



## **Level 4 Diploma in Performing Arts**

# **Syllabus Document**

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## Syllabus at a Glance

### Diploma in Performing Arts Performance

#### Qualification Structure

Qualification Titles	Total no. of units taken	Credit	Guided Learning Hours
Level 4 Diploma in Performing Arts Performance	1	90	60

#### Assessment

<b>Form of assessment</b>	All assessment is external assessment. Candidates are required to attend a practical examination session.
<b>Unit Format</b>	Unit specifications contain the title, unit code, credit level, credit value, learning outcomes (what has to be learnt), assessment requirements (evidence on which the candidate is assessed), grading criteria (descriptors of the quality of work produced), and types of evidence required for the unit.
<b>Bands of Assessment</b>	There are four bands of assessment (distinction, merit, pass and unclassified) for each learning outcome of each unit and for the qualification as a whole.
<b>Quality Assurance</b>	Quality Assurance ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of candidates' work. A team of external examiners is appointed, trained and standardised and the Diploma qualification conform to the normal quality assurance procedures and processes operated by RockschooL.

## **SECTION A: Qualification Summary**

### **A.1 Aims and broad objectives**

The aim of the Diploma qualification is to provide a flexible, vocationally-relevant qualification at both Level 4 for experienced/skilled performing artists aged 16 and over who wish to demonstrate their skills as performers.

The broad objectives are:

- To focus delivery and assessment on performance skills;
- To make the qualifications as flexible as possible in the spirit of the Framework for Achievement and the Qualifications and Credit Framework;
- To link into the work on qualifications and skills development being undertaken by the Performing Arts Manifesto and to embrace the guidance of the Creative and Cultural Sector Skills Council (CC Skills).

### **A.2 Rationale**

The principal rationale for the qualification is that it offers a progression route for performers wishing to progress into employment in performing arts, or on to further study at higher education. The type of students who would undertake these diplomas may have come through the RockschooL grade exam system (such as the Grades 1-8 in Musical Theatre Performance) or other qualification at Level 3.

### **A.3 Entry Requirements**

Candidates may enter aged 16 and over and must have achieved a minimum of Grade 8 or equivalent in an accredited graded exam or Level 3 or equivalent accredited performing arts qualification.

### **A.4 Certification Titles**

The Diploma qualification will be shown on the certificate as the following:

RockschooL Level 4 Diploma in Performing Arts

### **A.5 Progression**

These qualifications are designed to offer direct progression into employment in the performing arts as well as performing arts courses in higher education. These qualifications could be used as additional entry requirements leading to undergraduate or postgraduate training in performing arts in the UK or overseas.

### **A.6 Qualification Structure**

The Diploma consists of a single performance unit (See Annex for unit content) in which candidates are asked to use the main principles of the discipline in effective practice, using a range of approaches. They will apply stagecraft to demonstrate their understanding of the content and context of the performance. All material will be chosen by the candidate. In addition the candidate is required to participate in an evaluation of the performance with the examiner.

## **SECTION B: Assessment Information**

### **B.1 Assessment Methodology**

The underlying philosophy for assessment is that candidates should receive credit for positive achievement, and that all should be encouraged to reach their fullest potential in each aspect of the qualification for which they are registered.

Candidates are expected to be self-supporting in the creation of the programmes for performance and of any materials to be submitted for assessment. However, they will be able to gain external support from Rockscool. Candidates are therefore explicitly encouraged to take responsibility for their own learning processes. Successful candidates will therefore show a high level of initiative and self-motivation.

All assessment of these qualifications is external.

### **B.2 Unit Format**

Each unit includes:

- Unit Title
- Credit Level
- Credit Value
- Unit Code
- Guided Learning Hours
- Learning Outcomes - a statement of what has been learnt as a result of the successful completion of the assessment requirements
- Assessment Requirements - the evidence upon which the candidate is assessed
- Grading criteria

### **B.3 Learning Outcomes**

Learning outcomes are specific to each unit, and are included in the unit specifications, and have an associated set of assessment requirements. RSL examiners must ensure that all of the learning outcomes are fulfilled upon completion of the unit. Successful completion of learning outcomes is essential in order for the minimum grade for the unit to be awarded.

### **B.4 Assessment Requirements**

Each candidate is required to produce evidence, which demonstrates achievement of the learning outcomes associated with the units of the qualification towards which they are working. The evidence required by the candidate is detailed in the assessment requirements, specific to each unit, as laid down in the unit specifications. Candidates must ensure that all of the assessment requirements are fulfilled upon completion of the unit. Successful completion of all of these tasks is essential in order for the minimum grade for the unit to be awarded.

### **B.5 Grading Criteria**

Grading criteria is specific to each unit and a detailed descriptor for unclassified, pass and distinction is included in the unit specifications.

The grade awarded to each candidate will depend in practice upon the extent to which the candidate has met the grading criteria overall. Candidates will need to fulfil all of the learning outcomes contained within the unit in order to be eligible for grading at pass level or above.

Rockschool's examiners will apply the detailed grading criteria laid down in each unit as required. The grading criteria are 'banded' into the following categories of distinction, pass or unclassified:

- **Distinction:** The candidate can perform to a consistently high standard, with thorough stylistic understanding and technical control consistently evident. They will be able to perform convincingly to a professional level, demonstrating an informed understanding of content and context through a wide range of approaches to suit a variety of situations. The candidate will be able to fully assess their performance and be able to acknowledge areas that were successful and areas that require development. They will be able to demonstrate a professional understanding regarding the quality of their performance overall.
- **Merit:** The candidate can perform to a good standard, with sound stylistic understanding and technical control evident for the majority. They will be able to perform confidently to a very good level, demonstrating good understanding of content and context through a range of approaches to suit a variety of situations. The candidate will be able to confidently assess their performance and be able to acknowledge areas that were successful and areas that require development. They will be able to demonstrate a good understanding regarding the quality of their performance overall.
- **Pass:** The candidate can perform to an adequate standard, with some stylistic understanding and technical control evident. They will be able to perform convincingly and to a good level, demonstrating some understanding of content and context through a range of approaches to suit the chosen situations. The candidate will be able to assess their performance and be able to acknowledge areas that were successful and areas that require development. They will be able to demonstrate an understanding regarding the quality of their performance overall.
- **Unclassified:** The candidate performance is limited in conviction and shows little stylistic understanding or technical control. The performance will be unbalanced and lacking conviction. It may demonstrate little or no understanding of content and context. The candidate will demonstrate limited ability to assess their performance or be able to acknowledge areas that were successful or areas that require development. Their understanding regarding the quality of their performance overall will be limited.

## **B.6 Expectations of Knowledge, Skills and Understanding**

The following standard of work should be taken into account.

**Level 4** learning recognises the ability to gain and, where relevant, apply a range of knowledge, skills and understanding. Learning at this level involves obtaining and demonstrating detailed knowledge and skills. It is expected that candidates will have well-developed and well-structured performance skills which will form the basis of their performance expertise. The candidate's performance abilities will be supplemented by a clear and objective understanding of how those talents can be used most effectively in the context of performing arts allied to an understanding of how these skills may be used in a professional context. It is appropriate for candidates wishing to proceed to university, work independently or, in some areas, supervising and training others in their field of work.

## **B.7 Quality Assurance**

All externally assessed units are standardised according to the processes and procedures laid down by Rockschooll. These are found in the *Quality Procedures Handbook*.

## **B.8 Authenticity of work**

Candidates are expected to take all necessary steps to ensure that the work submitted for assessment is authentic and original. Candidates will be required to confirm to the exam board that the assessment evidence is authentic by the completion of an authenticity statement signed by the candidate upon submission of their evidence. Candidates presenting themselves for practical examination, as part of either Diploma will be required to affirm in writing that they are the candidate who entered for the examination by presentation to the examiner of their examination confirmation letter.

## **B.9 Results and Certification**

Candidates will be informed of their provisional results within four weeks of the completion of the performance. All certificates will be issued after the formal completion of all quality assurance processes. Candidates will receive their certificates and a transcript of the practical unit.

## **SECTION C: Candidate Access and Registration**

*(For further information see the Centre Handbook.)*

### **C.1 Access and Registration**

The qualifications will:

- be available to everyone aged 16 and over, who is capable of reaching the required standards
- be free from any barriers that restrict access and progression
- offer equal opportunities for all wishing to access the qualifications

At the point of application, RSL will ensure that all candidates are fully informed about the requirements and demands of the qualification.

Candidates may enter for either qualification at three points in the calendar year. See the PAA website for all session dates and deadlines for entries.

The *Centre Handbook* provides further details regarding learner registration (including the application of a Unique Learner Number – a facility of the Qualifications and Credit Framework allowing learners to build up a record of their achievements).

### **C.2 Recommended Prior Learning**

When reviewing the combinations of qualifications and/or experience held by applicants when applying for either of the qualifications the following may be taken into account:

- related Level 3 and/or Level 4 qualifications;
- related performance experience.

Candidates must be aged 16 and over to apply.

### **C.3 Transfer of Credit**

Within the Qualifications and Credit Framework, learners can accumulate and transfer credit, for example by requesting “exemptions” and “substitutions” for various elements of a qualification they are studying, provided that the evidence they provide meets the learning outcomes and assessment criteria for the unit they are requesting to be exempted or substituted.

A learner may request an exemption from a unit for any prior learning they have undertaken outside of the Qualifications and Credit Framework (for example Higher Education courses or adult or college based learning).

A learner may request a substitution of a unit they have already achieved from another qualification within the Qualifications and Credit Framework if the learning outcomes and assessment criteria for the unit match those of the unit they are requesting a substitute for.

Any requests for exemptions or substitutions should be made in writing to Rockscool as soon as they are known. Rockscool will assess these requests against the learning outcomes and assessment criteria for the unit on a case-by-case basis and make a decision as to whether the unit can be exempted or substituted.

In addition, learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to the qualification,



but that doesn't count as an exemption or a substitution. This is called Recognised Prior Learning (RPL). RPL is of particular value to learners without formal qualifications who are either in employment, preparing to enter, or returning to employment. It can enable the learner to move directly to the assessment stage without duplicating the learning process. It does not, however, negate the need for the assessment process to take place.

The Centre Handbook has more information on the operation of RPL procedures.

## **SECTION D: Complaints and Appeals**

All complaints and appeals, including malpractice and requests for reasonable adjustments/special considerations are dealt with by Rockscool according to the protocols laid down in the *Policies* document.

## **SECTION E: Equal Opportunities Policy**

Rockscool's Equal Opportunities policy is laid down in the *Policies* document.

## **SECTION F: Contacts & Support**

### **Rockscool**

The following contacts may be made at Rockscool:

Chief Executive:	John Simpson
Head of Quality:	Patrick Healy
Qualifications Manager:	Jon Tatum

All can be contacted on 0845 460 4747

All correspondence should be directed to:

Rockscool Ltd  
Harlequin House  
Ground Floor  
7 High Street  
Teddington  
Middlesex  
TW11 8EE

Or [qualifications@rockscool.co.uk](mailto:qualifications@rockscool.co.uk)

## ANNEX: Unit Specification

This annex contains a specification of the learning outcomes and assessment requirements.

Title:	Performing Arts Presentation & Performance
Level:	4
Credit Value:	90
GLH	60

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Show a comprehensive understanding of foundation elements underpinning practice based work in a creative and structured way	1.1 Identify the main principles of the discipline and how they can be used in an effective practice/warm up regime 1.2 Show a range of approaches to suit a variety of situations
2. In a performance environment apply stagecraft to demonstrate an informed understanding of content and context	2.1 Communicate accurately and with clear intent 2.2 Perform in moderately critical situations demonstrating the need for appropriate responses to achieve a successful performance
3. Demonstrate a critical analysis of the elements required to realise the performance	3.1 Demonstrate sound knowledge of the fundamental concepts in performance arts and how it applies to own knowledge capabilities 3.2 Acknowledge areas that are strengths and areas that require development