

# Pearson BTEC Level 3 National Certificate in Performing Arts

## Specification

*First teaching from September 2016*

*First certification from 2017*

Issue 7





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First teaching September 2016

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### **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 7. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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# Welcome

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

When creating the BTEC Nationals in this suite, we worked with many employers, higher education providers, colleges and schools to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher education needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We are providing a wealth of support, both resources and people, to ensure that learners and their teachers have the best possible experience during their course. See *Section 10* for details of the support we offer.

## A word to learners

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark, and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

## Collaborative development

Students completing their BTEC Nationals in Performing Arts will be aiming to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. To ensure that the content meets providers' needs and provides high-quality preparation for progression, we engaged experts. We are very grateful to all the university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

In addition, universities, professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. These letters can be viewed on our website.

### Summary of Pearson BTEC Level 3 National Certificate in Performing Arts specification Issue 7 changes

Summary of changes made between the previous issue and this current issue	Page number
The last paragraph of the <i>Qualification and unit content</i> section has been amended to allow centres delivering the qualification above to alter the content to reflect the context of the country where it is being delivered.	Page 7
The list of practitioners in <i>Unit 1: Investigating Practitioners' Work</i> , Essential content, Learning aim A has been updated.	Page 21

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).

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# Introduction to BTEC National qualifications for the performing arts sector

This specification contains the information you need to deliver the Pearson BTEC Level 3 National Certificate in Performing Arts. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is part of the suite of performing arts qualifications offered by Pearson. In the suite there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between sizes. The qualification titles are given below.

Some BTEC National qualifications provide a broad introduction that gives learners transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied learning. The qualifications prepare learners for a range of higher education courses and job roles related to a particular sector. They provide progression either by meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them.

In the performing arts sector these qualifications are:

Pearson BTEC Level 3 National Certificate in Performing Arts (180 GLH) 601/7231/9

Pearson BTEC Level 3 National Extended Certificate in Performing Arts (360 GLH) 601/7233/2

Pearson BTEC Level 3 National Foundation Diploma in Performing Arts (510 GLH) 601/7235/6

Pearson BTEC Level 3 National Diploma in Performing Arts (720 GLH) 601/7232/0

Pearson BTEC Level 3 National Extended Diploma in Performing Arts (1080 GLH) 601/7234/4.

Some BTEC National qualifications are for post-16 learners who want to specialise in a specific industry, occupation or occupational group. The qualifications give learners specialist knowledge and skills, enabling entry to an Apprenticeship or other employment, or progression to related higher education courses. Learners taking these qualifications must have a significant level of employer involvement in their programmes.

In the performing arts sector this is:

Pearson BTEC Level 3 National Extended Certificate in Performance (603/2993/2).

Pathways:

- Dance
- Acting
- Musical Theatre.

This specification signposts all the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7*. Information on how we can support you with this qualification is given in *Section 10*.

The information in this specification is correct at the time of publication.

## Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

BTEC Nationals have been designed around the number of hours of guided learning expected. Each unit in the qualification has a GLH value of 60, 90 or 120. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary within sectors and across the suite depending on the nature of the units in each qualification and the expected time for other required learning.

The following table shows all the qualifications in this sector and their GLH and TQT values.

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Certificate in Performing Arts</b>	180 GLH (240 TQT) Equivalent in size to 0.5 of an A Level. 2 units, both mandatory, of which 1 is external. Mandatory content (100%). External assessment (50%).	The Certificate offers an introduction to the performing arts vocational sector through applied learning. For learners for whom an element of performing arts would be complementary, the qualification supports progression to higher education when taken as part of a programme of study that includes other vocational or general qualifications.
<b>Pearson BTEC Level 3 National Extended Certificate in Performing Arts</b>	360 GLH (480 TQT) Equivalent in size to one A Level. 4 units, of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%).	The Extended Certificate is for learners who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in performing arts. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.
<b>Pearson BTEC Level 3 National Foundation Diploma in Performing Arts</b>	510 GLH (675 TQT) Equivalent in size to 1.5 A Levels. 6 units of which 4 are mandatory and 2 are external. Mandatory content (76%). External assessment (41%).	The Foundation Diploma is for learners looking to study performing arts as a one-year, full-time course, or for those wishing to take it alongside another area of contrasting or complementary study, as part of a two-year, full-time study programme. If taken as part of a programme of study that includes other BTEC Nationals or A Levels it supports progression to higher education. It also supports progression to an Apprenticeship in the performing arts sector or to a further year of study at Level 3.
<b>Pearson BTEC Level 3 National Diploma in Performing Arts</b>	720 GLH (945 TQT) Equivalent in size to two A Levels. 8 units of which 6 are mandatory and 3 are external. Mandatory content (83%). External assessment (46%).	The Diploma is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study. This programme may include other BTEC Nationals or A Levels to support progression to higher education courses in performing arts areas before entering employment. The additional qualification(s) studied allow learners either to give breadth to their study programme by choosing a contrasting subject, or to give it more focus by choosing a complementary subject.

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Extended Diploma in Performing Arts</b>	1080 GLH (1415 TQT) Equivalent in size to three A Levels. 13 units of which 7 are mandatory and 4 are external. Mandatory content (67%). External assessment (42%).	The Extended Diploma is a two-year, full-time course that meets entry requirements in its own right for learners who want to progress to higher education courses in performing arts areas before entering employment.  Learners can either choose a pathway which focusses on particular disciplines: acting, dance, musical theatre; or take a general route for further study in the sector.

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Extended Certificate in Performance (Dance)</b>	360 GLH (470 TQT) Equivalent in size to one A Level. Five units, of which two are mandatory and one is external. Mandatory content (50%). External assessment (33%).	This qualification offers an engaging programme to support learners who want to pursue a career in dance. This size of qualification allows learners to study related and complementary qualifications alongside it, without duplication of content. It can prepare learners for a range of Apprenticeships in performance-related areas. When taken alongside further Level 3 qualifications, it supports access to a range of higher education courses in the performing arts sector.
<b>Pearson BTEC Level 3 National Extended Certificate in Performance (Acting)</b>	360 GLH (470 TQT) Equivalent in size to one A Level. Five units, of which two are mandatory and one is external. Mandatory content (50%). External assessment (33%).	This qualification offers an engaging programme to support learners who want to pursue a career in acting. This size of qualification allows learners to study related and complementary qualifications alongside it, without duplication of content. It can prepare learners for a range of Apprenticeships in performance-related areas. When taken alongside further Level 3 qualifications, it supports access to a range of higher education courses in the performing arts sector.
<b>Pearson BTEC Level 3 National Extended Certificate in Performance (Musical Theatre)</b>	360 GLH (470 TQT) Equivalent in size to one A Level. Five units, of which three are mandatory and one is external. Mandatory content (66%). External assessment (33%).	This qualification offers an engaging programme to support learners who want to pursue a career in musical theatre. This size of qualification allows learners to study related and complementary qualifications alongside it, without duplication of content. It can prepare learners for a range of Apprenticeships in performance-related areas. When taken alongside further Level 3 qualifications, it supports access to a range of higher education courses in the performing arts sector.

## Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC Level 3 National Extended Certificate in Performance is shown in *Section 2*. **You must refer to the full structure to select units and plan your programme.**

### Key

Unit assessed externally	<b>M</b>	Mandatory units	<b>O</b>	Optional units	
<b>D</b>	Dance	<b>A</b>	Acting	<b>MT</b>	Musical Theatre

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Extended Certificate (360 GLH)	Extended Certificate in Performance (360 GLH)			Foundation Diploma (510 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)	Extended Diploma (1080 GLH)		
				D	A	MT				D	A	MT
1 Investigating Practitioners' Work	90	M	M				M	M	M	M	M	M
2 Developing Skills and Techniques for Live Performance	90	M	M				M	M	M	M	M	M
3 Group Performance Workshop	120		M	M	M	M	M	M	M	M	M	M
4 Performing Arts in the Community	90						M	M	M	M	M	M
5 Individual Performance Commission	120							M	M	M	M	M
6 Final Live Performance to an Audience	90							M	M	M	M	M
7 Employment Opportunities in the Performing Arts	120								M	M	M	M
8 Classical Ballet Technique	60		O	O			O	O	O	O		O
9 Tap Dance Technique	60		O	O		O	O	O	O	O		O
10 Jazz Dance Technique	60		O	O		O	O	O	O	O		O
11 Street Dance Technique	60		O	O		O	O	O	O	O		O
12 Contemporary Dance Technique	60		O	O		O	O	O	O	O		O
13 Healthy Dancer	60			O			O	O	O	O		O
14 Choreography for Live Performance	60			O		O	O	O	O	O		

*continued overleaf*

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Extended Certificate (360 GLH)	Extended Certificate in Performance (360 GLH)			Foundation Diploma (510 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)	Extended Diploma (1080 GLH)		
				D	A	MT				D	A	MT
15 Theatre Directing	60				O		O	O	O		O	
16 Writing for Performance	60						O	O	O		O	
17 Screen Acting	60				O				O		O	
18 Interpreting Classical Text for Performance	60		O		O		O	O	O		O	
19 Acting Styles	60		O		O	O	O	O	O		O	O
20 Developing the Voice for Performance	60		O		O	O	O	O	O		O	O
21 Improvisation	60		O	O	O		O	O	O	O	O	
22 Movement in Performance	60		O	O	O		O	O	O	O	O	O
23 Singing Techniques for Performers	60					O	O	O	O	O	O	O
24 Children's Theatre Performance	60								O		O	
25 Site Specific Performance	60								O	O	O	
26 Physical Theatre Techniques	60			O	O		O	O	O	O	O	O
27 Musical Theatre Techniques	60		O			M	O	O	O	O		O
28 Variety Performance	60		O				O	O	O	O	O	
29 Storytelling	60					O	O	O	O		O	
30 Audio Performance	60								O		O	
31 Stand-up Comedy Technique	60						O	O	O			
32 Puppetry Technique	60								O		O	
33 Performing with Masks	60								O		O	
34 Developing Skills and Techniques for Performance	60			M	M	M						

## Qualification and unit content

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their own interests and progression choices. Also, the content may be applied during delivery in a way that is relevant to local employment needs.

The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2*.

BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2*.

Centres should ensure that delivery of content is kept up to date. Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

## Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

### Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme. You should refer to our website for current policy information on permitted retakes.

The styles of external assessment used for qualifications in the performing arts suite are:

- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task
- performance – learners prepare for assessment over an extended window and demonstrate skills that generate some non-written evidence.

Some external assessments include a period of preparation using set information. External assessments are available once or twice a year. For detailed information on the external assessments please see the table in *Section 2*. For further information on preparing for external assessment see *Section 5*.

## Internally-assessed units

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate techniques and processes.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information see *Section 6*.

## Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications we have formally identified units which contain a synoptic assessment task. Synoptic assessment must take place after the teaching and learning of other mandatory units in order for learners to be able to draw from the full range of content. The synoptic assessment gives learners an opportunity to independently select and apply learning from across their programmes in the completion of a vocational task. Synoptic tasks may be in internally or externally assessed units. The particular unit that contains the synoptic tasks for this qualification is shown in the structure in *Section 2*.

## Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7*.



## Grading for units and qualifications

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to higher education, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units, including external and synoptic assessment.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D\*, **or** PP to D\*D\*, **or** PPP to D\*D\*D\*. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

## UCAS Tariff points

The BTEC Nationals attract UCAS points. Please go to the UCAS website for full details of the points allocated.

# 1 Qualification purpose

## Pearson BTEC Level 3 National Certificate in Performing Arts

In this section you will find information on the purpose of this qualification and how its design meets that purpose through the qualification objective and structure. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

### Who is this qualification for?

The Pearson BTEC Level 3 National Certificate in Performing Arts gives an engaging and stimulating introduction to study of the sector. It is intended as an Applied General qualification for post-16 learners with an interest in performing arts who wish to continue their education through applied learning. It aims to equip learners with transferable knowledge and skills for progression to higher education.

The qualification is equivalent in size to half an A Level and forms part of a study programme alongside other vocational and/or academic qualifications.

### What does this qualification cover?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education.

All the content of this qualification is mandatory, with two units which focus on:

- practical skills and techniques in a range of performing arts disciplines
- critical analysis skills and contextual understanding of practitioners work.

Learners will gain a taste and an appreciation of performing arts, through knowledge and experience of the performance process. Learners will also have the opportunity to develop a range of skills, techniques and personal attributes which will be valuable across all areas of future study and work.

### What could this qualification lead to?

Learners who have completed this qualification in one year may progress to a larger-size BTEC National in the performing arts sector.

In addition to the performing arts sector-specific content, this qualification provides learners with the opportunity to develop all-round performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employers.

Other skills essential for further study include research, independent learning, extended writing, sourcing, evaluating information and drawing conclusions which are covered in the *Investigating Practitioners' Work* unit

The qualification is intended to carry UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for degree courses when taken alongside other Level 3 qualifications. Depending on the other qualifications learners have taken, they can progress to a degree programme from a wide range of programmes in the performing arts sector.

Progression can be to an honours degree or to a BTEC Higher National, Foundation Degree, or a Higher Apprenticeship. The qualification will particularly support entry to degrees where knowledge of the sector is relevant.

Learners should always check the entry requirements for degree programmes with specific higher education providers.

### **How does the qualification provide employability skills?**

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills:** use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- **intrapersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **interpersonal skills:** self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to undertake real or simulated activities.

### **How does the qualification provide transferable knowledge and skills for higher education?**

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- reading texts
- extended writing
- analytical skills
- creative development
- communication skills
- collaborative skills
- independence
- preparation for assessment methods used in degrees.

## 2 Structure

### Qualification structure

#### Pearson BTEC Level 3 National Certificate in Performing Arts

##### Mandatory units

There are two mandatory units, one internal and one external. Learners must complete and achieve at Near Pass grade or above in the mandatory external unit and achieve a Pass or above in the mandatory internal unit.

Pearson BTEC Level 3 National Certificate in Performing Arts				
Unit number	Unit title	GLH	Type	How assessed
1	Investigating Practitioners' Work	90	Mandatory and Synoptic	External
2	Developing Skills and Techniques for Live Performance	90	Mandatory	Internal

## External assessment

This is a summary of the type and availability of external assessment, which is of units making up 50% of the total qualification GLH. See *Section 5* and the units and sample assessment materials for more information.

For assessment from 2019 onwards refer to SAMS Issue 3 and unit content in this issue which replaces the 2017 versions.

Unit	Type	Availability
<b>Unit 1: Investigating Practitioners' Work</b>	<ul style="list-style-type: none"><li>• Task set and marked by Pearson consisting of Part A and Part B.</li><li>• Four weeks prior to the supervised assessment period, learners will be provided with Part A for a four week term time period in order to carry out investigation and critical analysis.</li><li>• Part B will be completed in three hours on a date timetabled by Pearson.</li><li>• 60 marks.</li></ul>	<b>Dec/Jan and May/June</b> <b>For assessment from January 2019 onwards</b>

## Synoptic assessment

The mandatory synoptic assessment requires learners to apply learning from across the qualification to the completion of a defined vocational task. Within the assessment for *Unit 1: Investigating Practitioners' Work*, learners complete written activities that demonstrates their understanding of contextual factors that influence practitioners' work. Learners will also draw on critical analysis and their knowledge and understanding of performance, production and repertoire to complete the activities. Learners complete the task using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

In delivering the unit you need to encourage learners to draw on their broader learning so they will be prepared for the assessment.

## Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. See *Section 4* for more information.

## 3 Units

### Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

#### Internal units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Learning aims</b>	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 2</i> .
<b>Summary of unit</b>	This new section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements.
<b>Content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
<b>Assessment criteria</b>	<p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.</p> <p>A full glossary of terms used is given in <i>Appendix 2</i>. All assessors need to understand our expectations of the terms used.</p> <p>Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.</p>
<b>Essential information for assignments</b>	<p>This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment, and how the assessment criteria should be used to assess performance.</p>
<b>Further information for teachers and assessors</b>	<p>The section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.</p>
<b>Resource requirements</b>	<p>Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i>.</p>
<b>Essential information for assessment decisions</b>	<p>This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.</p>
<b>Links to other units</b>	<p>This section shows you the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.</p>
<b>Employer involvement</b>	<p>This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.</p>

## External units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Summary of assessment</b>	This sets out the type of external assessment used and the way in which it is used to assess achievement.
<b>Assessment outcomes</b>	These show the hierarchy of knowledge, understanding, skills and behaviours that are assessed. Includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
<b>Essential content</b>	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
<b>Grade descriptors</b>	We use grading descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
<b>Key terms typically used in assessment</b>	These definitions will help you analyse requirements and prepare learners for assessment.
<b>Resources</b>	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i> .
<b>Links to other units</b>	This section shows the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.



## Index of units

This section contains all the units developed for this qualification. Please refer to *pages 5–6* to check which units are available in all qualifications in the performing arts sector.

Unit 1:	Investigating Practitioners' Work	19
Unit 2:	Developing Skills and Techniques for Live Performance	27



# Unit 1: Investigating Practitioners' Work

Level: **3**

Unit type: **External**

Guided learning hours: **90**

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## Unit in brief

Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.

## Unit introduction

Understanding the contextual factors that have influenced and informed the work of performing arts practitioners has an important role in developing your own professional practice and understanding of features, such as response to a theme, performance styles, genre and purpose. A personal evaluation of the work is important; judgements need to be based on effective research and secure critical analysis.

In this unit, you will develop skills that allow you to investigate the work of influential performing arts practitioners. You will identify the contextual factors that influence their work and critically analyse key information, such as creative intentions, performance, production and repertoire in order to develop and communicate independent judgements. To complete the assessment tasks within this unit, you will need to draw on your learning from across your programme.

This unit will give you skills in research, critical analysis and extended writing that will support your progress to higher education. As a performing arts practitioner you will need to have a good understanding of the work of influential practitioners to inform your own work and professional practice.

## Summary of assessment

This mandatory unit will be assessed through a task and completed under supervised conditions. The task is formed of two parts, Part A and Part B.

Part A will be issued to learners four weeks before the timetabled session for Part B. Part B is taken under supervised conditions in a single session of 3 hours timetabled by Pearson.

Please see *Issue 3* of the Sample Assessment Materials to help prepare learners for assessment.

The number of marks for both versions of the task is 60.

The assessment availability is December/January and May/June each year.

## Assessment outcomes

**AO1** Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners

**AO2** Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners

**AO3** Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire

**AO4** Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A Investigating contextual factors

List of practitioners (when responding to the externally set task at least one of the following must be selected):

- Alvin Ailey
- Steven Berkoff
- Matthew Bourne
- Bertolt Brecht\*
- Christopher Bruce
- Cirque du Soleil
- Complicite
- DV8
- Bob Fosse
- Frantic Assembly
- Martha Graham
- Shobana Jeyasingh
- Akram Khan
- Andrew Lloyd Webber
- Lin-Manuel Miranda
- Katie Mitchell
- Paper Birds
- Emma Rice
- Rodgers and Hammerstein
- Stephen Sondheim
- Stanislavski\*
- Zoonation

\* Investigation of contextual factors for the work of these practitioners, as with all practitioners, should include actual productions of their work and not just focus on the practitioners' theory and techniques in isolation.

For the purposes of this unit, a practitioner is defined as an individual or a company with international recognition and an established reputation and presence.

#### A1 Investigation process

- Setting clear aims and objectives for contextual investigation.
- Selecting relevant sources to access information.
- Selecting primary sources:
  - live performance
  - interviews
  - surveys.
- Selecting secondary sources:
  - digital
  - recorded
  - web based
  - print
  - archives
  - case studies
  - key theories.
- Collating information, such as selecting and organising the pieces most relevant to the tasks and purpose.

- Employing different formats for recording information:
  - journals
  - notebooks
  - photographs
  - videos
  - blogs.
- Documenting research sources:
  - referencing
  - citation
  - bibliography.

## **B The relationships between contextual factors, creative intentions and themes**

### **B1 Contextual factors and practitioners' work**

Learners should consider all of the contextual factors and focus on to what extent and how they may have influenced, impacted on or been portrayed within the work.

- The influence of historical factors, to include:
  - key events, epoch or major shifts and changes in society
  - practitioner's personal history and experience.
- The influence of cultural factors, to include:
  - traditions and practices within the arts, community or religion
  - other art forms, cultural trends and styles.
- The influence of economic factors, to include:
  - reactions to or statements about the impact of economic factors on people
  - funding conditions for performing arts or the financial status of the practitioner.
- The influence of political factors, to include:
  - relationship to establishment, supporting or undermining
  - laws, propaganda, legal rights, censorship, equality and diversity.
- The influence of technological factors, to include:
  - latest developments in technology and opportunities for the use of technology in productions
  - any type of impact of technology on people, behaviour or society.
- The influence of social factors, to include:
  - values, morals, social conventions and audience expectations
  - changes in social attitudes, media influences and external pressures, issues of equality, diversity and representation.
- The influence of geographical and physical factors, to include:
  - relationship to the environment, geography or location
  - conventions and innovation in the use of space, venues and physical characteristics of spaces.
- The influence from others, to include:
  - the influence of their education from teachers, mentors or peers
  - collaboration with others or whether practitioners were part of a movement.

**B2 Creative intentions and themes**

- Exploration of themes in the work and how they are communicated, such as war, morality, romance.
- Use of creative ideas and intentions.
- Genre of the work(s).
- Target audiences and intended effect.
- Contextual influences on the work.
- How practitioners' work has influenced others.
- Collaboration with other practitioners in the performing arts and/or other areas.
- Public and critical responses to their work.

**C Critical analysis of the work of performing arts practitioners****C1 The application of critical analysis skills**

- Analysing contextual factors that have influenced the work.
- Exploration and understanding of alternative viewpoints.
- Interpreting the information collected.
- Prioritising the information collected.
- Evaluating the information collected.
- Making independent judgements.
- Drawing conclusions.
- Establishing links and comparisons to the work of other performing arts practitioners.
- Exploring opportunities for further investigation.

**C2 How performance styles and methods that characterise practitioner work are used to create and communicate meaning and style**

- Performance and relationships:
  - pace
  - dynamics
  - timing
  - musicality
  - voice
  - movement
  - gesture
  - character
  - spatial awareness
  - performer to performer
  - contact work
  - performer to space
  - performer to audience
  - performer to accompaniment
  - placement and role of audience.

- Production and repertoire:
  - text
  - choreography/direction
  - score/music
  - content
  - genre
  - style
  - set, staging and special effects
  - costume, hair and makeup
  - mask
  - lighting and multimedia
  - sound
  - puppetry.

**D Be able to present conclusions and independent judgements through effective investigation**

**D1 Summarise key information to support independent judgements**

- Consider validity of material collected.
- Analyse selected material.
- Consider alternative viewpoint.
- Refer to contextual influences in the material selected.
- Make connections and links between theme(s), creative intentions, influences in the materials selected.
- Consider genre and style.

**D2 Presentation of findings**

- Use of appropriate format, structure and tone.
- Use of language and subject-specific terminology.
- Use of referencing information, citation and bibliography.

**D3 Presentation of independent judgements**

- Use of critical analysis.
- Explaining views and interpretations.
- Presenting structured arguments, conclusions and judgements.
- Use of relevant examples to support arguments, conclusions and judgements.



## Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners are able to apply research skills to support and inform their investigation. They will demonstrate their knowledge and understanding of contextual factors that influence performing arts practitioners' work and will be able to source and organise appropriate material to supplement this understanding. They will demonstrate an ability to apply critical analysis skills leading to the development of considered judgements and conclusions.

### Level 3 Distinction

Learners will be able to apply a comprehensive set of research skills to support and inform their investigation. They will demonstrate in-depth knowledge and understanding of how contextual factors have influenced performing arts practitioners' work. Learners will present fully-justified connections between well-chosen examples of work, creative intentions and the theme. They will select and organise a wide range of source material relevant to the practitioners and the theme to supplement their understanding.

Learners will apply thorough critical analysis skills leading to the development of fully informed and independent judgements, supported by examples of performance, production and repertoire.

## Key terms typically used in the unit

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Contextual influences	Circumstances or facts that influence practitioners' work, such as culture and music.
Creative intentions	Use of original ideas and purpose during the creative development process.
Critical analysis	Investigation, judgement and evaluation of practitioners' work.
Practitioners	A recognised individual actively engaged in performance practice.
Investigation	Formal research: primary/secondary through practical exploration.
Theme	The topic or subject that influences a piece of work.

## Links to other units

The assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 2: Developing Skills and Techniques for Live Performance.

This unit should relate to the teaching of:

- Unit 3: Group Performance Workshop
- Unit 8: Classical Ballet Technique
- Unit 9: Tap Dance Technique
- Unit 10: Jazz Dance Technique
- Unit 11: Street Dance Technique
- Unit 12: Contemporary Dance Technique.

## Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

## Unit 2: Developing Skills and Techniques for Live Performance

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

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### Unit in brief

Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.

### Unit introduction

The work of the professional performer requires time and dedication to training, developing and improving the tools of the trade. For actors, dancers and singers, the 'tools' are the body, the voice and the creative and intellectual skills needed to interpret the performance material to communicate with and entertain an audience. Employment opportunities in performing arts often require the performer to demonstrate skills in more than one style, for example the ability to perform in classical texts or repertoire as well as contemporary works. Training, development and practice of skills are lifelong commitments, enabling the performer to respond to the demands of rehearsals and performances with commitment, imagination and accuracy.

This unit serves as an induction into the performing arts where you will develop the appropriate skills and techniques in one or more of the performance disciplines of acting, dance, musical theatre, physical theatre and variety/popular entertainment. You will participate in regular workshops, classes and exercises where you will acquire, practise and develop the necessary technical, practical and interpretative performance skills to help you succeed when performing live to an audience. You will consider the nature, skills and attributes of the performer's role in your chosen discipline. You will work with existing performance works, analysing and interpreting the material in order to understand and apply the relevant skills and techniques appropriate to the style. In practical classes you will demonstrate the discipline, focus and commitment the role of the performer requires. Ongoing review and evaluation will allow you to monitor your progress and set targets for the development of your performance skills.

The skills you gain in this unit will prepare you for progression to further study, training or higher education by equipping you with practical and technical skills key to your development as a performer. The training and experience provided by this unit will also help prepare you for employment in the performing arts industry as the development of performance skills and techniques is fundamental to all live performance roles.

### Learning aims

In this unit you will:

- A** Understand the role and skills of a performer
- B** Develop performance skills and techniques for live performance
- C** Apply performance skills and techniques in selected styles
- D** Review and reflect on development of skills and techniques for live performance.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the role and skills of a performer	<b>A1</b> Explore the roles and skills of a performer	A report or presentation demonstrating knowledge and understanding of the roles and skills of a performer with reference to examples of disciplines, such as acting, dance and singing.
<b>B</b> Develop performance skills and techniques for live performance	<b>B1</b> Explore and develop physical skills, performance disciplines and styles <b>B2</b> Explore and develop vocal skills, performance disciplines and styles <b>B3</b> Develop interpretative skills, performance disciplines and styles <b>B4</b> Personal management and discipline skills for performance	A recorded performance (demonstration) of the performance where you will be assessed on your application of skills and techniques developed during practical exercises and workshops. Practical exploration and development work.
<b>C</b> Apply performance skills and techniques in selected styles	<b>C1</b> Application of performance skills to performance material, disciplines and styles <b>C2</b> Application of interpretative skills to performance material, disciplines and styles	Self- and peer evaluation. Teacher observation records. Final performance.
<b>D</b> Review and reflect on development of skills and techniques for live performance	<b>D1</b> Review and evaluate development of skills and techniques for live performance	A performance log that reviews and evaluates the development of skills and techniques for a live performance with reference to knowledge developed from learning aim A, presented using relevant techniques, for example digital, recorded.

## Content

### Learning aim A: Understand the role and skills of a performer

#### A1 Explore the roles and skills of a performer

Study of the performance, roles and skills must be carried out, allowing for effective analysis, evaluation and understanding.

- Performance roles, such as:
  - actor
  - dancer
  - musical theatre performer
  - variety entertainer
  - performance artist
  - circus performer.
- Interrelationship with other roles in performance practice, e.g. other performers, directors, choreographers.
- Formal training qualifications and progression routes.
- Employment opportunities and trends.
- Working conditions.
- Lifestyle factors.
- Performance skills, such as:
  - technical
  - physical
  - vocal
  - interpretative.
- Training, such as:
  - strategies for professional development
  - exercises and techniques to develop and improve performance skills
  - methods of monitoring progress.
- Practical skills, such as:
  - planning
  - responding to direction/choreography
  - collaboration
  - team working.

### Learning aim B: Develop performance skills and techniques for live performance

#### B1 Explore and develop physical skills, performance disciplines and styles

- Physical skills, as appropriate to the medium and role, such as:
  - characterisation
  - facial expression
  - gesture
  - mannerism
  - posture
  - rhythm and tempo
  - weight placement
  - timing and pace
  - audience
  - proxemics
  - use of space
  - use and manipulation of props and equipment.
  - strength

- stamina
- flexibility
- transitions
- relationship to equipment
- physical skills appropriate to the dance style
- physical characterisation and expression
- timing and rhythmic accuracy
- emphasis
- musicality
- phrasing
- projection
- breathing
- impetus
- bodily expression
- reaction and interaction with other performers
- stylistic quality of movement
- spatial awareness.

### **B2 Explore and develop vocal skills, performance disciplines and styles**

- Vocal skills, as appropriate to the medium and role, such as:
  - articulation
  - inflection
  - modulation
  - projection
  - register
  - pitch
  - timing
  - breath control
  - use of pause
  - use of pace
  - dialect and accent
  - tuning
  - rhythm
  - tempo
  - intonation
  - musicality
  - dynamics
  - phrasing
  - expression
  - awareness of accompaniment.

### **B3 Develop interpretative skills, performance disciplines and styles**

- Interpretative skills, as appropriate to the medium and role, such as:
  - analysis of the script to build an understanding of character and relationships to other roles/characters
  - deconstructing the script, e.g. units of action/objectives, subtext
  - social and historical background of the performance material
  - key practitioner influences
  - original creative intention, style and genre.
  - stylistic qualities
  - analysis of structures and devices
  - choreographer's intention
  - analysis of physical skills required

- relationship to music.
- analysis of score, dialogue, lyrics and choreography to build an understanding of character and relationships to other roles/characters
- author's/composer's/choreographer's intention.

#### **B4 Personal management and discipline skills for performance**

- During classes, workshops and exercises, such as:
  - attendance and punctuality
  - being ready to work, warming up and cooling down
  - wearing correct attire and presentation, e.g. footwear, dance wear, loose clothing, hair tied back, no jewellery
  - concentration and focus
  - learning dialogue and actions
  - listening and responding positively to direction, instruction and feedback
  - willingness to experiment and try things out
  - sensitivity and empathy towards others.

#### **Learning aim C: Apply performance skills and techniques in selected styles**

Learners will apply the relevant performance skills presentations/performances or demonstrations based upon existing material in one performance style.

Assessed performance work in this unit cannot be a solo performance

#### **C1 Application of physical and vocal skills to performance material, disciplines and styles**

- Physical skills, as appropriate to the medium and role, such as:
  - characterisation
  - facial expression
  - gesture
  - mannerism
  - posture
  - rhythm and tempo
  - weight placement
  - timing and pace
  - audience
  - proxemics
  - use of space
  - use and manipulation of props and equipment.
  - physical characterisation and expression
  - timing and rhythmic accuracy
  - emphasis
  - strength
  - stamina
  - flexibility
  - transitions
  - relationship to equipment
  - musicality
  - phrasing
  - projection
  - breathing
  - impetus
  - bodily expression
  - reaction and interaction with other performers
  - stylistic quality of movement
  - spatial awareness.

- Vocal skills, as appropriate to the medium and role, such as:
  - articulation
  - inflection
  - modulation
  - projection
  - register
  - pitch
  - timing
  - breath control
  - use of pause
  - use of pace
  - dialect and accent.
  - tuning
  - rhythm
  - tempo
  - intonation
  - musicality
  - dynamics
  - phrasing
  - expression
  - awareness of accompaniment.

## **C2 Application of interpretative skills to performance material, disciplines and styles**

- Physical interpretative skills, such as:
  - physical skills appropriate to the dance/movement style
  - physical characterisation and expression
  - timing and rhythmic accuracy
  - emphasis
  - musicality
  - phrasing
  - projection
  - breathing
  - impetus
  - facial expression
  - bodily expression
  - relationship
  - reaction and interaction with other characters/roles
  - stylistic quality of movement
  - use of space
  - spatial awareness
  - use and manipulation of props and equipment.
- Vocal interpretative skills, such as:
  - vocal characterisation and expression
  - emotional range
  - reaction and interaction with other characters/roles
  - musical theatre singing skills appropriate to style and score
  - rhythmic accuracy
  - musicality
  - phrasing.
- Response to direction:
  - learning blocking
  - learning stage directions.



- Response to choreography:
  - responding to correction
  - learning and absorbing taught material.

### **Learning aim D: Review and reflect on development of skills and techniques for live performance**

#### **D1 Review and evaluate development of skills and techniques for live performance**

Learners must track their progress during this unit, reflecting on and evaluating the application and development of performance skills and techniques during workshops, rehearsal and final performance, presenting the information in a performance log that includes a combination of recorded evidence and supporting annotations.

- Physical skills.
- Vocal skills.
- Interpretative skills.
- Personal management and discipline.
- Skills audit – baseline skills audit and regular monitoring of progress.
- Identification of strengths and areas for development.
- Long-term and short-term goals.
- Actions and targets.
- Use of feedback from others, e.g. teachers, instructors, peers.
- Evaluation of progress.
- Use of terminology appropriate to the discipline/style of performance.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the role and skills of a performer</b>		<b>A.D1</b> Evaluate the key features of the role and skills of a performer through effective exploration, comparing and contrasting well-chosen examples of working practices to support findings.
<b>A.P1</b> Explain key features of the role and skills of a performer through exploration.	<b>A.M1</b> Analyse key features of the role and skills of a performer through effective exploration, comparing examples of working practices.	
<b>Learning aim B: Develop performance skills and techniques for live performance</b>		<b>BC.D2</b> Demonstrate confident, disciplined and highly effective use of exploration and workshops in the development and application of performance and interpretative skills for selected performance material, discipline and style.
<b>B.P2</b> Demonstrate the development of performance skills through exploration, and workshops.	<b>B.M2</b> Demonstrate effective selection and development of performance and interpretative skills through effective use of exploration and workshops for selected performance discipline and style.	
<b>B.P3</b> Demonstrate the development of interpretative skills with reference to selected performance material, discipline and styles.		
<b>Learning aim C: Apply performance skills and techniques in selected styles</b>		<b>D.D3</b> Evaluate own strengths and areas for improvement through consistent review of and reflection on the development of performance skills, setting comprehensive targets to support progression and practice.
<b>C.P4</b> Demonstrate the application of performance skills and techniques for selected performance material, discipline and style.	<b>C.M3</b> Demonstrate effective selection and application of performance and interpretative skills for selected performance material, discipline and style.	
<b>C.P5</b> Apply interpretative skills for selected performance materials, discipline and styles.		
<b>Learning aim D: Review and reflect on development of skills and techniques for live performance</b>		
<b>D.P6</b> Explain own development of performance skills, strengths and areas for improvement.	<b>D.M4</b> Analyse own development of performance skills, strengths and areas for improvement, setting targets to support future progress.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.M1, A.D1)

Learning aims: B and C (B.P2, B.P3, C.P4, C.P5, B.M2, C.M3, BC.D2)

Learning aim: D (D.P6, D.M4, D.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- a dance studio with barre, sprung floor, mirrors, sound system for technique classes and rehearsals
- a drama studio to allow learners to undertake practical development and training exercises and rehearsals
- a music rehearsal studio with appropriate acoustic properties, accompaniment, recording and playback facilities to support learner development
- a range of existing performance materials as appropriate to the discipline and in relation to at least two styles within the discipline, e.g. play scripts, DVDs/recordings of existing performances/repertoire, music scores and libretti, choreographic/musical notation, etc.
- a library and/or internet resources for learners to carry out underpinning research
- video recording and playback facilities to support learners' development throughout the unit and for recording of informal presentations
- internet connection and digital resources
- blogging programs and basic video-editing equipment to enable learners to keep digital performers' logs if appropriate.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners must present a detailed and comprehensive account, showing a thorough and informed understanding of the role of the professional performer. They should evaluate the various technical, practical, employability and personal skills required, and how the performer may secure employment and achieve longevity through effective skills and professional development. Learners will evaluate training and qualification routes in terms of their appropriateness and viability and their work will draw conclusions about the impact of working patterns and lifestyle factors on the performer's career. Learners' conclusions will be well argued and supported by well-chosen examples. Their work will be presented to a high standard, with effective use of subject-specific terminology, relevant presentation techniques, for example practical demonstrations, and good use of grammar.

**For merit standard**, learners must present a detailed account, showing understanding of the professional performer's role. They will analyse the performer's role, showing how the various technical, practical, employability and personal skills may contribute to the performer's career development. Learners' presentation will examine appropriate training and qualification routes, consider alternatives and explain typical working patterns and lifestyle. Their work will be detailed, using relevant presentation techniques, for example practical demonstrations, and accurate subject-specific terminology.

**For pass standard**, learners must present their understanding of the role of the professional performer and performance discipline with reference to the technical, practical, employability and personal skills the performer requires to succeed. Learners' information will explain progression routes, including formal training and qualifications, as well as what characterises the performer's role in terms of working patterns and lifestyle. Learners' work may lack detail but will be presented to a satisfactory standard, with use of subject-specific terminology.

### Learning aims B and C

**For distinction standard,** learners will work at a high standard throughout workshops, technique classes, exercises, practice and performance. They will demonstrate professionalism and dedication in their willingness to acquire skills, explore, experiment and improve their performance practice. They will use feedback from teachers and peers actively and proactively, leading to independent development. Learners' approach to interpreting and exploring existing performance material/texts/repertoire will be methodical, highly detailed and comprehensive, leading to effective results in the development of roles and the imaginative application and refinement of relevant skills. Learners' informal presentations of material developed through exercises and workshops will be confident and assured, communicating the stylistic features and qualities of the selected performance style effectively, expressively and with imagination.

**For merit standard,** learners will carry out tasks in workshops, technique classes and exercises and practise independently and effectively. They will demonstrate focus, commitment and an ability to acquire, explore and develop performance skills. They will use feedback from teachers and peers to support development. Learners' interpretation and exploration of existing performance material/texts/repertoire will be thoughtful and organised, and they will select appropriate research findings to inform their development of character/role, with effective results during the considered application of relevant performance skills. Learners' informal performances of material developed will show attention to detail and a secure demonstration of performance skills, clearly communicating the stylistic features and qualities of the selected performance style.

**For pass standard,** learners will actively and positively participate in technique classes, exercises and practice supporting the development of skills for a live performance. They will respond to feedback from teachers and peers and attempt to improve their skills as a result. Learners' interpretation and exploration of existing performance material/texts/repertoire will show the ability to derive meaningful conclusions to support their development of character/role and be able to reach logical decisions on the application of relevant performance skills. Learners' informal presentations of material developed will show appropriate application of performance skills and an attempt to convey the stylistic features and qualities of the selected performance style.

### Learning aim D

**For distinction standard,** learners must produce a performance log with clear reference to exercises and techniques in classes and workshops where they have acquired, developed and applied performance and interpretative skills. Learners will reflect in detail on personal management, discipline and safe working practices. Learners will evaluate their strengths and the development of performance skills and techniques, with clear reference to and an understanding of areas for improvement. Learners' performance log will include setting of long- and short-term goals linked to professional practice. Learners will regularly monitor and review their targets through self-reflection and feedback from teachers and peers. Their work will be communicated in a well-structured and meaningful manner, showing accurate use of subject-specific vocabulary and grammar.

**For merit standard,** learners must produce a performance log with reference to the development and application of performance and interpretative skills during classes and workshops. Learners will also reflect on their personal management, discipline and safe working practices. They will analyse their strengths and areas for improvement, referring to skills and techniques developed. They will set considered targets to support personal development and professional practice. Learners will use self-assessment, as well as feedback from teachers and peers, when reflecting on performance and target setting. Their target setting will be clear and will be used to develop performance skills. Learners will present information coherently, with good use of grammar.

**For pass standard,** learners must produce a performance log with reference to the development and application of performance and interpretative skills, personal management, discipline and safe working practices. Learners will make reference to strengths and areas for improvement and include how personal development and professional practice can be achieved and maintained. They will refer to self-assessment, as well as feedback from teachers and peers, when explaining development needs and action planning. Learners' journal may lack detail and there may be inconsistent use of grammar.

### Links to other units

This mandatory unit allows learners to develop knowledge, skills and techniques that underpin their development in the qualification.

It is suggested that this unit is delivered at the beginning of the qualification and is taught and assessed before any optional units.

### Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

## 4 Planning your programme

### How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, for example for their second year.

Some learners are sure of the sector they want to work in and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC National Extended Diploma as the most suitable qualification.

As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

As a centre it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that is needed. Further information is given in *Section 8*.

### What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

### What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver BTEC Nationals. For some units, specific resources are required. This is indicated in the units.

### How can myBTEC help with planning for these qualifications?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information see *Section 10*.

### **Which modes of delivery can be used for these qualifications?**

You are free to deliver BTEC Nationals using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

### **What are the recommendations for employer involvement?**

BTEC Nationals are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment but these are not intended to be exhaustive and there will be other possibilities at local level.

### **What support is available?**

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs, additional papers for external assessments and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10*.

### **How will my learners become more employable through these qualifications?**

All BTEC Nationals are mapped to relevant occupational standards (see *Appendix 1*).

Employability skills, such as team working and entrepreneurialism, and practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.



# 5 Assessment structure and external assessment

## Introduction

BTEC Nationals are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *external assessments* which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers and higher education.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. Some units are defined as synoptic units (see *Section 2*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. Synoptic units may be internally or externally assessed. Where a unit is externally assessed you should refer to the sample assessment materials (SAMs) to identify where there is an expectation that learners draw on their wider learning. For internally-assessed units, you must plan the assignments so that learners can demonstrate learning from across their programme. A unit may be synoptic in one qualification and not another because of the relationship it has to the rest of the qualification.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 7*.

## Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3*, and the requirements for delivering assessment given in *Section 6*.

## External assessment

A summary of the external assessment for this qualification is given in *Section 2*. You should check this information carefully, together with the unit specification and the sample assessment materials, so that you can timetable learning and assessment periods appropriately.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment you will want to take account of required learning time, the relationship with other external assessments and opportunities for retaking. You should ensure that learners are not entered for unreasonable amounts of external assessment in one session. Learners may resit an external assessment to obtain a higher grade of near pass or above. If a learner has more than one attempt, then the best result will be used for qualification grading, up to the permitted maximum. It is unlikely that learners will need to or benefit from taking all assessments twice so you are advised to plan appropriately. Some assessments are synoptic and learners are likely to perform best if these assessments are taken towards the end of the programme.

## Key features of external assessment in performing arts

In performing arts, after consultation with stakeholders, we have developed the following:

- *Unit 1: Investigating Practitioners' Work*, learners will develop skills that allow them to critically analyse the contextual influences on the work of performing arts practitioners and key features such as creative intentions, performance, production and repertoire in order to develop and communicate independent judgements. The unit will give learners the underpinning knowledge and understanding of the work of performing arts practitioners that will have an important role in informing their own practice.

## Units

The externally-assessed units have a specific format which we explain in *Section 3*. The content of units will be sampled across external assessments over time through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors. External assessments are marked and awarded using the grade descriptors. The grades available are Distinction (D), Merit (M), Pass (P) and Near Pass (N). The Near Pass (N) grade gives learners credit below a Pass, where they have demonstrated evidence of positive performance which is worth more than an unclassified result but not yet at the Pass standard.

## Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment. In the case of units containing synoptic assessment, the SAMs will also show where learners are expected to select and apply from across the programme.

The SAMs show the range of possible question types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from our website. An additional sample of each of the Pearson-set units will be available before the first sitting of the assessment to allow your learners further opportunities for practice.

## 6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *BTEC Quality Assurance Handbook* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

### Principles of internal assessment

Our approach to internal assessment for this qualification is to offer flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment, given in *Section 7 Administrative arrangements*.

### Operating internal assessment

#### The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. Full information is given in the *BTEC Quality Assurance Handbook*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has overall responsibility for the planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

#### Planning and record keeping

The Lead IV makes sure that there is a plan for assessment of the internally-assessed units and maintains records of assessment undertaken.

The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *BTEC Quality Assurance Handbook*.

#### Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10 Resources and support* and on our website.

To make sure that learners are able to complete assignments on time, it is particularly important that you manage the overall assessment programme and deadlines.

## Learner preparation

To ensure that you provide effective assessment tasks for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualification. Learners need to understand how assessments are used, the importance of meeting assessment deadlines and that all the work submitted for assessment must be their own.

You will need to explain to learners the requirements of assessment and the expected standard that they need to achieve to attain a grade, how assessments relate to the teaching programme and how they should use and reference source materials, including what would constitute plagiarism. You should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches as part of teaching and learning before assessing the units summatively. Formative assessment supports teaching and learning, and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses, and to put measures in place to target areas that need work. To ensure that learners progress, formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice. You can give feedback on the following:

- technique and skills development
- identifying stretch and challenge.

## Setting assessments through assignments

For internally-assessed units, an assessment task is defined as the independent production of evidence, by the learner, during a set period. The format of assessment tasks can include practical, written and observed activities.

An assignment provides the context for assessment tasks and should be issued to learners as a vocational scenario with a defined start date, a completion date and clear requirements for the production of evidence. A valid assessment task will enable a clear, summative assessment of outcomes based on the assessment criteria.

An assessment task in an assignment must be a distinct activity, completed independently by learners. It is a separate, more formal activity but can follow on from teaching activities that learners complete with direction from tutors.

When setting your assignments, you need to work with the information given in the *Essential information for assessment decisions* and the *Assessment activity* sections of the units. You can choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignments you should bear in mind the following points.

- A learning aim must always be assessed as a whole.
- Assessment tasks in assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. All learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- Learners should be given clear tasks, activities and structures for evidence, the criteria should not be given as tasks.
- Assessment tasks in assignments provide a final summative assessment of a learning aim.
- Assessment tasks will draw on the specified range of teaching content for the learning aim. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment, such as an audience or purpose for which the evidence is being provided
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

## Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim being assessed. For most units, the practical demonstration of skills is necessary. The units give information on suitable forms of evidence that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- projects
- recordings of performance, role play, interviews and practical tasks
- oral or written presentations with assessor questioning
- work logbooks and reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must document clearly the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of video, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

## Making valid assessment decisions

### Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where, in satisfying the M criteria, a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim

- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments.

Learners who do not satisfy the Pass criteria should be reported as Unclassified.

### **Making assessment decisions using criteria**

Assessors should review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

### **Authenticity of learner work**

Assessors must ensure that evidence is authentic to a learner through setting valid assessments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work. Assessors must complete a declaration that:

- the evidence submitted for this assessment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication. During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 8 Administrative arrangements*.

### **Resubmission of improved evidence**

The final assessment of evidence for the relevant learning aims is normally the final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assessment.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year. However, we recognise that there are circumstances where the resubmission period may fall outside of the 15-day limit owing to a lack of resources being available, for example where learners may need to access a performance space or have access to specialist equipment. Where it is practical to do so, for example evaluations, presentations, extended writing, resubmission must remain within the normal 15-day period.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assessment tasks by the planned deadline or by an authorised extension deadline (if one was given for specific circumstances), may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assessment task by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assessment may be offered a single retake opportunity using a new assessment task. The highest grade that may be awarded is a Pass.

The Lead IV must authorise a retake with a new assessment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity please refer to the *BTEC Centre Guide to Internal Assessment* available on our website. There is information on writing assignments for retakes on our website, see [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments).

# 7 Administrative arrangements

## Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

## Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

## Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.



## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *Information Manual*. We may ask to audit your records so they must be retained as specified.

### Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

## Administrative arrangements for external assessment

### Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

### Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

### Special consideration requests

Special consideration is an adjustment made to a student's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

## Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. External assessments for BTEC qualifications include examinations, set tasks and performance.

Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

### High control

This is the completion of assessment in formal invigilated examination conditions.

### Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

### Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

The procedures we ask you to adopt vary between units that are internally-assessed and those that are externally assessed.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* ([www.jcq.org.uk](http://www.jcq.org.uk)).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

## Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

### Results issue

After the external assessment session, learner results will be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

### Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

### Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

## Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments (ICEA)*: this explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

## 8 Quality assurance

### Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

### Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 9 Understanding the qualification grade

### Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

### Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, achieve a Near Pass (N) or above in all external units and a pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2*.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M, P, N or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2*, and for the Extended Diploma achieve a minimum 900 GLH at Pass or above (or N or above in external units)
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.

Learners who do not achieve the required minimum grade (N or P) in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

### Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.



### Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	60 GLH	90 GLH
<b>U</b>	0	0
<b>Pass</b>	6	9
<b>Merit</b>	10	15
<b>Distinction</b>	16	24

### Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The table below shows the **minimum number of points** available for each grade in the external units.

	Unit size	
	90 GLH	120 GLH
<b>U</b>	0	0
<b>Near Pass</b>	6	8
<b>Pass</b>	9	12
<b>Merit</b>	15	20
<b>Distinction</b>	24	32

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

### Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of qualification grade* table for the cohort.

## Calculation of qualification grade

Applicable for registration from 1 September 2016.

Certificate		Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
180 GLH		360 GLH		510 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	51	PP	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	73	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	104	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	130	D*D*	180	D*D*D*	270

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

## Examples of grade calculations based on table applicable to registrations from September 2016

### Example 1: Achievement of a Certificate with a P grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Ext	Pass	9
Unit 2	90	Int	Merit	15
<b>Totals</b>	<b>180</b>		<b>P</b>	<b>24</b>

The learner has sufficient points for a P grade

### Example 2: Achievement of a Certificate with a M grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Ext	Near Pass	6
Unit 2	90	Int	Distinction	24
<b>Totals</b>	<b>180</b>		<b>M</b>	<b>30</b>

The learner has sufficient points for a M grade

### Example 3: An Unclassified result for a Certificate

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Ext	U	0
Unit 2	90	Int	Distinction	24
<b>Totals</b>	<b>180</b>		<b>U</b>	<b>24</b>

The learner has a U in Unit 1.

The learner has sufficient points for a P grade but has not met the minimum requirement for an N grade or higher in Unit 1.

# 10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website you will find a list of resources to support teaching and learning, and professional development.

## Support for setting up your course and preparing to teach

### Specification

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

### Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment (internal and external) and quality assurance. The Guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.

### Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

### Study skills activities

A range of case studies and activities is provided; they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word™ format for easy customisation.

### myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon as possible.

## Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals, including:

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

## Support for assessment

### Sample assessment materials for externally-assessed units

Sample assessments are available for the Pearson-set units. One copy of each of these assessments can be downloaded from the website/available in print. For each suite an additional sample for one of the Pearson-set units is also available, allowing your learners further opportunities for practice.

Further sample assessments will be made available through our website on an ongoing basis.

### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

### Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

## Training and support from Pearson

### People to talk to

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the ‘Support for You’ section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

#### **‘Getting Ready to Teach’**

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications’ structures, planning and preparation for internal and external assessment, and quality assurance.

#### **Teaching and learning**

Beyond the ‘Getting Ready to Teach’ professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

## Appendix 1 Links to industry standards

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

## Appendix 2 Glossary of terms used for internally-assessed units

Term	Definition
Develop	Skills. Often referring to given processes or techniques.
Apply	Put knowledge, understanding or skill into action for a particular context.
Review	Make a formal assessment of work produced. The assessment allows learners to appraise existing information or prior events; and reconsider information with the intention of making changes, if necessary.
Compare	Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection and isolation of characteristics.
Demonstrate	Work, performance or practice evidences the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Discuss	Considers different aspects of: <ul style="list-style-type: none"> <li>• a theme or topic</li> <li>• how they interrelate</li> <li>• the extent to which they are important.</li> </ul> A conclusion is not required.
Evaluate	Draws on varied information, themes or concepts to consider aspects, such as: <ul style="list-style-type: none"> <li>• strengths or weaknesses</li> <li>• advantages or disadvantages</li> <li>• alternative actions</li> <li>• relevance or significance.</li> </ul> Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation, performance or practice.
Explain	Shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at). Learners are able to show that they comprehend the origins, functions and objectives of a subject, and its suitability for purpose.
Identify	Indicates the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.



<b>Term</b>	<b>Definition</b>
Interpret	Able to state the meaning, purpose or qualities of something through the use of images, words or other expressions.
Interpretative	Learners interpret the stimulus through their performance.
Investigate	Learners' work, performance or practice tests the: <ul style="list-style-type: none"> <li>• qualities of materials</li> <li>• techniques</li> <li>• processes</li> <li>• contexts</li> </ul> through practical exploration.
Research	Proactively seeks information and can identify the means and resources to do so. Information should be recorded reviewed and used to inform the: <ul style="list-style-type: none"> <li>• progress of work</li> <li>• performance or practice.</li> </ul>
Understand	Defined knowledge in familiar contexts.

This is a key summary of the types of evidence used for BTEC Nationals.

<b>Type of evidence</b>	<b>Definition and purpose</b>
Group task	Learners work together to show skills in defining and structuring activity as a group.
Independent research	An analysis of substantive research organised by learners from secondary and, if applicable, primary sources to develop knowledge and understanding.
Individual project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning including synopticity.
Performance	A defined and constrained opportunity to perform. Used to show skills and techniques developed.
Preparatory work	A separate defined period of preparation used to show development of knowledge, understanding, skills and techniques.
Presentation	Oral or through demonstration. Used to demonstrate knowledge, understanding, skills and techniques.
Performance log	A record kept by learners to show the process of development during workshops, rehearsal and performance, detailing skills acquired. Used to show method, self-management, skills development and areas for improvement.

# Pearson BTEC Level 3 Nationals in Performing Arts

## Certificate in Performing Arts

Extended Certificate in Performance:

Dance

Acting

Musical Theatre

Extended Certificate in Performing Arts

Foundation Diploma in Performing Arts

Diploma in Performing Arts

Extended Diploma in Performing Arts

For more information about Edexcel, BTEC or LCCI qualifications  
visit [qualifications.pearson.com](http://qualifications.pearson.com)

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