ual: awarding body

Professional Diploma in Technical & Production Practice for the Creative Industries

Level 4
–
Specification

Contents

Cover image: Wimbledon degree show 2011 BA Costume Design, Raechyl Esther - With Wild Ecstasy - Copyright Guy Archera

1.1
Qualification at a glance

Qualification title:	UAL Level 4 Professional Diploma in Technical & Production Practice for the Creative Industries
Qualification number:	603/0190/9
Qualification level:	4
Qualification start date:	1 September 2016
Offered in:	England Northern Ireland
Guided Learning Hours:	720
Total Qualification Time (hours):	1,200
Credits:	240
Age range:	18+
Funding available:	EFA (16-18) SFA (19+)
Assessment model:	This qualification contains two internally assessed and verified units, which are subject to quality assurance by UAL Awarding Body, and one internally assessed, internally verified and externally moderated unit.
Grading:	Units 1 and 2 are graded Pass only. The overall qualification is graded based on Unit 3 and is graded as Pass, Merit or Distinction.

2.1
Qualification purpose

The UAL Awarding Body Level 4 Professional Diploma in Technical & Production Practice for the Creative Industries has been designed to provide students with the skills, knowledge and understanding necessary to work within the production arts industry. It is a one-year fast track into employment and will open up the possibility of further progression with Higher Education.

The qualification has been developed in collaboration with Creative and Cultural Skills and representatives from industry, universities, further education colleges and employers to ensure that it provides students with the skills, knowledge and understanding needed to prepare them for employment and/or support a role in the workplace.

The qualification is suitable for students who have an interest in production arts or a related subject who wish to explore and extend this interest via a full-time or part-time immersive learning experience.

This qualification can be used as a starting point for students who have identified a specific career in the performing arts industry that they wish to progress to, such as:
• Assistant stage manager
• Senior technician
• Project management
• Event management
• Production management
• Automation
• Service engineers
• Sales and hire account handlers.

The qualification is also appropriate for students wishing to continue their education through applied learning, by placing students' learning within a professional context in which they can work alongside industry experts to gain first-hand experience of the operational processes of live events in a range of creative, cultural and community venues.

The objectives of this qualification are to give students the opportunity to:
1. Develop and demonstrate industry knowledge to support their competence development
2. Develop and demonstrate a range of technical skills and behaviours to support their competence development
3. Develop their personal growth and engagement in learning
4. Achieve a nationally recognised Level 4 qualification.

It is expected that the majority of individuals enrolled on this qualification will be new to the industry. Those who are currently working in the industry can use this qualification to accredit their existing skills and knowledge while providing opportunities to develop them further. Through completion of this qualification employers should recognise an individual's ability to work to the recognised standard.

This qualification is not time constrained, but will normally be completed over a 12 to 18 month period.

2.2
Entry requirements

This qualification is designed for students who are working, or would like to work, in a technician role within the production arts industry. It is an ideal qualification for those who have some previous experience within the industry or within a technician role and who are looking to accredit or further develop their skills.

There are no specific recommended prior learning requirements for this qualification. However, students may find it helpful if they've already completed A-Levels, Level 3 Diplomas or Extended Diplomas or a relevant apprenticeship (such as the Level 3 Creative Venue Technician or Creative Engagement Co-ordinator).

UAL Awarding Body recommends that students have GCSE grade C (or the equivalent Level 2 qualification) in both English and maths. International students are expected to demonstrate that they have a good level of written and spoke English with an minimum IELTS (or equivalent) score of 6.0.

While entry is at the discretion of the centre, UAL Awarding Body expects centres to recruit with integrity and on the basis of the student's anticipated ability to successfully complete the requirements of the individual units that make up the qualification.

Students are expected to be aged 18 or above to undertake this qualification. They should be made aware that this qualification contains a significant amount of work experience/work placement, which may require them to work unsocial hours in a variety of locations.

Whenever possible centres should invite applicants to attend a personal interview, which will enable the interviewer(s) to assess the applicant's aptitude and potential to benefit from the course.

2.3
Induction

Centres should provide the student with an induction, which ensures that:
- A course handbook and any other supporting material to facilitate effective learning is provided
- Timetabling arrangements are clarified
- Academic tutorials systems are provided
- Learning support needs are identified and provided as appropriate
- Course structures and assessment requirements are explained for internal assessment and internal and external moderation
- Health and safety regulations and procedures are explained.

2.4
Planning the programme

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

The qualification has been written to support a range of delivery options. The three 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, such as lighting or sound design.

However, delivery should be coherent, integrated and progressively focused on 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, alongside practical experience in their chosen specialist discipline, paralleled by an increasing ability to coherently synthesise their experiences in preparation for the next stages of their professional development.

Centres planning to deliver the qualification should:
- Familiarise themselves with the unit specification and support material, including qualification structure, content, learning outcomes, assessment and quality assurance arrangements, before designing a course programme
- Be occupationally competent and have subject area knowledge. This knowledge must be to the same level or higher than the qualification being delivered
- Have recent and relevant industry experience in the specific area they are delivering
- Have credible experience of teaching and/or providing training
- Undertake activities that contribute to their continuing professional development (CPD)
- Have access to the physical resources needed to support programme delivery and the assessment of knowledge and skills, which should be of industry standard. Where specific resources are required, these have been indicated in unit specification.

Not every centre delivering the qualification will be expected to provide an identical programme, but they will be required to cover the same learning outcomes and ensure coherent sequencing (patterns of teaching, learning and assessment that are continuous, interactive and integrative), rather than a fragmented approach across diverse disciplines.

Centres wishing to deliver this qualification must seek and obtain formal approval from UAL Awarding Body before advertising, offering, or beginning to deliver this qualification to learners.

2.5
Specialist disciplines

Centres are able to deliver this qualification in a range of different specialist disciplines, including (but not limited to):
- Lighting design
- Sound design
- Set design
- Stage management.

Regardless of the specialist discipline chosen, all students are required to achieve all the learning outcomes.

2.6
Personal and professional development

The UAL Level 4 Professional Diploma in Technical & Production Practice for the Creative Industries 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
- Team-working
- Self-management
- Effective participation
- Creative thinking
- Reflective learning
- Problem solving
- Communication
- Numeracy.

2.7
Progression opportunities

Students completing the UAL Level 4 Professional Diploma in Technical & Production Practice for the Creative Industries will have the skills and understanding needed to progress to:

Employment
Students completing this may also progress directly into employment in the production arts industry, specifically into roles such as assistant stage manager, senior technician, project management, event management, production management, automation, service engineers and sales and hire account handlers.

Higher Education
The qualification will support students to develop a portfolio of work, enabling them to progress to Higher Education courses or conservatoires.

2.8
Certification

Upon completion of this qualification, students will achieve the following qualification certificate:

UAL Level 4 Professional Diploma in Technical & Production Practice for the Creative Industries.

3.1
Assessment and moderation

Assessment is the process of measuring a student's skill, knowledge and understanding against the standards set in a qualification.

Assessment Requirements:
Units 1 and 2 is internally assessed and internally verified against the learning outcomes for those units.

Unit 3 is internally assessed, internally verified and externally moderated against the learning outcomes for that unit.

3.2
Internal assessment
Requirements for centres
UAL Awarding Body requires each centre to develop assessments that are fit for purpose, appropriate for the method of assessment chosen and consistent with the specification for the qualification.

To help centres set appropriate assessments, UAL Awarding has provided the following guidance:

Setting the assessment
Centres are encouraged to develop and set their own assessments for all internally assessed units. Where a centre is devising an assessment, they should ensure that:
- Assessments are valid, reliable, fair and fit for purpose
- The purpose of the assessment is explained to the student and they are afforded the opportunity to prepare for it.

- Students are provided with clear guidance on the assessment requirements of each unit
- Independent working is encouraged to allow for assessment decisions to be made for individual students
- They allow for objective assessment judgments. Assessment judgments should be made by relating evidence to the published criteria.

All assignments and projects, whether devised by the centre or the student, must provide appropriate opportunities for the student to generate the evidence required to meet the learning outcomes for the unit or units that the assignment or project relates to.

UAL Awarding Body will have quality oversight of all assessments to ensure that there is comparability and validity across centre devised assessments.

For UAL Awarding Body qualifications that are graded Pass/Merit/Distinction/ Fail, rather than Pass/Fail, assignments and projects must allow students to achieve each grade if they have attained the required level of knowledge, skills and understanding related to that grade.

The centre must ensure that each student has completed the *candidate authentication form*, available via the UAL Awarding Body website.

Taking the assessment
UAL Awarding Body requires each centre to set controls for the time, resources, supervision and collaboration of all tasks it sets. Good practice should include:
- Setting a specific timeframe in which the assessment will take place
- Clear guidance on the assessment process
- Providing students with guidance on where and when direct supervision is permitted in the assessment
- Providing students with guidance on collaboration, including where and when collaboration is permitted in the assessment.

Centre-assessed work should be completed in the course of normal curriculum time, and supervised and marked by the tutor/assessor. Some of the work, by its very nature, may be undertaken outside the centre, for example, research, portfolio building, rehearsing, etc. As with all centre-assessed work, the tutor/assessor must be satisfied that the work submitted for assessment is the student's own. Students are free to revise and redraft work without tutor/assessor involvement before submitting the work for assessment. The advice provided prior to final submission should only enable the student to take the initiative in making amendments, rather than detailing what amendments should be made. Adding, amending or removing any work after it has been submitted for final assessment will constitute malpractice.

On completion of each unit, students must declare that the work produced is their own by signing the candidate authentication form.

Marking the assessment
The centre must mark the student's assessment evidence against the grade descriptors. Centre assessors must judge the quality of evidence against each relevant area of competence and award a grade of Pass, Merit or Distinction.
- To achieve a Pass grade, learners must achieve all the learning outcomes to the Pass standard defined in the grade descriptors.
- To achieve a Merit grade, learners must achieve all of the Pass and Merit learning outcomes to the Merit standard defined in the grade descriptors.
- To achieve a Distinction grade, learners must achieve all of the learning outcomes to the Distinction standard defined in the grade descriptors.

Students who do not satisfy all of the Pass criteria will be referred and will have one opportunity to redeem their referral. A Referral that has been successfully redeemed will be capped at a Pass. Referrals should be resolved before external moderation.

Students who, after being referred, are still unable to satisfy all the Pass criteria will be awarded a Fail.

For information on grading an assignment, please see the *Grading* section of this specifciation.

3.3
External assessment
This qualification contains no elements of external assessment.

3.4
Internal verification
Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It is the responsibility of internal verifiers to ensure that assessors' decisions are sampled and monitored to ensure consistency and fairness and that assessments set are appropriate and at the required level. Internal verifiers are also responsible for supporting assessors by offering advice and guidance. The internal verifier will follow the centre's own sampling strategy in selecting the sample to be internally verified. The internal verifier provides the vital link between the assessors and the external moderator and acts as the centre's quality assurance agent.

It is recognised that different centres use different approaches and terminology specific to their culture. The UAL Awarding Body *centre handbook* outlines some examples of good practice for the internal verification of units. However, all centres are required to ensure that their methodologies are suitably robust.

3.5
External moderation
External moderation is concerned solely with evaluating the validity of centres' assessment decisions through the external moderation of internally assessed and verified work.

External moderators, in addition to moderating assessments and grading decisions for externally moderated units, are required that the internal assessments for internally assessed units are rigorous and assessment decisions are fair, valid, reliable and free from bias.

UAL Awarding Body's external moderation of internal assessment is carried out at least once a year to ensure that assessments and grading decisions are in line with the required standards. External moderation is carried out by external moderators who are appointed, trained and monitored by UAL Awarding Body. External moderators are responsible for monitoring and sampling students' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards, which are agreed at UAL Awarding Body annual standardisation events.

The external moderation visit will be carried out on the date chosen by, and determined in advance with, the centre. Prior to the visit, the external moderator will contact the relevant course leader to confirm.

For more information on the external moderation process, please see the UAL Awarding Body *centre handbook*.

Grading

4.1
Grading

Unit achievement is based on a student's ability to meet the learning outcomes. To achieve this qualification, students must achieve a minimum of a Pass grade for each unit.
- Units 1 and 2 can be awarded a grade of Pass only
- Unit 3 can be awarded a grade of Pass, Merit or Distinction.

Students must successfully complete the formative units, Units 1 and 2, before moving onto the summative unit, Unit 3.

The overall grade for the Level 4 Professional Diploma in Technical & Production Practice for the Creative Industries is determined by the student's achievement in Unit 3.

4.2
Unit grades
Referral

Centres must refer students who fail to meet the learning outcomes following assessment of internally assessed units. The centre must inform students of the learning outcomes that they have failed to meet, and ensure they are provided with opportunities to work towards meeting those learning outcomes within a suitable timeframe.

A student will only be allowed one opportunity to redeem a referral in each unit before being awarded a Fail.

Fail

If the student is unable to provide evidence that meets the learning outcomes, they will receive a Fail grade.

Pass

To achieve a Pass grade, students must achieve all the learning outcomes to the Pass standard defined in the grade descriptors.

Merit

To achieve a Merit grade, students must achieve all the learning outcomes to the Merit standard defined in the grade descriptors.

Distinction

To achieve a Distinction grade, students must achieve all the learning outcomes a to the Distinction standard defined in the grade descriptors.

4.3
Using the grade descriptors

Grade descriptors specify key features and general characteristics of the performance required by students to attain at each grade. The grade descriptors are designed to help assessors make a judgement as to the students' level of attainment, by identifying the different performance requirements at each grade.

The descriptors are interrelated and should not be interpreted as a series of mutually exclusive categories. Students' work may demonstrate characteristics of, for example, the Pass and Merit categories and the final mark/grade for the work should always be a matter of professional judgement.

The emphasis given to various aspects of the descriptors will vary depending on the nature of the assessment task and discipline area. UAL Awarding Body will specify which areas of competence within the grade descriptors relate to which unit and learning outcomes.

4.4
Awarding the final grade

To achieve the Level 4 Professional Diploma in Technical & Production Practice for the Creative Industries, students must successfully demonstrate their achievement of all learning outcomes as detailed in this qualification specification.

Image: Backstage at London College of Fashion MA Menswear catwalk show 2015 - Copyright Hanna Puskarz

Grade descriptors

Areas of competence	Fail criteria	Pass criteria
1. Research Systematic identification and investigation of a range of academic and cultural sources	Little or no information presented.	Information is accurate and has been gathered and documented from a range of sources.
2. Analysis Examination and interpretation of resources	Little or no evidence of examination of source material.	Accurate interpretation of the relationships between constituent elements.
3. Subject knowledge Understanding and application of subject knowledge and underlying principles	Unable to evidence or articulate basic principles and knowledge related to the subject.	Evidence of understanding key aspects of the subject context, in current debates and/or historical background. References to some relevant theories/movements.
4. Problem solving Solve problems and adapt to unforeseen challenges in the realisation of a creative event	Little or no engagement with seeking alternative approaches to solving problems.	Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems.
5. Technical competence Skills to enable the execution of ideas appropriate to the creative industries	Execution demonstrates poor judgement and very limited command of techniques.	Skills facilitate communication of ideas; evidence of checking/testing/finishing; conventions and procedures are used consistently and appropriately.
6. Communication and collaborative working practices Demonstrates suitable behaviour for working in a professional context alone, or with others and in diverse teams (an increasing reality of the creative industries and in an international context)	Ineffective use of visual/oral/written communication conventions in the production and presentation of ideas. Does not collaborate with others; unproductive working alone; shows no knowledge of related profession.	Conventions and standards have been selected/used with good judgement; Awareness of main standards required of relevant profession. Able to work both collaboratively and independently.
7. Personal and professional development Management of learning through reflection, planning, self-direction, subject engagement and commitment	Consistent lack of evidence of reflection or planning for learning. No awareness of personal strengths and weaknesses in relation to task.	Evidence that reflection and planning have led to increased subject engagement and commitment. Developing an awareness of strengths and weaknesses.
8. Safe working practices and standards Capability to apply and uphold safe working practices and standards with a secure knowledge of creative Industries procedures and legislations	Little or no engagement with safe working practices and/or standards.	Appropriate application of safe working practices and standards; Industry procedures and legislations observed and applied with good judgement.

Merit criteria	Distinction criteria
Well informed judgements made of the relative value of connected information from a wide range of sources.	Extensive independent research, accuracy, familiarity with the material, and sound judgements made.
Accurate interpretation and evaluation of the relationships between constituent elements.	Accurate interpretation, evaluation and synthesis of the relationships between constituent elements.
Accurate understanding of subject context. References key theories and cultural movements.	Accurate and extensive understanding of subject context. Evidence of appreciation of principle theories and cultural movements.
Decisive demonstration of initiative in effectively solving problems, autonomously 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.
Skills facilitate practice and the communication of ideas; full command of conventions and procedures is evident.	Idea and technique are unified. Discernment and judgement are evident. Craft skills may have contributed to conceptual advances.
Conventions and standards have been selected/applied with accurate and decisive judgement. Aware of and able to meet standards required of relevant profession in simulated or real professional situations. May work well in a team, provide effective leadership, and demonstrate a well-rounded profile working alone.	The communication is persuasive and compelling; it takes full account of diverse audience needs; Integrates a sense of own identity productively into real or simulated professional situations. Can comfortably work as team member, in leadership role or alone.
Reflection and planning is self-directed, iterative and habitual. Strengths have been successfully built on, weaknesses have been mitigated.	Takes full responsibility for own learning and development through iterative cycles of well-articulated purposeful analysis and planning, supported by extensive evidence of impacts.
Conventions and standards have been selected/applied with accurate judgement, conforming and upholding relevant legislations.	Authoritative, decisive application of safe working practices demonstrating accurate judgements in effectively ensuring standards are unified with legislation.

5.1
Qualification structure
Rules of combination
- Mandatory units to be achieved: 3
- Total Qualification Time (hours): 1,200

Unit title	Level	GLH	TQT (hours)
Unit 1: Establishing principles of technical and production practice	4	280	420
Unit 2: Applied professional practice	4	240	360
Unit 3: Professional development project	4	200	300
Total qualification	**4**	**720**	**1,200**

5.2
Qualification commentary
The Level 4 Professional Diploma in Technical & Production Practice for the Creative Industries is made up of **three mandatory units.** Students must complete all three units to achieve the full qualification. The final grade for this qualification is based solely on Unit 3.

Course delivery uses a range of techniques to help students gain a practical understanding of technical and production processes. Students will be exposed to a range of technical and production roles in order to determine the associated responsibilities. Health and safety standards are administered in each unit to certify that students entering the workplace are industry-ready. Students will advance their technical competency skill levels and take ownership of their own professional development.

Combined with work placements, students are able to gain a comprehensive view of the technical and production roles within creative industries, enabling them to enter the workforce with the appropriate standards recognised by industry.

Level 4 Diploma

Units and indicative content

Unit 1

Establishing principles of technical and production practice

Level: 4   **Status: Mandatory**
GLH: 280   **TQT: 420**

Unit introduction: This unit equips the students for the workplace by exposing them to the operational and management structures inherent within the creative industries.

Assessment: Internally assessed and verified
Grade: Pass/Fail

Learning outcomes

On successful completion of this unit, the student will:

LO1: Understand the operational processes by which a performance event is created, realised and managed.

LO2: Understand the contextual factors that directly influence the production process.

LO3: Be able to select and use appropriate technical apparatus to realise the demands of a production.

LO4: Understand the range of commercial requirements for a performing and production arts activity.

LO5: Be able to apply legislation and manage risk within a professional context.

LO6: Be able to manage themselves and display professional interpersonal skills when working with others.

Learning outcomes and grade descriptors

This unit is graded as Pass or Fail and must be passed before moving onto the summative unit (Unit 3).

Evidence submitted by the student must be assessed and graded against the the areas of competence listed below. To determine a student's level of achievement for this unit, centres should only assess a student's evidence against the Fail and Pass columns of the grade descriptors.

Area of competence

Research	Analysis	Subject knowledge	Problem solving	Technical competence	Safe working practices	Comms and presentation	Personal and professional development
✓	✓	✓					
✓	✓	✓	✓				
✓	✓	✓	✓	✓	✓		
	✓	✓	✓				
✓		✓	✓		✓		
				✓	✓	✓	✓

Students will gain an appreciation of the communication protocols, etiquettes and interdependencies of departments in order to attain a firm understanding of the operational processes that lead towards a performance event. Students will consider a range of technical and production roles and determine their associated individual responsibilities whilst acknowledging how they function within a wider professional working environment.

Students will advance their technical competency skill levels and establish their interpersonal skills by working in teams, adhering to budgetary constraints and ensuring effective time management. The unit will ensure that students have a secure working knowledge of health and safety requirements and the associated legislations.

Indicative content

This unit is designed to provide students with the skills, knowledge and understanding necessary to explore, enhance and sustain their professional development and determine a standard from which all other activities and learning will develop. Students will be given a broad diagnostic introduction to the creative industries that will develop their understanding of the interrelated nature of the discipline and the wider operational processes. Students will gain an awareness of the variety of roles within the sector and of the personal and professional characteristics needed for a career in the creative industry.

The development of practical skills will be extensive and variable, depending upon the context of the work undertaken and the production team(s) the student is engaged with. The student will develop their professional practice by working with a range of stakeholders, ranging from freelance, touring and venue staff to production managers, performers, community participation groups and the public.

Health and safety standards sit centrally within this unit, alongside associated legislations within the workplace. Students will also have the opportunity to develop their interpersonal skills by working in small work groups, adhering to budgetary constraints, ensuring effective time management and developing their networking skills.

Delivery

The learning of this unit will be delivered through a series of practical workshops in order to enhance students' understanding and application of technical and production skills. Group critiques with peers and tutors will promote reflective learning, along with group discussions where critical thinking skills will be refined. Students will be autonomous in their approach to their learning and will be expected to conduct independent research in order to develop a sophisticated understanding of their professional development. Facilities and learning resources will be available for students to access outside taught sessions.

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

Assessment guidance

This unit is internally assessed and verified through a student's assigned work against the unit outcomes. In planning the assessment opportunities, the centre should consider the guidance in **UAL Awarding Body's** *Assessment Policy document.*

Students are able to demonstrate that the learning outcomes have been met in a variety of ways. However it is likely that a portfolio of evidence will be the main form of evidence generated.

Reading and resources list

The centre and their associated industrial partners will determine reading lists and all other associated resources for this unit.

Image: Martina Montorfani MA Costume Design for Performance, London College of Fashion - Copyright UAL

Unit 2

Applied professional practice

Level: 4　　**Status: Mandatory**
GLH: 240　　**TQT: 360**

Unit introduction: This unit further develops and refines students' professional skill levels by placing them directly within a professional environment and exposing them to the realities of the workplace.

Assessment: Internally assessed and verified
Grade: Pass/Fail

Learning outcomes

On successful completion of this unit, the student will:

LO1: Understand the purpose and role of each department and key function within the organisation.

LO2: Be able to apply relevant technical and production skills and knowledge within a professional work context.

LO3: Be able to solve practical and technical issues/problems within the working environment.

LO4: Be able to evaluate the effectiveness of operational policies and risk management at the employing organisation.

LO5: Be able to use evaluative and analytical skills in order to take responsibility for their own learning.

Learning outcomes and grade descriptors

This unit is graded as Pass or Fail and must be passed before
moving onto the summative unit (Unit 3).

Evidence submitted by the student must be assessed and
graded against the criteria below. To determine a student's
level of achievement for this unit, centres should only assess a
student's evidence against the Fail and Pass columns of the grade
descriptor.

Area of competence

Research	Analysis	Subject knowledge	Problem solving	Technical competence	Safe working practices	Comms and presentation	Personal and professional development
✓	✓						
		✓	✓	✓		✓	
			✓	✓		✓	
✓	✓	✓		✓	✓		
	✓					✓	✓

Students will have the opportunity to apply the technical and production skills acquired in their previous unit and test them out in a professional context. This unit will also see students cultivate their networking skills and start building a database of contacts as they engage with employers.

This unit also serves as a precursor to the student's final professional development projects and will provide them with an opportunity to identify the area they wish to specialise in, and develop the professional skills necessary for progression within their chosen discipline. This unit will ultimately culminate with the student defining their chosen specialist discipline.

Indicative content

This unit carries students deeper into their respective pathways, allowing them to observe, develop and refine technical and production skills by placing them directly within a professional environment where they can acquire the discipline demanded by professional practice. The content will be variable and largely dependent upon the employer's professional obligations at the time of engagement.

Delivery

This unit operates within a professional placement and students will be supported via regular meetings with their tutor, who will provide advice and assistance. Students are required to demonstrate their achievement of the learning outcomes by maintaining a weekly log of their work activity and producing a formal placement report on completion.

Assessment guidance

This unit is internally assessed and verified through a student's assigned work against the unit outcomes. In planning the assessment opportunities, the centre should consider the guidance in **UAL Awarding Body's** *assessment policy* **document.**

Students are able to demonstrate that the learning outcomes have been met in a variety of ways. Evidence is likely to include a student's portfolio of evidence and formal placement report. However, 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.

Reading and resources list

The centre and their associated industrial partners will determine reading lists and all other associated resources for this unit.

Unit 3

Professional development project

Level: 4
GLH: 200

Status: Mandatory
TQT: 300

Unit introduction: This 'signature' unit provides students with an opportunity to take control of their own professional development by independently initiating, researching and completing a production project

Assessment: Internally assessed, internally verified and externally moderated
Grade: Pass/Merit/Distinction

Learning outcomes

On successful completion of this unit, the student will:

LO1: Be able to use research and analysis to develop a pre-production proposal.

LO2: Be able to plan, organise and develop a production project, ensuring all commercial requirements and risk management are firmly in place.

LO3: Be able to carry out practical work that exhibits expertise in technical application.

LO4: Be able to solve and professionally manage communications and dynamics between relevant stakeholders.

LO5: Be able to analyse the production process, identifying areas of success and those for future improvement.

Learning outcomes and grade descriptors

This unit is graded as Pass, Merit or Distinction and will determine the overall grade for the qualification.The overall grade for the Level 4 Professional Diploma in Technical & Production Practice for the Creative Industries is determined by the student's achievement in this unit.

Evidence submitted by the student must be assessed and graded against the areas of competence for the unit. A student who submits evidence that fails to meet the Pass descriptors will be referred. The student has one further opportunity to redeem a referral by the submission of additional evidence within a timeframe agreed by the centre and confirmed by UAL Awarding Body.

Area of competence

Research	Analysis	Subject knowledge	Problem solving	Technical competence	Safe working practices	Comms and presentation	Personal and professional development
✓		✓	✓				
✓	✓	✓	✓	✓	✓		✓
		✓	✓	✓	✓		✓
			✓		✓	✓	✓
	✓		✓			✓	✓

Students will explore a self-defined area of practice from which they will initially create a proposal to outline their motivations and methodologies.

The precise content of the proposal will depend on the specialist skills developed by each student. Students will then go on to realise a substantial project and undertake responsibility for a key production role(s).

Indicative content

The unit content will vary according to the specific demands of the student's chosen project, which is derived from proposals that have been developed in consultation with tutors.

A continuous critical monitoring of the project's progress will remain central to students successfully satisfying the demands of this unit; typical activities that students will be engaged with may include rehearsals, workshops, planning, presentations, production meetings, drafts and/or 'work in progress' and performance events.

Delivery

This unit is largely self-directed, and students will be supported throughout the project via regular tutorials and production meetings with their tutor.

Tutors will provide advice and assistance concerning project strategies, time management and technical issues, but this is very much a self-directed project and serves as a precursor for students about to enter the workforce.

Assessment guidance

This unit is internally assessed, internally verified and externally moderated through a student's assigned work against the unit outcomes. In planning the assessment opportunities, the centre should consider the guidance in **UAL Awarding Body's** *assessment policy* **document.**

Students are able to demonstrate that the learning outcomes have been met in a variety of ways. They are advised to submit the following types of evidence:
• Project proposal
• Production portfolio
• Production project
• Viva (with industry experts).

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

Reading and resources list

Reading lists and all other associated resources for this professional development project will be determined by the student and self-defined in their project proposals.

Resources

7.1
Documents
UAL Awarding Body provides a range of resources to help centres to prepare for and deliver our qualification, including:

Qualification specification
This specification (for teaching from September 2016) includes details on the administration of qualifications and information on all the units for the qualification.

Assessment policy
This document is for centres, external moderators and students, and is designed to provide guidance on the internal assessment, internal verification and external moderation of UAL Awarding Body qualifications.

Centre handbook
This document is a reference tool that provides all UAL Awarding Body centres with information on our processes and practices, and how can you best work with us.

7.2
Forms
- Replacement certificate form
- Candidate authentication form
- Notification of centre details changes form
- Reasonable adjustments Request form
- Reasonable adjustments Approved by centre form
- Special consideration form

Forms can be downloaded from the UAL Awarding Body website:
www.arts.ac.uk/awarding

7.3
Training
UAL Awarding Body provides a range of training and development activities throughout the year to support you in delivering our qualifications. These include:

Subject-specific conferences
(spring term)
UAL Awarding Body holds an annual conference for each subject area. The day includes: presentations from inspiring guest speakers, briefings on changes to UAL Awarding Body qualifications and the education landscape, sharing good practice and networking.

Delivery groups
(end of each academic year)
These events are designed to support centres, which are newly approved, to commence delivery in the next academic year. Centres discuss delivery models and review assessment materials for the coming year.

Standardisation events
(summer and autumn terms)
Standardisation events allow centres to discuss and agree the national standards for Pass, Merit and Distinction grades across qualifications. Attendees are invited to look at previously graded, internally verified and externally moderated work from a centre.

Sharing best practice events
Centres are invited to share their best practice around delivery, assessment, portfolios and presentation with peers from other institutions.

7.4
Newsletter
Invitations to these events, as well as updates from UAL Awarding Body and the wider sector, are sent through the monthly newsletter.

Staff delivering the qualification can sign up for the newsletter by emailing:
comms.awarding@arts.ac.uk

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 CCEA 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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