



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN **PERFORMING ARTS**

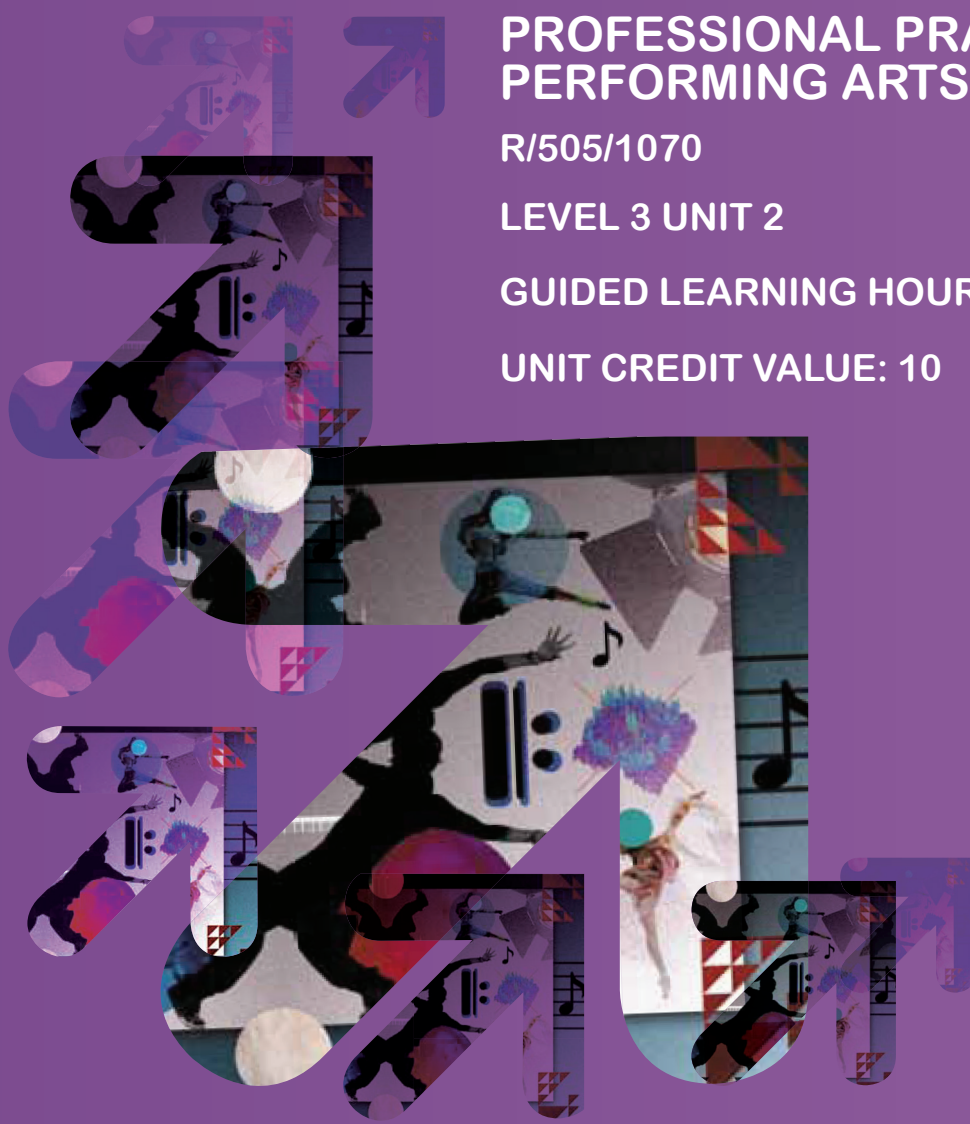
## PROFESSIONAL PRACTICE IN PERFORMING ARTS

R/505/1070

LEVEL 3 UNIT 2

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# PROFESSIONAL PRACTICE IN PERFORMING ARTS

R/505/1070

LEVEL 3 UNIT 2

## AIM OF UNIT

The creative and performing arts industry is complex and multi-faceted and for the creative performer, administrator or technician who has the right skills and approaches it provides many opportunities. It can also provide many pitfalls. This unit will give learners the strategies, attitudes and survival skills for sustaining a career in the performing arts industry. They will learn to self-promote and respond to employment opportunities as well as learning when and how to adapt to a quickly changing economic landscape. It will also give learners an understanding of the expectations of potential employers and bookers so that they can maximise their chances of getting work as a freelancer in a fiercely competitive environment.

## ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:		
1	Understand the current professional environment	P1 describe current conditions affecting employment opportunities in the creative industries	M1 analyse current conditions affecting employment opportunities in a specific vocational area	
2	Be able to produce strategies for sustaining a freelance career	P2 describe features of freelance working in a range of industry contexts	M2 produce strategies that meet the demands of freelance working in a chosen vocational area	D1 present an action plan for a sustainable career in a chosen vocational area
3	Understand legal and contractual frameworks	P3 describe at least two contracts and conditions of service in their chosen vocational area		

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative. It should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though those do not need to be the same ones specified in the unit content.

### **Understand the current professional environment**

- An overview of the creative industries.
- The Creative and Performing Arts as a profession: range and scope of sectors and vocational areas, e.g. performing, marketing, producing. Organisations and structures.
- Current economic environment and its impact on the performing arts industry, effects of downturn and state of the arts, changes in employment patterns.
- Contract and freelance working: definitions, differences in demands and work patterns.
- Funding choices: self-financing or grants. National and governmental structures, commercial and subsidised sectors, regional and local variations.
- Job market: where the work is, demand for specific skills.

### **Be able to produce strategies for sustaining a freelance career**

- How to develop survival skills: self-discipline, time-keeping and time-management skills, focus and concentration on tasks. The expectations of employers in specified areas.
- Self-promotional and marketing, e.g. CVs, profiles, websites, social networking, showreels, stationary.
- Personal skills: core and additional skills, adapting and transferring skills.
- Research into the chosen vocational area and contact with professional network: interviews with professionals, agents and agencies, unions and professional organisations.
- Continuous Professional Development: extending core skills through pre-professional training, classes and funding.
- Working freelance and starting businesses: assessing alternative ways of working, building portfolios of work, investment in equipment and new skills.

### **Understand legal and contractual frameworks**

- The role of Unions and management bodies, negotiating processes. Range of services available to members.
- Health and Safety regulations relevant to specified area. Personal and third party insurance.
- Financial and legal aspects: tax and insurance, reading contracts, bank accounts.
- Pay and conditions: rates for contractual work, costing freelance work, projections of earnings.
- Agents, Personal Managers and the law. Co-operative Actors Agencies.

## DELIVERY GUIDANCE

### **Understand the current professional environment**

This outcome covers the wider context of the unit and should be adapted to meet the predominant needs of the learners in terms of their vocational and professional area. It could start very generally however with lectures and presentations covering the current professional environment before becoming more focussed on an area more relevant to the centre's taught art-form. Delivery could then facilitate learners in self-directed research to cover more specific areas; the results of this could then be presented to the rest of the group or shared in seminar settings.

### **Be able to produce strategies for sustaining a freelance career**

Delivery of this outcome should focus on providing learners with examples and demonstrations of focused and determined working practices. This could be done with case studies or by lectures and talks from visiting professionals. There could be time given to tutorials and seminars where learners present examples of promotional material, their own and others, and where materials can be developed that fully meet the needs of a range of vocational areas as well as their own. Learners will need guidance in their self-directed research in order to identify the niche area to which their materials are being addressed and also to access networks and working professionals. However learners could also bring their own networks and contacts to the course. The attitudes and professional working practices that learners present and experience in other practical classes could be referenced by using this outcome to draw up appropriate notes on what is expected in class, workshops and rehearsals.

Their own self-promotional plans and material could be based on experience, skills and profile that the learner currently has or they could be based on the learner fictitiously placing themselves at the start of a professional freelance career having completed a pre-professional or degree course.

### **Understand legal and contractual frameworks**

Learners should receive lectures and seminars on the practical differences between contractual and freelance working and how the tax system works in relation to this difference. They could then be guided in researching contracts and conditions of service from a wide range of sources so that they can have examples of area-specific details leading to the production of two case studies.

## SUGGESTED ASSESSMENT SCENARIOS AND GUIDANCE ON ASSESSMENT

Learners should keep portfolios containing synoptic evidence of their development and demonstration of professional practice and their knowledge of freelance work in their chosen vocational area. This evidence should include their underpinning knowledge and understanding of the performing arts industry and more specific evidence framed by the chosen vocational area being studied. Examples of specific criteria evidence are detailed below.

### **Assessment and Grading Criteria P1, M1**

Evidence could be in the form of PowerPoint presentations and accompanying notes and details of seminars led by learners. There could also be written and more formal reports on the state of the arts that are framed initially in a general context but which develop a more specific theme relating to the chosen vocational area of the learner. They could also present written reports that include charts and graphs outlining the economic context of the performing arts.

To achieve **P1** learners should demonstrate through their portfolio evidence an understanding and knowledge of the general conditions of the creative industries with particular reference to employment opportunities.

**M1** should be awarded when they analyse specific conditions and employment opportunities within their chosen vocational area making reference to current issues and giving evidence of primary research and interviews.

### **Assessment and Grading Criteria P2, M2, D1**

Learners could keep evidence in their portfolios of a range of promotional materials that have been drafted and re-drafted in response to changing job specifications and work opportunities. There should also be final fit-for-purpose copies. The portfolio could also include details and documentation of organisations and individuals that have been consulted or that contribute to strategies, e.g. networks that provide support and business advice, union and professional associations, speculative letters to agencies, photographs and showreels. This criteria could also be evidenced through observations and testimonials from teachers and suitably qualified observers. The learner could also evidence their professional attitude through profiles and their knowledge and understanding of a specific niche in the employment market.

To achieve **P2** learners should demonstrate through their portfolios that they know the range of freelance work opportunities that are available generally. They should be able to describe the key features of working freelance. This may be taken from their contact with appropriate freelancers and they may have drawn on these interviews in their building of evidence.

**M2** should be awarded when they are using the accumulated evidence to draw up competent strategies that respond to industry conditions in their own specific chosen vocational area. Strategies are realistic and credible.

**D1** requires learners to respond to their research and understanding of the chosen vocation area and the industry conditions generally to present themselves and their strategy in a way that optimises their potential to sustain a credible freelance career. The strategy is based on an accomplished understanding of freelance working. This may be in a written format or a verbal presentation.

### **Assessment and Grading Criteria P3**

Evidence could be in the form of presentations and seminars on specific jobs and work areas and the contracts and conditions of service that are pertinent to them. Learners could use legal case studies where contracts have been challenged and present commentaries on these. Where possible, professionals should be interviewed to document real stories. It would also be possible, to include case studies where no contract was issued and the legal and personal issues that arose from this. Learners should keep annotated contracts and conditions of service booklets in their professional portfolios.

To achieve **P3** learners should produce either as presentations or in written form two case studies outlining specific contracts and conditions of service issues.

## LINKS TO NOS

**CCSFL 3**      **Develop and manage a business strategy for your freelance work in creative and cultural industries.**



## CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

Telephone 02476 851509

Email [cambridgetechnicals@ocr.org.uk](mailto:cambridgetechnicals@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)