

PHOENIX PRO COURSE VARIANTS

The diploma qualifications in drama and speech is designed to appeal both to those aspiring to teach or to perform professionally, and those already involved professionally who are seeking to gain recognition for new or existing skills. They offer learners the opportunity to measure their development against a series of internationally understood benchmarks at two levels on the Regulated Qualifications Framework (RQF):



LEVEL 4 DIPLOMA (ATCL)

Equivalent standard to the first year of an undergraduate degree course.
Recommended duration of study - one year.

LEVEL 6 DIPLOMA (LTCL)

Equivalent standard to the final year of an undergraduate degree course.
Recommended duration of study - 3 years.

TUITION ONLY

Our T-O students experience the same curriculum as our accredited courses without the pressure of TRINITY examination deadlines.

WHO CAN APPLY

The Phoenix Pro course and Diploma programme is open to all candidates.

There is no requirement to have passed lower grade/diploma levels, or other qualifications. However, the grades and diplomas represent a system of progressive development and the outcomes for each level assume mastery of the outcomes of previous levels. We therefore recommend that candidates have taken the previous level particularly at these higher levels. There is no upper age limit but the following age minimums are recommended:

Tuition Only - 16+
Level 4 - 17+
Level 6 - 18+

LEVEL 4 (ATCL)

FOUNDATION DIPLOMA

This qualification encourages candidates to be multi-skilled, reflective performers in a range of performance art forms, preparing and performing a programme of work that shows professional potential. They will achieve performance standards that are comparable with other qualifications available in the UK at Level 4 on the Regulated Qualifications Framework or the first year of degree-level study.

LEARNING OUTCOMES

To achieve this qualification the candidate will be able to:

- Demonstrate a sound knowledge of the fundamental concepts of performance arts.
- Use different approaches to solve problems.
- Communicate accurately with clear intent.
- Appreciate the main principles of the discipline, and the limits of their current capabilities and knowledge in relation to it.
- Undertake small-scale investigative or development activities, using appropriate methods and techniques
- Operate in moderately critical situations where success depends on choosing appropriate responses.

ASSESSMENT CRITERIA

The unit has defined assessment objectives and these are measured using the following criteria:

- Techniques – use a wide range of performance skills, using physical space creatively.
- Communication – communicate dramatic ideas through a range of performance skills.
- Planning and awareness – respond imaginatively to the quality, form, content and context of material, and reflect upon personal performance.
- Integration of skills, knowledge and awareness.

COURSE CONTENT

The candidate's work will involve the following:

- Preparation of an integrated programme of contrasting performances.
- Evaluation and interpretation of published and/or original material.
- Integration of two or more performance skills in dramatic communication.
- Rehearsal methodologies.
- Discussion of works, principles and practice of performance arts.

STRUCTURE AND MARKING SCHEME

This qualification comprises a single unit:

- Unit 1 – Performance (practical exam and viva voce)

LEVEL 6 (LTCL)

UNDERGRADUATE DIPLOMA

This qualification encourages candidates to demonstrate aspects of professional competence in performance; to be thoughtful, reflective performers who can respond to direction, and who can interpret and innovate. Performance standards are comparable to other qualifications available in the UK at Level 6 on the Regulated Qualifications Framework or the final year of an undergraduate degree.

LEARNING OUTCOMES

To achieve this qualification the candidate will be able to:

- Demonstrate an understanding of a complex body of knowledge, with detailed reference to numerous and varied types of sources, as relevant to performance arts – some of this knowledge will be at the forefront of the discipline.
- Demonstrate good analytical techniques and problem-solving skills, with the ability to evaluate evidence, arguments and assumptions to reach sound judgements, communicating complex information effectively.
- Appreciate the limits of current knowledge and practice and its implications.
- Plan and undertake small-scale, rigorous research or development activities, selecting appropriate methodologies.
- Operate effectively in critical situations where success depends on designing appropriate responses and drawing on a high level of skill, knowledge and judgement.
- Draw on a substantial range of approaches in handling complex and dynamic situations.

ASSESSMENT CRITERIA

The unit has defined assessment objectives and these are measured using the following criteria:

- Knowledge and understanding of performance techniques.
- Communication.
- Planning and awareness including reflective and analytical skills.
- Integration of skills, knowledge and awareness.
- Rehearsal process and application.
- Professional practice and application.



COURSE CONTENT

The candidate's work will involve the following:

- Interpretation and performance of a range of theatre forms.
- Use of vocal and physical resources and of performance techniques.
- Vocal study for both singing and speech.
- Knowledge of appropriate literature.
- Critical appreciation of the historical development of types of theatre.
- Principles and practice of voice, speech, oral interpretation and all aspects of play production.
- Production experience for both stage and screen.

COURSE STRUCTURE

This qualification comprises three units, all of which must be passed for successful completion of the diploma.

- Unit 1 – Supporting Theory (written paper)
- Unit 2 – Reflective Practice (submitted work)
- Unit 3 – Performance (practical exam and viva voce)

The units can be taken in any order and must be completed within three years from the date of entering for the first unit.

To be awarded a Distinction for the qualification, candidates must achieve an overall mark of 75% or above, but need not achieve 75% in every unit.

ASSESSMENT & MARKING LEVEL 4 & LEVEL 6

CONTINUAL ASSESSMENT

Pro students undergo continual process assessment from our module leaders with written feedback being given each term.

Within this system we are able to support and guide our PRO students as they work towards their desired goals.

TRINITY COLLEGE LONDON ASSESSMENT

Trinity's diploma qualifications are assessed by an external examiner trained and moderated by Trinity. The examiner writes a report on the extent to which the candidate has met the learning outcomes of the qualification and awards marks in line with the published criteria.

Each candidate is given written feedback, marks and, on passing all the relevant units, a certificate.

LEVEL 6 WRITTEN ASSESSMENTS

The Level 6 reflective practice coursework can be submitted at any time during study however we recommend that students submit in their penultimate term of study before their examination deadline (Term 8)

The Level 6 theory exam paper is sat in the month of May under controlled conditions.

VIVA VOCE - EXPLAINED

The Viva Voce element of the performance exam is weighted at 20% for level 6 and 30% for level 4.

Candidates are required to take part in one or a variety of unplanned discussions or exercises with the examiner to demonstrate indepth knowledge of their craft and process.

Further detail of the Viva Voce section of examination is provided in the Trinity Diploma syllabus found on our website.

MARKING BREAKDOWN

Discipline-specific knowledge - 30%

- Breadth and depth of conceptual understanding.
- Sector knowledge.
- Complexity of material.

Communication - 30%

- Clarity of presentation and intent.
- Range of techniques used.
- Suitability to context/purpose

Planning and awareness - 30%

- Contextual awareness.
- Analysis and planning.
- Evaluation and development of materials.

Integration - 10%

Used by examiners to record:

- A holistic impression of candidates' ability to integrate the skills, knowledge and awareness covered in each unit.
- The degree to which they can produce and present work that shows cohesion, spontaneity, creativity, individuality and personal investment

