

**BTEC NQF BTEC from 2012
OSCA Standardisation Materials
2013-14
SESV Commentary**

**NQF BTEC Level 1/Level 2 First in
Performing Arts**

Unit 4: Dance Skills

**Issue 1
September 2013**

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You will need to refer to the appropriate specification alongside this commentary.

Unit 4: Dance Skills from the BTEC Level 1/Level 2 First in Performing Arts can be found by typing the following into your web browser.

<http://www.edexcel.com/quals/firsts2012/performing-arts/Pages/default.aspx>

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SESV Commentary to Activity 1: NQF BTEC Assignment Briefs

Working together, discuss the following:

1. **How is the NQF BTEC Assignment Brief structured?**
2. **What information does the NQF BTEC Assignment Brief contain?**
3. **How do you determine appropriate timings?**
4. **Who will be involved in the development of an NQF BTEC Assignment Brief before it is issued to learners?**

General Guidance

1. The NQF BTEC Assignment Brief is structured in sections:
 - key information
 - vocational scenario or context for the assessed activities
 - tasks and their evidence requirements
 - all the targeted assessment criteria
 - any sources of information for the learners
 - level 1 fallback criteria available.
2. The key information that an NQF BTEC Assignment Brief should contain:
 - Assessor name
 - dates
 - hand out
 - interim submission
 - final submission
 - the title of the programme
 - unit number and title
 - learning aim(s) covered

The vocational scenario or context should engage the learner by being realistic and reflecting the scenarios that a learner that has completed this qualification may find themselves in. It should also be reflective of current industry practice and locally relevant, where possible. The aim is for the Assessor to provide a motivational context for learners to work within. The vocational context or scenario should flow throughout all the tasks in the Assignment Brief.

The tasks will fit into the scenario or context, be accessible to all learners and be challenging. They must enable suitable evidence to be generated that can be assessed against the targeted assessment criteria.

The Assessor should ensure that all tasks clearly meet the targeted assessment criteria. The structure of the tasks **will always target an entire learning aim**. This is a fundamental cornerstone of NQF BTEC qualifications, as it enables any learner to achieve the best grade for them. It is not usually acceptable to have tasks or sub-tasks that target, for example, Pass criteria only where there are higher criteria available. All tasks must encourage the learner to challenge themselves and aim for the highest level of achievement to ensure the assessment can meet national standards.

An Assignment Brief may target one or more learning aims across one or more units. Each task in the Assignment Brief will generate evidence for one or more whole learning aim.

The information accompanying the tasks must outline clearly to the learner the forms of evidence that will be required, for example slides, script and observation record or a written report. It should not specify word counts or otherwise quantify the evidence required.

For assignment tasks that require practical activities to be carried out, the use of observation records to support the assessment process should remain an invaluable part of the assessment process. However, it is important to ensure that the use of observation records is appropriate and does not replace the learner generated evidence. Observation records alone are not sufficient sources of learner evidence. Whilst witness statements can be completed by people such as work colleagues, observation records are completed by BTEC Assessors who have benefited from a standardisation meeting for the academic year based on OSCA materials such as these. It is important to ensure that an observation record(s) is used correctly to document achievement.

Remember: Care must be taken to ensure that the tasks enable independent generation of evidence that can be authenticated. This might be through giving each learner a different stimulus such as a data set or role to perform. Where this is not possible, it may be appropriate to supervise learners as they generate evidence.

3. Timings need to allow learners to complete the activities being assessed fully. To determine the time required, the Assessor will need to consider the delivery timetable, access to any facilities the learner will need, holiday periods and so on. There should always be time available after summative assessment for the learner to resubmit once, if approved by the Lead Internal Verifier.

The duration of an Assignment Brief is the approximate time that the assessed activities will take the learner to complete following the required guided learning.

4. Once an Assessor has completed an Assignment Brief, it should be internally verified prior to issue. Any changes to the Assignment Brief should be made by the Assessor and signed off by the Internal Verifier. Wherever possible, the Edexcel templates should be used. If the Assessor chooses to use centre-devised documentation, they must ensure that all the required information is present.

The Assignment Checking Service (ACS) is available to centres who have either devised their own Assignment Briefs, or adapted the Authorised Assignment Briefs. Any changes made as a result of the feedback from the ACS must be signed off locally by the Internal Verifier.

Link to the Assignment Checking Service:

<http://www.edexcel.com/btec/delivering-BTEC/Pages/AssignmentCheckingService.aspx>

Sector Specific Commentary

The assignment featured is intended to be the second of two for the unit. It targets all the criteria for the unit and enables learners to work on the second of the two required dance styles for the unit. Centres using this Assignment Brief should take into account the rules of the re-assessment of criteria. If this Assignment Brief is used as the second of two Assignment Briefs, only summative feedback should be given.

Please note that if the Authorised Assignment Brief format is used, the opportunity for summative feedback is provided for both learning aims in each assignment. The summative feedback at the end of the second assignment functions in lieu of the learner's resubmission opportunity and no further opportunities for assessment can be given.

For more information on the rules governing the reassessment of specific criteria, you should refer to Section 10 of the specification. Information is also included in an FAQs document, which can be downloaded from this link:

<http://www.edexcel.com/quals/firsts2012/performing-arts/Pages/Documents-Award.aspx>
(click on "Frequently asked questions")

The Assignment Brief includes a relevant vocational scenario, which provides a focus for the following tasks. The dance style, Street Dance, is a popular choice for Level 2 learners. Tasks are detailed and well mapped to the requirements of the target criteria and also linked to the scenario.

The evidence requirements are stated clearly and include recordings of workshop sessions, rehearsals and performance work. These are backed up by Observation Records and a learner logbook.

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SESV Commentary to Activity 2: Adapting NQF BTEC Authorised Assignment Briefs

Working together, discuss whether the Adapted NQF BTEC Authorised Assignment Brief is still fit for purpose in terms of:

- **Scenario and context**
- **Assessment activities and structure**
- **Timescales and other information**

General Guidance

Authorised Assignment Briefs should be adapted when necessary to ensure they are relevant and engaging for learners. The vocational scenario or context should motivate your learners by being realistic and reflecting the situations that a learner may find themselves in during the next successful stage of their career. Authorised Assignment Briefs may also need adapting to remain reflective of current industry practice in your area, and the resources available.

When adapting an Authorised Assignment Brief, it is important that a learning aim remains assessed as a whole and not split into tasks or sub-tasks per criterion. When developing your own Assignment Briefs, this is achieved by focusing on the Distinction criteria first and then working backwards to ensure that all lower criteria are included. This is important because all learners must have the opportunity to achieve their full potential, regardless of the assessed activity. This prevents learners producing unnecessary work to achieve lower criteria that are embedded in higher criteria.

Sector Specific Commentary

The focus of the Assignment Brief has been changed to ballroom and Latin American dancing. While this may not suit learners at some centres, it is an interesting and perfectly acceptable scenario. The Assignment Brief states that it is the only assignment for the unit. In the Authorised Assignment Brief, one of two dance styles is covered over 30 guided learning hours. In the adapted Assignment Brief, two dance styles are covered over 60 guided learning hours, thus providing full coverage of the unit. Both of these approaches are perfectly acceptable.

An issue date and interim deadline are provided but no specific final deadline has been given. This is not acceptable as it is important that learners are given a specific deadline to work to. In terms of vocational relevance, dancers working in a project such as this would be given the dates of the dance festival at the beginning of their contract.

Tasks are developed from the Authorised Assignment Brief and while references to street dance have been correctly removed they have not always been replaced with details of the new 'Strictly BTEC' scenario. This has led to the tasks being generic in nature as well as lacking detail in places. For example, task 2.1 could include specific information about musicality, relationships and the stylistic qualities of the specific dance styles.

The instruction in task 2.1 that learners must attend at least 80% of all rehearsals to pass this task is inappropriate. Whilst attendance at rehearsals is an indication that "personal management skills" have been demonstrated, the centre should not state a minimum attendance requirement in this manner. The centre has, however, provided a useful bulleted list, giving examples of the personal management skills that learners should be demonstrating as per the unit content.

The logbook from the Authorised Assignment Brief has been replaced with a video diary. This is an interesting idea but more details about the nature of the video diary and how learners will record their entries should be provided. It is also unclear whether the action plan mentioned in task 1.2 is to be included as part of the video journal or whether this is a separate piece of evidence.

SESV Commentary to Activity 3: Assessment, Feedback and Internal Verification

The learner work was submitted at the interim deadline and the Assessor provided formative feedback. The learner then finished their work independently and submitted their evidence at the assessment deadline. The Assessor has assessed the work and the Internal Verifier has internally verified the assessment.

Working together, discuss the following:

- 1. Is the formative feedback appropriate?**
- 2. Is the learner work fully and correctly authenticated?**
- 3. Is the summative assessment accurate in relation to (insert ACs)?**
- 4. Is internal verification of the Assignment Brief and the assessment decisions appropriate?**

General Guidance

Feedback to learners should be criterion-based and developmental where appropriate. The Assessor should always ensure that feedback to learners is personalised.

Prior to the interim deadline stage the learner's evidence is a 'work in progress'. Following formative feedback, the learner must complete, improve or refine their assignment independently. Formative feedback can, therefore, be extremely influential in the overall success and development of the learner. This has always been an implicit part of the assessment process for BTEC qualifications, and is now a formalised expectation for the new NQF BTEC qualifications.

You should only award criteria at the summative assessment stage with the support of internal verification processes.

Formative feedback

Formative feedback should be:

- accurate, providing a clear prediction of where the learner's achievement is currently at in relation to the criteria.
- clear, giving practical advice that will help the learner tackle any shortcomings.
- constructive, using positive language and building self-confidence in the learner.
- supportive, indicating where work is lacking yet encouraging improvements.
- developmental, suggesting how higher level criteria may be achieved and picking up on basic skills which benefit the 'whole' learner, whilst maintaining the independence and authenticity of the learner work.

Summative assessment

The learner's evidence will be final at the last hand-in date. Feedback from the Assessor must be a clear and accurate justification of the assessment criteria awarded. Assessment decisions should always be signed and dated by the Assessor. The learner should always sign, date and comment on the feedback to indicate agreement. The feedback should also offer positive and constructive feedback for future improvements, but should **not** indicate how to achieve any criteria that were not achieved as this would remove the opportunity the learner has to add to their work with the required independence.

Learners must sign an Assessment Submission Declaration Form to authenticate their work when submitting evidence for assessment. This is detailed in the specifications and the Edexcel proforma and is compulsory in all cases. Part of the Assessor role is to confirm that the

evidence submitted is the learner's own. Centres will have their own malpractice and plagiarism policies that staff can refer to as required.

Internal verification of learner work should always take place prior to learners being given their feedback from the Assessor. The Internal Verifier should see all the evidence which has been developed by the sampled learners. The Internal Verifier should act as a critical friend to the Assessor, commenting on the assessment decision only and not the quality of the learner work. Feedback from the Internal Verifier should be supportive and developmental for the Assessor. For guidance on the roles and responsibilities of the Lead Internal Verifier please refer to the *Centre Guide for Internal Verification* which can be found on the Edexcel website using the following link:

<http://www.edexcel.com/btec/Documents/BTEC%20Centre%20Guide%20to%20Internal%20Verification.pdf>

Remember: learners should not receive summative assessment decisions until the assessment has been subject to your internal verification processes.

The use of observation records to provide evidence of achievement can be highly appropriate when considering practical/alternative forms of assessment. However, it is important to ensure that observation records are used correctly to document evidence. An observation record does not replace the process evidence generated by the learner; it should be used to complement or enhance this evidence. We would recommend that you use the Edexcel Observation Record template which is available on the website. The Assessor should give the Internal Verifier all the evidence which was used to make the assessment decision. This could include video, audio footage or annotated photographs.

Sector Specific Commentary

At the **interim deadline** the learner has submitted diary entries (a selection has been included) and her ongoing skills review.

Observation Records have been provided in support of the practical activities seen by the tutor. They are appropriately detailed in terms of the activities observed and the extent to which the learner has met the target criteria for Learning Aim A.

A milestone recording of the practical was made but it is apparent from the feedback that the learner was absent on the day that this was undertaken. There is still, however, sufficient evidence to confirm participation and achievement at formative assessment stage.

In line with unit requirements the learner has undertaken a skills audit and the pro forma used for this includes a range of technical and interpretive skills that are taken from the unit content. The pro forma used to support the learner when setting targets are also sound, enabling the learner to focus on both long-term and short-term SMART targets.

At the **summative deadline** the learner has submitted further diary entries and the ongoing review has been completed with progress towards targets reviewed. Further Observation Records are submitted along with a recording of the duo the learner has been working on.

The Assessor correctly assesses the work at the summative deadline in terms of the first criterion, 2A.D1. The Observation Records and diary entries provide evidence of Emily's commitment and concentration in class. It is also clear that she has responded positively to feedback and correction and her eagerness to improve is seen in her diary entries and her ongoing review. Her performance of the duo (seen on video and indicative of other video recordings made at various milestone points during the assignment) demonstrate a competent use and control of both technical and interpretive skills. She is also seen to incorporate the stylistic qualities of the piece showing a high degree of focus.

The award of 2A.D2 is however not supported by the evidence.

Emily has met some of the requirements of the Distinction criterion. She has for example:

- set achievable and detailed long-term and short-term targets
- justified their selection in terms of her development as a dancer
- identified specific ways of achieving and/or measuring her progress towards these targets.

While she has reviewed her progress on a number of occasions she has failed to fully evaluate her progress, e.g. by noting how and specifically why she has made improvements. 2A.M2 would therefore be an appropriate grade.

The Internal Verifier has correctly identified inaccurate assessment in relation to criterion 2A.D2. The Assessor has then redrafted the summative feedback and the Lead IV has authorised a resubmission opportunity to allow the learner to improve her grade. It is important that any resubmission opportunity is authorised by the Lead IV in order to safeguard the validity of assessment. For example, further authenticity declarations or controlled conditions may be required.

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SESV Commentary to Activity 4: Resubmission and Summative Assessment

The learner had a resubmission authorised so has added to their evidence.

Working individually

- 1. Check that the retake is valid.**
- 2. Assess the resubmitted learner work using the blank Summative Assessment Sheet provided.**

Working together

- 3. Discuss your assessment decisions.**

General Guidance

There is no requirement for you to offer a learner an opportunity to retake an assessment. Before assessing a retake the Assessor must first check that the resubmission was authorised correctly by the Lead Internal Verifier and that the new evidence has been fully and correctly authenticated. Your Standards Verifier is likely to want to include assessments that have been resubmitted as part of the sample they will review. There are clear, mandatory requirements in the assessment guidance section of the specification for this qualification on how many times a learner can submit work for assessment of this NQF BTEC qualification. The aim is to uphold the rigour of BTEC internal assessment and the value of our learners' qualifications for the long term, whilst also ensuring it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners.

The *Opportunities to Retake Assessments* section in the specification for this qualification states "A learner may be given **one** opportunity to retake a completed assessment after a summative grade has been given." A BTEC learner is assessed against a learning aim through the application of the assessment criteria to the submitted evidence, and not against the Assignment Brief that generated the evidence, therefore a retake may be a further submission of the same assignment or may be a different assignment. The *Giving Summative Grades* section in the delivery guidance adds "Once your decisions have been checked you can give these to the learners as 'final'. Remember that you will then be able to accept only **one** further attempt from the learner to provide further or better evidence for the learning aim(s) covered in that assignment."

Remember: To maintain the required independence a retake of a learning aim may be conducted under supervised conditions even if this was not the case for the original assessment. Learners must always sign an Assessment Submission Declaration Form to authenticate their work when submitting evidence for assessment.

Sector Specific Commentary

The learner has resubmitted her target sheets to include further comments to support the review process. She has also submitted a final evaluation of her long-term goals. Her resubmission is evaluative in nature since she draws together all the information and reviews it to draw conclusions about her strengths, weaknesses and the improvements made.

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Good Practice Summative Assessment Sheet

ASSESSMENT RECORD SHEET (Summative Assessment)						
Program me	BTEC Level 1/Level 2 First Award in Performing Arts (Dance)		Learner Name	Emily Browne	Assessor Name	J Burn
Unit No. & Title	4 Dance Skills		Target Learning Aims	A	Assignment No. & Title	Contemporary & Modern Ballet Company (Assignment 1 of 2)
Issue Date	7/1/13		Interim Submission Date	4/3/13	Final Submission Date	7/5/13 24/5/13 (Resubmitted)
Target criteria	Criteria Achieved	Final Assessment Comments				
2A.P1, 2A.M1, 2A.D1	2A.P1, 2A.M1, 2A.D1	Emily, you have shown that you are a technical performer who is able to work with total commitment and concentration during sessions. You respond positively to correction at all times. You have a strong understanding of where your body should be in terms of placement and alignment. Your interpretive skills, particularly the use of contrasting dynamics, are evident in your duo.				
2A.P2, 2A.M2, 2A.D2	2A.P2, 2A.M2, 2A.D2	Resubmitted evidence: Emily, you set well-considered SMART targets that you were able to justify. Your resubmitted work evaluates your progress towards these targets making comments about how and why improvements were possible and setting further goals for future development.				
Summative comments						
Emily, you have worked hard to improve your ongoing review. Well done.						
Resubmission authorisation*	This resubmission was authorised by K Harrison, Lead IV.				Resubmission Date:	24/5/13
* All resubmissions must be authorised. Only 1 resubmission is possible per assignment.						
Assessor Signature	<i>J Burn</i>				Date:	25/5/13
Learner comments	I am really pleased that I have now achieved a D for my ongoing review.					
Learner Signature	Emily Browne				Date:	28/5/13

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