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Aims for the session

- Explore the structures, content and assessment
- Tips for planning, delivery and supporting documents
- Discuss and share teaching and learning ideas and resources
- Preparing for assessment, looking at Authorised Assignment Briefs, and how to manage assessment of larger units
- Qualification grading explained
- Wraparound support for you, the teacher.

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Qualification structure – Performance Pathway

Teaching and Learning Modules	Related Assessment Units	Foundation Diploma	Extended Diploma
A Performing Arts Skills Development – 450 GLH	A1 Exploring Performance Styles	FD	ED
	A2 Creating Performance Material	FD	ED
	A3 Performing for an Audience	FD	ED
F The Performing Arts Industry – 90 GLH	F16 Planning a Career in the Industry	FD	ED
G Personal Performing Arts Profile – 270 GLH	G17 Using Development Plans to Refine Skills		ED
	G18 Producing a Personal Project		ED
	G19 Using Material for Self-Promotion and Networking		ED
H Collaborative Performing Arts Project – 270 GLH	H20 Undertaking a defined Creative or Administrative Role		ED
	H21 Using Creative Collaboration to Develop a Project		ED
	H22 Producing a Collaborative Project		ED

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Qualification structure – Acting Pathway

Teaching and Learning Modules	Related Assessment Units	Foundation Diploma	Extended Diploma
B Acting Skills Development – 450 GLH	B4 Exploring Performance Styles	FD	ED
	B5 Creating Performance Material	FD	ED
	B6 Performing as an Actor for an Audience	FD	ED
F The Performing Arts Industry – 90 GLH	F16 Planning a Career in the Industry	FD	ED
G Personal Performing Arts Profile – 270 GLH	G17 Using Development Plans to Refine Skills		ED
	G18 Producing a Personal Project		ED
	G19 Using Material for Self-Promotion and Networking		ED
H Collaborative Performing Arts Project - 270 GLH	H20 Undertaking a defined Creative or Administrative Role		ED
	H21 Using Creative Collaboration to Develop a Project		ED
	H22 Producing a Collaborative Project		ED

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Qualification structure – Dance Pathway

Teaching and Learning Modules	Related Assessment Units	Foundation Diploma	Extended Diploma
C Dance Skills Development – 450 GLH	C7 Exploring Performance Styles	FD	ED
	C8 Creating Performance Material	FD	ED
	C9 Performing as a Dancer as Part of an Ensemble	FD	ED
F The Performing Arts Industry – 90 GLH	F16 Planning a Career in the Industry	FD	ED
G Personal Performing Arts Profile – 270 GLH	G17 Using Development Plans to Refine Skills		ED
	G18 Producing a Personal Project		ED
	G19 Using Material for Self-Promotion and Networking		ED
H Collaborative Performing Arts Project - 270 GLH	H20 Undertaking a defined Creative or Administrative Role		ED
	H21 Using Creative Collaboration to Develop a Project		ED
	H22 Producing a Collaborative Project		ED

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Qualification structure – Musical Theatre Pathway

Teaching and Learning Modules	Related Assessment Units	Foundation Diploma	Extended Diploma
D Musical Theatre Skills Development – 450 GLH	D10 Exploring Performance Styles	FD	ED
	D11 Creating Performance Material	FD	ED
	D12 Performing Musical for an Audience	FD	ED
F The Performing Arts Industry – 90 GLH	F16 Planning a Career in the Industry	FD	ED
G Personal Performing Arts Profile – 270 GLH	G17 Using Development Plans to Refine Skills		ED
	G18 Producing a Personal Project		ED
	G19 Using Material for Self-Promotion and Networking		ED
H Collaborative Performing Arts Project - 270 GLH	H20 Undertaking a defined Creative or Administrative Role		ED
	H21 Using Creative Collaboration to Develop a Project		ED
	H22 Producing a Collaborative Project		ED

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Qualification structure – Circus Pathway

Teaching and Learning Modules	Related Assessment Units	Foundation Diploma	Extended Diploma
E Circus Skills Development – 450 GLH	E13 Exploring Performance Styles	FD	ED
	E14 Creating Performance Material	FD	ED
	E15 Performing for an Audience	FD	ED
F The Performing Arts Industry – 90 GLH	F16 Planning a Career in the Industry	FD	ED
G Personal Performing Arts Profile – 270 GLH	G17 Using Development Plans to Refine Skills		ED
	G18 Producing a Personal Project		ED
	G19 Using Material for Self-Promotion and Networking		ED
H Collaborative Performing Arts Project - 270 GLH	H20 Undertaking a defined Creative or Administrative Role		ED
	H21 Using Creative Collaboration to Develop a Project		ED
	H22 Producing a Collaborative Project		ED

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Synoptic assessment

Synoptic assessment requires learners to draw together skills, practical techniques, concepts, theories and knowledge.

For example, in the Foundation Diploma, Modules A – E provide the basis for the synoptic assessment. Learners must apply the knowledge, skills and understanding gained through the study of the associated units in the programme in order achieve the requirements of industry-style brief(s).

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Initial Questions

1. Can we combine units?

Yes. As demonstrated in the authorised assignments units can be combined or assessed separately.

2. Our management are concerned with timetabling the larger modules and the personal project-how can this work?

Modules can be split across different assessors or classes can be timetabled to allow tutor specialisms to be delivered. Assessment in this case can be shared.

3. Can we do Extended Diploma Units in the first year if all students are registered for the full two years?

No, due to the synoptic requirement for certain units.

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Tips for planning your delivery

Points to consider:

- the order in which you teach the units, practical skills or topics to ensure that they build on each other
- giving learners sufficient time to acquire the skills, knowledge and practice prior to taking an internal assessment
- Planning non-formal/mock assessment to enable progress tracking and developmental feedback
- staffing specialisms
- managing learner workloads

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Tips for planning your delivery

Points to consider:

Models

- Year 1 Foundation Diploma
- Year 2 Extended Diploma
- Assess units within modules A – E independently or include some integration.
- Unit F16 in year 1 can underpin practical teaching activities and could be assessed earlier either as separate tasks or using a holistic assignment brief
- Introduce Module G at end of year 1 for learners to have thinking time over the summer break.



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Tips for planning your delivery

Points to consider:

- Allow time to learn and teach before assessment
- Do not assess too early-particularly with the larger GLH size units.
- Encourage learners to provide sufficient evidence to show in depth understanding of each unit.
- Make full use of Sample Marked Learner Work (SMLW), Authorised Assignment Briefs (AABs) and standardisation materials each year.

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Activity 1

Unpicking Module A

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Activity 2 The Skills Modules

Please share your ideas for delivery/assessment planning, for your chosen skills module.

You might consider:

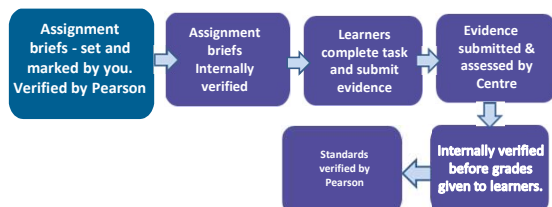
- single unit assessment
 - e.g. a showcase of two pieces for the first unit, a devised piece of the second and a scripted piece for the third.
- integrated assessment across two of the three unit
 - e.g. aa showcase of two pieces for the first unit and a combined project for the second and third.
- the nature and types of performance work to be covered
 - e.g. how different dance styles could be taught and assessed across the three units.
- using existing projects that have been successful in your centre
 - e.g. using a well tested TiE project for the second unit.



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Assessment

BTEC RQF/NQF qualifications use a combination of assessment methods that give learners the opportunity to **demonstrate** and **apply** their knowledge and skills in vocational contexts.



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Key points: Assignment briefs

- Assignment tasks must cover all assessment criteria within a strand (e.g. B4.P1, B4.M1, B4.D1).
- Tasks must be holistic in nature and must not be split into separate tasks that target Pass, Merit and Distinction criteria. Individual assessment criterion (e.g. B4.P1) must not be highlighted against the tasks. Pearson's Authorised Assignment Briefs (AABs) can be used as published or as a guide to writing Centre-designed assignments. There are AABs for all units in this specification.
- All assignment briefs, including Pearson authorised assignments must be internally verified and the outcome documented.



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Internal Assessment – Using the AABs

Using the Example Assignment Briefs (EABs)

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Key points: Resubmission opportunities

Only one resubmission of evidence is allowed; this must be submitted within **15 working days** (except in some cases in creative industry subjects) of the learner receiving feedback from the Assessor. The 15 working days must be within term time, in the same academic year as the original submission and must not fall over a holiday period.

Resubmissions can only be authorised by the LIV if:

- The learner has met the initial hand-in deadline
- The evidence submitted is signed, dated and can be certified as authentic-this can be done electronically via a secure login
- The Assessor judges that the learner will be able to improve the evidence **without the provision of further guidance**
- If the learner has not met these conditions, the LIV **must not** authorise resubmission
- All resubmissions must be properly documented



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Assessing

The assessment criteria for each of the units are hierarchical and require the assessor make a professional judgement using the wording for the individual assessment criteria taking into consideration the exemplification below each one.

A3 Apply performance skills and techniques to a performance to an audience		
A3.P3 Pass Adequate	A3.M3 Merit Effective	A3.D3 Distinction Accomplished
At Pass learners perform, demonstrating some technical proficiency, stylistic awareness and appropriate expression.		
At Merit learners perform, demonstrating accurate and consistent technical proficiency, stylistic interpretation and secure expression.		
At Distinction learners perform, demonstrating fluent technical proficiency, refined stylistic flair and creative expression.		

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Assessment for Internal Units

- The Assessor must **not** provide specific assessment feedback on the evidence produced or confirm achievement of specific criteria before it is submitted for assessment.
- The Assessor must **not** provide feedback or guidance on how to improve the evidence to achieve higher grades.
- The Assessor **can** provide feedback in the role of director/choreographer.

Please refer to the BTEC Centre Guide to Internal Assessment:
https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Assessment_2018_19_final_v1.2.pdf

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Moving to Year 2

Activity 4

Module H

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Internal Unit Grading

In order to achieve a:

Level 3 Distinction – learners must achieve **all** Distinction, Merit and Pass criteria for the Unit

Level 3 Merit – learners must achieve **all** Merit and Pass criteria for the Unit

Level 3 Pass – learners must achieve **all** Pass criteria for the Unit

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Qualification grading and performance table points

	Assessment unit, weighted size	
	150 GLH	90 GLH
U	0	0
Pass	15	9
Merit	25	15
Distinction	40	24

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Calculation of qualification grade

Foundation Diploma		Extended Diploma	
540 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold
U	0	U	0
P	54	PPP	108
		MPP	124
		MMP	140
M	78	MMM	156
		DMM	176
		DDM	196
D	108	DDD	216
		D*DD	234
		D*D*D	252
D*	138	D*D*D*	270

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Support for planning and teaching

Plan	Teach	Assess/Track
- Specifications - Standardisation OSCA materials - Statement of Purpose - Schemes of Work - Mapping documents - Course Planners - Getting Started events - Enhancing delivery events	- Delivery Guide - Assessment Tracking - Mapping documents - Internal Assessment Guides - Sample Marked Learner Work - Standardisation materials - SSV annual report	- Authorised Assignment Briefs - Templates and tools - myBTEC - Quality Assurance Guides - Assessment and Assignment Writing - Standards Verifier and quality review

Pearson paid-for resources and other publishers' resources that are endorsed for BTEC are not a pre-requisite for the delivery of Pearson's specifications.

Paid-for resources may also be available from other publishers.

Paid for

- Training courses

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myBTEC

What:

- Online services providing an easier way to manage delivery and assessment.
- Support for the whole teaching and assessment team in one place.
- Help with creating assignments and grade tracking.
- Free for all BTEC centres.



Where:

Edexcel Online - myBTEC.pearson.com
Or access from Pearson Qualifications website: quals.pearson.com/mybtcc

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