

## L4 Professional Diploma in Performance

### Assessment and Grade Record Form

#### UNIT 3: Specialist Performance Project

<b>Student:</b>		<b>ULN:</b>		<b>Assessor:</b>		<b>Date:</b>	
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### LEARNING OUTCOMES

<b>LO1</b>	Use research to plan and develop a specialist performance project.
<b>LO2</b>	Carry out practical work that exhibits expertise in specialist technical application.
<b>LO3</b>	Manage themselves professionally and apply industry standards when working with others.
<b>LO4</b>	Analyse the creative process identifying areas of success and those for future improvement.

### GRADING CRITERIA (Please highlight relevant grade wording box)

RESEARCH				
<i>Learning Outcomes:</i>	Fail	Pass	Merit	Distinction
LO1	Little or no information presented.	Information is accurate and has been gathered and documented from a range of sources.	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.
ANALYSIS				
<i>Learning Outcomes:</i>	Fail	Pass	Merit	Distinction
LO1 LO4	Little or no evidence of examination of source material.	Accurate interpretation of the relationships between constituent elements.	Accurate interpretation and evaluation of the relationships between constituent elements.	Accurate interpretation, evaluation and synthesis of the relationships between constituent elements.

<b>SUBJECT KNOWLEDGE</b>				
<b>Learning Outcomes:</b>	<b>Fail</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
LO1 LO2 LO4	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.	Accurate understanding of subject context. References key theories and cultural movements.	Accurate, extensive understanding of subject context. Evidence of appreciation of principal theories and cultural movements.
<b>PROBLEM SOLVING</b>				
<b>Learning Outcomes:</b>	<b>Fail</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
LO1	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.	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.
<b>PRACTICAL SKILLS</b>				
<b>Learning Outcomes:</b>	<b>Fail</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
LO2	Execution demonstrates poor use of practical skills and very limited command of technique.	Practical skills are adequate to communicate ideas; technique applied appropriately in performance.	Practical skills facilitate confident and coherent communication of ideas; technique used consistently and accurately in performance.	Practical skills facilitate sophisticated and insightful communication of ideas; full command of technique is evident in performance.
<b>PERFORMANCE</b>				
<b>Learning Outcomes:</b>	<b>Fail</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
LO2	Ineffective use of performance standards in the production and presentation of ideas in performance.	Appropriate performance standards are applied and shows awareness of audience requirements and preferences.	Sustained and effective performance standards have been exploited showing considered awareness of context and audience.	Performance unified with personal style and communication is persuasive and compelling; it takes full account of diverse audience needs and awareness of own artistic identity.

**PERSONAL & PROFESSIONAL DEVELOPMENT**

<b>Learning Outcomes:</b>	<b>Fail</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
LO1 LO2 LO3 LO4	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.	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.

**COLLABORATIVE AND/OR INDEPENDENT**

<b>Learning Outcomes:</b>	<b>Fail</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
LO1 LO2 LO3	Collaborates reluctantly; struggles to produce work alone; has unrealistic view of professional life.	Awareness of main standards required of relevant profession. Able to work both collaboratively and independently.	Aware of and able to meet most standards required of relevant profession in simulated or real professional situations. Productive when in a team or working alone.	Aware of and able to meet standards required of relevant profession in simulated or real professional situations. Highly productive and effective in teams and demonstrates a well-rounded profile working alone.

Feedback/Feedforwards:

<b>GRADING DECISION:</b>	(insert grade in CAPITALS)	<b>Signed:</b>	(insert signature)	<b>Date:</b>	
<b>Referral Action Plan:</b> (If required)				<b>Referral Deadline:</b>	
<b>Internal Verifier's Comment:</b> <i>(only complete if this candidate is included in the IV sample)</i>					
<b>IV GRADING DECISION:</b>	(insert grade in CAPITALS)	<b>Signed:</b>	(insert signature)	<b>Date:</b>	

If 2<sup>nd</sup> IV, please copy the above IV boxes layout below.