



An overview of higher level qualifications in music, dance and speech and drama subjects

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Section 1: Executive Summary

This report investigates the range and types of qualifications available at higher levels in the performing arts sector, focussing on the subjects of music, dance and speech and drama. The report outlines qualifications available at levels 4-8 of the Regulated Qualifications Framework, levels 7-12 of the Scottish Credit and Qualifications Framework and those available in the Further and Higher Education Qualifications framework.

Section 3 of the report defines what higher level qualifications are and where they are located in the various frameworks.

Section 4 of the report investigates types of qualifications including undergraduate and post-graduate degree courses offered by universities, conservatoires and affiliated providers, vocational training offered by vocational schools, other regulated¹ higher level qualifications and higher level qualifications offered by graded examination awarding organisations.

Section 5 of the report examines the need for the range of qualifications on offer and the reasons why a diverse provision is available.

Section 6 outlines the various national benchmarks that exist for higher level qualifications including those governing undergraduate degree courses, National Occupational Standards, requirements for teaching qualifications and specific sector based initiatives.

Section 7 of the report provides a conclusion of the investigation. The key points are:

- That there is a diverse range of qualifications on offer in the performing arts at higher levels.
- That these qualifications can be categorised according to their breadth or depth and their academic or vocational focus.
- That there are compelling reasons for the diversity on offer and that there is likely to be an increased need for this provision in the future.

¹ Qualifications are regulated by Ofqual in England and Northern Ireland, Qualifications Wales in Wales and SQA Accreditation in Scotland.

Section 2: Introduction

The qualifications' landscape is often described as complex in the UK due to the number of organisations offering qualifications and the range of provision on offer. There have been several attempts by the authorities over the years to "rationalise" the number of qualifications available by shaping frameworks to better describe the types of qualifications on offer and by requiring organisations to have a clear rationale and market for their provision.

Matters are further complicated in the case of qualifications available to students in higher education as these are provided by a range of institutions and awarding organisations. These qualifications are located in two separate qualification frameworks, one covering undergraduate and post-graduate programmes and the other covering "vocational" qualifications.

However, closer inspection of the landscape shows that there are links between what initially appear as diverse and mutually exclusive qualification offers. There is also a relationship between this landscape and the historical and contemporary workings of the creative and cultural industries.

This report gives some background to those qualifications generally understood as "higher level"; what constitutes a "higher level" qualification; what types of qualifications are on offer; the organisations and institutions awarding them; and how overarching standards and benchmarks relate to their development.

More specifically, this report deals with the following:

- Qualifications such as undergraduate degree programmes offered in the higher education sector and which appear on the Further and Higher Education Qualifications framework (FHEQ)
- Qualifications offered by graded examination awarding organisations in the regulated qualifications framework at level 4 and above and in the Scottish Credit and Qualifications Framework (SCQF) at level 7 and above at the time of writing this report².

These organisations include:

- Associated Board of the Royal Schools of Music (ABRSM)
- British Ballet Organisation (BBO)
- English Speaking Board (ESB)
- Graded Qualifications Alliance (GQAL) (incorporating British Theatre Dance Association)³
- Imperial Society of Teachers of Dancing (ISTD)
- International Dance Teachers Association (IDTA)
- LAMDA (London Academy of Music and Dramatic Art)
- London College of Music Examinations (LCM) recognised by Ofqual as the University of West London
- Rockschoool Ltd⁴ (RSL Awards)
- Royal Academy of Dance (RAD)
- Trinity College London (TCL)

The report attempts to show some of the interrelationships between providers and the range of qualifications on offer, as well as celebrating the diversity of higher level qualifications available in music, dance and speech and drama.

² There is a small number of organisations who are either recognised by the regulators but do not offer higher level qualifications (e.g. National Association of Teachers of Dancing) or who are not recognised by the regulators but are validated members of the Council for Dance Education and Training (e.g. British Association of Teachers of Dancing).

³ The United Teachers of Dance (UTD) works in partnership with GQAL but does not currently offer any regulated qualifications at higher levels

⁴ Rockschoool offers some dance qualifications in partnership with the Spanish Dance Society (SDS), the Professional Teachers of Dancing (PTD), United Kingdom Alliance (UKA) and Russian Ballet Society (RBS)

Section 3: What are “higher level” qualifications?

3.1 Defining higher level qualifications

Higher level qualifications are usually taken after A level study or equivalent. The term includes university degrees and professional and occupational training as well as competence based qualifications in specific sectors.

The qualifications framework in England has 8 levels plus Entry level. Higher level qualifications are those located at level 4 and above. In Scotland the qualifications framework has 12 levels. Level 4 -8 of the regulated qualifications framework in England and levels 7-12 of the SCQF map to the FHEQ⁵ levels published by the Quality Assurance Agency (QAA) as illustrated below.

Table 1: Qualifications Frameworks

Level	FHEQ qualifications	Regulated qualifications in performance and teaching
8 (SCQF 12)	Doctoral degrees (eg PhD/DPhil)	
7 (SCQF 11)	Masters degrees (eg MPhil, MLitt, MRes, MA, MSc) Postgraduate diplomas Postgraduate Certificate in Education (PGCE) Postgraduate certificates	Fellowship Diplomas Professional qualifications Specialist qualifications such as Education Studies etc
6 (SCQF 9/10)	Bachelor’s degrees with honours (eg BA/BSc Hons) Bachelor’s degrees Professional Graduate Certificate in Education (PGCE) Graduate Diplomas Graduate Certificates	Licentiate Diplomas Performance qualifications Teaching Diplomas
5 (SCQF 8)	Foundation Degrees Diplomas of Higher Education (DipHE) BTEC HNDs	Performance Diplomas Teaching Diplomas
4 (SCQF 7)	Certificates of Higher Education (CertHE) BTEC HNCs	Vocational Graded Examinations in Dance Advanced 1 and 2 Associate Diplomas Performance qualifications Teaching Diplomas

Table 1 shows the broad relationship between qualifications in the regulated qualifications framework, the SCQF (levels indicated in brackets) and the FHEQ. The FHEQ levels were adopted into the National Qualifications Framework⁶ by the Qualifications and Curriculum Authority⁷ in 2004 when the NQF “higher levels” of level 4 and level 5 were expanded to align more explicitly with the 5 levels of the FHEQ.

⁵ Further and Higher Education Qualifications published by QAA 2008

⁶ The National Qualifications Framework (NQF) was a predecessor to the regulated qualifications framework.

⁷ The Qualifications and Curriculum Authority (QCA) was the predecessor organisation of Ofqual.

3.2 Who takes higher level qualifications in the performing arts?

There are various reasons why students may take higher level qualifications. The variety of qualifications on offer suggest that there is demand from students across a range of “academic” and “vocational” pathways which offer options for progression into employment within the creative industries and/or further study.

3.3 Types of qualifications on offer at “higher levels”

The main types of qualifications on offer are:

- Undergraduate and postgraduate degree courses offered by universities and higher education institutions
- Higher level professional qualifications such as BTEC HNCs/HNDs
- Diploma programmes offered by private training colleges
- Specialist qualifications offered through graded examination awarding organisations (as listed in Section 2). These include qualifications in performing and teaching as well as other specialist provision.
- The professional diplomas in performing arts offered by Trinity College London as part of the Dance and Drama Awards (DaDA) scheme in the UK.

These are further examined in the following section.

Section 4: Types of qualifications

This section examines in more detail the types of qualifications offered at higher levels. Although these are divided into three distinct “types” below, in reality there are a number of sub-categories and links between qualification types and the providers which offer them.

4.1 Undergraduate and post-graduate degree courses

A large number of degree programmes is available in music, dance, and speech and drama related subjects. These are offered mainly by universities but there are also a small number of specialist conservatoires, colleges and other institutions delivering these programmes alongside other types of qualifications.

Degree programmes include:

4.1.1 Foundation degrees

These are degree level qualifications which combine academic study with workplace learning. Designed in association with employers, these qualifications equip students with the relevant skills, knowledge and understanding to succeed academically as well as to improve performance and productivity in a work setting.

Foundation degrees focus on a particular role or profession. They are intended to improve the professional and technical skills of current or potential staff within an industry, or those intending to progress into the sector.

A Foundation degree, in terms of credit, is comparable to two years study towards an Honours degree and is a fully flexible qualification allowing students to study part-time or full-time to fit their lifestyle.

4.1.2 Undergraduate and post-graduate degrees

A traditional undergraduate degree course can be 3 or 4 years in duration depending on the type of degree and subject area being studied. These are offered by:

- **Recognised Bodies**⁸—these are organisations which have been granted degree-awarding powers by Royal Charter, Act of Parliament or the Privy Council. All UK universities and some higher education colleges are Recognised Bodies.
- **Listed Bodies**—these organisations do not have the power to award their own degrees but may provide full courses which lead to a degree of a Recognised Body. Organisations that only offer part of a degree course do not have listed body status.

Postgraduate courses which provide progression into research and the study of specialist skills, knowledge and understanding are offered by most universities. These qualifications are usually available as follows:

- **Master's Degree:** an academic degree awarded by a university upon completion of a course of study demonstrating a mastery or high-order overview of a specific field of study or area of professional practice. The master's degree may qualify the holder to teach at a college or university in certain disciplines. The two most common titles of master's degrees are the Master of Arts (MA) and Master of Science (MS, MSc, MSi, or MCA); these may be course-based, research-based, or a mixture of the two.

⁸ Source <https://www.gov.uk/guidance/recognised-uk-degrees>

- **Postgraduate Certificate of Education (PGCE):** a postgraduate teaching qualification that gives the holder status as a Qualified Teacher (QTS). These are usually one or two year courses, including a teaching placement, where the learner focuses on the teaching of a particular subject.
- **Doctorate (PhD/DPhil):** a research-based course where learners focus on a highly specialised area of study. Universities admit applicants to PhD programmes on a case-by-case basis. Depending on the university, admission is typically conditional on the prospective student having successfully completed an undergraduate degree with at least upper second-class honours, or a postgraduate master's degree, but requirements can vary. A thesis is submitted at the end of a three to four-year programme.

4.1.3 Conservatoires

Conservatoires offer education and training in the disciplines of music, acting and dance, as well as theatre and screen production.

There are nine conservatoires in the UK, each with its own distinct history, purpose and identity. Their courses lead to qualifications at undergraduate level (usually Bachelor of Arts [BA] or Bachelor of Music [BMus]), Masters level (usually Master of Music [MMus] or Master of Arts [MA]), and Doctoral level (Doctor of Music [DMus] or Doctor of Philosophy [PhD/DPhil]).

Undergraduate music programmes at the majority of UK conservatoires last for four years. The addition of the fourth year allows space for students to refine their skills in a practical performance context. Conservatoires have connections with all areas of the arts world, promoting professional standards. Students typically work with leading conductors, directors and choreographers etc.

Conservatoires are usually seen as an option for more practical study; however there are now a number of links between conservatoires and universities meaning that there is a range of options offered by each individually and in partnership⁹.

The nine UK Conservatoires are:

- Birmingham Conservatoire
- Guildhall School of Music and Drama
- Leeds College of Music
- Royal Academy of Music
- Royal College of Music
- Royal Conservatoire of Scotland
- Royal Northern College of Music
- Royal Welsh College of Music and Drama
- Trinity Laban Conservatoire of Music and Dance

It is important to note that many awarding organisations have longstanding relationships with certain conservatoires such as the Associated Board of the Royal Schools of Music (ABRSM) which has links to four major institutions—the RAM, RCM, RNCM and RSC. Further, Trinity College London has a relationship with Trinity Laban, and London College of Music Examinations is part of the London College of Music (formerly but no longer a conservatoire), which is itself now part of the University of West London.

⁹ Source: Conservatoires UK frequently asked questions www.conservatoiresac.uk

4.1.4 The Conservatoire for Dance and Drama

The Conservatoire for Dance and Drama was established in 2001¹⁰. It is a publicly funded higher education institution which is made up of 8 affiliate specialist institutions. These are:

- Bristol Old Vic Theatre School
- Central School of Ballet
- LAMDA
- London Contemporary Dance School
- National Centre for Circus Arts
- Northern School of Contemporary Dance
- Rambert School of Ballet and Contemporary Dance
- Royal Academy of Dramatic Art

Degrees offered by the affiliate schools are validated by three universities:

- The University of the West of England (for Bristol Old Vic Theatre School)
- The University of Kent (for Central School of Ballet; LAMDA; London Contemporary Dance School; National Centre for Circus Arts; Northern School of Contemporary Dance; Rambert School of Ballet and Contemporary Dance)
- King's College London (for the Royal Academy of Dramatic Art)

4.1.5 Music degrees

A search of the UCAS database shows that as of Summer 2015 there are 192 providers offering music related degree programmes. The qualifications offered span foundation, undergraduate and postgraduate programmes across a variety of subjects including music performance, production, business and education covering both popular and classical music. A few examples are listed below to illustrate the range available.

- ***BIMM Music Business BA (Hons)***—BIMM, The British and Irish Modern Music Institute, has colleges in six cities including London, Berlin, Dublin, Manchester, Bristol and Brighton. BIMM offers a range of Higher and Further Education music courses including BA Honours Degrees, nationally accredited Diplomas, Postgraduate Teaching Certificates and options for full-time and part-time study.

Courses are generally aimed at students who wish to develop skills, knowledge and understanding in the performance, recording and marketing of music including sales.

- ***University of Birmingham, Music and Maths BA (Hons)***—This course is modular and allows students to study a range of music and maths modules throughout a three year programme. Both subjects are studied to a similar level as part of a joint Honours offer. The University describes the programme as “a complementary combination of studies that makes [students] attractive to employers” and cites an employment or further study rate of over 85% after graduation.
- ***University of Bristol, Music BA (Hons)***—The University of Bristol’s BA Music degree allows students to develop knowledge and skills across a range of areas. The programme is a traditional 3 year degree course with a general first year introducing the history of music, acoustic and studio composition, analysis, and technical and practical studies. In years 2 and 3, students will specialise in a particular area of music and undertake a major project in the final year.
- ***University of Chester, Commercial Production BA (Hons)***—This is a 3 year degree course which focuses on the commercial aspects of music making. Students are encouraged to develop a range of studio-based production skills. Although the course

¹⁰ Source: Conservatoire of Dance and Drama website www.cdd.ac.uk

focuses on studio production in the final year students may also specialise in other areas such as A&R and marketing. In Year 3, students have to produce a dissertation on a specialist area of interest.

4.1.6 Dance degrees

A search of the UCAS database shows that as of Summer 2015 there are 85 providers offering dance related degree programmes. The qualifications offered span foundation, undergraduate and postgraduate programmes and range from specialist dance qualifications to broader programmes in performing arts and musical theatre in which dance is a component. A few examples are listed below to illustrate the range available:

- **University of Bedfordshire, Dance and Professional Practice BA (Hons)**—The University of Bedfordshire offers a range of specialist dance and drama courses. This programme provides students with the opportunity to develop their dance skills alongside their knowledge and understanding about working as a professional in the industry.
- **University of Bolton, Professional and Commercial Dance (Foundation degree)**—This course is a partnership between the University of Bolton and Shockout Arts, based in central Manchester. Students undertake practical training alongside developing their knowledge and understanding of the industry. The course includes a requirement for students to undertake a work placement in the performing arts industry.
- **Brighton University, Secondary Dance Education with QTS (Troops to Teachers)**—This programme is aimed specifically at ex-service personnel wishing to retrain as teachers. The course is a two-year, employment-based 'advanced standing' programme leading to an Honours degree with QTS. It integrates Initial Teacher Training (ITT) with continuing professional development. The programme is funded by the Department for Education.
- **UCLAN, Teaching Dance in the Private Sector (Foundation Degree)**—This qualification involves a two year course which is delivered by Preston College and is designed to be run in conjunction with the ISTD vocational graded examinations and the level 4 Diploma in Dance Education (DDE). Students can top up to a BA (Hons) degree at UCLAN.
- **Royal Academy of Dance**—The Royal Academy of Dance, which is also a regulated awarding organisation, offers, through its Faculty of Education, BA degree programmes, validated by the University of Bath, in Dance and Ballet Education alongside professional awards at levels 4 and 5.

4.1.7 Drama degrees

A search of the UCAS database shows that as of Summer 2015 there are 140 providers offering drama related degree programmes. The qualifications offered span foundation, undergraduate and postgraduate programmes and include Acting, Drama, Creative Studies and Theatre. A few example qualifications are listed below to illustrate the range available.

- **Birmingham City University, Applied Performance (Community Education) BA (Hons)**—This course is run in partnership with Birmingham Repertory Theatre and gives students the opportunity to work as a performance maker/artist through devising, writing and physical movement-based acting, as well as delivering workshops in community or educational settings. The university's website states that graduates typically progress on to specialist masters-level study of applied performance, working within settings such as health, prisons or with young people, or go on to teacher training programmes for Drama.
- **Bishop Grosseteste University, Special Educational Needs and Inclusion and Applied Drama BA (Hons)**—In this course, students study Special Educational Needs and

Inclusion and Applied Drama equally. Students also develop their skills in practical drama whilst gaining an understanding of how they can take their projects into the community and other relevant settings.

- **University of Surrey, Actor Musician BA (Hons)**—This course is delivered in partnership with Guildford School of Acting and is designed so that students explore and develop broad and specialised performance skills in acting, singing, musicianship and dance—alongside critical and evaluative abilities.
- **University of Winchester, Choreography, Dance and Drama BA (Hons)**—This is a combined Honours course which allows students to study two subjects jointly. In this case the subjects are a choice of two from Choreography, Dance and Drama. Years 2 and 3 lead to greater specialisation with management and facilitation introduced in the final year.
- **Newman University Birmingham, Drama and Education Studies BA (Hons)**—This course is taught over 3 years with the first year providing a foundation in applied drama and education. The second year focuses on learning styles covering modern and contemporary drama and in the third year, students can choose from a variety of options in both the drama and education fields alongside learning and creativity in the classroom.

4.2 Diploma programmes offered by vocational training schools

There are a number of vocational training schools in dance, musical theatre and drama which are accredited by the Council for Dance Education and Training (CDET) and Drama UK. They offer a mixture of self-funded training, Further and Higher Education courses which are two or three years in length. They offer specialised training in dance and/or drama.

Many of the vocational training schools offer courses which attract funding through the Dance and Drama Awards scheme. This means tested scheme allows ‘the most talented’ students to apply for funding for fees and living costs. Students who apply must be a minimum of 16 years for dance courses and a minimum of 18 years for drama courses. The funding applies to the following qualifications which are regulated by Ofqual and the Welsh Government and offer by Trinity College London.

- Level 6 Diploma in Professional Dance (3 years)
- Level 6 Diploma in Professional Musical Theatre (3 years)
- Level 5 Diploma in Professional Dance (Classical Ballet or Contemporary Dance) (2 years)
- Level 6 Diploma in Professional Acting (3 years)
- Level 5 Diploma in Professional Acting (1 year)

4.2.1 Vocational schools accredited by CDET

CDET www.cdet.org.uk is the quality assurance and membership body for the professional dance and musical theatre industries. It is the first point of contact for those seeking information on education, training and assessment in the UK.

CDET accredits full-time training providers, and has provided the industry benchmark of quality assurance for professional dance and musical theatre training in the UK since 1979. Accredited schools are:

- Bird College * **
- Cambridge Performing Arts at Bodywork Studios *
- The Centre Performing Arts College
- CPA Studios
- Creative Academy
- D&B Performing Arts

- Elmhurst School for Dance *
- English National Ballet School *
- The Hammond School *
- Italia Conti Academy of Theatre Arts *
- Italia Conti Arts Centre
- KS Dance Ltd
- Laine Theatre Arts Ltd *
- Liverpool Institute for Performing Arts **
- Liverpool Theatre School and College *
- London Studio Centre **
- Masters Performing Arts College
- Midlands Academy of Dance and Drama
- Millennium Performing Arts *
- Northern Ballet School *
- Performers College *
- SLP College *
- Stella Mann College **
- Tring Park School for the Performing Arts *
- Urdang Academy * **

* offers Dance and Drama Awards (DaDAs)

** is funded through the Higher Education Funding Council (HEFCE)

Full accreditation is only awarded to those schools and colleges that have successfully undertaken a thorough and comprehensive, institutional level review of provision by a panel of CDET nominated industry experts. Accreditation normally lasts for four years after which the school or college must re-apply and undertake a full re-accreditation visit. Throughout the duration of the accreditation, CDET undertakes at least one monitoring visit annually and maintains close contact through its *Conference of Professional Schools* forum which meets three times a year.

CDET Accredited Schools offer a huge variety of courses that vary widely in style, content and aims and qualifications. They cover a range of different disciplines including; ballet, musical theatre, jazz, contemporary dance, commercial, street etc. Each school is unique and has its own curriculum specially tailored to meet the needs of its mission statement.

On successful completion of the course, most CDET Accredited Schools offer the level 5 and level 6 *Trinity College London* Professional Performing Arts Diplomas as a qualification, some schools also offer BA degree courses and others offer teaching qualifications. It is also possible to convert the *Trinity College London* level 6 professional Diploma into a full BA Hons degree via Middlesex University after graduation whilst working in the industry. Graduates from a CDET Accredited school or college gain immediate eligibility for membership of *Equity* (the actors' and dancers' union) and immediate eligibility for inclusion in *Spotlight* (the industry casting service)

CDET's accreditation reports are used by Ofsted as relevant evidence during their inspection process. CDET is also recognised as an accrediting authority by the Higher Education Statistics Agency (HESA) and is included in their list of accrediting bodies for the Key Information.

4.2.1.2 Awarding Organisations Validated by CDET

CDET also Validates the world's leading awarding organisations offering graded, vocational and diploma examinations in dance and musical theatre performance and teaching. Many of these awarding organisations are also recognised by the Office of Qualifications and Examinations Regulation (Ofqual) and have their provision Regulated on the Qualifications Framework in England, Wales and Northern Ireland. The awarding organisations listed below have successfully undertaken the inspection process and are Validated by the CDET.

- British Association of Teachers of Dancing (BATD)
- British Ballet Organization (BBO)
- British Theatre Dance Association (BTDA)
- Graded Qualifications Alliance (GQAL)
- Imperial Society of Teachers of Dancing (ISTD)
- International Dance Teachers' Association (IDTA)
- National Association of Teachers of Dancing (NATD)
- Professional Teachers of Dancing (PTD)
- Rockschool (Performance Arts Awards)
- Royal Academy of Dance (RAD)
- Russian Ballet Society (RBS)
- Spanish Dance Society (SDS)
- Trinity College London (TCL)
- United Kingdom Alliance (UKA)
- United Teachers of Dance (UTD)

CDET ensures the highest standards of examination provision by carrying out quality assurance inspections and comparability studies of member awarding organisations and their assessments. CDET also takes part in a range of regulatory forums with the purpose of contributing to national initiatives and to enhancing public understanding of performing arts' qualifications across the education system, collaborating with other awarding organisations across the sector.

4.2.2 Vocational schools accredited by Drama UK

Drama UK was formed from the merger of the National Council for Drama Training (NCDT) and the Conference of Drama Schools (CDS). Accredited schools are:

- The Academy of Live & Recorded Arts
- Arts Educational Schools London
- Birmingham School of Acting
- Drama Centre London (University of the Arts)
- Drama Studio London
- East 15 Acting School
- Guildford School of Acting
- Italia Conti Academy of Theatre Arts
- Liverpool Institute for Performing Arts
- Manchester Metropolitan University School of Theatre
- Mountview Academy of Theatre Arts
- Rose Bruford College of Theatre & Performance
- The Royal Central School of Speech & Drama

The Accreditation process involves an assessment by Drama UK, through documentary review, observation of course delivery by a panel of industry experts, assessment of facilities and discussion with course tutors and students. Performance Graduates are eligible to join Equity and to be listed in Spotlight. Accreditation last for 5 years after which the course will need to apply for re-accreditation and go through a similar assessment process.

4.3 Other higher level regulated qualifications in the performing arts

There are a number of qualifications, particularly at levels 4 and 5, which are offered by awarding organisations such as Pearson Edexcel. These tend to be specialist vocational qualifications offered in a range of sectors. The Pearson Edexcel website describes these qualifications as providing “specialist vocational learning at levels 4 and 5, reflecting the requirements of professional organisations and meeting the National Occupational Standards for each sector or industry”.

BTEC Higher National qualifications are usually delivered at universities and FE colleges, and are sometimes offered as part of a wider programme, providing opportunities for students to “top up” to a degree or foundation degree. They can be seen as a useful “bridge” between study at level 3 and either entry into employment or further training and study at a more specialist level.

BTEC Higher National qualifications are available in the performing arts and music at level 4 (the Higher National Certificate or HNC) and at level 5 (the Higher National Diploma or HND).

4.4 Professional qualifications offered through graded examination awarding organisations

Awarding organisations who offer graded examinations also offer their own ranges of higher level specialist diplomas, some of which follow an “Associate, Licentiate and Fellowship” model. Many students choose to continue their studies with the awarding organisation through which they have previously attained their graded examinations or prepare for assessment with another organisation.

In different sectors, the terms Associate, Licentiate and Fellowship have come to denote membership status (for example, as levels of membership in dance societies). The terms are however also used in conjunction with the level of professional qualifications attained by learners and as such have a long and established history. Learners may not subsequently become members of the organisation, but will be associated with them through the award of their qualification (for example music and drama awarding organisations). These qualifications can be divided into two main areas—Performance and Teaching.

Regulated Associate, Licentiate and Fellowship qualifications are offered at levels 4, 6 and 7 of Ofqual’s framework respectively.

Awarding organisations offering graded examinations in dance offer two qualifications at level 4, the Advanced 1 and Advanced 2.

4.4.1 Performance qualifications

Many graded examination awarding organisations offer performance qualifications at levels 4, 5, 6 and 7. Others are offered at particular levels linked to relevant higher education stages—for example at levels 4-6 which are in line with the years of study leading to an Honours degree. These qualifications are specialist in nature and allow students to focus on their chosen discipline, typically developing their performance skills to a high standard.

Level 4 performance qualifications—There are a number of regulated qualifications at level 4. These include Associate and other types of qualifications.

a) **Music:** Regulated music qualifications at level 4 are offered by four awarding organisations, including:

- Associated Board of Royal Schools of Music (ABRSM)
- London College of Music (LCM) / University of West London Qualifications
- Rockschool Ltd (RSL Awards)

- Trinity College London

These cover music performance and theory as well as vocational provision addressing the needs of being a practitioner in the music industry. Qualifications in music performance and theory have very similar credit values of between 90 and 100 although guided learning hours vary from 54 to 134. However, there is significant variation in the sizes of the creative practitioner qualifications—with the smallest being 16 credits and the largest 120.

b) Dance: The regulated dance performance qualifications offered at level 4 are vocational graded examinations at Advanced 1 and Advanced 2. These are offered by seven awarding organisations as follows:

- British Ballet Organization (BBO)
- Royal Academy of Dance (RAD)
- Imperial Society of Teachers of Dancing (ISTD)
- International Dance Teachers Association (IDTA)
- Rockschool Ltd (RSL Awards)
- Graded Qualifications Alliance (GQAL)
- National Association of Teachers of Dancing (NATD)

As these are based on common units, they all are the same size (33 and 38 credits for Advanced 1 and Advanced 2 respectively) and have the same guided learning hours (150).

c) Speech and drama: Speech and drama qualifications at level 4 are offered by three awarding organisations, including:

- English Speaking Board (ESB)
- New Era Academy (NEA)
- Trinity College London (TCL)

These include qualifications in communication and presentation skills as well as the disciplines of Acting, Mime and Musical Theatre etc. There is significant variation in the sizes of qualifications offered with the smallest being 6 credits and the largest 90 credits although the guided learning hours only range from 30 to 60.

Level 5 performance qualifications— Qualifications in performance at level 5 are offered by three awarding organisations. Two of the qualifications are part of the Dance and Drama Awards suite offered by Trinity College London. These are the largest qualifications with the highest number of guided learning hours. The other two qualifications are offered by New Era Academy and London College of Music / University of West London and relate to performance in public speaking and music respectively.

Level 6 performance qualifications— Qualifications in performance at level 6 are offered by five awarding organisations. Ten of the qualifications are offered by Trinity College London of which three are part of the Dance and Drama Awards suite. These are the largest qualifications in terms of credit values and guided learning hours. The majority of performance qualifications are offered in music (eight) with the remaining two covering speech and drama as offered by Trinity and New Era Academy.

Level 7 performance qualifications— Regulated level 7 performance qualifications are only offered in music by three awarding organisations—the Associated Board of Royal Schools of Music, London College of Music / University of West London Qualifications and Trinity College London. This provision is quite consistent in size and covers music theory and performance. Trinity also offers level 7 qualifications in Performing and Directing in Acting and Musical Theatre etc.

4.4.2 Teaching qualifications

Most awarding organisations offer teaching qualifications at the higher levels. As with performance qualifications, these are developed according to the organisational needs.

- Dance awarding organisations use teaching qualifications in conjunction with their membership structures. Achievement of a teaching qualification means that the individual has shown a level of competence, knowledge and understanding which allows them to become a member of the organisation and enter students for graded and vocational graded examinations.
- Music and drama awarding organisations are not membership organisations, but all offer teaching qualifications which confer on a successful candidate a level of competence to practice as a private teacher.

These qualifications are primarily used for teaching in the private sector or as a peripatetic teacher working in schools and colleges. However, some have been developed to facilitate links with teaching programmes in the state sector. Awarding organisations have worked with bodies such as the Qualifications and Curriculum Authority and CDET over the years to ensure that regulated private teaching qualifications have a clear relationship with teaching qualifications for the state sector.

Level 4 teaching qualifications—Regulated teaching qualifications at level 4 are offered by seven organisations:

- Associated Board of the Royal Schools of Music (ABRSM)
- British Ballet Organization (BBO)
- Graded Qualifications Alliance (GQAL)
- Imperial Society of Teachers of Dancing (ISTD)
- Rockschool Ltd (RSL Awards)
- Trinity College London (TCL)
- London College of Music (LCM) / University of West London Qualifications

Teaching qualifications are offered across music, dance and speech and drama. These are awarded in specific disciplines (e.g. ABRSM level 4 Diploma in Principles of Instrumental/Vocal Teaching) or within a subject (e.g. ABRSM and TCL Certificate for Music Educators or ISTD level 4 Diploma in Dance Education or BBO level 4 Diploma in Dance Teaching). Trinity College London also offers a level 4 Diploma in Teaching which offers generic units in teaching principles and practice structured into subject specific pathways covering speech and drama, theatre arts and communication skills.

The Associated Board of the Royal Schools of Music and Trinity College London have relatively recently developed the Certificate for Music Educators as a result of the Henley Review of Music Education commissioned by the Department for Education in 2011. This report called for a specific music education qualification to support the delivery of music in schools and colleges.

Also, Trinity offers the further education teaching qualification—Preparing to Teach in the Lifelong Learning Sector (PTLLS). This is the smallest qualification with 12 credits. The largest qualifications are music teaching qualifications with 100 credits. Guided learning hours range from 12 for PTLLS to 630 for the ISTD Diploma in Dance Education.

Level 5 teaching qualifications—Qualifications in teaching at level 5 are offered by five awarding organisations:

- Graded Qualifications Alliance (GQAL)
- The London Academy of Dramatic Arts (LAMDA)
- New Era Academy (NEA)
- London College of Music (LCM) / University of West London Qualifications

NEA has three qualifications covering specific areas of poetry and prose as well as public speaking. The other awarding organisations offer one qualification each in Dance (GQAL), Speech and Drama (LAMDA), and a Diploma in Music Teaching (LCM/UWLQ). The largest qualification is the LCM music teaching Diploma with 100 credits although this has the smallest number of guided learning hours (60).

Level 6 teaching qualifications— Regulated teaching qualifications at level 6 are offered by seven awarding organisations including:

- Associated Board of the Royal Schools of Music (ABRSM)
- British Ballet Organization (BBO)
- Imperial Society of Teachers of Dancing (ISTD)
- Rockschool Ltd (RSL Awards)
- New Era Academy (NEA)
- Trinity College London (TCL)
- London College of Music (LCM) / University of West London Qualifications

There are three dance teaching qualifications (offered by BBO, ISTD and TCL), two speech and drama teaching qualifications (offered by NEA) and five music teaching qualifications (offered by ABRSM, RSL Awards, TCL and UWLQ). The largest qualification in terms of credit value and guided learning hours is the ISTD Diploma in Dance Pedagogy.

Note that the TCL Level 6 Diploma in Dance Teaching and Learning (Children and Young People) was developed as a result of the enquiry into dance teaching by the Dance Training and Education Partnership (DTAP).

Level 7 teaching qualifications— Regulated level 7 teaching qualifications are offered by three awarding organisations as follows:

- Associated Board of the Royal Schools of Music (ABRSM)
- Trinity College London (TCL)
- London College of Music (LCM) / University of West London Qualifications.

The majority are offered in music although Trinity also offers a Diploma in Education Studies which has pathways in speech and drama, musical theatre, performance arts and communication skills. As with performance, qualifications at this level are consistent in size with minimal variation in the numbers of credits or guided learning hours.

Section 5: Why do we need different types of qualification at the higher levels?

The number and type of qualifications on offer suggest that there is a great interest in a career in the creative industries and in particular the performing arts. A recent report from the Department of Culture, Media and Sport (DCMS) shows that in 2013 there were an estimated 167,000 jobs in music, performing and visual arts with a further 76,000 “support” jobs and 57,000 creative jobs outside of the creative industries definition. There was also an increase of over 14% in the numbers of jobs in music, performing and visual arts from 2011 to 2013¹¹.

This shows that there is a large number of jobs available in the sector and that the number of jobs is growing.

The majority of employers in the performing arts industry employs fewer than 10 people (estimated at 90%) and more than half of those are self employed. Further, half of those are women and just fewer than 50% are under the age of 40.¹² It is estimated that there are currently around 66,900 creative businesses.¹³ Creative and Cultural Industries Sector Skills Council is campaigning to create a further 6,500 jobs for young people in the creative industries to join those currently employed in this sector.

Nearly half of those employed in the performing arts sector have qualifications at level 4 and above. DCMS’s Performing Arts Blueprint states *“At any one time there are 750,000 individuals following cultural sector-related courses in further and higher education. Many of these aspire to work in the performing arts, particularly onstage, but, given that less than 40% of the 100,000 people who currently work in the sector have an onstage role, many of these students will not be able to achieve this aim”*.

The conclusion to be drawn is that many of those following higher level qualifications will work either in the wider creative industries or in employment which uses their creative skills outside the sector. An example of this is education where a number of courses delivered by universities offer performing arts subjects alongside teaching.

However the figures mentioned in the Performing Arts Blueprint do not necessarily include all those taking qualifications in the private sector—particularly those taking professional or teaching qualifications which are not offered in publicly funded institutions or supported by public funding

In terms of teaching, the majority of those taking qualifications with awarding organisations is likely to start up their own businesses as dance teachers or work for other small employers who run dance schools. Whilst figures for teachers of music and drama are difficult to obtain as they work as freelance and peripatetic teachers in schools and privately, awarding organisations in the dance sector report that there are around 18,000 teachers currently registered in the UK as members of their organisations who are entering approximately half a million students for examinations. Three quarters of teachers do not own their own studio or venue and just under half teach in a community building. This illustrates the freelance and peripatetic nature of dance teaching which is echoed in music and speech and drama.¹⁴

¹¹ Source: Department for Media, Culture and Sport Creative Industries Economic Estimates January 2015 <https://www.gov.uk/government/statistics/creative-industries-economic-estimates-january-2015>

¹² Performing Arts Blueprint published by Creative and Cultural Skills in 2010

¹³ Presentation given by Pauline Tambling, Joint CEO, Creative and Cultural Skills <http://www.slideshare.net/Centres-EU/presentation-pauline-tambling>

¹⁴ Source: CDET statistical report on the working practices of dance teachers who are members of CDET validated awarding organisations July 2014. (Note that the figure of 18,000 does not include dance teachers who are not members of organisations validated by CDET).

One of the reasons that it is more difficult to obtain information about the numbers of music as well as speech and drama teachers working as freelance peripatetic teachers is that there is a number of membership bodies which they can join to promote their business. Indeed, there is no requirement for a peripatetic teacher of music or speech and drama to be a member of a specific organisation or to enter their candidates with a particular awarding organisation—although many teachers do choose to enter candidates with the awarding organisations with which they achieved their relevant professional qualifications.

As examples, the Society of Teachers of Speech and Drama lists over 300 members. (www.stsd.org.uk). There are a number of similar bodies for music teachers, including the Incorporated Society of Musicians (ISM) which has a directory listing a range of music practitioners; Music Mark (www.musicmark.co.uk) which has a large number of members providing support for music teaching in schools (NB this lists over 12,000 music teachers, music tutors, assistants and lecturers); and MusicTeachers.co.uk.

Some awarding organisations also offer their own teacher registers. One example is Rockscool's teacher register which provides a service for teachers to publicise their businesses.

Section 6. National benchmarks for higher level qualifications

The number and range of qualifications available at higher levels mean that it is difficult to undertake a direct comparison of individual qualifications. However there are universal benchmarks which can be considered when looking at similar types of qualifications.

These are as follows:

6.1 Subject benchmark statements

The subject benchmark statements are developed by the Quality Assurance Agency (QAA) and provide a means for higher education institutions to describe the requirements for degree qualifications (usually BA/BSc qualifications).

There are subject benchmark statements for music, drama, dance and performance. They cover the knowledge, understanding and skills both as required by the individual subject and general “graduate” skills.

Graduate skills include:

- Ability to develop ideas, construct arguments and present them appropriately
- Managing personal workloads, meeting deadlines and setting and negotiating personal goals with others
- Managing creative, personal and interpersonal issues
- Ability to gather, sift, synthesise and organise material independently
- Appropriate IT skills

The benchmarks are split into “threshold” benchmarks for those students who attain the threshold standard for the degree programme, and “typical” benchmarks, which apply more closely to the stated aims of the programmes. Not all the statements have to be covered by every degree programme and the statements are not intended to be used as a checklist by higher education institutions.

6.1.1 Subject benchmarks for music

The subject benchmarks for music recognise the diversity of approaches to the development of individual programmes and therefore are broad in nature. The benchmarks state that for programmes where music performance is the focus, standards for performance are likely to be higher than programmes where performance is one of a number of elements.

Knowledge and understanding covers

- Knowledge of one or more of the sub-disciplines of music, including a detailed grasp of appropriate repertoires, texts and technologies, and familiarity with relevant concepts and issues.
- Ability to analyse, manipulate, interrogate or create musical materials (texts, artefacts, technologies and phenomena) and to present results or findings in a coherent and communicable form.
- Understanding of the relationship between theory and practice in music, and ability to use relevant techniques and methods to explain and demonstrate that interrelationship.
- A broad contextual knowledge relevant to the sub-discipline(s) studied, including the relationship to wider historical, philosophical, cultural and social practices, issues and phenomena as appropriate.
- Understanding of how music, through whichever sub-discipline(s) it is studied, relates to cognate disciplines in the arts, humanities, social and physical sciences as appropriate.

Practical skills and musicianship covers

- Personal expression, imagination and creativity in practical music-making and the ability to communicate through music employing appropriate technical and interpretative means.
- Recognising and identifying by ear essential components of a musical language and ability to notate them where appropriate.
- Ability to memorise musical materials and to read and/or reconstruct the sound of music that has been written down or encoded in some form.
- Musical skills of ensemble performance, including improvisation and co-creation.

6.1.2 Subject benchmarks for drama, dance and performance

The subject benchmark statements for drama, dance and performance were updated in July 2015 with adjustments focusing on new technologies and the increase in multidisciplinary working across the arts. The knowledge, understanding and skills outlined below cover the “typical” standard of outcomes expected by graduates.

Knowledge and understanding benchmarks cover:

- creative and intelligent engagement with forms, practices, techniques, traditions, histories and applications of performance
- creative and intelligent engagement with the key components of performance and the processes by which it is created, realised, managed, distributed and documented
- intelligent engagement with critical and theoretical perspectives appropriate to the study of performance
- intelligent engagement with key practitioners and practices and/or theorists and their cultural and/or historical contexts
- creative and intelligent engagement with the role and function of performance in social, educational, community and other participatory settings
- intelligent understanding of the interplay between critical and creative modes of enquiry within the field of study
- intelligent understanding of how to read and interpret texts, media, dance notations and/or scores to create performance
- creative and intelligent understanding of group and collective processes
- creative and intelligent understanding of key components of performance within the disciplines such as the role and function of ideational sources, performers, body, space, sound, text, movement and environment
- creative and intelligent understanding of appropriate interdisciplinary elements of dance, drama and performance and how to apply knowledge, practices, concepts and skills from other disciplines
- intelligent understanding of the responsibilities of performance practitioners to facilitate safe, environmentally sensitive, sustainable and ethical working practices.

Skills cover (the ability to):

- engage creatively and critically with the skills and processes of performance and production, and to select, refine and present these in performance
- engage creatively and critically with the possibilities for performance implied by a text, dance notation or score and, as appropriate, to realise these sources sensitively through design and performance
- engage creatively and critically with the creation and/or production of performance through a developed and sensitive understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods
- engage creatively and critically in appropriate independent research, whether investigating past or present performances or as part of the process of creating new performance

- identify and interpret critically the cultural frameworks that surround performance events and on which these events impinge.

6.2 National Occupational Standards

National Occupational Standards (NOS) are available in a wide range of sector and subject areas and are statements of the standards of performance individuals must achieve when carrying out functions in the workplace—together with specifications of the underpinning knowledge and understanding.

NOS are developed through the relevant Sector Skills Council or Standards Setting Organisation.

There are a number of National Occupational Standards relating to music, dance and drama which have been developed by the Creative and Cultural Skills and Creative Skillset sector skills councils.

NOS are as used as the basis for developing qualifications, particularly those developed as “vocational” in purpose by awarding bodies. Existing NOS cover a range of areas including:

- Music performance
- Music business
- Specialist technical areas of music production
- Radio production
- Freelancing
- Sound recording
- Directing
- Film and theatre production
- Supporting learning
- Dance leadership
- Technical theatre
- Community arts
- Exercise and fitness

6.2.1 National Occupational Standards for Dance Leadership

These standards were developed in 2011 by Creative and Cultural Skills and the Foundation for Community Dance as part of the Dance Training and Accreditation Partnership (DTAP) project. The standards cover:

- Evaluating and communicating skills in leading dance
- Identifying, researching and understanding the market
- Identifying and communicating to others personal skills and contextual knowledge of dance style(s)
- Communicating how to carry out creative and compositional skills appropriate to the target market
- Communicating competence and readiness to lead dance with specific groups of people and/or places
- Using different media and methods to communicate with target market
- Designing programmes of dance work that are appropriate to specific groups and individuals
- Managing expectations with participating individuals, groups, funders and partners
- Building relationships and trust with and within community groups to inspire them to take up sessions
- Building trust with host organisations and funders
- Encouraging involvement and collaboration with supporting teams

- Delivering safe and effective dance learning
- Engaging and managing groups through dance leadership in a creative context
- Demonstrating technical skill and knowledge in leading dance style(s)
- Structuring dance for engagement of participants and groups
- Collaborating with other art forms
- Working with volunteers, support workers and managers
- Evaluating the impact of dance leading through engagement with groups and stakeholders
- Communicating the results of evaluating the impact of dance leading
- Developing awareness in participants and groups
- Recognising professional development needs
- Researching, identifying and resourcing continuing professional development
- Reflecting on and resourcing professional delivery

NOS are designed to be used flexibly to articulate standards required from an individual in the workplace or drawn upon as a basis for qualification development.

6.3 National standards for teaching qualifications

The UK government has recently relaxed the rules for teacher training. The achievement of qualifications (e.g. a PGCE leading to QTS) is now only one route of many into the sector. There are still national standards for qualified teachers in schools and also a set of qualifications developed for use nationally in the Further Education sector.

Awarding organisations offering teaching qualifications in the private sector have drawn on the national standards for the state sector in the development of their qualifications, and national standards have in the past been used to develop criteria for private teaching qualifications, for example the design principles for dance and music which were developed by the awarding organisations in conjunction with QCA and CDET respectively in 2002.

However, there is no requirement for teachers in the private sector to obtain qualifications of this nature and the relaxation of the qualification requirements for entering the profession means that private teachers will potentially be able to take a more flexible path into teaching in schools and colleges in the future without the need to attain a PGCE or similar.

6.3.1 Qualified Teacher Training (QTT) teaching standards

The Teachers' Standards were published by the Department for Education in 2012 following a review of teacher training. They are used to assess all trainees working towards Qualified Teacher Status (QTS), and all those completing their statutory induction period. They are also used to assess the performance of all teachers with QTS who are subject to the Education (School Teachers' Appraisal England) Regulations 2012, and may additionally be used to assess the performance of teachers who are subject to these regulations and who hold Qualified Teacher Learning and Skills (QTLS) status.

The Teachers' Standards cover the following areas:

Part One Teaching—A teacher must:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good practice and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfill wider professional responsibilities

Part Two—Personal and Professional conduct

This section covers the requirement for teachers to demonstrate high standards of personal and professional conduct according to a set of benchmark statements including treating pupils with dignity, showing tolerance of and respect of others, and having regard for safeguarding pupils' wellbeing.

6.3.2 The Further Education teaching standards

The guardianship of teaching standards for further education has passed through several different organisations since the original standards and qualifications were introduced by the Further Education National Training Organisation (FENTO) in 1999. Since this time the further education teaching standards and associated qualifications have sat in the remit of the Lifelong Learning UK (LLUK) sector skills council, and the Learning and Skills Improvement Service (LSIS), and are now governed by the Education and Training Foundation (ETF).

In 2013 the Learning and Skills Improvement Service (LSIS) launched the latest versions of the qualifications for further education teachers. With anticipated changes to the Qualifications and Credit Framework (QCF) meaning that standards setting bodies would no longer act as “owners” of commonly developed units, awarding organisations were asked by LSIS to offer their own versions of the qualification using the units developed by LSIS.

The most recent qualifications include the following titles and are offered by a number of awarding organisations:

- Level 3 Award in Education and Training—a small qualification made up of 3 units in understanding roles and responsibilities in teaching, facilitating learning for individuals or groups, and understanding assessment.
- Level 4 Certificate in Education and Training—a qualification made up of 5 mandatory units in planning, using resources, delivering education and assessment, and a number of optional units.
- Level 5 Diploma in Education and Training—a large specialist qualification focussed on the teaching of literacy and English for Speakers of Other Languages (ESOL).

6.3.3 QCA criteria for teaching qualifications in the private sector

In 2002, QCA put in place sets of criteria and guidelines governing music and dance teaching qualifications offered by graded examination awarding organisations. This decision was made in order to ensure a clear rationale for the use of these kinds of teaching qualifications available in the private sector alongside qualifications used in the public sector (e.g. in schools and colleges). This was particularly important at the time as the requirements governing teaching qualifications in the schools and further education sectors were becoming more tightly specified and controlled by government.

For example, the dance teaching criteria specified the level (levels 3 and 4) and structure of qualifications offered by awarding organisations. Qualifications were developed to meet three key areas of teaching, dance and professional practice.

Guidelines for music higher level qualifications were also developed which set out categories for these qualifications. These were Music Performance, Music Practice, Music Literacy, Music Composition and Music Development and Teaching. Additionally each qualification could be endorsed to show a particular role such as Music Mentor, Music Animateur/Facilitator, Music Tutor, Music Group Teacher, Music Director/Conductor and Music Specialist (early years primary phase). This aimed to give the qualification title and content a clear purpose and intended progression route. For each set of roles there were descriptions of knowledge, understanding and skills covering aural discrimination, musical expertise, musical knowledge, learning strategies,

assessment methodologies, personal qualities and professional practice. The principles of these guidelines were also adopted for the development of higher level qualifications in speech and drama.

Over time, awarding organisations have developed qualifications based on their own individual needs and the requirements of their teachers meaning that a range of provision is now available. However, many of the principles set out in the documents agreed with QCA in 2002 are still used in the development of teaching qualifications today.

6.4 Sector based initiatives

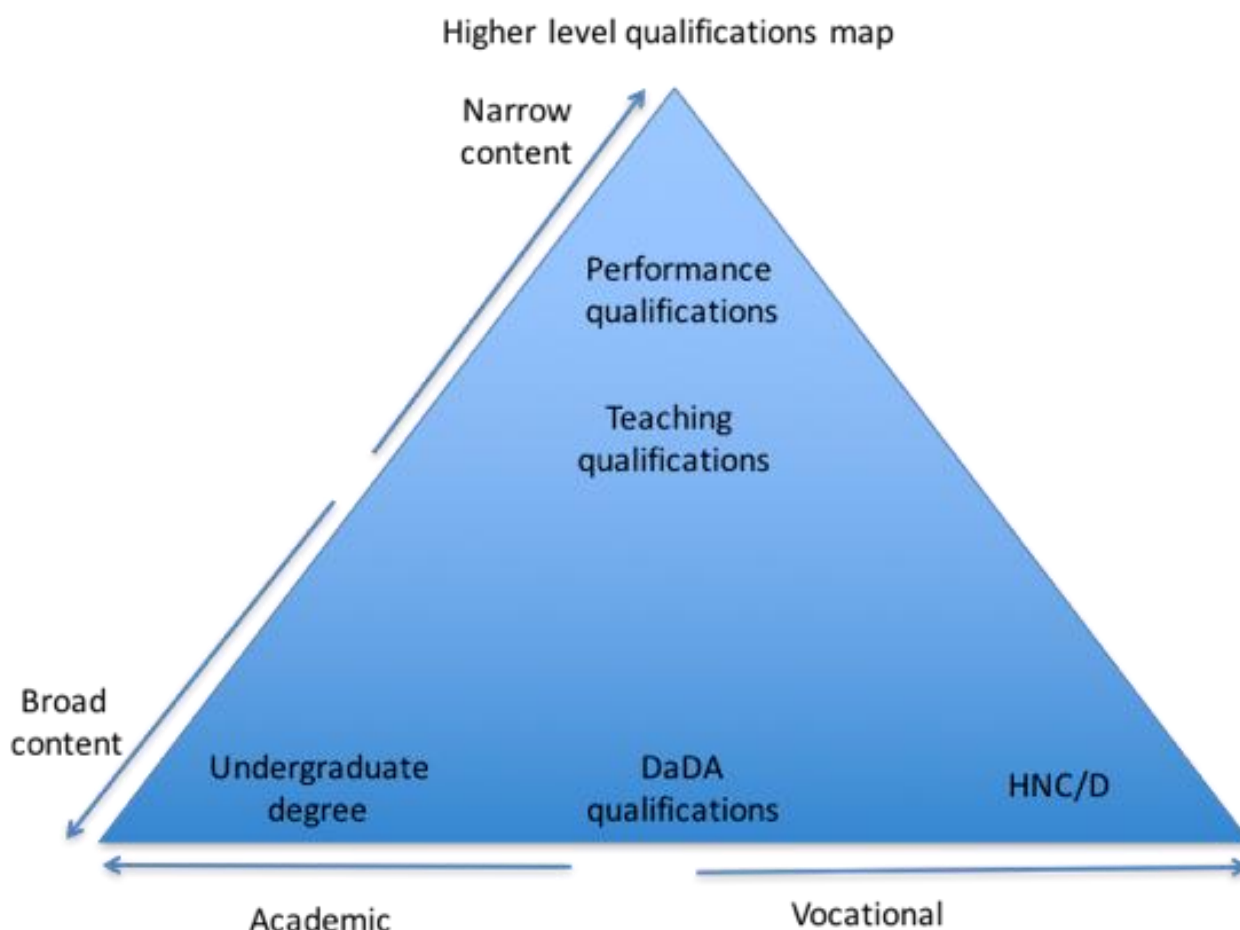
There are also examples of sector-based initiatives in developing and producing a national set of benchmarks for certain areas. One such example is the Dance Training and Accreditation Partnership whose national occupational standards for dance leadership led to the development of the Level 6 Diploma in Dance Teaching and Learning offered by Trinity College London.

Further, the level 4 Certificate for Music Educators was developed as a result of the Henley Review of Music Education commissioned by the Department for Education in 2011 which called for a specific music education qualification to be developed to assist with the delivery of music teaching in schools and colleges. The qualification was subsequently developed with the support of the Arts Council England and is today a regulated qualification offered by the Associated Board of the Royal Schools of Music and Trinity College London.

Section 7. Conclusion

This report shows that the landscape is quite complex for higher level qualifications. A diverse range of provision is offered to students wishing to pursue a career in music, dance, and/or speech and drama. This covers smaller more focused qualifications that allow students to specialise in a particular instrument, genre or discipline to broad based degree programmes spanning both performance and academic disciplines.

The diagram below represents the range of qualifications in terms of academic and vocational focus and breadth or narrowness of the field of study.



The diversity of programmes on offer shows that there is a market for the range of qualifications available. Indeed, information from reports produced by Creative and Cultural Skills and the Department for Culture, Media and Sport (DCMS) illustrating employment opportunities in the sector support the need for a diversity of specialist provision, partly because those working in the industry are often self employed and/or work in micro businesses. Employees in the sector therefore need to have a range of skills to support a portfolio career.

The number of business-related degree courses available shows how higher education institutions have responded to the need for those working in the sector to be fully aware of industry requirements, knowing not just their own role but how it fits in the sector as a whole.

Forecasts for economic growth show that employment in the creative and cultural industries is likely to expand at a faster rate than the predicted growth for employment overall. This means that

employers will be looking for more employees to fill vacancies¹⁵. Given that over half of the current employees and vacancies require skills at or above level 4 the future demand for a diverse range of qualifications at higher levels looks set to grow.

¹⁵ Presentation given by Pauline Tambling, Joint CEO, Creative and Cultural Skills
<http://www.slideshare.net/Centres-EU/presentation-pauline-tambling>

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