BTEC
Higher Nationals

edexcel

PERFORMING ARTS
Specification

LEVEL

4

HNC

5

HND

Issue 5
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QCF Accredited

PEARSON

This specification is Issue 5. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Edexcel BTEC Level 4 HNC Diploma in Performing Arts

Edexcel BTEC Level 5 HND Diploma in Performing Arts

Edexcel BTEC Level 4 HNC Diploma in Performing Arts (Performance)

Edexcel BTEC Level 5 HND Diploma in Performing Arts (Performance)

Edexcel BTEC Level 4 HNC Diploma in Performing Arts (Production)

Edexcel BTEC Level 5 HND Diploma in Performing Arts (Production)

The Qualifications and Credit Framework (QCF) has been introduced to replace the National Qualifications Framework (NQF). It recognises achievement through the award of credit for units and qualifications, working at all levels between Entry level and level 8.

Edexcel BTEC HNCs (Higher National Certificates) are now at level 4 and are a minimum of 120 credits in size. They are nested within the structures of the Edexcel BTEC HNDs (Higher National Diplomas).

Edexcel BTEC HNDs remain as level 5 qualifications. They are a minimum of 240 credits in size.

The qualifications remain as Intermediate level qualifications on the Framework for Higher Education Qualifications (FHEQ). Progression to Edexcel BTEC Higher Nationals continues to be from level 3 qualifications and progression from Edexcel BTEC Higher Nationals will normally be to qualifications at level 6. Learners' progression routes do not necessarily involve qualifications at every level.

As a nested qualification the HNC is an embedded component of the HND. However, it can be taken as a stand-alone qualification.

If a learner enrols for an HNC they would be eligible to gain a grade for the HNC. If they then move onto an HND, the learner is graded on their HND performance. The grade for the HND will include units from the previously achieved HNC.

If a learner opts to take an HND from the start, then on successful completion of the HND they will receive one grade for the HND achievement only.

If a learner opts to take an HND from the start but later chooses to revert to an HNC programme, then on successful completion of the HNC they will receive a grade for the HNC achievement only.

Existing NQF Higher National units achievement can count towards the QCF Edexcel BTEC Higher Nationals.

Edexcel BTEC Higher Nationals within the QCF, NQF and FHEQ

QCF/NQF/ FHEQ level	Progression opportunities and examples of qualifications within each level
8	PhD/DPhil Professional doctorates (credit based), eg EdD
7	Master's degrees Postgraduate diplomas Postgraduate Certificate in Education (PGCE)
6	Bachelor's degrees, eg BA, BSc Professional Graduate Certificate in Education Graduate certificates and diplomas
5	**Edexcel BTEC HNDs** (Higher National Diplomas) Foundation Degrees, eg FdA, FdSc Diplomas of Higher Education (Dip HE)
4	**Edexcel BTEC HNCs** (Higher National Certificates) Certificates of Higher Education (Cert HE) Level 4 National Vocational Qualifications (NVQs)
3	Edexcel BTEC Level 3 Extended Diplomas Edexcel BTEC Level 3 Diplomas Edexcel BTEC Level 3 Subsidiary Diplomas Edexcel BTEC Level 3 Certificates GCE Advanced Level Level 3 NVQs Advanced Diplomas

Contents

Qualification titles covered by this specification

Edexcel BTEC Level 4 HNC Diploma in Performing Arts (QCF)

Edexcel BTEC Level 5 HND Diploma in Performing Arts (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF). The Qualification Numbers (QNs) for these qualifications are listed below.

These qualification titles are as they will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

Centres are reminded that The Report of the National Committee of Inquiry into Higher Education (the Dearing Report) recommended that they *develop, for each programme they offer, a 'programme specification' which identifies potential stopping-off points and gives the intended outcomes of the programme ...'*

The Quality Assurance Agency for Higher Education (QAA) has produced guidelines for centres in preparing programme specifications (reference *Guidelines for preparing programme specifications*: QAA 115 06/06) which includes related post-Dearing developments. Annexe 2: *Working with programme specifications: a leaflet for further education colleges* of this QAA document contains additional guidance notes to support further education colleges writing programme specifications for Edexcel awards.

Qualification Numbers

The Qualifications and Credit Framework (QCF) code is known as a Qualification Number (QN). Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QNs for qualifications in this publication are:

500/9228/5   Edexcel BTEC Level 4 HNC Diploma in Performing Arts (QCF)

500/9229/7   Edexcel BTEC Level 5 HND Diploma in Performing Arts (QCF)

Introduction

This specification contains the units and associated guidance for the QCF Edexcel BTEC Level 4 HNC in Performing Arts and the Edexcel BTEC Level 5 HND in Performing Arts.

Each unit sets out the required learning outcomes, assessment criteria and content and may also include advice regarding essential delivery and assessment strategies.

This document also contains details of the teaching, learning, assessment and quality assurance of these qualifications. It includes advice about Edexcel's policies regarding access to its qualifications, the design of programmes of study and delivery modes.

Structure of the qualification

Edexcel BTEC Level 4 HNC

The Edexcel BTEC Level 4 HNC in Performing Arts is a qualification with a minimum of 120 credits of which 35 are mandatory core.

The Edexcel BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

Edexcel BTEC Level 5 HND

The Edexcel BTEC Level 5 HND in Performing Arts is a qualification with a minimum of 240 credits of which 55 are mandatory core.

The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

Rules of combination for Edexcel BTEC Levels 4 and 5 Higher National qualifications

The rules of combination specify the:

- total credit value of the qualification
- minimum credit to be achieved at the level of the qualification
- mandatory core unit credit
- specialist unit credit
- maximum credit that can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications.

When combining units for an Edexcel BTEC Higher National qualification it is the centre's responsibility to ensure that the following rules of combination are adhered to:

Edexcel BTEC Level 4 HNC Diploma in Performing Arts (QCF)

1 Qualification credit value: a minimum of 120 credits. (A maximum of 55 credits may be at level 5)

2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.

3 Mandatory core unit credit: 35 credits.

4 Specialist unit credit: 85 credits.

5 A maximum of 30 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

Edexcel BTEC Level 5 HND Diploma in Performing Arts

1 Qualification credit value: a minimum of 240 credits.

2 Minimum credit to be achieved at the level of the qualification (level 5): 125 credits.

3 Mandatory core unit credit: 55 credits.

4 Specialist unit credit: 185 credits.

5 The requirements of the HNC have to be met.

6 A maximum of 60 credits can be centre devised or imported from other QCF Edexcel BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

Structure of the Edexcel BTEC Level 4 HNC in Performing Arts

Unit number	Mandatory core units – all units must be taken	Unit level	Unit credit
19	Creative Arts Professional Practice	5	15
20	Creative Arts Research Skills	5	20
	Specialist units – choose units with a minimum total credit value of 85 credits		
1	Acting for Camera	4	15
2	Acting for Microphone	5	15
3	Acting for Musical Theatre	4	15
4	Acting with Masks	4	15
5	Alternative Approaches to Acting	5	15
6	Applied Contemporary Performance Practice	5	15
7	Automated Lighting for Live Performance	5	15
8	Choreography of Group Performance	5	15
9	Choreography for Solo Performance	4	15
10	Classical Acting	5	15
11	Classical Ballet Background and Technique	4	15
12	Classical Ballet Development and Analysis	5	15
13	Commercial Dance	4	15
14	Contemporary Dance Techniques	4	15
15	Contemporary Dance Techniques and Performance	5	15
16	Costume Design Concept	4	15
17	Costume Production for Performance	5	15
18	Costume Design and Realisation	4	15
21	Dance and Health	4	15
22	Dance Criticism and Analysis	5	15
23	Dance for Camera	5	15
24	Dance in Education	4	15
25	Dance for Musical Theatre	4	15
26	Dance Practices in the Community	4	15
27	Design Techniques and Applications for the Performer	5	15
28	Development of Acting Skills	4	15
29	Devising Performance	4	15
30	Employability Skills	5	15

Unit number	Specialist units – choose units with a minimum total credit value of 85 credits (continued)	Unit level	Unit credit
31	Facilities Operation in the Arts	4	15
32	Historical Context in the Performing Arts	5	15
33	Innovative Theatre Performance Work	4	15
34	Jazz Dance Technique and Performance	4	15
35	Jazz Dance Development and Analysis	5	15
36	Lighting Design for Live Performance	4	15
37	Lighting Operation for Live Performance	4	15
38	Managing a Creative Business	4	15
39	Marketing the Creative Arts	5	15
40	Mask Design and Construction	4	15
41	Movement for the Actor	4	15
42	Musical Theatre Performance	5	15
43	Naturalistic Acting	4	15
44	Outreach Drama	5	15
45	Performing Arts Facilities Management	5	15
46	Performing Arts Rigging	4	15
47	Performing Arts Workshop Leadership	5	15
48	Personal and Professional Development	5	15
49	Physical Theatre Performance	4	15
50	Popular Entertainment	5	15
51	Preparation, Process and Production in the Creative Arts	5	20
52	Production Management in the Creative Arts	5	15
53	Production Skills for Performance	4	15
54	Project Design, Implementation and Evaluation	5	20
55	Research Project	5	20
56	Scenic Design Concept	4	15
57	Set Design Realisation	4	15
58	Singing Techniques and Styles	4	15
59	Singing for Musical Theatre	4	15
60	Site-specific Performance	5	15
61	Small-scale Touring in the Performing Arts	5	15
62	Social Dance Forms	4	15

Unit number	Specialist units – choose units with a minimum total credit value of 85 credits (*continued*)	Unit level	Unit credit
63	Stage Management in Practice	4	15
64	Stage Properties for Performance	4	15
65	Surface Finishing Techniques in Theatre Production	5	15
66	Tap Dance Technique and Performance	4	15
67	Tap Dance Development and Analysis	5	15
68	Theatre Directing	5	15
69	Theatre in Education	4	15
70	Theatre Sound Design	5	15
71	Theatre Sound Operation	4	15
72	Vocal Method in Context	5	15
73	Voice and Speech Development and Practice	4	15
74	Wardrobe Management	5	15
75	Work-based Experience	5	15
76	Workshop Constructional Skills	4	15
77	Writing for Performance	4	15

The Edexcel BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

Structure of the Edexcel BTEC Level 4 HNC in Performing Arts (Performance) (QCF)

Unit number	Mandatory core units – all units must be taken	Unit level	Unit credit
19	Creative Arts Professional Practice	5	15
20	Creative Arts Research Skills	5	20
	Specialist units – choose units with a minimum total credit value of 85 credits		
1	Acting for Camera	4	15
2	Acting for Microphone	5	15
3	Acting for Musical Theatre	4	15
4	Acting with Masks	4	15
5	Alternative Approaches to Acting	5	15
6	Applied Contemporary Performance Practice	5	15
8	Choreography of Group Performance	5	15
9	Choreography for Solo Performance	4	15
10	Classical Acting	5	15
11	Classical Ballet Background and Technique	4	15
12	Classical Ballet Development and Analysis	5	15
13	Commercial Dance	4	15
14	Contemporary Dance Techniques	4	15
15	Contemporary Dance Techniques and Performance	5	15
21	Dance and Health	4	15
22	Dance Criticism and Analysis	5	15
23	Dance for Camera	5	15
24	Dance in Education	4	15
25	Dance for Musical Theatre	4	15
26	Dance Practices in the Community	4	15
27	Design Techniques and Applications for the Performer	5	15
28	Development of Acting Skills	4	15
29	Devising Performance	4	15
30	Employability Skills	5	15
32	Historical Context in the Performing Arts	5	15
33	Innovative Theatre Performance Work	4	15
34	Jazz Dance Technique and Performance	4	15
35	Jazz Dance Development and Analysis	5	15

Unit number	Specialist units – choose units with a minimum total credit value of 85 credits (continued)	Unit level	Unit credit
38	Managing a Creative Business	4	15
39	Marketing the Creative Arts	5	15
40	Mask Design and Construction	4	15
41	Movement for the Actor	4	15
42	Musical Theatre Performance	5	15
43	Naturalistic Acting	4	15
44	Outreach Drama	5	15
47	Performing Arts Workshop Leadership	5	15
48	Personal and Professional Development	5	15
49	Physical Theatre Performance	4	15
50	Popular Entertainment	5	15
51	Preparation, Process and Production in the Creative Arts	5	20
52	Production Management in the Creative Arts	5	15
53	Production Skills for Performance	4	15
54	Project Design, Implementation and Evaluation	5	20
55	Research Project	5	20
58	Singing Techniques and Styles	4	15
59	Singing for Musical Theatre	4	15
60	Site-specific Performance	5	15
61	Small-scale Touring in the Performing Arts	4	15
62	Social Dance Forms	4	15
63	Stage Management in Practice	4	15
66	Tap Dance Technique and Performance	4	15
67	Tap Dance Development and Analysis	5	15
68	Theatre Directing	5	15
69	Theatre in Education	4	15
72	Vocal Method in Context	5	15
73	Voice and Speech Development and Practice	4	15
75	Work-based Experience	5	15
77	Writing for Performance	4	15

The Edexcel BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

Structure of the Edexcel BTEC Level 4 HNC in Performing Arts (Production) (QCF)

Unit number	Mandatory core units – all units must be taken	Unit level	Unit credit
19	Creative Arts Professional Practice	5	15
20	Creative Arts Research Skills	5	20
	Specialist units – choose units with a minimum total credit value of 85 credits		
6	Applied Contemporary Performance Practice	5	15
7	Automated Lighting for Live Performance	5	15
16	Costume Design Concept	4	15
17	Costume Production for Performance	5	15
18	Costume Design and Realisation	4	15
27	Design Techniques and Applications for the Performer	5	15
30	Employability Skills	5	15
31	Facilities Operation in the Arts	4	15
32	Historical Context in the Performing Arts	5	15
36	Lighting Design for Live Performance	4	15
37	Lighting Operation for Live Performance	4	15
38	Managing a Creative Business	4	15
39	Marketing the Creative Arts	5	15
40	Mask Design and Construction	4	15
45	Performing Arts Facilities Management	5	15
46	Performing Arts Rigging	4	15
47	Performing Arts Workshop Leadership	5	15
48	Personal and Professional Development	5	15
51	Preparation, Process and Production in the Creative Arts	5	20
52	Production Management in the Creative Arts	5	15
53	Production Skills for Performance	4	15
54	Project Design, Implementation and Evaluation	5	20
55	Research Project	5	20
56	Scenic Design Concept	4	15
57	Set Design Realisation	4	15
61	Small-scale Touring for the Performing Arts	5	15
63	Stage Management in Practice	4	15
64	Stage Properties for Performance	4	15

Unit number	Specialist units – choose units with a minimum total credit value of 85 credits (continued)	Unit level	Unit credit
65	Surface Finishing Techniques in Theatre Production	5	15
69	Theatre in Education	4	15
70	Theatre Sound Design	5	15
71	Theatre Sound Operation	4	15
74	Wardrobe Management	5	15
75	Work-based Experience	5	15
76	Workshop Constructional Skills	4	15
78	Design Exploration for Make-up in Performance Arts	4	15

The Edexcel BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

Structure of the Edexcel BTEC Level 5 HND in Performing Arts (QCF)

Unit number	Mandatory core units – all units must be taken	Unit level	Unit credit
19	Creative Arts Professional Practice	5	15
20	Creative Arts Research Skills	5	20
51	Preparation, Process and Production in the Creative Arts	5	20
	Specialist units – choose units with a minimum total credit value of 185 credits		
1	Acting for Camera	4	15
2	Acting for Microphone	5	15
3	Acting for Musical Theatre	4	15
4	Acting with Masks	4	15
5	Alternative Approaches to Acting	5	15
6	Applied Contemporary Performance Practice	5	15
7	Automated Lighting for Live Performance	5	15
8	Choreography of Group Performance	5	15
9	Choreography for Solo Performance	4	15
10	Classical Acting	5	15
11	Classical Ballet Background and Technique	4	15
12	Classical Ballet Development and Analysis	5	15
13	Commercial Dance	4	15
14	Contemporary Dance Techniques	4	15
15	Contemporary Dance Techniques and Performance	5	15
16	Costume Design Concept	4	15
17	Costume Production for Performance	5	15
18	Costume Design and Realisation	4	15
21	Dance and Health	4	15
22	Dance Criticism and Analysis	5	15
23	Dance for Camera	5	15
24	Dance in Education	4	15
25	Dance for Musical Theatre	4	15
26	Dance Practices in the Community	4	15
27	Design Techniques and Applications for the Performer	5	15
28	Development of Acting Skills	4	15
29	Devising Performance	4	15

Unit number	Specialist units – choose units with a minimum total credit value of 185 credits (*continued*)	Unit level	Unit credit
30	Employability Skills	5	15
31	Facilities Operation in the Arts	4	15
32	Historical Context in the Performing Arts	5	15
33	Innovative Theatre Performance Work	4	15
34	Jazz Dance Technique and Performance	4	15
35	Jazz Dance Development and Analysis	5	15
36	Lighting Design for Live Performance	4	15
37	Lighting Operation for Live Performance	4	15
38	Managing a Creative Business	4	15
39	Marketing the Creative Arts	5	15
40	Mask Design and Construction	4	15
41	Movement for the Actor	4	15
42	Musical Theatre Performance	5	15
43	Naturalistic Acting	4	15
44	Outreach Drama	5	15
45	Performing Arts Facilities Management	5	15
46	Performing Arts Rigging	4	15
47	Performing Arts Workshop Leadership	5	15
48	Personal and Professional Development	5	15
49	Physical Theatre Performance	4	15
50	Popular Entertainment	5	15
52	Production Management in the Creative Arts	5	15
53	Production Skills for Performance	4	15
54	Project Design, Implementation and Evaluation	5	20
55	Research Project	5	20
56	Scenic Design Concept	4	15
57	Set Design Realisation	4	15
58	Singing Techniques and Styles	4	15
59	Singing for Musical Theatre	4	15
60	Site-specific Performance	5	15
61	Small-scale Touring in the Performing Arts	5	15

Unit number	Specialist units – choose units with a minimum total credit value of 185 credits (*continued*)	Unit level	Unit credit
62	Social Dance Forms	4	15
63	Stage Management in Practice	4	15
64	Stage Properties for Performance	4	15
65	Surface Finishing Techniques in Theatre Production	5	15
66	Tap Dance Technique and Performance	4	15
67	Tap Dance Development and Analysis	5	15
68	Theatre Directing	5	15
69	Theatre in Education	4	15
70	Theatre Sound Design	5	15
71	Theatre Sound Operation	4	15
72	Vocal Method in Context	5	15
73	Voice and Speech Development and Practice	4	15
74	Wardrobe Management	5	15
75	Work-based Experience	5	15
76	Workshop Constructional Skills	4	15
77	Writing for Performance	4	15

The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

Structure of the Edexcel BTEC Level 5 HND in Performing Arts (Performance) (QCF)

Unit number	Mandatory core units – all units must be taken	Unit level	Unit credit
19	Creative Arts Professional Practice	5	15
20	Creative Arts Research Skills	5	20
51	Preparation, Process and Production in the Creative Arts	5	20
	Specialist units – choose units with a minimum total credit value of 185 credits		
1	Acting for Camera	4	15
2	Acting for Microphone	5	15
3	Acting for Musical Theatre	4	15
4	Acting With Masks	4	15
5	Alternative Approaches to Acting	5	15
6	Applied Contemporary Performance Practice	5	15
8	Choreography of Group Performance	5	15
9	Choreography for Solo Performance	4	15
10	Classical Acting	5	15
11	Classical Ballet Background and Technique	4	15
12	Classical Ballet Development and Analysis	5	15
13	Commercial Dance	4	15
14	Contemporary Dance Techniques	4	15
15	Contemporary Dance Techniques and Performance	5	15
21	Dance and Health	4	15
22	Dance Criticism and Analysis	5	15
23	Dance for Camera	5	15
24	Dance in Education	4	15
25	Dance for Musical Theatre	4	15
26	Dance Practices in the Community	4	15
27	Design Techniques and Applications for the Performer	5	15
28	Development of Acting Skills	4	15
29	Devising Performance	4	15
30	Employability Skills	5	15
32	Historical Context in the Performing Arts	5	15
33	Innovative Theatre Performance Work	4	15

Unit number	Specialist units – choose units with a minimum total credit value of 185 credits (*continued*)	Unit level	Unit credit
34	Jazz Dance Technique and Performance	4	15
35	Jazz Dance Development and Analysis	5	15
38	Managing a Creative Business	4	15
39	Marketing the Creative Arts	5	15
40	Mask Design and Construction	4	15
41	Movement for the Actor	4	15
42	Musical Theatre Performance	5	15
43	Naturalistic Acting	4	15
44	Outreach Drama	5	15
47	Performing Arts Workshop Leadership	5	15
48	Personal and Professional Development	5	15
49	Physical Theatre Performance	4	15
50	Popular Entertainment	5	15
52	Production Management in the Creative Arts	5	15
53	Production Skills for Performance	4	15
54	Project Design, Implementation and Evaluation	5	20
55	Research Project	5	20
58	Singing Techniques and Styles	4	15
59	Singing for Musical Theatre	4	15
60	Site-specific Performance	5	15
61	Small-scale Touring in the Performing Arts	5	15
62	Social Dance Forms	4	15
63	Stage Management in Practice	4	15
66	Tap Dance Technique and Performance	4	15
67	Tap Dance Development and Analysis	5	15
68	Theatre Directing	5	15
69	Theatre in Education	4	15
72	Vocal Method in Context	5	15
73	Voice and Speech Development and Practice	4	15
75	Work-based Experience	5	15
77	Writing for Performance	4	15

The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

Structure of the Edexcel BTEC Level 5 HND in Performing Arts (Production)

Unit number	Mandatory core units – all units must be taken	Unit level	Unit credit
19	Creative Arts Professional Practice	5	15
20	Creative Arts Research Skills	5	20
51	Preparation, Process and Production in the Creative Arts	5	20
	Specialist units – choose units with a minimum total credit value of 185 credits		
6	Applied Contemporary Performance Practice	5	15
7	Automated Lighting for Live Performance	5	15
16	Costume Design Concept	4	15
17	Costume Production for Performance	5	15
18	Costume Design and Realisation	4	15
27	Design Techniques and Applications for the Performer	5	15
30	Employability Skills	5	15
31	Facilities Operation in the Arts	4	15
32	Historical Context in the Performing Arts	5	15
36	Lighting Design for Live Performance	4	15
37	Lighting Operation for Live Performance	4	15
38	Managing a Creative Business	4	15
39	Marketing the Creative Arts	5	15
40	Mask Design and Construction	4	15
45	Performing Arts Facilities Management	5	15
46	Performing Arts Rigging	4	15
47	Performing Arts Workshop Leadership	5	15
48	Personal and Professional Development	5	15
52	Production Management in the Creative Arts	5	15
53	Production Skills for Performance	4	15
54	Project Design, Implementation and Evaluation	5	20
55	Research Project	5	20
56	Scenic Design Concept	4	15
57	Set Design Realisation	4	15
61	Small-scale Touring in the Performing Arts	5	15
63	Stage Management in Practice	4	15

Unit number	Specialist units – choose units with a minimum total credit value of 185 credits (continued)	Unit level	Unit credit
64	Stage Properties for Performance	4	15
65	Surface Finishing Techniques in Theatre Production	5	15
69	Theatre in Education	4	15
70	Theatre Sound Design	5	15
71	Theatre Sound Operation	4	15
74	Wardrobe Management	5	15
75	Work-based Experience	5	15
76	Workshop Constructional Skills	4	15
78	Design Exploration for Make-up in Performance Arts	4	15

The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

Key features

Edexcel BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate.

They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment.

A key progression path for Edexcel BTEC HNC and HND learners is to the second or third year of a degree or honours degree programme, depending on the match of the Edexcel BTEC Higher National units to the degree programme in question.

Edexcel BTEC Higher Nationals in Performing Arts have been developed to focus on:

● providing education and training for a range of careers in the performing arts industries

● providing opportunities for potential workers in the cultural industries to achieve nationally recognised level 4 and 5 vocationally specific qualifications

● providing opportunities for full-time learners to gain a nationally recognised vocationally specific qualification to enter employment in the performing arts and cultural industries or progress to higher education vocational qualifications such as a full-time degree in stage management, acting, drama, dance or related area

● developing the knowledge, understanding and skills of learners in the field of the performing arts

● providing opportunities for learners to focus on the development of higher-level skills in a performing arts context

● providing opportunities for learners to develop a range of skills, techniques and attributes essential for successful performance in working life.

This qualification meets the needs of the above rationale by:

● equipping individuals with knowledge, understanding and skills for success in employment in the performing arts

● enabling progression to an undergraduate degree or further professional qualification in the performing arts or related area

● providing opportunities for specialist study relevant to individual vocations and contexts

● supporting individuals employed or entering employment in the performing arts

● developing the individual's ability in the performing arts through effective use and combination of the knowledge and skills gained in different parts of the programme

● developing a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling learners to make an immediate contribution to employment

- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development in the performing arts.

Professional body recognition

The Edexcel BTEC Higher Nationals in Performing Arts have been developed with career progression and recognition by professional bodies in mind. It is essential that learners gain the maximum benefit from their programme of study.

Further details of professional body recognition and exemptions for Edexcel BTEC Higher Nationals are given in the *BTEC Higher Nationals – Professional Recognition and Progression Directory 2008* available from our website: www.edexcel.com/quals/hn/Pages/Keydocuments.aspx.

National Occupational Standards

Edexcel BTEC Higher Nationals in Performing Arts are designed to relate to the National Occupational Standards in the performing arts sector, which in turn form the basis of the performing arts National Vocational Qualifications (NVQs). Edexcel BTEC Higher Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

Links to National Occupational Standards are indicated in *Annexe B*.

Annexe B contains mapping of the Higher National units in this specification against relevant Level 4 NVQs where appropriate.

Qualification Requirement

Edexcel has published Qualification Requirements as part of the revision of Edexcel BTEC Higher Nationals. Qualification Requirements set out the aims and rationale of the qualifications and provide the framework of curriculum content. They also identify the higher-level skills associated with the qualifications and any recognition by relevant professional bodies. The Qualification Requirement for the Edexcel BTEC Higher Nationals in Performing Arts is given in *Annexe A*.

Edexcel standard specification titles are developed from the Qualification Requirements. Licensed centres comply with Qualification Requirements when developing Higher Nationals under these standard titles.

Qualification Requirements provide consistent standards within the same vocational area and identify the skills and knowledge that can be expected of any holder of an identical Edexcel BTEC Higher National. This will allow higher education institutions, employers and professional bodies to confidently provide progression opportunities to successful learners.

Higher-level skills

Learners studying for Edexcel BTEC Higher Nationals in Performing Arts will be expected to develop the following skills during the programme of study:

- synthesis of a range of concepts, knowledge and skills relating to the performing arts

- application of complex theories to practical realistic work situations in the performing arts

- independence of approach to study and the generation of performing arts evidence

- ability to engage with complex and/or unpredictable situations in performing arts contexts

- ability to take responsibility to manage and direct their own and others activities

- insight and judgement in relation to the margins and consequences of error

- research and investigative skills

- being responsive to change and the ability to multi-task

- ability to innovate and work in a creative way

- flexibility, knowledge and motivation in working in the performing arts.

Edexcel BTEC Level 4 HNC

The Edexcel BTEC Level 4 HNC in Performing Arts provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the performing arts sector and also offers particular specialist emphasis through the choice of specialist units.

Edexcel BTEC Level 4 HNCs provide a nationally recognised qualification offering career progression and professional development for those already in employment and opportunities to progress into higher education. The qualifications are mode free but they are primarily undertaken by part-time learners studying over two years. In some sectors there are opportunities for those wishing to complete an intensive programme of study in a shorter period of time.

This specification gives centres a framework to develop engaging programmes for higher education learners who are clear about the area of employment that they wish to enter.

The Edexcel BTEC Level 4 HNC in Performing Arts offers a progression route for learners who are studying on an Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma or Extended Diploma in Performing Arts and Production Arts.

Learners studying the Edexcel BTEC Level 4 HNC in Performing Arts will be able to progress into employment in the performing arts industry or continue with their studies at level 5

Edexcel BTEC Level 5 HND

The Edexcel BTEC Level 5 HND provides greater breadth and specialisation than the Edexcel BTEC Level 4 HNC. Edexcel BTEC HNDs are mode free but are followed predominately by full-time learners. They allow progression into or within employment in the performing arts sector, either directly on achievement of the award or following further study to degree level.

The Edexcel BTEC Level 5 HND in Performing Arts provides opportunities for learners to apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements or part-time employment experience.

The qualification prepares learners for employment in the performing arts sector and will be suitable for learners who have already decided that they wish to enter this area of work. Some adult learners may wish to make the commitment required by this qualification in order to enter a specialist area of employment in performing arts or progress into higher education. Other learners may want to extend the specialism that they followed on the Edexcel BTEC Level 4 HNC programme.

Progression from this qualification may well be into or within employment in the performing arts sector.

The Edexcel BTEC Level 5 HND in Performing Arts offers a progression route for learners who are studying on an Edexcel BTEC Level 4 HNC in Performing Arts.

Learners studying the Edexcel BTEC Level 5 HND in Performing Arts will be able to progress into employment in the performing arts industry or continue with their studies at level 6.

Teaching, learning and assessment

Learners must achieve a minimum of 120 credits (of which at least 65 must be at level 4) on their programme of learning to be awarded an Edexcel BTEC Level 4 HNC and a minimum of 240 credits (of which at least 65 must be at level 4 and at least 125 must be at level 5) to be awarded an Edexcel BTEC Level 5 HND.

The assessment of Edexcel BTEC Higher National qualifications is criterion-referenced and centres are required to assess learners' evidence against published learning outcomes and assessment criteria.

All units will be individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in Edexcel BTEC Higher National qualifications all have a standard format which is designed to provide guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

NB Any level 3 units in Edexcel BTEC Higher National specifications will appear as they are found in the relevant level 3 specifications (minus references to personal, learning and thinking skills [PLTS] and functional skills [FS].) This

means that their format and assessment requirements will be slightly different to level 4 and level 5 units. 'Links' within the level 3 units will relate to units found in the level 3 specification and not to those within the level 4 and level 5 specifications.

Unit format

Each unit is set out in the following way.

Unit title, unit code, QCF level and credit value

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance.

Each unit is assigned a level, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy. All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Each unit in Edexcel BTEC Higher National qualifications has a credit value which specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit. Learners will be awarded credits for the successful completion of whole units.

Aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit abstract

The unit abstract gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit abstract also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes identify what each learner must do in order to pass the unit. Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit. Learners must achieve all the learning outcomes in order to pass the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of relevant National Occupational Standards (NOS) where appropriate.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

The information below shows how unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is given in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in roman text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples used for indicative amplification of an element (that is, the content specified in this amplification that could be covered or that could be replaced by other, similar material).

It is not a requirement of the unit specification that all of the content is assessed.

Learning outcomes and assessment criteria

Each unit contains statements of the evidence that each learner should produce in order to receive a pass.

Guidance

This section provides additional guidance and amplification related to the unit to support tutors/deliverers and assessors. Its subsections are given below.

- *Links* – sets out possible links between units within the specification. Provides opportunities for the integration of learning, delivery and assessment. Links to relevant National Occupational Standards and Professional Bodies Standards will be highlighted here.
- *Essential requirements* – essential, unique physical and/or staffing resources or delivery/assessment requirements needed for the delivery of this unit are specified here.
- *Employer engagement and vocational contexts* – this is an optional section. Where relevant it offers suggestions for employer contact to enhance the delivery of the unit.

These subsections should be read in conjunction with the learning outcomes, unit content, assessment criteria and the generic grade descriptors.

The centre will be asked to ensure that essential resources are in place when it seeks approval from Edexcel to offer the qualification.

Learning and assessment

The purpose of assessment is to ensure that effective learning of the content of each unit has taken place. Evidence of this learning, or the application of the learning, is required for each unit. The assessment of the evidence relates directly to the assessment criteria for each unit, supported by the generic grade descriptors.

The process of assessment can aid effective learning by seeking and interpreting evidence to decide the stage that learners have reached in their learning, what further learning needs to take place and how best to do this.

Therefore, the process of assessment should be part of the effective planning of teaching and learning by providing opportunities for both the learner and assessor to obtain information about progress towards learning goals.

The assessor and learner must be actively engaged in promoting a common understanding of the assessment criteria and the grade descriptors (what it is they are trying to achieve and how well they achieve it) for further learning to take place. Therefore, learners need constructive feedback and guidance about how they may improve by capitalising on their strengths and clear and constructive comments about their weaknesses and how these might be addressed.

Assessment instruments are constructed within centres. They should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors.

It is advised that assessment criteria and contextualised grade descriptors are clearly indicated on each assessment instrument to provide a focus for learners (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardisation processes. Tasks/activities should enable learners to produce evidence that relates directly to the assessment criteria and grade descriptors.

When centres are designing assessment instruments, they need to ensure that the instruments are valid, reliable and fit for purpose, building on the application of the assessment criteria. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. The creation of assessment instruments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

Grading Higher National units

The grading of Edexcel BTEC Higher National qualifications is at the unit and the qualification level.

Each successfully completed unit will be graded as a pass, merit or distinction.

A pass is awarded for the achievement of all outcomes against the specified assessment criteria.

Merit and distinction grades are awarded for higher-level achievement. The generic merit and distinction grade descriptors listed in *Annexe C* are for grading the total evidence produced for each unit and describe the learner's performance over and above that for a pass grade. They can be achieved in a flexible way, for example in a sequential or holistic mode, to reflect the nature of the sector concerned.

Each of the generic merit and distinction grade descriptors can be amplified by use of **indicative characteristics**. These give a guide to the expected learner performance, and support the generic grade descriptors. The indicative characteristics should reflect the nature of a unit and the context of the sector programme.

The indicative characteristics shown in the table for each of the generic grade descriptors in *Annexe C* **are not exhaustive**. Consequently, centres should select appropriate characteristics from the list **or construct others** that are appropriate for their sector programme and level.

It is important to note that each assessment activity does not need to incorporate all the merit and/or distinction grade descriptors.

Contextualising the generic grade descriptors

The generic merit and distinction grade descriptors need to be viewed as a qualitative extension of the assessment criteria for pass within each individual unit. The relevant generic grade descriptors must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

Summary of grades

In order to achieve a **pass** in a unit	● all learning outcomes and associated assessment criteria have been met
In order to achieve a **merit** in a unit	● pass requirements achieved ● all merit grade descriptors achieved
In order to achieve a **distinction** in a unit	● pass and merit requirements achieved ● all distinction grade descriptors achieved

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see section *Rules of combination for the Edexcel BTEC Levels 4 and 5 Higher National qualifications*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. **The graded section of both the HNC and the HND is based on the learner's best performance in units at the level or above of the qualification to the value of 75 credits.**

The number of points available is dependent on the unit grade achieved and the credit size of the unit (as shown in the 'Points available per credit at specified unit grades' table below).

Points available per credit at specified unit grades

Points per credit		
Pass	**Merit**	**Distinction**
0	1	2

Qualification grades

Edexcel BTEC Level 4 HNC

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Edexcel BTEC Level 5 HND

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Annexe E gives examples of how qualification grades are calculated.

The grade achieved in units from an appropriate HNC may contribute to an HND grade.

If a learner moves from HNC to HND then credits from both the HNC and HND can contribute to the best 75 credits of the overall HND grade.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

For full guidance about Edexcel's policy on RPL please see our *Recognition of Prior Learning Policy* on our website. Please go to http://www.edexcel.com/ Policies/Documents/Recognition of Prior Learning.pdf

Quality assurance of Edexcel BTEC Higher Nationals

Edexcel's quality assurance system for all BTEC higher level programmes on the QCF at Levels 4–7 will ensure that centres have effective quality assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The quality assurance process for centres offering Edexcel BTEC higher level programmes on the QCF at Levels 4–7 comprises three key components.

1) Approval process

Approval to offer Edexcel BTEC Higher National qualifications will vary depending on the status of the centre.

Centres that have a recent history of delivering Edexcel BTEC Higher National qualifications and have an acceptable quality profile in relation to their delivery will be able to gain approval through Edexcel Online.

Centres new to the delivery of Edexcel BTEC Higher National qualifications will be required to seek approval through the existing Edexcel qualification and centre approval process. Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment

- understand the implications for independent assessment and agree to abide by these

- have a robust internal assessment system supported by 'fit for purpose' assessment documentation

- have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites.

Such applications have to be supported by the head of the centre (principal, chief executive etc). and include a declaration that the centre will operate the programmes strictly as approved and in line with Edexcel requirements.

2) Monitoring of internal centre systems

Centres will be required to demonstrate ongoing fulfilment of the centre approval criteria over time and across all programmes. The process that assures this is external examination, which is undertaken by Edexcel's External Examiners. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting learner registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Edexcel reserves the right to confirm independently that these arrangements are operating to Edexcel's satisfaction.

Edexcel will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied in order to assist the centre in correcting the problem.

3) Independent assessment review

The internal assessment outcomes reached for all Edexcel BTEC higher level programmes on the Qualifications and Credit Framework at Levels 4-7 are subject to an independent assessment review by an Edexcel-appointed External Examiner.

The outcomes of this process will be to:

● confirm that internal assessment is to national standards and allow certification

or

● make recommendations to improve the quality of assessment outcomes before certification is released

or

● make recommendations about the centre's ability to continue to be approved for the qualifications in question.

Additional arrangement for ALL centres

Regardless of the type of centre, Edexcel reserves the right to withdraw either qualification or centre approval when it deems there is an irreversible breakdown in the centre's ability either to quality assure its programme delivery or its assessment standards.

Programme design and delivery

Edexcel BTEC Higher National qualifications consist of mandatory core units and specialist units. The specialist units are designed to provide a specific focus to the qualification. Required combinations of specialist units are clearly set out in relation to each qualification in the defined qualification structures provided in this document.

In Edexcel BTEC Higher National qualifications each unit's credit value usually consists of multiples of 5 credits. Most units are 15 credits in value. These units have been designed from a learning time perspective. **Each 15-credit unit approximates to a learning time of 150 hours**.

These new Edexcel BTEC Level 5 HND qualifications are the same size as the Edexcel Level 5 BTEC Higher National Diplomas which were accredited onto the National Qualifications Framework (NQF). Therefore, it is expected that these Edexcel BTEC Level 5 HNDs, accredited onto the Qualifications and Credit Framework (QCF), will also require approximately 960 guided learning hours (GLH).

Consequently, using the above approach, the new Edexcel BTEC Level 4 HNCs, which are accredited onto the QCF, and are now half the size of the Edexcel BTEC Level 5 Higher National Diplomas, will require approximately 480 GLH.

Within the information relating to these units on the QCF, each 15-credit unit has been allocated a figure of 60 GLH to help guide centres (other units with smaller or larger credit values have figures calculated on a pro rata basis). Centres delivering these qualifications are required to use their professional expertise in the design and delivery of these qualifications within the overall guided learning hours for the qualification.

Guided learning hours are defined as all the time when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments where the learner is not present.

Learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria. It should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

Annexe D provides information for centres and learners who wish to compare, for teaching and learning purposes, the units of the NQF Edexcel Level 5 BTEC Higher Nationals in Performing Arts with the new units of the QCF Edexcel BTEC Higher Nationals in Performing Arts.

Mode of delivery

Edexcel does not define the mode of study for Edexcel BTEC Higher National qualifications. Centres are free to offer the qualification(s) using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Full guidance on our policies on 'distance assessment' and 'electronic assessment' are given on our website.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Assessment instruments based on learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the Edexcel BTEC Higher National qualification by:

- liaising with employers to ensure that the course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experiences of work and life that learners bring to the programme.

Resources

Edexcel BTEC Higher National qualifications are designed to prepare learners for employment in specific industry sectors.

Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and, therefore, should normally be of industry standard.

Staff delivering programmes and conducting the assessments should be familiar with current practice, legislation and standards used in the sector concerned.

Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

Please refer to the *Essential requirements* section in individual units for specialist resource requirements.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the Edexcel BTEC Higher National qualification. Specifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of the learner's experience.

Meeting local needs

Centres should note that the qualifications set out in these specifications have been developed in consultation with centres, employers, together with support from an appropriate Sector Skills Council (SSC), Sector Skills Body (SSB) or National Training Organisation (NTO) for the performing arts sector.

The units are designed to meet the skill needs of the sector and the specialist units allow coverage of the full range of employment within the sector. Centres should make maximum use of the choice available to them within the specialist units to meet the needs of their learners, as well as the local skills and training needs identified by organisations such as Regional Development Agencies and local funding agencies.

Centres may not always be able to meet local needs using the units in this specification. In this situation, centres can seek approval from Edexcel to use units from other Edexcel BTEC Higher National qualifications on the QCF. Centres will need to justify the need for importing units from other specifications and Edexcel will ensure that the vocational focus of the qualification remains the same.

Locally-devised specialist units

There may be exceptional circumstances where even the flexibility of importing units from other specifications does not meet a particular local need. In this case, centres can seek permission from Edexcel to develop a unit(s) with us to meet this need. Permission will be granted only in a limited number of cases.

Edexcel will ensure that the integrity of the qualification is not compromised and that there is a minimum of overlap and duplication of content of existing units. Centres will need strong evidence of the local need and the reasons why the existing standard units are inappropriate. Edexcel will validate these units.

Limitations on variations from standard specifications

The flexibility to import standard units from other QCF Edexcel BTEC Higher National specifications and/or to develop unique locally-devised specialist units is **limited to a maximum of 30 credits in an Edexcel BTEC HNC qualification and a maximum of 60 credits only in any Edexcel BTEC HND qualification**. These units cannot be used at the expense of the mandatory core units in any qualification nor can the qualification rules of combination level rules be compromised.

Access and recruitment

Edexcel's policy regarding access to our qualifications is that:

- qualifications should be available to everyone who is capable of reaching the required standards
- qualifications should be free from any barriers that restrict access and progression
- there must be equal opportunities for everyone wishing to access the qualification.

Centres are required to recruit learners to Edexcel BTEC Higher National qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy (see our website) on learners with particular requirements.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to level 4 or level 5 qualifications. For learners who have recently been in education, the entry profile is likely to include one of the following:

- a BTEC Level 3 qualification in Performing Arts or Production Arts
- a GCE Advanced level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C
- other related level 3 qualifications
- an Access to Higher Education Certificate awarded by an approved further education institution
- related work experience.

Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

Restrictions on learner entry

The Edexcel BTEC Higher National qualifications are accredited on the QCF for learners aged 18 years and over.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given on our website (www.edexcel.com).

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publication.orders@edexcel.com

Related publications include:

● the current Edexcel publications catalogue and update catalogue

● Edexcel publications concerning the quality assurance system and the internal and external verification of vocationally-related programmes may be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

Professional body contact details

Creative and Cultural Skills
Lafone House
The Leathermarket
Weston Street
London SE1 3HN

Telephone: 020 7015 1800
Fax: 020 7015 1847
Email: info@ccskills.org.uk

How to obtain National Occupational Standards

The National Occupational Standards for Technical Theatre, Community Arts, Live Events and Promotion and Cultural Venue Operations can be obtained from:

Creative and Cultural Skills
Lafone House
The Leathermarket
Weston Street
London SE1 3HN

Telephone: 020 7015 1800
Fax: 020 7015 1847
Email: info@ccskills.org.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

● planning for the delivery of a new programme

● planning for assessment and grading

● developing effective assignments

● building your team and teamwork skills

● developing student-centred learning and teaching approaches

● building key skills into your programme

● building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ   0844 576 0026

GCSE   0844 576 0027

GCE   0844 576 0025

The Diploma   0844 576 0028

DiDA and other qualifications   0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

● is active – ideas are developed and applied

● is designed to be supportive and thought provoking

● builds on best practice.

Our training is underpinned by the former LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website at www.edexcel.com.

Annexe A

Qualification Requirement

BTEC Higher Nationals in Performing Arts

This Qualification Requirement will be read in conjunction with overarching guidance from Edexcel.

Rationale

The Edexcel BTEC Level 4 HNC and Level 5 HND in Performing Arts qualifications have been developed to focus on the following areas:

- providing education and training for a range of careers in the performing arts
- providing opportunities to achieve nationally recognised level 4 and 5 vocationally specific qualifications in the performing arts
- providing opportunities for full-time learners to gain a nationally recognised vocationally specific qualification to enter employment in the performing arts or progress to higher education vocational qualifications such as a full-time degree in performing arts or a related area
- developing the knowledge, understanding and skills of learners in the fields of performance and production
- providing opportunities for learners to focus on the development of higher level skills in a performance or production context
- providing opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life.

Aims of the qualification

The Edexcel BTEC Level 4 HNC and Level 5 HND in Performing Arts qualifications have been designed to meet the following aims:

- equipping individuals with knowledge, understanding and skills for success in employment in the performing arts

- enabling progression to an undergraduate degree or further professional qualification in the performing arts or a related area

- providing opportunities for specialist study relevant to individual vocations and contexts

- supporting individuals employed or entering employment in performing arts

- developing the individual's ability in performing arts through effective use and combination of the knowledge and skills gained in different parts of the programme

- developing a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling learners to make an immediate contribution to employment

- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development in the performing arts.

Mandatory curriculum

Research and professional practice provides a broad range of related research skills to develop and support performance projects. The mandatory curriculum seeks to develop research skills in an academic context; to support progression to further specialist study; to develop written, graphical and presentation skills and to support the enhancement of professional practice. Research and professional practice will enable understanding of the current professional environment, employment opportunities and the demands of learners' specialist area and support the ability to respond; promote personal currency and function within the legal and statutory framework.

The enhancement of further related practical skills in process and production will seek to develop awareness and understanding of the skills required for the process and production of high profile, professional work; the study of planning procedures, pre-production/rehearsal scheduling, performance and the legislation relevant to a production.

Specialist curriculum

Specialist units have been developed to address the following areas within a performing arts context.

Exploration of practical acting skills underpinned by analysis of professional methods and approaches

- *Unit 1: Acting for Camera*
- *Unit 3: Acting for Musical Theatre*
- *Unit 4: Acting with Masks*
- *Unit 5: Alternative Approaches to Acting*
- *Unit 10: Classical Acting*

- *Unit 28: Development of Acting Skills*
- *Unit 33: Innovative Theatre Performance Work*
- *Unit 41: Movement for the Actor*
- *Unit 43: Naturalistic Acting*
- *Unit 49: Physical Theatre Performance*

Development of key practical skills related to vocal studies derived from a sound theoretical base

- *Unit 2: Acting for Microphone*
- *Unit 58: Singing Techniques and Styles*
- *Unit 59: Singing for Musical Theatre*
- *Unit 72: Vocal Method in Context*
- *Unit 73: Voice and Speech Development and Practice*

Exploration of a supportive study related to practical performance and professional areas of specialist form or practice

- *Unit 27: Design Techniques and Applications for the Performer*
- *Unit 29: Devising Performance*
- *Unit 32: Historical Context in the Performing Arts*
- *Unit 38: Managing a Creative Business*
- *Unit 39: Marketing the Creative Arts*
- *Unit 42: Musical Theatre Performance*
- *Unit 44: Outreach Drama*
- *Unit 47: Performing Arts Workshop Leadership*
- *Unit 50: Popular Entertainment*
- *Unit 60: Site-specific Performance*
- *Unit 61: Small-scale Touring in the Performing Arts*
- *Unit 68: Theatre Directing*
- *Unit 69: Theatre in Education*
- *Unit 77: Writing for Performance*

Development of dance and movement techniques supported by study of professional specialists

- *Unit 8: Choreography of Group Performance*
- *Unit 9: Choreography for Solo Performance*
- *Unit 11: Classical Ballet Background and Technique*
- *Unit 12: Classical Ballet Development and Analysis*
- *Unit 13: Commercial Dance*
- *Unit 14: Contemporary Dance Techniques*
- *Unit 15: Contemporary Dance Techniques and Performance*
- *Unit 21: Dance and Health*
- *Unit 22: Dance Criticism and Analysis*
- *Unit 23: Dance for Camera*

- *Unit 24: Dance in Education*
- *Unit 26: Dance Practices in the Community*
- *Unit 34: Jazz Dance Technique and Performance*
- *Unit 35: Jazz Dance Development and Analysis*
- *Unit 62: Social Dance Forms*
- *Unit 66: Tap Dance Technique and Performance*
- *Unit 67: Tap Dance Development and Analysis*

Development of technical, production and design skills related to performance

- *Unit 7: Automated Lighting for Live Performance*
- *Unit 16: Costume Design Concept*
- *Unit 17: Costume Production for Performance*
- *Unit 18: Costume Design and Realisation*
- *Unit 36: Lighting Design for Live Performance*
- *Unit 37: Lighting Operation for Live Performance*
- *Unit 40: Mask Design and Construction*
- *Unit 46: Performing Arts Rigging*
- *Unit 52: Production Management in the Creative Arts*
- *Unit 53: Production Skills for Performance*
- *Unit 56: Scenic Design Concept*
- *Unit 57: Set Design Realisation*
- *Unit 63: Stage Management in Practice*
- *Unit 64: Stage Properties for Performance*
- *Unit 65: Surface Finishing Techniques in Theatre Production*
- *Unit 70: Theatre Sound Design*
- *Unit 71: Theatre Sound Operation*
- *Unit 74: Wardrobe Management*
- *Unit 76: Workshop Constructional Skills*
- *Unit 78: Design Exploration for Make-up in Performance Arts*

Links to National Occupational Standards

There is the opportunity for the Edexcel BTEC Level 4 HNC and Level 5 HND in Performing Arts to provide some of the underpinning knowledge, understanding and skills for the following NOS:

- *Technical Theatre*
- *Live Events and Promotion*
- *Community Arts*
- *Cultural Venue Operations*
- *Music Business*
- *Employability.*

Annexe B

National Occupational Standards

The grid below maps the knowledge covered in the NOS in Technical Theatre, Community Arts, Management, Employability and Music Business (Record Labels) against the underpinning knowledge of the QCF Edexcel BTEC Higher Nationals in Performing Arts.

HNC/D titles NOS unit titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
Technical Theatre CPD1 Improving your skills	✓	✓	✓	✓							✓	✓			✓	✓			✓		✓	✓			✓	✓	✓	✓	✓	✓		✓
CPD2a-TP Keeping up to date with technical and production developments in the live arts																									✓			✓	✓			
CPD2b-TP Ensure that you and your team keep up to date with the technical and production areas of the live arts	✓	✓	✓	✓							✓	✓				✓			✓		✓	✓			✓	✓	✓	✓	✓	✓		✓

NOS unit titles \ HNC/D titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
CPD4a Contributing to technical production work for performance	✓	✓	✓	✓							✓	✓				✓			✓		✓	✓				✓	✓	✓	✓	✓		✓
CPD4b Overseeing technical production work for performance	✓	✓	✓	✓							✓	✓				✓			✓		✓	✓				✓	✓	✓	✓	✓		✓
G4a Managing finance for a defined work activity										✓					✓										✓			✓	✓			
G4b Managing the finance of a functional area of work										✓					✓										✓			✓	✓			
G4c Managing finance										✓					✓										✓			✓	✓			
G5a Allocating and checking team members' work										✓					✓										✓			✓	✓			
G6a Providing leadership										✓					✓										✓			✓	✓			
G11a Building work relationships										✓					✓										✓			✓	✓			

NOS unit titles \ HNC/D titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
G11b Developing and maintaining work relationships										✓					✓										✓			✓	✓			
G14 Recruiting staff										✓					✓										✓							
G15 Setting targets and monitoring performance										✓					✓										✓			✓	✓			
G16 Using subcontractors										✓					✓													✓	✓			
HS1 Working safely	✓	✓	✓	✓						✓	✓	✓			✓	✓			✓		✓	✓				✓	✓	✓	✓	✓		✓
HS2 Assessing risks (HSS6)	✓	✓	✓	✓						✓	✓	✓			✓	✓			✓		✓	✓				✓	✓	✓	✓	✓		✓
HS3a Leading a team selecting and using safe systems for working at height (RC3)																												✓	✓			
HS3b Selecting and using safe systems for working at height (RC3)	✓										✓	✓				✓											✓	✓	✓			
HS5 Controlling risks (ENTO HSS2)	✓	✓	✓	✓							✓	✓				✓			✓		✓	✓				✓	✓	✓	✓	✓		✓
TP1 Clarifying creative and production requirements (C7)		✓	✓	✓																	✓	✓				✓				✓		✓

NOS unit titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
TP2.1a Contribute to the interpretation of designs for costumes (C1)		✓	✓	✓																										✓		
TP2.1b Interpreting designs for costumes (C1)		✓	✓	✓																										✓		
TP2.1c Ensure accurate interpretation of designs for costumes (C1)		✓	✓	✓																										✓		
TP2.2a Interpreting designs for hair and makeup (C1)		✓	✓	✓																										✓		
TP2.2b Ensure accurate interpretation of designs for hair and makeup (C1)		✓	✓	✓																										✓		
TP2.3 Developing and refining lighting ideas for performance (C1)											✓	✓																				
TP2.4a Contribute to developing and refining ideas for sound (C1)																												✓	✓			

NOS unit titles / HNC/D titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
TP2.4b Developing and refining ideas for sound (C1)																												✓	✓			
TP2.5a Contribute to the interpreting of designs for sets or props (C1)											✓	✓									✓	✓				✓						✓
TP2.5b Interpreting designs for sets or props (C1)																					✓	✓				✓						✓
TP2.5c Ensure accurate interpretation of designs for sets or props (C1)																					✓	✓				✓						✓
TP2.6 Developing and researching ideas for a production (C1)											✓	✓									✓	✓				✓						✓
TP3.1a Planning costume requirements for the running wardrobe (C2)		✓	✓	✓																										✓		
TP3.1b Planning costume requirements for a production (C2)		✓	✓	✓																										✓		

HNC/D titles / NOS unit titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
TP3.1c Oversee the planning of costume requirements for a production (C2)		✓	✓	✓																										✓		
TP3.2 Planning hair and makeup requirements for a production (C2)		✓	✓	✓																										✓		
TP3.3b Planning lighting requirements for a production (C2)											✓	✓				✓																
TP3.4a Support the planning of props requirements for a production (C2)																					✓	✓				✓						✓
TP3.4b Planning props requirements for a production (C2)																					✓	✓				✓						✓
TP3.5a Contribute to the planning of set requirements for a production (C2)																					✓	✓				✓						✓

NOS unit titles \ HNC/D titles	Unit 76	Unit 75	Unit 74	Unit 71	Unit 70	Unit 65	Unit 64	Unit 63	Unit 61	Unit 60	Unit 57	Unit 56	Unit 53	Unit 52	Unit 51	Unit 48	Unit 46	Unit 45	Unit 39	Unit 38	Unit 37	Unit 36	Unit 31	Unit 30	Unit 27	Unit 26	Unit 20	Unit 19	Unit 18	Unit 17	Unit 16	Unit 7
TP3.5b Planning set construction requirements for a production (C2)	✓						✓				✓	✓																				✓
TP3.5c Planning scenic art set requirements for a production (C2)	✓						✓				✓	✓																				
TP3.6a Contribute to the planning of sound requirements for a production (C2)				✓	✓	✓																										✓
TP3.6b Planning sound requirements for a production (C2)				✓	✓	✓																										✓
TP3.7 Planning requirements for a production (C2)	✓						✓	✓			✓	✓					✓	✓			✓	✓	✓									
TP4a Preparing drawings to communicate designs (C12)	✓						✓				✓	✓									✓	✓										
TP4b Provide design information to enable drawings to be produced (C12)	✓						✓				✓	✓									✓	✓										

NOS unit titles \ HNC/D titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
TP5.1 Sourcing costumes, materials and equipment (C3)		✓	✓	✓																										✓		
TP5.2 Sourcing hair and makeup products, wigs and equipment (C3&4)		✓	✓	✓																										✓		
TP5.3 Sourcing lighting and special effects equipment and consumables (C4)											✓	✓				✓																
TP5.4 Sourcing props, materials and equipment (C4)											✓	✓				✓										✓						
TP5.5 Sourcing materials and equipment for sets (C3)											✓	✓				✓										✓						
TP5.6 Sourcing sound equipment	✓																											✓	✓			
TP6a Producing scenic works																					✓	✓				✓						✓
TP6b Lead on the production of scenic works																					✓	✓				✓						✓

NOS unit titles \ HNC/D titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
TP7.1a Making and finishing costumes (C5)		✓	✓	✓																										✓		
TP7.1b Lead on the making and finishing of costumes (C5)		✓	✓	✓																										✓		
TP7.2a Making and finishing props (C5)																					✓	✓				✓						✓
TP7.2b Lead on the making and finishing of props (C5)																					✓	✓				✓						✓
TP7.3a Making and finishing sets (C5)																					✓	✓				✓						✓
TP7.3b Lead on making and finishing sets (C5)																					✓	✓				✓						✓
TP8.1a Setting up flying and installing flown components (C6)																					✓	✓										✓
TP8.1b Oversee the setting up of flying and installing flown components (C6)																					✓	✓										✓

NOS unit titles \ HNC/D titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
TP8.2a Setting up, focussing lighting and checking control systems and accessories (C6)											✓	✓				✓																
TP8.2b Oversee the setting up, focusing of lighting and checking of control systems and accessories (C6)											✓	✓				✓																
TP8.3a Operating special effects for live performances in the theatre (C10)											✓	✓				✓																
TP8.3b Setting up special effects for live performances in the theatre (C10)											✓	✓				✓																
TP8.3c Oversee the setting up and operating of special effects for live performances in the theatre (C10)											✓	✓				✓																
TP8.4 Setting up and checking sound equipment (C6)	✓															✓												✓	✓			

HNC/D titles / NOS unit titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
TP9.1a Rehearsing the technical aspects of a performance (C9)																									✓							
TP9.1b Provide resources to support the rehearsal of technical aspects of a performance (C9)																									✓							
TP9.2a Rehearsing and plotting the lighting (C9)											✓	✓																				
TP9.2b Co-ordinate the rehearsing and plotting of the lighting (C9)											✓	✓																				
TP9.4a Rehearsing sound (C9)																									✓			✓	✓			
TP9.4b Coordinate the rehearsing of sound (C9)																												✓	✓			
TP10a Contribute to the rehearsal process (SM1)																			✓									✓	✓			
TP10b Support the rehearsal process (SM1)																			✓						✓			✓	✓			

HNC/D titles / NOS unit titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
TP10c Coordinate the rehearsal process (SM1)																			✓						✓							
TP11 Briefing others about techniques, items or equipment (C8)																			✓						✓							
TP12 Applying makeup and special effects (H2)		✓	✓	✓																										✓		
TP13 Applying hair techniques and wigs (H3)		✓	✓	✓																										✓		
TP14.1a Getting in, fitting up and getting out (M4)	✓										✓	✓				✓			✓		✓	✓			✓	✓	✓	✓	✓			✓
TP14.1b Coordinate the getting in, fitting up and getting out (M4)											✓	✓				✓			✓		✓	✓			✓	✓		✓	✓			✓
TP14.1c Oversee the getting in, fitting up and getting out (M4)											✓	✓				✓			✓		✓	✓			✓	✓		✓	✓			✓
TP15a Arranging, managing and receiving tours (M7)											✓	✓				✓			✓		✓	✓			✓	✓		✓	✓			✓

HNC/D titles / NOS unit titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
TP15b Oversee the arranging, managing and receiving of tours (M7)											✓	✓				✓			✓		✓	✓			✓	✓		✓	✓			✓
TP15c Co-ordinate the arranging, managing and receiving of tours (M7)											✓	✓				✓			✓		✓	✓			✓	✓		✓	✓			✓
TP16a Preparing and assembling rigging and de-rigging (R2)											✓	✓				✓			✓		✓	✓			✓	✓		✓	✓			✓
TP16b Co-ordinate the preparing and assembling rigging and de-rigging (R2)											✓	✓				✓			✓		✓	✓			✓	✓		✓	✓			✓
TP18 Drafting patterns for costumes (W2)		✓	✓	✓																										✓		
TP19a Carry out the fitting and altering of costumes and accessories (W5)		✓	✓	✓																										✓		

HNC/D titles NOS unit titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
TP19b Plan the fitting and altering of costumes and accessories (W5)		✓	✓	✓																										✓		
TP19c Oversee the fitting and altering of costumes and accessories (W5)		✓	✓	✓																										✓		
TP20.1a Prepare for flying for a live performance (C10)																✓																
TP20.1b Supervise flying for a live performance (C10)																✓																
TP20.2 Operating lighting for a live performance in the theatre (C10)											✓	✓																				
TP20.3a Operating special effects for live performances in the theatre (C10)																✓																
TP20.3b Preparing special effects for live performances in the theatre (C10)																✓																

NOS unit titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
TP20.3c Supervise the set-up and operation of special effects for live performances in the theatre (C10)																✓																
TP20.4a Operating sound for a live performance in the theatre																												✓	✓			
TP20.4b Supervising sound operations for a live performance in the theatre	✓																											✓	✓			
TP21a Contribute to running and crewing of an ongoing production (C11)																✓									✓			✓	✓			
TP21b Support the running and crewing an ongoing production (C11)																✓									✓			✓	✓			
TP21c Oversee backstage running and crewing of an ongoing production (C11)																✓									✓			✓	✓			

HNC/D titles / NOS unit titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
TP21d Manage the technical and backstage aspects of an ongoing production (C11)																✓									✓			✓	✓			
TP21e Running and crewing an ongoing production (C11)																✓									✓			✓	✓			
TP22 Dressing performers (W6)		✓	✓	✓																										✓		
TP23.1 Maintaining buildings or equipment (C12)	✓									✓					✓				✓								✓					
TP23.2a Maintaining costumes and equipment (C12)																																
TP23.2b Plan and oversee the maintenance of costumes and equipment (C12)																																
TP23.3a Maintaining production items and equipment (C12)																			✓							✓						

NOS unit titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
TP23.3b Plan and oversee the maintenance of production items and equipment (C12)																			✓							✓						
TP23.4 Maintaining hair and makeup items and equipment (C12)		✓	✓	✓																										✓		
TP24a Prepare costumes and assist performers with costume changes during a performance (W7)		✓	✓	✓																										✓		
TP24b Assist the organisation of the wardrobe (W7)		✓	✓	✓																										✓		
TP24c Manage the organisation of the wardrobe (W7)		✓	✓	✓																										✓		
MTP1 Using tools and equipment for construction or maintenance (MC1)																✓					✓	✓				✓						✓

NOS unit titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
MTP2 Cleaning up own work area	✓	✓	✓	✓							✓	✓				✓					✓	✓			✓	✓	✓	✓	✓	✓		✓
RC4 Responding to emergencies and security breaches										✓					✓				✓						✓			✓	✓			
Community Arts																																
CA2 Provide direction and leadership for your team	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
CA7 Assist in pitching for community arts work	✓				✓	✓	✓	✓			✓	✓	✓	✓				✓	✓	✓												
CA8 Obtain and use research information	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
CA9 Keep up to date with developments within the arts	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
CA12 Understand how your community arts organisation can meet market needs and satisfy customers needs	✓																	✓	✓					✓	✓	✓	✓	✓	✓			

NOS unit titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
CA16 Embracing diversity in your service provision	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓
Employability																																
B2.4 Plan and manage time, money and other resources to achieve goals									✓																							
B3.3 Find and suggest new ways to achieve goals and get the job done									✓																							
B4.5 Plan for and achieve your learning goals									✓																							
C1.1 Understand the roles people play in a group and how you can best work with them									✓																							
C1.7 Lead or support and motivate a team to achieve high standards									✓																							

NOS unit titles	Unit 76	Unit 75	Unit 74	Unit 71	Unit 70	Unit 65	Unit 64	Unit 63	Unit 61	Unit 60	Unit 57	Unit 56	Unit 53	Unit 52	Unit 51	Unit 48	Unit 46	Unit 45	Unit 39	Unit 38	Unit 37	Unit 36	Unit 31	Unit 30	Unit 27	Unit 26	Unit 20	Unit 19	Unit 18	Unit 17	Unit 16	Unit 7
C2.6 Find new and creative ways to solve a problem																								✓								
Management																																
A1 Manage your own resources		✓																														
A2 Manage your own resources and professional development																✓																
A3 Develop your personal networks																✓																
D1 Develop productive working relationships with colleagues		✓																														
D2 Develop productive working relationships with colleagues and stakeholders																✓																
D9 Build and manage teams																✓																
D12 Participate in meetings																✓																

NOS unit titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
E8 Manage physical resources																															✓	
E11 Communicate information and knowledge																	✓															
F1 Manage a project																															✓	
Music Business																																
RCS2 Track royalties and produce invoices within a music business context																		✓														
RCS13 Understanding collecting societies and keeping up to date with the music industry																		✓														
MB07 Identify and propose new revenue streams and opportunities for music business																		✓														

HNC/D titles / NOS unit titles	Unit 7	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 26	Unit 27	Unit 30	Unit 31	Unit 36	Unit 37	Unit 38	Unit 39	Unit 45	Unit 46	Unit 48	Unit 51	Unit 52	Unit 53	Unit 56	Unit 57	Unit 60	Unit 61	Unit 63	Unit 64	Unit 65	Unit 70	Unit 71	Unit 74	Unit 75	Unit 76
MB10 Understanding the music industry and keeping up to date																		✓														
MB13 Understand how artist agreements and contracts work																		✓														
MB17 Contribute to assessing the impact of emerging technology for the music business																		✓														
MP28 Understand copyright and how copyright can be used to generate income in a music business environment																		✓														

Annexe C

Grade descriptors

Pass grade

A **pass grade** is achieved by meeting all the requirements defined in the assessment criteria for pass for each unit.

Merit grade

Merit descriptors	Exemplar indicative characteristics **Centres can identify and use other relevant characteristics. This is NOT a tick list.**
In order to achieve a **merit** the learner must:	The learner's evidence shows, for example:
• identify and apply strategies to find appropriate solutions	• effective judgements have been made • complex problems with more than one variable have been explored • an effective approach to study and research has been applied
• select/design and apply appropriate methods/techniques	• relevant theories and techniques have been applied • a range of methods and techniques have been applied • a range of sources of information has been used • the selection of methods and techniques/sources has been justified • the design of methods/techniques has been justified • complex information/data has been synthesised and processed • appropriate learning methods/techniques have been applied
• present and communicate appropriate findings	• the appropriate structure and approach has been used • coherent, logical development of principles/concepts for the intended audience • a range of methods of presentation have been used and technical language has been accurately used • communication has taken place in familiar and unfamiliar contexts • the communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.

Distinction grade

Distinction descriptors	Exemplar indicative characteristics **Centres can identify and use other relevant characteristics. This is NOT a tick list.**
In order to achieve a **distinction** the learner must:	The learner's evidence shows, for example:
● use critical reflection to evaluate own work and justify valid conclusions	● conclusions have been arrived at through synthesis of ideas and have been justified ● the validity of results has been evaluated using defined criteria ● self-criticism of approach has taken place ● realistic improvements have been proposed against defined characteristics for success
● take responsibility for managing and organising activities	● autonomy/independence has been demonstrated ● substantial activities, projects or investigations have been planned, managed and organised ● activities have been managed ● the unforeseen has been accommodated ● the importance of interdependence has been recognised and achieved
● demonstrate convergent/lateral/ creative thinking	● ideas have been generated and decisions taken ● self-evaluation has taken place ● convergent and lateral thinking have been applied ● problems have been solved ● innovation and creative thought have been applied ● receptiveness to new ideas is evident ● effective thinking has taken place in unfamiliar contexts.

Annexe D

Unit mapping overview

New QCF versions of the Edexcel BTEC Higher National units in Performing Arts (specification start date 01/09/2010) mapped against the NQF BTEC Higher National units in Performing Arts (specification end date 31/08/2010).

Unit number	QCF unit title	Maps to NQF unit number	Level of similarity between units
1	Acting for Camera	8	F
2	Acting for Microphone	9	F
3	Acting for Musical Theatre		N
4	Acting with Masks	7	F
5	Alternative Approaches to Acting	5	P
6	Applied Contemporary Performance Practice	C2	P
7	Automated Lighting for Live Performance	49	F
8	Choreography for Group Performance	33	F
9	Choreography for Solo Performance	32	F
10	Classical Acting	2	F
11	Classical Ballet Background and Technique	26	F
12	Classical Ballet Development and Analysis	27	F
13	Commercial Dance		N
14	Contemporary Dance Techniques	24	P
15	Contemporary Dance Techniques and Performance	25	P
16	Costume Design Concept	56	P
17	Costume Production for Performance	58	P
18	Costume Design and Realisation	57	F
19	Creative Arts Professional Practice	C5	F
20	Creative Arts Research Skills	C3	X
21	Dance and Health	42	P
22	Dance Criticism and Analysis	40	F
23	Dance for Camera	39	F
24	Dance in Education	38	X

Unit number	QCF unit title	Maps to NQF unit number	Level of similarity between units
25	Dance for Musical Theatre		N
26	Dance Practices in the Community	37	F
27	Design Techniques and Applications for the Performer	16	X
28	Development of Acting Skills	3	P
29	Devising Performance	19	F
30	Employability Skills		N
31	Facilities Operations in the Arts	1	F
32	Historical Context in the Performing Arts	C1	P
33	Innovative Theatre Performance Work	6	P
34	Jazz Dance Technique and Performance	28	P
35	Jazz Dance Development and Analysis	29	F
36	Lighting Design for Live Performance	47	P
37	Lighting Operation for Live Performance	48	F
38	Managing a Creative Business	D	F
39	Marketing the Creative Arts	22	F
40	Mask Design and Construction	43	X
41	Movement for the Actor	15	F
42	Musical Theatre Performance		N
43	Naturalistic Acting	4	F
44	Outreach Drama	18	F
45	Performing Arts Facilities Management	63	F
46	Performing Arts Rigging	50	F
47	Performing Arts Workshop Leadership	62	F
48	Personal and Professional Development		N
49	Physical Theatre Performance	36	F
50	Popular Entertainment	34/35	P
51	Preparation, Process and Production in the Creative Arts	C6/C7	P
52	Production Management in the Creative Arts	61	F
53	Production Skills for Performance	44	P
54	Project Design, Implementation and Evaluation		N

Unit number	QCF unit title	Maps to NQF unit number	Level of similarity between units
55	Research Project		N
56	Scenic Design Concept	51	F
57	Set Design Realisation	52	F
58	Singing Techniques and Styles	12	F
59	Singing for Musical Theatre		N
60	Site-specific Performance		N
61	Small-scale Touring in the Performing Arts	21	F
62	Social Dance Forms	41	P
63	Stage Management in Practice	60	F
64	Stage Properties for Performance	55	F
65	Surface Finishing Techniques in Theatre Production	54	F
66	Tap Dance Technique and Performance	30	P
67	Tap Dance Development and Analysis	31	P
68	Theatre Directing	20	P
69	Theatre in Education	17	F
70	Theatre Sound Design	45	F
71	Theatre Sound Operation	46	P
72	Vocal Method in Context	11	P
73	Voice and Speech Development and Practice	10	P
74	Wardrobe Management	59	F
75	Work-based Experience		N
76	Workshop Constructional Skills	53	F
77	Writing for Performance	14	P
78	Design Exploration for Make-up in Performance Arts		N

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

N – New unit

Unit mapping in depth

New QCF versions of the Edexcel BTEC Higher National units in Performing Arts (specification start date 01/09/2010) mapped against the NQF BTEC Higher National units in Performing Arts (specification end date 31/08/2010).

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
1	Acting for Camera	8	Acting for Camera	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
2	Acting for Microphone	9	Acting to Microphone	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
3	Acting for Musical Theatre		*New unit*	
4	Acting with Masks	7	Acting Methods – Masks	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
5	Alternative Approaches to Acting	5	Acting Methods – Epic Theatre	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Understand the context of the rise of naturalism and the alternatives to it* *Understand the approaches, methods and forms of acting alternatives* *Be able to take part in a performance that involves a specified acting alternative*

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
6	Applied Contemporary Performance Practice	C2	Contemporary Studies	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Understand styles and conventions within performance* *Be able to apply contemporary performance practice in a realised work*
7	Automated Lighting for Live Performance	49	Automated Lighting	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes *Be able to use automated lighting equipment to enhance performances and installations*
8	Choreography for Group Performance	33	Choreography – Group	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
9	Choreography for Solo Performance	32	Choreography – Solo	Updated content, learning outcomes and assessment criteria to reflect current industry developments
10	Classical Acting	2	Acting Methods – Classical	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
11	Classical Ballet Background and Technique	26	Classical Ballet	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
12	Classical Ballet Development and Analysis	27	Classical Ballet Technique – Development	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Be able to use physical and interpretive classical ballet techniques* *Be able to present a classical ballet role*

| New QCF units | | NQF units | | Mapping/comments (new topics in italics) |
Number	Name	Number	Name	
13	Commercial Dance		*New unit*	
14	Contemporary Dance Techniques	24	Contemporary Dance Techniques	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Understand the development of contemporary dance* *Be able to perform selected contemporary dance styles* *Be able to evaluate own training and performance*
15	Contemporary Dance Techniques and Performance	25	Contemporary Dance Techniques – Development	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Be able to perform repertoire to exemplify the styles and techniques of key practitioners* *Be able to evaluate own training and performance*
16	Costume Design Concept	56	Costume Design Concept	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes *Understand the skills of the creative team available for costume in performance* *Understand the relationship between the text or devising process and design to develop design concepts*
17	Costume Production for Performance	58	Costume Production	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Understand patterns and sizes for costume manufacture* *Be able to use appropriate skills to manufacture costumes in a range of materials*

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
18	Costume Design and Realisation	57	Costume Realisation	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
19	Creative Arts Professional Practice	C5	Professional Practice	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Understand how to sustain employment within the specialism*
20	Creative Arts Research Skills	C3	Research	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Be able to select effective methods and techniques for undertaking research activities* *Understand the validity of appropriate research material from primary and secondary information sources* *Be able to formulate critical opinions on a selected research subject*
21	Dance and Health	42	Dance and Health	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Understand the effects of diet and nutrition on the dancer's body* *Be able to deliver warm-up and cool-down exercises in at least one or more chosen dance techniques*
22	Dance Criticism and Analysis	40	Dance Criticism and Analysis	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
23	Dance for Camera	39	Dance for Camera	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes *Be able to evaluate the creative process and final product*

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
24	Dance in Education	38	Dance in Education	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Understand the place of dance within education*
25	Dance for Musical Theatre		*New unit*	
26	Dance Practices in the Community	37	Dance Practices in the Community	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
27	Design Techniques and Applications for the Performer	16	Theatre Makeup	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Understand developments in design techniques and their applications for the performer* *Understand styles, types and conventions of design techniques and their applications for performance* *Be able to realise designs on self and on others for a range of performance conditions*
28	Development of Acting Skills	3	Acting Methods and Styles – General	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes *Be able to prepare as an actor* *Be able to develop relevant acting skills* *Be able to audit own acting skills*
29	Devising Performance	19	Devising Performance	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
30	Employability Skills		*New unit*	

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
31	Facilities Operations in the Arts	1	Facilities Operations in the Arts	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
32	Historical Context in the Performing Arts	C1	Historical Studies	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Be able to demonstrate practically how past practice in a chosen genre informs current practice*
33	Innovative Theatre Performance Work	6	Acting Methods – Innovations	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
34	Jazz Dance Technique and Performance	28	Jazz Dance Techniques	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes *Be able to perform jazz dance styles*
35	Jazz Dance Development and Analysis	29	Jazz Dance Techniques – Development	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
36	Lighting Design for Live Performance	47	Lighting Design	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes *Be able to create and manage appropriate documentation for a production*
37	Lighting Operation for Live Performance	48	Lighting Operation	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
38	Managing a Creative Business	C4	Small Business Management in the Arts	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
39	Marketing The Creative Arts	22	Arts Marketing	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Understand techniques of audience development*

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
40	Mask Design and Construction	43	Mask Design and Construction	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
41	Movement for the Actor	15	Movement for the Actor	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
42	Musical Theatre Performance		*New unit*	
43	Naturalistic Acting	4	Acting Methods – Naturalism	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
44	Outreach Drama	18	Theatre in the Community	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Understand the historical context of outreach drama*
45	Performing Arts Facilities Management	63	Facilities Management	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Understand customer care requirements in the performing arts*
46	Performing Arts Rigging	50	Rigging	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
47	Performing Arts Workshop Leadership	62	Workshop Leadership	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
48	Personal and Professional Development		*New unit*	
49	Physical Theatre Performance	36	Physical Theatre	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes

| New QCF units | | NQF units | | Mapping/comments (new topics in italics) |
Number	Name	Number	Name	
50	Popular Entertainment	34 35	Popular Entertainer Popular Entertainer – Development	Updated content, learning outcomes and assessment criteria to reflect current industry developments
51	Preparation, Process and Production in the Creative Arts	C6 C7	Process and Production Project Realisation	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes *Understand own and others' process, production and planning roles in creating a work*
52	Production Management in the Creative Arts	61	Production Management	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
53	Production Skills for Performance	44	Technical Production Skills	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Understand the requirements of individual production roles* *Understand the impact of technical and production decisions on performance* *Understand how to manage safe working practices*
54	Project Design, Implementation and Evaluation		*New unit*	
55	Research Project		*New unit*	
56	Scenic Design Concept	51	Scenic Design Concept	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
57	Set Design Realisation	52	Set Realisation	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
58	Singing Techniques and Styles	12	Singing	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes *Understand the structure and physiology of the human voice*
59	Singing for Musical Theatre		*New unit*	
60	Site-specific Performance		*New unit*	
61	Small-scale Touring in the Performing Arts	21	Small-scale Touring	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
62	Social Dance Forms	41	Social Dance Forms	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Understand styles, types, techniques and conventions of social dance and their applications for the performer*
63	Stage Management in Practice	60	Stage Management	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
64	Stage Properties for Performance	55	Stage Properties for Performance	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
65	Surface Finishing Techniques in Theatre Production	54	Surface Finishing Techniques	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
66	Tap Dance Technique and Performance	30	Tap Dance Techniques	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Be able to evaluate own training and performance*

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
67	Tap Dance Development and Analysis	31	Tap Dance Techniques – Development	Updated content, learning outcomes and assessment criteria to reflect current industry developments. *Be able to perform in the style of a specific tap dance practitioner/choreographer. Be able to evaluate own development in rehearsal and in performance*
68	Theatre Directing	20	Directing	Updated content, learning outcomes and assessment criteria to reflect current industry developments. *Understand how theatre directing has developed into its contemporary form and range*
69	Theatre in Education	17	Theatre in Education	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
70	Theatre Sound Design	45	Theatre Sound Design	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
71	Theatre Sound Operation	46	Theatre Sound Operation	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
72	Vocal Method in Context	11	Vocal Method	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
73	Voice and Speech Development and Practice	10	Voice and Speech	Updated content, learning outcomes and assessment criteria to reflect current industry developments. *Understand the vocal methods of different voice practitioners*
74	Wardrobe Management	59	Wardrobe Management	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
75	Work-based Experience		*New unit*	
76	Workshop Constructional Skills	53	Workshop Constructional Skills	Content broadly similar, differences in learning outcomes and assessment criteria for QCF purposes
77	Writing for Performance	14	Writing for Performance	Updated content, learning outcomes and assessment criteria to reflect current industry developments *Be able to evaluate the effectiveness of the created dramatic text in performance*

Annexe E

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see section *Rules of combination for the Edexcel BTEC Levels 4 and 5 Higher National qualifications*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. **The graded section of both qualifications is based on the learner's best performance in units at the level or above of the qualification to the value of 75 credits.**

The number of points available is dependent on the unit grade achieved and the credit size of the unit (as shown in the 'Points available per credit at specified unit grades' table below).

Points available per credit at specified unit grades

Points per credit		
Pass	**Merit**	**Distinction**
0	1	2

Qualification grades

Edexcel BTEC Level 4 HNC

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Edexcel BTEC Level 5 HND

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Examples of possible learner profiles of the best 75 credits at the level of the qualification or above. These tables fit both HNC and HND qualifications.

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	30	0	0
Merit	30	1	30
Distinction	15	2	30
		Total	60
		Qualification grade	Pass

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	15	0	0
Merit	45	1	45
Distinction	15	2	30
		Total	75
		Qualification grade	Merit

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	30	0	0
Merit	15	1	15
Distinction	30	2	60
		Total	75
		Qualification grade	Merit

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	0	0	0
Merit	15	1	15
Distinction	60	2	120
		Total	135
		Qualification grade	Merit

Unit grade	Credits achieved at each unit grade	Points per credit	Points scored
Pass	0	0	0
Merit	0	1	0
Distinction	75	2	150
		Total	150
		Qualification grade	Distinction

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                                  Issue 5 – January 2013 © Pearson Education Limited 2013

PERFORMING ARTS
Specification

Our most advanced specification to date

This new BTEC Higher Nationals specification has been completely revised and updated to bring it into line with the requirements of the Qualifications and Credit Framework (QCF), which comes into force from September 2010. All the units and qualifications covered in the specification have been reviewed by industry representatives and approved by the relevant Sector Skills Council. This means they are recognised as fit for purpose as high level vocational and work-related qualifications.

Each unit in the new specification is allocated a level and a credit value. Each unit in the specification has clearly stated learning outcomes and assessment criteria, so it is clear from the outset what learners must be able to do to achieve the unit.

BTEC Qualifications covered by this specification:

- Edexcel BTEC Level 4 HNC Diploma in Performing Arts
- Edexcel BTEC Level 5 HND Diploma in Performing Arts
- Edexcel BTEC Level 4 HNC Diploma in Performing Arts (Performance)
- Edexcel BTEC Level 5 HND Diploma in Performing Arts (Performance)
- Edexcel BTEC Level 4 HNC Diploma in Performing Arts (Production)
- Edexcel BTEC Level 5 HND Diploma in Performing Arts (Production)

A copy of this specification can be found online at:
www.btec.co.uk