positioned.

Assessment criteria

The student can:

- 1.1 Critically compare a range of critical perspectives that influence the analysis of music performance and production activities.
- 1.2 Apply knowledge of critical perspectives to the analysis of a range of music performance and production activities.
- 1.3 Apply knowledge and understanding of critical perspectives to support own practice.
- 2.1 Critically compare a range of contexts within music performance and production are situated.
- 2.2 Apply an understanding of a range of contextual parameters to support own creative development.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students 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.

Unit 4 may be linked formally through a common assignment or assignments with Units 1, 2 and 3. It is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the range of activities and elements used in performance and production.

This unit, together with Units 1, 2 and 3, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in the qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

The learning for this unit may be delivered through: studio sessions, seminars, library research and educational visits designed to strengthen student confidence and familiarity with critical analysis and contextual awareness.

This unit provides an early opportunity for students to develop their literacy through the production of extended textual analysis. Opportunities should also be provided for students to articulate their perceptions in facilitated discussions and group work.

Students should be encouraged to be adventurous and open-minded in their exploration of critical and contextual perspectives. They should also be encouraged to recognise the informative relationship between the study of critical analysis and contextual perspectives and their own creative activities.

Critical awareness may address language and communication, form and meaning, values and purpose, and other related issues.

Contextual awareness may address cultural and ethical perspectives (historical and contemporary), social perspectives (shaping and representing society), professional contexts (workplaces, organisations and careers) and other related issues.

Practical activities in this unit will require students to identify and understand contextual perspectives, apply analysis and evaluation, and record their perceptions in appropriate forms including extended texts.

A range of activities might include:

- An exploration of critical perspectives through a range of delivery forms, including lectures, seminars, discussion groups and workshops
- An exploration of contextual awareness, language and communication through a range of delivery forms, including lectures, seminars, discussion groups and workshops
- Educational visits
- Library and archive research
- Individual and group work

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

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

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

Music production in context

Level: 3
GLH: 60

TQT: 90

Unit aim: Enable students to critically analyse, integrate and apply knowledge and understanding acquired in previous units and to explore the specific skills and attributes required for production and design in music.

Learning outcomes

The student will:

1. Be able to analyse and research a production design brief in music performance.

2. Be able to use an integrated approach to production design problem solving in the music performance.

3. Be able to evaluate solutions to a production design briefs in music performance.

Assessment criteria

The student can:

- 1.1 Analyse the requirements and parameters of a production design brief in music performance.
- 1.2 Apply research activities to support solutions to a production design brief in music performance.
- 2.1 Demonstrate the ability to plan, organise and present solutions to production design problems in music performance.
- 2.2 Apply practical skills, understanding and methods to solve production design problems in music performance.
- 3.1 Analyse the effectiveness of solutions to a production design brief in 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 students to achieve the assessment criteria.

The length and complexity of assignments, and the specific production and design activities with which students are asked to engage, are at the discretion of the centre.

Unit 5 is designed to provide students with an opportunity to integrate the knowledge, skills and understanding acquired in Units 1–4, and explore these through a series of more complex and demanding assignments in music production and design.

This unit may be linked formally through a common assignment or assignments with Unit 6, and is designed to provide a coherent body of knowledge that will enable students to develop their understanding of the unique characteristics of specific music performance activities, while also recognising and understanding the shared values uniting them.

Learning for the unit may be delivered as part of a performance space, studio or live based project. The unit is designed to strengthen student confidence and familiarity with the range of activities needed to effectively solve an identified production problem, which could take the form of concept, organisation or production design. Opportunities should

be provided for students to articulate, record and present their solutions in both written and visual forms.

Discussion groups, seminars, workshops and lectures may all be used to support the learning for this unit.

The learning for the unit may be delivered through assignments that encourage or require team-working. It is important to recognise that teamwork is standard practice in many music and performance professions.

The learning may be delivered through an externally set 'live' assignment, encouraging students' understanding of commercial constraints and the need for a sound working methodology.

Students should be encouraged to relate their own learning to that of other artists and performers.

- A range of activities might include:
- Exploration and interpretation of music and song writing
 - Audition and rehearsal
 - Staging, front of house and backline
 - Studio management
 - Discussion groups to analyse the effectiveness of various alternative solutions
 - Peer and self-assessment.

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

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

Evidence is not prescribed. It could typically include: personal reflective journals, plans, visual development work, images, designs, media, artefacts, reports, extended writing, workbooks, notebooks, research portfolios, scripts, constructed objects or maquettes, digital recordings. This list is not exhaustive and 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 in context

Level: 3
GLH: 60

TQT: 90

Unit aim: Enable students to critically analyse, integrate and apply the knowledge and understanding acquired in previous units and to explore the specific skills and attributes required for production and design in music.

Learning outcomes

The student will:

1. Be able to analyse and research a performance brief in music.

2. Be able to use an integrated approach to performance problem solving in music.

3. Be able to evaluate solutions to a music performance brief.

Assessment criteria

The student can:

1.1 Analyse the requirements and parameters of a performance brief in music.

1.2 Apply research activities to support solutions to a performance brief in music.

2.1 Demonstrate the ability to plan, organise and present solutions to a performance problem in music.

2.2 Apply practical skills, understanding and methods to solve performance problems in music.

3.1 Analyse the effectiveness of solutions to a music performance brief.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria.

The length and complexity of assignments, and the specific production and design activities with which students are asked to engage, are at the discretion of the centre.

Unit 6 is designed to provide students with an opportunity to integrate the knowledge, skills and understanding acquired in Units 1–4, and explore these through a series of more complex and demanding assignments in production and design.

This unit may be linked formally through a common assignment or assignments with Unit 5, and is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the unique characteristics of specific music performance activities, while also recognising and understanding the shared values uniting them.

Learning for the unit may be delivered as part of a performance space, studio or live based project. The unit is designed to strengthen student confidence and familiarity with the range of activities needed to effectively solve an identified production problem, which could take the form of concept, organisation or production design. Opportunities should

be provided for students to articulate, record and present their solutions in both written and visual forms.

Discussion groups, seminars, workshops and lectures may all be used to support the learning for this unit.

The learning for the unit may be delivered through assignments that encourage or require team-working. It is important to recognise that teamwork is standard practice in many music and performance professions.

The learning may be delivered through an externally set 'live' assignment encouraging student understanding of commercial constraints and the need for a sound working methodology.

Students should be encouraged to relate their own learning to that of other artists and performers.

- A range of activities might include:
- Exploration and interpretation of music and lyrics
 - Audition and rehearsal
 - Staging, design and direction
 - Studio, design and direction
 - Meaning and communication of ideas
 - The self and relationship to the audience
 - Discussion groups to analyse the effectiveness of various alternative solutions
 - Peer and self-assessment.

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

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

Evidence is not prescribed. It could typically include: personal reflective journals, plans, visual development work, images, designs, media, artefacts, reports, extended writing, workbooks, notebooks, research portfolios, scripts, constructed objects or macquettes, digital recordings. This list is not exhaustive and 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

Preparation for specialist study in music performance and production

Level: 3
GLH: 60

TQT: 90

Unit aim: Provide students with an opportunity to critically analyse, integrate and apply the knowledge and understanding acquired in the previous units and to explore the specific skills and attributes required for their own personal practice.

Learning outcomes

The student will:

1. Be able to identify, select and use skills, techniques and processes appropriate to current level and subject and to inform future study.

2. Understand and apply the main elements, information and ideas to sustain creative development in chosen subject.

3. Use relevant presentation skills to communicate to appropriate audiences.

Assessment criteria

The student can:

- 1.1 Analyse own progress and performance to identify relevant opportunities for future study.

- 1.2 Demonstrate practical skills and processes appropriate to personal development.

- 2.1 Apply practical, theoretical and technical understanding within a chosen subject.

- 2.2 Demonstrate commitment and professionalism within regular and sustained practice.

- 3.1 Present themselves and their work to a specified audience.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students 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.

Unit 7 is designed to provide a coherent body of skills and knowledge that will enable students to develop their understanding of the specific techniques and processes required to support a range of activities and elements used in music performance and production.

This unit should provide the underpinning technical skills, knowledge and understanding specific to the students chosen area of study. It is recognised that the potential for areas of exploration and study are wide, it is therefore important to ensure that students receive the correct advice and guidance to ensure they achieve appropriate standards in both practical and theoretical activities.

The learning for this unit may be delivered over a sustained period through studio and workshop sessions, with supporting research and educational visits designed to strengthen student understanding, technical skills, ability and confidence.

Students should be encouraged to be adventurous and open-minded in exploring and evaluating a range of activities and processes.

The unit is designed to provide students with a theoretical, practical and physical experience. Practical activities will require the student to identify and understand a range of processes and techniques and to demonstrate their use in an appropriately skilful manner to ensure successful communication of ideas.

Students should be encouraged to relate their own experiences to the work of other artists and performers.

A range of activities might include:

- Workshops appropriate to individual skills development
- Warm-ups, pre-production, rehearsal techniques and processes
- Vocal and music exercises
- Exploration and interpretation of narrative
- Staging, design and direction
- Individual presentations and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment.

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

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

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

This list is not exhaustive and 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

Collaborative music performance project

Level: 3
GLH: 140

TQT: 350

Unit aim: Provide students with the opportunity to make use of the skills, knowledge and understanding developed through the previous units in the completion of a collaborative project. The unit will provide students with a measure of self-directed learning and enable them to clarify their longer-term goals through their choice of an activity to explore in greater depth.

Learning outcomes

The student will:

1. Understand the requirements of a collaborative music performance project.
2. Understand roles and relationships in a collaborative activity.
3. Be able to use skills knowledge and understanding in the completion of a collaborative performance project.
4. Be able to evaluate own and others contribution to a collaborative performance project.

Assessment criteria

The student can:

- 1.1 Analyse the requirements and parameters of a collaborative music performance project.
- 2.1 Review a range of research sources to support the production of a performance project.
- 2.2 Interpret research to develop ideas and effectively communicate to an audience.
- 3.1 Demonstrate the ability to contribute to the planning, organisation and development of a collaborative performance.
- 3.2 Apply practical skills, knowledge and understanding to complete a collaborative performance project within an agreed time-frame.
- 4.1 Critically evaluate a collaborative performance project against the agreed requirements and parameters.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students 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.

Unit 8 is designed to provide an opportunity for students to use the skills and knowledge developed in previous units and will enable the student to demonstrate their understanding of the range of activities, personal skills and elements used in music performance and production, through the process of collaboration on a performance project. The learning for this unit should be structured to allow students the opportunity to exercise a degree of self-direction in developing their ideas within specified constraints.

It will be important for centres to provide a structure that is appropriately supportive while encouraging student ambition and initiative. Good practice will ensure that students are provided with an opportunity to discuss their intentions and proposed contributions with their peers and delivery staff, prior to making a commitment to a coherent proposal. It is important that students recognise the value of

communication, with both their peers and professional staff in the analysis and evaluation of their ideas and ambitions. Students should be encouraged to recognise that they will need to be realistic in terms of achievable goals, material resources and time management. The centre should determine the format of the project and the proposal.

Individual responsibilities and contributions to the project will need to be clearly identifiable. 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.

The learning for this unit should be delivered through a studio environment or workshops and may be supported by educational visits, seminars and group discussion. Learning activities should be designed to develop students' abilities to take responsibility for the direction and organisation of their own learning. Students should be encouraged to adopt a reflective and evaluative attitude at all stages in the completion of the project and demonstrate their ability to communicate and collaborate with their peers and professional staff.

Students should be encouraged to relate their own experiences to the work of other artists and performers.

A range of activities might include:

- Front of house activities
- Studio activities and management
- Production meetings
- Stage management and organisation
- Staging, design and direction
- Warm-ups and rehearsals
- Ensemble performance work
- Individual presentations and group work
- Discussion groups to analyse, consider and confirm ideas
- Peer and self-assessment.

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

This unit will be internally assessed and internally and externally moderated through students' portfolios of evidence against the unit outcomes and assessment criteria.

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 and 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.



Level 3 Extended Diploma

Units and indicative content

Unit 9

Developing music performance and production skills

Level: 3
GLH: 90

TQT: 135

Unit aim: Provide students with an opportunity to enter into a more formal dialogue of personal interrogation and diagnosis designed to identify strengths, enthusiasms and ambitions within a specific pathway, and to develop the requisite artistic, professional and vocational skills necessary for progression within their chosen discipline.

Learning outcomes

On successful completion of this unit the student will:

1. Be able to identify, select and use appropriate techniques and skills for an identified discipline.
2. Be able to use a range of skills, knowledge and understanding in the context of a music performance and production activity.
3. Be able to present themselves and their own work.
4. Be able to use evaluation in support of music performance and production activities.

Assessment criteria

On successful completion of this unit the student can:

- 1.1 Identify and select appropriate techniques to develop ideas.
- 1.2 Demonstrate practical, technical and theoretical understanding.
- 2.1 Use critical and contextual approaches to inform ideas
- 2.2 Use knowledge to plan and develop ideas for a specified activity.
- 3.1 Effectively prepare and present themselves and their own work to a specified audience.
- 4.1 Use advice and guidance to improve own learning.
- 4.2 Critically reflect and evaluate own progress and 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 students 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.

Unit 9 is designed to further develop students' understanding of the particular artistic, professional and vocational skills necessary for progression within a chosen discipline. The unit provides an opportunity for them to critically examine their own strengths and capabilities in relation to a range of music performance and production activities, and to define their emerging ambitions and longer-term goals, either within employment or Higher Education.

It is intended that the learning for this unit should be delivered through a range of appropriately structured investigative assignments supported by regular workshops designed to build student knowledge and skills in their chosen area and enhance student self-knowledge in relation to identified music performance and production activities.

Students should be encouraged to relate their own experiences to the work of other artists and understand the broader context in which the music performance and productions are situated.

A range of activities might include:

- Technical workshops specific to the students intended progression
- Warm ups and rehearsal techniques and processes
- Music exercises
- Exploration and interpretation of songs and music
- Educational visits
- Staging, design and direction
- Individual presentations and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment.

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

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

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

This list is not exhaustive and 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 10

Exploration of specialist study in music performance and production

Level: 3
GLH: 90

TQT: 135

Unit aim: Enable students to understand a range of critical and contextual perspectives and approaches influencing music performance and production. Students will demonstrate their understanding through a personal research project in an area of interest, preparing them for the direction of their final project.

Learning outcomes

On successful completion of this unit the student will:

1. Understand the principles and practices of a chosen discipline.
2. Be able to locate and evaluate information from a range of written and/or visual sources.
3. Be able to communicate ideas and arguments in an academic form.

Assessment criteria

On successful completion of this unit the student can:

- 1.1 Critically describe a range of contextual perspectives influencing a chosen discipline in music performance and production.
- 1.2 Apply knowledge and understanding of critical perspectives to inform own practice.
- 2.1 Identify a range of relevant academic and cultural sources for a personal research project.
- 2.2 Critically evaluate information from a range of sources to inform ideas.
- 3.1 Apply academic conventions in the production and presentation of ideas.
- 3.2 Effectively communicate ideas in appropriate formats.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students 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.

Unit 10 is designed to provide an opportunity for students to take greater control of their own learning by independently researching and presenting an investigation into an area of a personal interest within music performance and production. It is intended that the personal investigative study should be a precursor to the final extended project and may be used to influence and inform direction and decision making for the students final project proposal.

The unit will require students to identify and understand the principles and practices of their chosen subject and demonstrate their conclusions in an appropriately skilful manner using the correct academic conventions to ensure successful communication of ideas.

Students should be encouraged to relate their own experiences to the work of other artists and performers.

A range of activities might include:

- Investigations into other artists and performers
- Investigation into live and studio performances and production techniques
- The production of original compositions or songs
- Investigations into historical and contemporary influences in music performance and production
- Library and archive research
- Use of traditional, new media and multi channel communication tools
- Social, political, environmental and ethical contexts
- Academic conventions, Harvard referencing and citing
- Note-taking
- Essay writing
- Critiques and analysis
- Group discussion and presentations.

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

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

It is expected that students should produce a piece of extended writing of a minimum 1,500 words.

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

This list is not exhaustive and 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 11

Preparing for progression in music performance and production

Level: 3
GLH: 90

TQT: 135

Unit aim: Enable students, through a process of research, dialogue, reflection and evaluation, to identify and prepare for specific Higher Education or employment progression routes appropriate to their ambitions. The unit will enable students to demonstrate the requisite practical, intellectual and communication skills necessary for progression.

Learning outcomes

On successful completion of this unit the student will:

1. Understand progression routes and related audition and application processes.

2. Understand communication, skills and knowledge for progression routes.

3. Be able to use presentation skills and knowledge to make applications for future study or work.

Assessment criteria

On successful completion of this unit the student can:

1.1 Critically evaluate own strengths and ambitions to support own development and meet identified goals.

1.2 Use knowledge and understanding of progression routes to make applications within music performance education or related employment.

2.1 Critically evaluate communication channels used to promote progression within music performance.

2.2 Use understanding of the communication skills and knowledge required to support own progression goals within music performance.

3.1 Demonstrate the presentation skills and knowledge required to make applications to progression routes within 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.

Unit 11 is designed to develop students' understanding of the range of educational and career opportunities within music performance and production. The unit should be used to encourage the development of a range of effective communication and presentation skills appropriate to progression opportunities.

The learning for this unit should be delivered through a range of appropriately structured research and investigative activities combined with opportunities for students to explore and develop a range of communication and presentation tools appropriate for application, audition and interview processes. The unit may include a period of work placement to provide relevant experience for those students wishing to progress directly into employment.

The range of activities should facilitate student understanding of the range of progression opportunities available within music performance and production education and employment, and how to organise and present themselves and their work to ensure effective communication to an identified audience.

A range of activities might include:

- Opportunities for work experience within a music performance and production environment
- CV writing and applications
- Seminars on entrepreneurship and self-promotion
- Research into agents, agencies and casting opportunities
- Simulated auditions and interviews
- Portfolio building and Higher Education applications
- Research into funding through loans, sponsorships and bursaries
- Individual presentations and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment.

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

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

Evidence is not prescribed. It could typically include:

personal reflective journals, workbooks, notebooks, CVs, letters of application, personal statements and promotional materials, research portfolios, digital recordings and witness statements of performance.

This list is not exhaustive and 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 12

Project proposal for extended project in music performance and production

Level: 3
GLH: 90

TQT: 135

Unit aim: Provide students with an opportunity to reflect on, review and summarise their personal progress and achievement through the preceding units, and to present a rationale for their choice of discipline and final project context. The unit will require students to articulate the skills, knowledge and understanding acquired throughout the course and present ideas for the development of an independently conceived, planned, realised and evaluated extended project.

Learning outcomes

On successful completion of this unit the student will:

1. Have a critical and contextual awareness of different perspectives and approaches informing own progress.
2. Be able to research, analyse and evaluate relevant information and ideas in order to develop creative solutions.

Assessment criteria

On successful completion of this unit the student can:

- 1.1 Critically review own practice and progression.
- 1.2 Clarify the concept and aims of a personal project and the critical and contextual context in which own practice is situated.
- 2.1 Critically compare a range of primary and secondary research sources that inform ideas and concepts for a creative project proposal.
- 2.2 Apply academic conventions to reference research sources.

Learning outcomes	Assessment criteria	Learning outcomes	Assessment criteria
On successful completion of this unit the student will:	On successful completion of this unit the student can:	On successful completion of this unit the student will:	On successful completion of this unit the student can:
3. Be able to solve complex problems through the application of practical, theoretical and technical understanding.	3.1 Apply knowledge and understanding to anticipate potential problems. 3.2 Critically compare a range of practical and theoretical approaches used to solve problems.	5. Understand, adapt and safely use appropriate practical methods and skills for creative production.	5.1 Review a range of techniques and processes used in realising ideas. 5.2 Propose approaches and strategies for the development of a personal project.
4. Be able to present a realistic plan for the realisation and completion of a personal project.	4.1 Propose a realistic timescale for the completion of a personal project. 4.2 Estimate resources required for the successful completion of a personal project	6. Be able to use evaluative and reflective skills in order to take responsibility for own learning.	6.1 Describe approaches and strategies for evaluation in order to inform develop and progress ideas.
		7. Be able to present themselves and their work to appropriate audiences.	7.1 Communicate and articulate creative ideas and concepts for a personal project proposal. 7.2 Present ideas and concepts in a range of appropriate formats.

Unit 12

Project proposal for extended project in music performance and production

Indicative content, teaching strategies and learning activities

It is important to note that Units 12 and 13 together make up the learning and summative assessment activities for the final project. It is therefore anticipated that centres will deliver the learning for these units together. The assessment evidence submitted by students will determine their achievement.

Centres delivering the qualification should support activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. Centres should ensure that individual candidate project proposals provide the learning necessary to be able to achieve at the highest level possible.

Unit 12 aims to provide students with an opportunity to take significantly greater responsibility for their own learning by initiating, researching, implementing and evaluating a project proposal within a chosen professional context. The degree of self-direction that students will be required to display reflects the educational model prevalent within HE and in preparation for employment.

The choice of proposed subject, subsequent research and all

relevant activity in support of the project will be defined by the student or student group in consultation with tutors. Support should be provided through normal tutorial or seminar sessions.

Students should be encouraged to be adventurous and open-minded in exploring and evaluating a range of activities and processes, and to relate their own experiences to the work of other artists and performers.

Students should understand:

- A range of critical and contextual perspectives and approaches that can be used in the development of a project proposal
- The need for research that has relevance and appropriate depth and breadth to support the project development and realisation
- How to analyse and evaluate research evidence to inform and support ideas
- How to integrate practical, theoretical and technical understanding to realise the project
- How to maintain and use records of critical analysis and evaluation of the working processes leading to the realisation of the project
- How to articulate in an appropriate form an analysis and evaluation of the working processes to inform the realisation of the project
- How to use appropriate forms and techniques to present themselves and their work to an audience.

All students will need to consider how they will balance ambition, time and resources in the realisation of the project. Collaborative projects will require not only the management of self but the additional challenge of ensuring contributing partners deliver their responsibilities to an appropriate standard within the agreed time-frame.

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 internally and externally moderated through students' portfolios of evidence against the learning outcomes and assessment grading criteria.

The unit is graded Fail, Pass, Merit or Distinction, and contributes 40% of the overall grade for the Extended Diploma. A student who submits evidence that fails to meet the assessment criteria will be referred.

This unit requires students to present their ideas in a written project proposal of no more than 800 words. They will also be required to present their work to an audience, giving a clear outline of the context, proposed plan and intentions for the project. Presentations will be time constrained and witness authenticated.

The proposal should address the following:

- A review of the student's progress and achievement to date
- The project concept and rationale
- How the project will be evaluated and reviewed

In addition, students should provide:

- A project cover sheet and title
- A timetabled action plan
- A bibliography detailing all research sources
- An audio or visual recording of their presentation
- A PDF of their presentation.

Further guidance on assessment can be found in the *guidance for students* and *grade criteria* sections of the specification.

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.

Additional information

Centres must have the physical resources to successfully implement the programme, including appropriately equipped and updated 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 13

Extended project in music performance and production

Level: 3

GLH: 180

TQT: 450

Unit aim: Provide an opportunity for students to engage in an extended activity related to their discipline of choice. The unit will enable students to take responsibility for their learning by responding positively to the greater opportunities for individual expression and creativity afforded, and to demonstrate their achievement through realising a project, which integrates the skills, knowledge and understanding acquired throughout the course.

Learning outcomes

On successful completion of this unit the student will:

1. Be able to initiate and develop a music performance and production project.
2. Be able to use research, analysis and evaluation to develop solutions for a music performance and production project.

Assessment criteria

On successful completion of this unit the student can:

- 1.1 Use critical and contextual perspectives to initiate a music performance and production project.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a music performance and production project proposal.
- 2.1 Use research to support the development of music performance and production project.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a music performance and production project.

Learning outcomes

On successful completion of this unit the student will:

3. Be able to solve practical, theoretical and technical problems in a music performance and production project.
4. Be able to plan, organise and produce a music performance and production project.
5. Be able to use practical methods and skills in a music performance and production project.

Assessment criteria

On successful completion of this unit the student can:

- 3.1 Solve practical and technical problems within a music performance and production project.
- 3.2 Solve theoretical problems within a music performance and production project.
- 4.1 Demonstrate the ability to plan, organise and produce a music performance and production project within an agreed time-frame.
- 5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a music performance and production project.

Learning outcomes

On successful completion of this unit the student will:

6. Be able to use evaluative and reflective skills in the production of a music performance and production project.
7. Be able to present a music performance and production project.

Assessment criteria

On successful completion of this unit the student can:

- 6.1 Maintain evaluative and reflective records of the development and production of a music performance and production project.
- 6.2 Use evaluative and reflective skills to make decisions for a music performance and production project.
- 7.1 Explore strategies to present a music performance and production project.
- 7.2 Present a music performance and production project to a specified audience.

Unit 13

Extended project in music performance and production

Indicative content, teaching strategies and learning activities

It is important to note that Units 13 and 12 together make up the learning and assessment activities for the final project. It is anticipated that centres will deliver the learning for these units together. The assessment evidence submitted by the student will determine achievement.

Centres delivering the qualification should support activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. Centres should ensure that individual candidate project proposals provide sufficient opportunity for the candidate to be able to achieve at the highest level possible.

The unit aims to provide students with an opportunity to take control of their own learning by independently initiating, researching, implementing and evaluating a project within a chosen professional context. The degree of self-direction that students will be required to display reflects the educational model prevalent within HE and in preparation for employment.

The choice of proposed subject, subsequent research, and all relevant activity will be defined by the student or student group in consultation with tutors. Support should be provided through normal tutorial or seminar sessions.

Students should understand:

- A range of critical and contextual perspectives and approaches that can be used in the development of a project proposal
- The need for research that has relevance and appropriate depth and breadth to support the project development and realisation
- How to analyse and evaluate research evidence to inform and support ideas
- How to integrate practical, theoretical and technical understanding to realise the project
- How to maintain and use records of critical analysis and evaluation of the working processes leading to the realisation of the project
- How to articulate in an appropriate form an analysis and evaluation of the working processes which have led to the realisation of the project
- How to use appropriate forms and techniques to present themselves and their work to an audience.

All students will need to consider how they will balance ambition, time and resources in the realisation of the project. Collaborative projects will require not only the management of self but the additional challenge of ensuring contributing partners deliver their responsibilities to an appropriate standard within the agreed time-frame.

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

This unit will be internally assessed, internally and externally moderated through students' portfolios of evidence against the learning outcomes and assessment and grading criteria.

The unit is graded Pass, Merit or Distinction and contributes 60% of the overall grade for the Extended Diploma.

A student who submits evidence that fails to meet the assessment criteria will be referred.

Evidence is not prescribed. It could typically include:

- Records of planning, research and ideas development recorded in workbooks, digital format, notebooks or personal reflective journals
- Records of analysis and reflection including responses to peer, tutor and audience feedback
- Records of project development including storyboards, visual development work, recordings, designs, media and artefacts
- Digital recordings of presentations and witness statements
- Audio and visual recordings
- Written reports
- Maquettes or models
- Work should be presented in the most appropriate format for the project undertaken.

This list is not exhaustive and 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 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 Collaborative music performance and production project

Within the guidelines for the project set by the centre, each student must complete a proposal for their own role and contribution. In producing the project proposal, and in preparing for the project realisation, all students should familiarise themselves with Unit 8 of the qualification. In particular, they should understand the assessment and grading criteria that are used to determine standards of achievement

Unit 8 requires students to produce a project proposal of approximately 350 words, excluding the project plan and bibliography. Project proposals should not be so succinct that they do not address the requirements listed on these pages, nor should they be excessively long and unfocused.

The project proposal should be sufficiently challenging to ensure students have the best possible chance of meeting the grading criteria.

The project proposal must be word processed and presented under the five headings listed on these pages.

Section 1 Rationale

(Approx. 100 words)

Within this section you should reflect on, review and summarise your progress and achievements throughout the first 7 units of the qualification. It's an opportunity for you to communicate the knowledge, skills and understanding you have acquired; what you know now, and what it means to you, compared with what you knew and could do before you started the course. You should also explain how this has influenced your choice of pathway and your project proposal.

Section 2 Project concept

(Approx. 200 words)

Here you should clearly explain the concept and aims of your project. Provide details on the research and ideas that will support its development and what you anticipate producing. You should also express the levels and types of resources that you will need, and an indication of the form in which you will complete and present your final realisation within the allocated timescale.

Section 3 Evaluation

(Approx. 50 words)

Explain how you will reflect on and evaluate your work as both an ongoing activity and at the conclusion of the project. You should describe how you intend to record your decision making, and how you will document changes to your ideas as the project progresses. The evaluation should reference your stated aims, and be reflective and analytical rather than a description of actions completed. When working in collaboration with others you should comment on how this may impact either positively or adversely, and explain the steps you might take to minimise disruption to your own progress.

Section 4 Project action plan and timetable

This section is an opportunity to outline your planning and organisation over a period of weeks, and the activities you will need to carry out in order to successfully complete your project within the agreed time-frame. It is important that you consider how you will balance ambition, time and realism in the realisation of the project. This should include what you are going to do, how you will do it and by when. The more time and thought you give to planning your project the more successful it is likely to be. Remember to include time taken to undertake practical actions such as: sourcing materials, questionnaires and accessing workshops. You should also incorporate tutorial and peer group feedback, and where you will incorporate independent study. If working on a collaborative project, individual responsibilities and contributions will need to be clearly identifiable.

Section 5 Proposed research sources and bibliography (Harvard format)

In this section you should record the initial research sources (both primary and secondary) that you intend to use. Your sources of research should be as wide reaching as possible, including: visits to museums galleries and theatres; libraries, books and magazines; films, TV and radio programmes; and online research sources. Where appropriate you should use the Harvard system of referencing. The bibliography should be continuously updated as the project progresses.

Unit 12 Project proposal

In producing the project proposal, and in preparing for the project realisation, all students should familiarise themselves with Units 12 and 13 of the qualification. In particular, you should understand the assessment and grading criteria that are used to determine standards of achievement.

Unit 12 requires you to produce a project proposal of about 800 words, excluding the project action plan and bibliography. Project proposals should not be so succinct that they do not address the requirements listed below nor should they be excessively long and unfocused. Your project proposal should be sufficiently challenging to ensure you have the best possible chance of meeting the grading criteria in Unit 13 the extended project.

Section 1 Context

(Approx. 300 words)

This section provides you with an opportunity to reflect on, review and summarise your progress and achievements through the first 11 units of the qualification. It's an opportunity for you to communicate the knowledge, skills and understanding you have acquired. What you know now, and what it means to you, compared with what you knew and could do before you started the course, and how this has influenced your choice of pathway and your project proposal. It also provides an opportunity for you to explain your reasons for choosing a particular pathway and to outline both your immediate and longer-term aspirations. You should use this section to clearly explain the concept and aims of your personal project, and what you anticipate producing, making reference to the critical and contextual perspectives within which your own work is situated.

Section 2 Research

(Approx. 50 words)

In this section you should record the initial research sources that you intend to use (both primary and secondary) and the ideas that will support and inform the development of your project. Your sources of research should be as wide reaching as possible, including: visits to museums galleries and theatres; libraries, books and magazines; films, TV and radio programmes; and online research sources. You should include references to print or digital media in the form of a bibliography presented using the Harvard system of referencing, within the template provided.

Section 3 Problem solving

(Approx. 100 words)

In this section you should describe how you intend to overcome problems you are likely to encounter during the development of your proposed project. Give examples of both practical and theoretical problems that you have resolved through your previous work, include personal initiative and commitment that you have been able to demonstrate and use this to anticipate the level of comprehension, appreciation, knowledge and proficiency that will be necessary to achieve your identified goals.

Section 4 Planning and production

(Approx. 50 words)

This section provides you with an opportunity to outline your planning and organisation over a period of weeks and the activities you will need to carry out in order to successfully complete your project within the agreed time-frame. Your planning should be presented within the template provided. It is important that you consider how you will balance ambition, time and realism in the realisation of the project. This should include what you are going to do, how you will do it and by when. The more time and thought you give to planning your project the more successful it is likely to be. Remember to include time taken to undertake practical actions such as: sourcing materials, questionnaires, accessing workshops, tutorial and peer group feedback opportunities and where you will incorporate independent study, the resources that you will need and an indication of the form in which you will complete and present your final realisation within the allocated timescale.

Section 5 Practical skills

(Approx. 100 words)

In this section you should describe the practical elements of your project and the materials processes and technical skills that you will need to apply in order to successfully realise your proposal. Give examples of techniques and processes that you have utilised during previous units. This can include the development of a range of skills used to support and ensure the successful communication of experiences and ideas and the resources you will need to access in order to fully explore the potential of our project concept.

Section 6 Evaluation and reflection

(Approx. 100 words)

This section provides an opportunity for you to explain how you will reflect on and evaluate your work, both as an ongoing activity and at the conclusion of the project. You should describe how you intend to record your decision making and how you will document changes to your ideas as work progresses. The evaluation should reference to your stated aims and be reflective and analytical rather than a description of actions completed. When working in collaboration with others you should comment on how this may impact either positively or adversely and steps you can take to minimise disruption to your own progress.

Section 7 Presentation

(Approx. 100 words)

The final section provides an opportunity for you to describe how you intend to organise and present the work generated throughout the development of your project. You should consider the most appropriate formats for communicating the development of your ideas to an identified audience, both visually and conceptually and how you will present your conclusions and outcomes.

Additional Requirements not included in the 800 word Proposal

- Proposal cover sheet and project title
- Bibliography
- Project timetable
- Digital presentation.

Unit 8: Collaborative music performance and production project

The overall grade for the Level 3 Diploma in Music Performance & Production is determined by the student's achievement in the final unit of the qualification, Unit 8; *collaborative music performance and production project*.

Evidence submitted by the student is assessed and graded against the criteria at Level 3. It will be internally assessed, internally and externally moderated through a student's portfolio of evidence against the learning outcomes and assessment grading criteria.

The unit is graded Pass, Merit, Distinction. A student who submits evidence that fails to meet the assessment criteria will be referred. The student has one further opportunity to redeem a referral by the submission of additional evidence within a time-frame agreed by the centre and confirmed by UAL Awarding Body.

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

The grades that can be achieved are:

Referral

If a student provides insufficient evidence to meet all of the assessment criteria then they are referred. The student has one further opportunity to redeem the **Referral** by the submission of additional evidence within a time-frame agreed by the centre and confirmed to UAL Awarding Body.

Fail

If the student 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 student must achieve all of the assessment criteria listed within Unit 8.

Merit

To achieve a **Merit** grade, a student must achieve all of the assessment criteria listed within Unit 8 in addition to 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, in addition to all of the **Merit** grade criteria, and the entire **Distinction** grade criteria listed here.

1. Context
Pass

- 1.1 Analyse the requirements and parameters of a collaborative music performance and production project to a satisfactory standard.

Merit

- 1.1 Analyse the requirements and parameters of a collaborative music performance and production project to a high standard.

Distinction

- 1.1 Analyse the requirements and parameters of a collaborative music performance and production project to a very high standard.

2. Research
Pass

- 2.1 Review a range of research sources to support a music performance and production project to a satisfactory standard.
2.2 Interpret research to develop ideas and effectively communicate to an audience to a satisfactory standard.

Merit

- 2.1 Review a range of research sources to support a music performance and production project to a high standard.
2.2 Interpret research to develop ideas and effectively communicate to an audience to a high standard.

Distinction

- 2.1 Review a range of research sources to support a music performance and production project to a very high standard.
2.2 Interpret research to develop ideas and effectively communicate to an audience to a very high standard.

3. Practical Skills
Pass

- 3.1 Demonstrate the ability to contribute to the planning, organisation and development of a collaborative performance to a satisfactory standard.
3.2 Apply practical skills, knowledge and understanding to complete a music performance and production project within an agreed time-frame to a satisfactory standard.

Merit

- 3.1 Demonstrate the ability to contribute to the planning, organisation and development of a collaborative performance to a high standard.
3.2 Apply practical skills and theoretical knowledge and understanding to complete a music performance and production project within an agreed time-frame to a high standard.

Distinction

- 3.1 Demonstrate the ability to contribute to the planning, organisation and development of a collaborative performance to a very high standard.
3.2 Apply practical skills, knowledge and understanding to complete a music performance and production project within an agreed time-frame to a very high standard.

4. Evaluation and reflection
Pass

- 4.1 Critically evaluate a collaborative music performance and production project against the agreed requirements and parameters to a satisfactory standard.

Merit

- 4.1 Critically evaluate a collaborative music performance and production project against the agreed requirements and parameters to a high standard.

Distinction

- 4.1 Critically evaluate a collaborative music performance and production project against the agreed requirements and parameters to a very high standard.

Unit 12: Project proposal

In the Level 3 Extended Diploma in Music Performance & Production, Units 12 and 13 together make up the learning and assessment activities for the final project and will determine the grade achievement at Level 3.

The grades that can be achieved are:

Referral

If a student provides insufficient evidence to meet all of the assessment criteria they will be referred. The candidate has one further opportunity to redeem the **Referral** by the submission of additional evidence within a time-frame agreed by the centre and confirmed to UAL Awarding Body.

Fail

If the student 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 student must achieve all of the assessment criteria listed within Unit 12.

Merit

To achieve a **Merit** grade, a student must achieve all of the assessment criteria listed within Unit 12, in addition to the entire **Merit** grade criteria listed here.

Distinction

To achieve a **Distinction** grade, a student must achieve all of the assessment criteria listed within Unit 12, in addition to all of the **Merit** grade criteria and the entire **Distinction** grade criteria listed here.

1. Context Pass

- 1.1 Critically review own practice and progression to a satisfactory level.
- 1.2 Clarify the concept and aims of a personal project and the critical and contextual context in which own practice is situated to a satisfactory level.

Merit

- 1.1 Critically review own practice and progression to a high level.
- 1.2 Clarify the concept and aims of a personal project and the critical and contextual context in which own practice is situated to a very high level.

Distinction

- 1.1 Critically review own practice and progression to a very high level.
- 1.2 Clarify the concept and aims of a personal project and the critical and contextual context in which own practice is situated to a very high level.

2. Research Pass

- 2.1 Critically compare a range of primary and secondary research sources that inform ideas and concepts for a creative project proposal to a satisfactory level.
- 2.2 Apply academic conventions to reference research sources to a satisfactory level.

Merit

- 2.1 Critically compare a range of primary and secondary research sources that inform ideas and concepts for a creative project proposal to a high level.
- 2.2 Apply academic conventions to reference research sources to a high level.

Distinction

- 2.1 Critically compare a range of primary and secondary research sources that inform ideas and concepts for a creative project proposal to a very high level.
- 2.2 Apply academic conventions to reference research sources to a very high level.

3. Problem solving
Pass

- 3.1 Apply knowledge and understanding to anticipate potential problems to a satisfactory level.
- 3.2 Critically compare a range of practical and theoretical approaches used to solve problems to a satisfactory level.

Merit

- 3.1 Apply knowledge and understanding to anticipate potential problems to a high level.
- 3.2 Critically compare a range of practical and theoretical approaches used to solve problems to a high level.

Distinction

- 3.1 Apply knowledge and understanding to anticipate potential problems to a very high level.
- 3.2 Critically compare a range of practical and theoretical approaches used to solve problems to a very high level.

4. Planning and production
Pass

- 4.1 Propose a realistic timescale for the completion of a personal project to a satisfactory level.
- 4.2 Estimate resources required for the successful completion of a personal project to a satisfactory level.

Merit

- 4.1 Propose a realistic time-scale for the completion of a personal project to a high level.
- 4.2 Estimate resources required for the successful completion of a personal project to a high level.

Distinction

- 4.1 Propose a realistic timescale for the completion of a personal project to a very high level.
- 4.2 Estimate resources required for the successful completion of a personal project to a very high level.

5. Practical skills
Pass

- 5.1 Review a range of techniques and processes used in realising ideas to a satisfactory level.
- 5.2 Propose approaches and strategies for the development of a personal project to a satisfactory level.

Merit

- 5.1 Review a range of techniques and processes used in realising ideas to a high level.
- 5.2 Propose approaches and strategies for the development of a personal project to a high level.

Distinction

- 5.1 Review a range of techniques and processes used in realising ideas to a very high level.
- 5.2 Propose approaches and strategies for the development of a personal project to a very high level.

6. Evaluation and reflection
Pass

- 6.1 Describe approaches and strategies for evaluation in order to inform and develop ideas to a satisfactory level.

Merit

- 6.1 Describe approaches and strategies for evaluation in order to inform and develop ideas to a high level.

Distinction

- 6.1 Describe approaches and strategies for evaluation in order to inform and develop ideas to a very high level.

7. Presentation
Pass

- 7.1 Communicate and articulate creative ideas and concepts for a personal project proposal to a satisfactory level.
- 7.2 Present ideas and concepts in a range of appropriate formats to a satisfactory level.

Merit

- 7.1 Communicate and articulate creative ideas and concepts for a personal project proposal to a high level.
- 7.2 Present ideas and concepts in a range of appropriate formats to a high level.

Distinction

- 7.1 Communicate and articulate creative ideas and concepts for a personal project proposal to a very high level.
- 7.2 Present ideas and concepts in a range of appropriate formats to a very high level.

Unit 13: Extended project in music performance and production (Level 3)

In the Level 3 Extended Diploma in Music Performance & Production, Units 12 and 13 together make up the learning and assessment activities for the final project and will determine the grade achievement at Level 3.

Unit 13 is internally assessed and graded and contributes 60% of the mark for the final grade.

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

The grades that can be achieved are:

Referral

If a student provides insufficient evidence to meet all of the assessment criteria they will be referred. The student has one further opportunity to redeem the **Referral** by the submission of additional evidence within a time-frame agreed by the centre and confirmed to UAL Awarding Body.

Fail

If the student 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 student must achieve all of the assessment criteria listed within Unit 13.

Merit

To achieve a **Merit** grade, a student must achieve all of the assessment criteria listed within Unit 13, in addition to the entire **Merit** grade criteria listed here.

Distinction

To achieve a **Distinction** grade, a student must achieve all of the assessment criteria listed within Unit 13 in addition to all of the **Merit** grade criteria and the entire **Distinction** grade criteria listed here.

1. Context

Pass

- 1.1 Use critical and contextual perspectives to initiate a personal self-directed music performance and production project to a satisfactory standard.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a music performance and production project to a satisfactory standard.

Merit

- 1.1 Use critical and contextual perspectives to initiate a personal self-directed music performance and production project to a high standard.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a music performance and production project to a high standard.

Distinction

- 1.1 Use critical and contextual perspectives to initiate a personal self-directed music performance and production project to a very high standard.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a music performance and production project to a very high standard.

2. Research

Pass

- 2.1 Use research to support the development of a music performance and production project to a satisfactory standard.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a music performance and production project to a satisfactory standard.

Merit

- 2.1 Use research to support the development of a music performance and production project to a high standard.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a music performance and production project to a high standard.

Distinction

- 2.1 Use research to support the development of a music performance and production project to a very high standard.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a music performance and production project to a very high standard.

3. Problem solving

Pass

- 3.1 Solve practical and technical problems within a music performance and production project to a satisfactory standard.
- 3.2 Solve theoretical problems within a music performance and production project to a satisfactory standard.

Merit

- 3.1 Solve practical and technical problems within a music performance and production project to a high standard.
- 3.2 Solve theoretical problems within a music performance and production project to a high standard.

Distinction

- 3.1 Solve practical and technical problems within a music performance and production project to a very high standard.
- 3.2 Solve theoretical problems within a music performance and production project to a very high standard.

4. Planning and production

Pass

- 4.1 Demonstrate the ability to plan, organise and produce a music performance and production project within an agreed time-frame to a satisfactory standard.

Merit

- 4.1 Demonstrate the ability to plan, organise and produce a music performance and production project within an agreed time-frame to a high standard.

Distinction

- 4.1 Demonstrate the ability to plan, organise and produce a music performance and production project within an agreed time-frame to a very high standard.

5. Practical skills

Pass

- 5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a music performance and production project to a satisfactory standard.

Merit

- 5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a music performance and production project.

Distinction

- 5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a music performance and production project.

6. Evaluation and reflection

Pass

- 6.1 Maintain evaluative and reflective records of the development and production of a music performance and production project to a satisfactory standard.
- 6.2 Use evaluative and reflective skills to make decisions for a music performance and production project to a satisfactory standard.

Merit

- 6.1 Maintain evaluative and reflective records of the development and production of a music performance and production project to a high standard.
- 6.2 Use evaluative and reflective skills to make decisions for a music performance and production project to a high standard.

Distinction

- 6.1 Maintain evaluative and reflective records of the development and production of a music performance and production project to a very high standard.
- 6.2 Use evaluative and reflective skills to make decisions for a music performance and production project to a very high standard.

7. Presentation

Pass

- 7.1 Explore strategies to present a music performance and production project to a satisfactory standard.
- 7.2 Present a music performance and production project to a specified audience to a satisfactory standard.

Merit

- 7.1 Explore strategies to present a music performance and production project to a high standard.
- 7.2 Present a music performance and production project to a specified audience to a high standard.

Distinction

- 7.1 Explore strategies to present a music performance and production project to a very high standard.
- 7.2 Present a music performance and production project to a specified audience to a very high standard.

Unit achievement is based on a student's ability to meet all of the assessment criteria. There is no compensation across assessment criteria.

The formative units, **1–7** and **9–11**, are awarded a grade of **Pass** only.

Unit 8, the summative unit of the Diploma, can be awarded a grade of **Pass**, **Merit** or **Distinction**.

Units 12 and 13, the summative units of the Extended Diploma, can be awarded a grade of **Pass**, **Merit**, or **Distinction** and are aggregated to provide the final grade for the qualification.

The overall grade for the Level 3 Diploma/Extended Diploma in Music Performance & Production is determined by the student's achievement in the summative units.

5.1 Unit grades

Units are graded **Fail**, **Pass**, **Merit** and **Distinction**. To be awarded each grade level, a student must meet the requirements outlined on these pages:

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

Pass:
To achieve a **Pass** grade, a student must achieve all of the assessment criteria listed within the unit.

Merit:
To achieve a **Merit** grade, a student must achieve all of the **Pass** assessment criteria listed within the unit, in addition to the entire **Merit** grade criteria listed on pages 46–51.

Distinction:
To achieve a **Distinction** grade, a student must achieve all of the assessment criteria listed within the unit, in addition to all of the **Distinction** and **Merit** grade criteria listed on pages 46–51.

Referral:
A student who fails to achieve the required **Pass** standard will be allowed one opportunity to redeem a referral in each internally assessed unit before being awarded a **Fail**.

Students who are referred can only achieve a **Pass** grade.

5.2 Using the grade criteria and exemplification matrix

Students' work should be assessed against the published assessment criteria and graded using the grade criteria (for summative units: Units 8, 12 and 13).

The *Grade Exemplification Matrix* describes key features and general characteristics of assessed work associated with each grade, and should be used to help assessors make a judgement as to the student's level of attainment.

5.3 Awarding the final qualification grade

UAL Awarding Body qualifications are awarded at the grade ranges shown below:

Qualification	Available grade ranges
Level 3 Diploma	Pass/Merit/Distinction
Level 3 Extended Diploma	Pass/High Pass/Merit/High Merit/Distinction

Awarding the Diploma

The final grade of the Diploma is awarded on the basis of the unit grade assigned to **Unit 8: Collaborative music performance project**.

Awarding the Extended Diploma

The final grade of the Extended Diploma is awarded on the basis of the grades assigned to **Unit 12: Project proposal for extended project in music performance and production**, and **Unit 13: Extended project in music performance and production**.

The two individual unit grades, weighted 40% and 60% respectively, are aggregated to provide the overall qualification grade. The final grade is based on a structure of **Pass, High Pass, Merit, High Merit** and **Distinction**. The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade:

Unit 12 (40% weighting)	Unit 13 (60% weighting)	Qualification grade
Distinction	Distinction	Distinction
Distinction	Merit	Merit
Distinction	Pass	High Pass
Merit	Distinction	High Merit
Merit	Merit	Merit
Merit	Pass	Pass
Pass	Distinction	Merit
Pass	Merit	High Pass
Pass	Pass	Pass

UAL Awarding Body will issue the final grade to the centre.

Exemplification for UAL Awarding Body grade criteria – Level 3

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Level 3.

	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.
Context	Limited understanding of subject context, lacking clarity in aims and purpose.	Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose.
Research	Little or no evidence presented or information does not relate sufficiently to task.	Sufficient relevant information has been gathered, documented and used in the development of ideas.
Problem solving	Insufficient exploration of alternative ideas and processes. Problems unresolved.	Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems.
Planning and production	Ineffective planning and little or no evaluation against aims. Task or tasks are incomplete.	Evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the task or tasks.
Practical skills	Limited range of processes demonstrated, judgement and execution of techniques is poor.	Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.
Evaluation and reflection	Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas.	Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.
Presentation	Ineffective communication and presentation of ideas. Lack of clarity in structure, selection and organisation.	Competent communication and sufficient clarity and consistency in presentation of ideas appropriate to the intended audience.

The grade exemplification matrix should be used alongside the grade criteria for Units 8, 12 and 13. It consists of a set of descriptors, designed to provide assessors with further clarification and

ensure that grades are more clearly defined. It will help assessors to differentiate consistently between students, based on the levels of skill, knowledge and understanding demonstrated.

Merit

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

Distinction

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

Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions and clarify purpose.

Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose.

Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.

Independently identified, thorough and sustained research and investigation of a range of relevant sources, insightful interpretation and synthesis of information used to inform, support and develop ideas.

Decisive demonstration of initiative in effectively solving problems, adapting to unforeseen practical and theoretical challenges to achieve identified goals.

Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals.

Coherent and reasoned planning, subject engagement and commitment. Realistic evaluation against aims and efficient production against time scales.

Detailed and coherent self directed planning and negotiation, subject engagement and commitment. Continuous evaluation against aims and efficient production against time scales.

Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions.

In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.

Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.

Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.

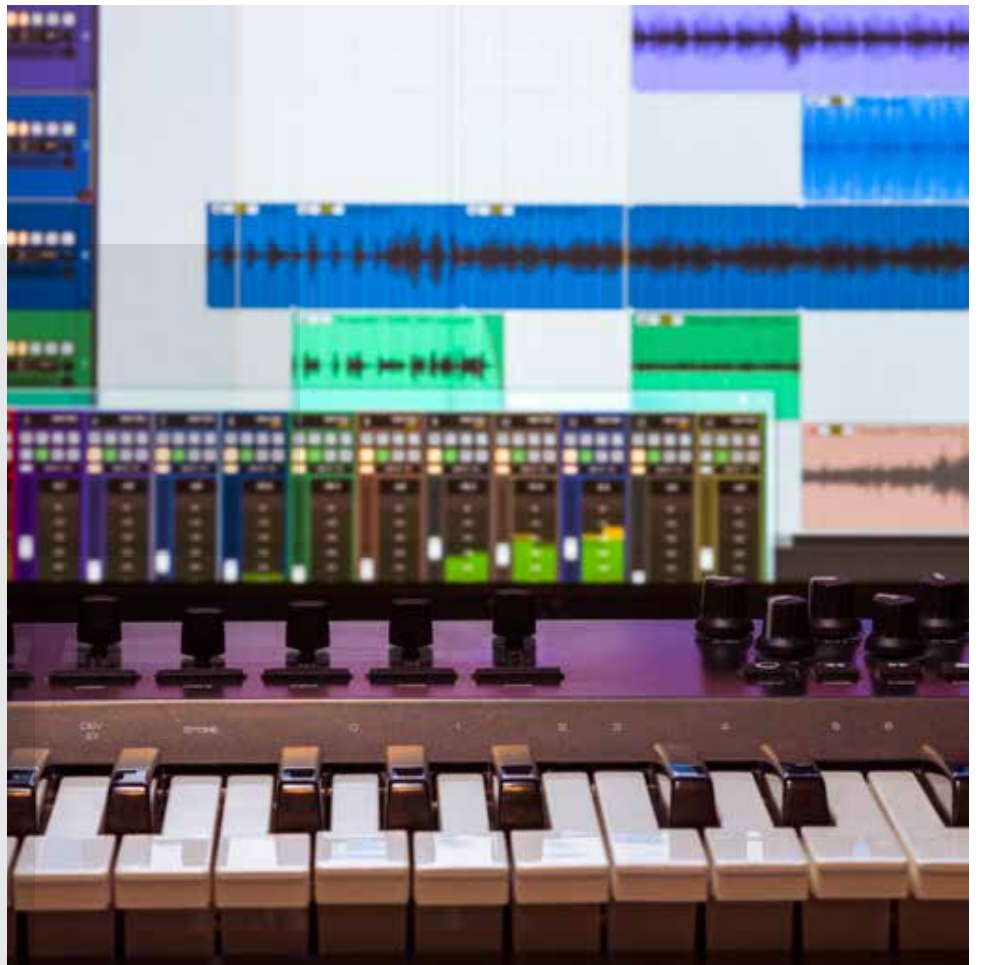
Confident selection, organisation and communication of ideas. Consistent approach to presentation demonstrating a good understanding of conventions and standards.

Confident selection, organisation and communication of ideas. Demonstrating autonomy, personal style and an ambitious use of available resources to communicate ideas effectively to an intended audience.

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.




Want to find out more?

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