

Pearson Higher Nationals in Performing Arts

PEARSON SET ASSIGNMENT GUIDANCE

UNIT: 1 The Performing Arts Industry

For use with the following qualifications:

Pearson BTEC Level 4 Higher National Certificate in Performing Arts

Pearson BTEC Level 5 Higher National Diploma in Performing Arts

Issue 1



Edexcel, BTEC and LCCI qualifications

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1.1 The purpose of the Pearson-set unit

The aim of the Pearson-set assignments is to provide a common framework for Centres to develop work that will allow cross-sector benchmarking, through the standardisation of student work, and identification and sharing of 'best practice.' in higher education teaching and learning. They have the following dual purpose:

- **Standardisation of student work** – Assessing the quality of student work, that it is meeting the level and the requirements of the unit across all centres, that grade decisions and assessor feedback are justified, and that internal verification and moderation processes are picking up any discrepancies and issues.
- **Sharing of good practice** – We will share good practice in relation to themes such as innovative approaches to delivery, the use of digital literacy, enhancement of student employability skills and employer engagement. The aim of the Pearson-set assignments is to provide a common framework for centres to develop work that will allow cross-sector benchmarking, through the standardisation of student work, and identification and sharing of 'best practice.' in higher education teaching and learning. Pearson will share the 'best practice' results with all centres.

1.2 The role of the Tutor

All students should have initial guidance in planning their assessment work and regular monitoring meetings. However, when reviewing drafts of students' work, tutors should ensure they use their professional judgement and do not give excessive guidance. The student should meet individually with their tutor to monitor and discuss the assignment to ensure they are progressing in an appropriate direction and at a pace which will enable the student to meet the assessment requirements. Students will perform best if some time is allocated within the normal centre timetable for working on the assessment. The tutor must be able to authenticate the work as the student's own, which can be done by regular monitoring of progress and conducting interim reviews.

1.3 Guidance for Tutors

- This Guidance document should be read in conjunction with the Theme and Topic Release for the Pearson-set unit, which provides further advice and guidance.
- Assignment briefs for this unit must be based on a theme and topic released by Pearson annually.
- You will select one of the topics based on the theme and construct and design an assignment brief based on the topic selected. All students must complete the assignment for the chosen topic in order to complete learning outcomes for this unit.
- There should be one assignment brief to cover all learning outcomes.

- The type of assessment mode must be appropriate for the delivery of a 15 credit unit. The assignment brief must balance the duration of time committed to delivering input to support student's research and the time necessary to conduct research and complete the assignment.
- The assignment brief should be verified by the Programme Leader as part of the internal verification process.
- Group work is not appropriate for this unit. Student work must be individual.
- Teaching must include delivery of the essential content in the unit descriptor with contextualisation of learning being applied to the theme and chosen topic.
- It is good practice for your scheme of work to include individual student support appointments to support and monitor progress of assignment completion, and assignment workshops to give the students additional review and clarification on specific assessment content.
- Arrange appointments to support and monitor completion of the assignment, and assignment workshops to give the students the opportunity to review and complete their work.

1.4 Writing an Effective Assignment Brief

Tutors will need to devise an assignment brief for the student to follow in completion of the assignment for this unit.

The type of assignment chosen for the selected topic should allow for a sufficient degree of research through the existence of adequate background materials and allow for the depth and breadth of study suitable for a level 4 qualification.

- Make clear ***what the student must do***.
- Present the ***vocational scenario*** in language that will be meaningful to the student, integrating aspects of the learning outcomes and assessment criteria.
- Set the ***vocational scenario and context*** of the assignment to relate to the chosen topic.
- State what ***evidence*** must be produced in the guidance section of the brief.
- Include the ***learning outcomes*** associated with the assignment brief.
- Make sure that there is use of same/similar operative verbs in your assignment guidance brief as used in the assessment criteria.
- Refer to the 'learning outcomes and assessment criteria' section of the unit specification.
- Ensure that the students have opportunities to meet the full range of assessment criteria.

1.5 Guidance for Students

You should read this information before starting on your assignment. You should refer to these instructions as you complete work for this unit.

- Read the brief and think about what the assignment brief is asking.
- Research what the assignment brief is asking and the key requirements.
- Make sure you understand the assessment criteria and nature of the evidence that has to be produced.
- Produce an appropriate assessment action plan that includes relevant research resources and timeframes.
- Apply a range of secondary research sources to plan/scope and support the assignment and its findings. Secondary research sources may include textbooks, journal articles, newspapers and magazine articles (not factual accounts).
- Primary research sources may include original first-hand accounts, legal and historical documents, results of experiments and market research data collection. Apply both qualitative and quantitative research methods to evaluate data collected from primary research.
- Conduct your research according to your assignment guidance and brief and meet with your tutor to gain additional support or clarification if required.
- Conduct research to generate knowledge which will form the basis for analysis of the scenario and context given in the assignment brief.
- Analyse your findings and draw conclusions to form the basis for recommendations.
- Present and produce your work in an appropriate manner for the intended audience.
- Communicate your recommendations in an appropriate manner for the intended audience.

1.6 Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe the importance of health, safety and wellbeing when working within performing arts		D1 Analyse own health and wellbeing strategies relevant to own specialist area
P1 Define health, safety and wellbeing in the context of a performing arts career P2 Explore the risks associated with sustaining health and wellbeing in a career in a performing arts environment	M1 Develop strategies to maintain a healthy working lifestyle in your chosen career path	
LO2 Describe the roles and responsibilities within the performing arts industry		D2 Analyse the diversity of the performing arts workforce and areas for development specific to own specialist area
P3 Explain the roles and responsibilities within the performing arts industry P4 Define the roles and responsibilities in your own specific area of the performing arts industry	M2 Compare the difference in roles and responsibilities for a chosen role in your pathway, in the film industry and onstage	
LO3 Investigate the range and accessibility of employment opportunities that relate to your specialism		LO3 & LO4 D3 Analyse the impact technology has had on employment accessibility within the performing arts industry
P5 Explore the differences between employment and self-employment in the performing arts industry P6 Discuss the accessibility of employment opportunities within your chosen career path	M3 Compare the legal rights and responsibilities for both employment and self-employment in your chosen role	
LO4 Investigate how to market a career as a performing arts professional		
P7 Explore marketing activities used in the performing arts industry P8 Develop a marketing plan for own career goals	M4 Assess the strengths and weaknesses of using social media as a tool for marketing compared to traditional marketing methods, specific to your performing arts career pathway	

