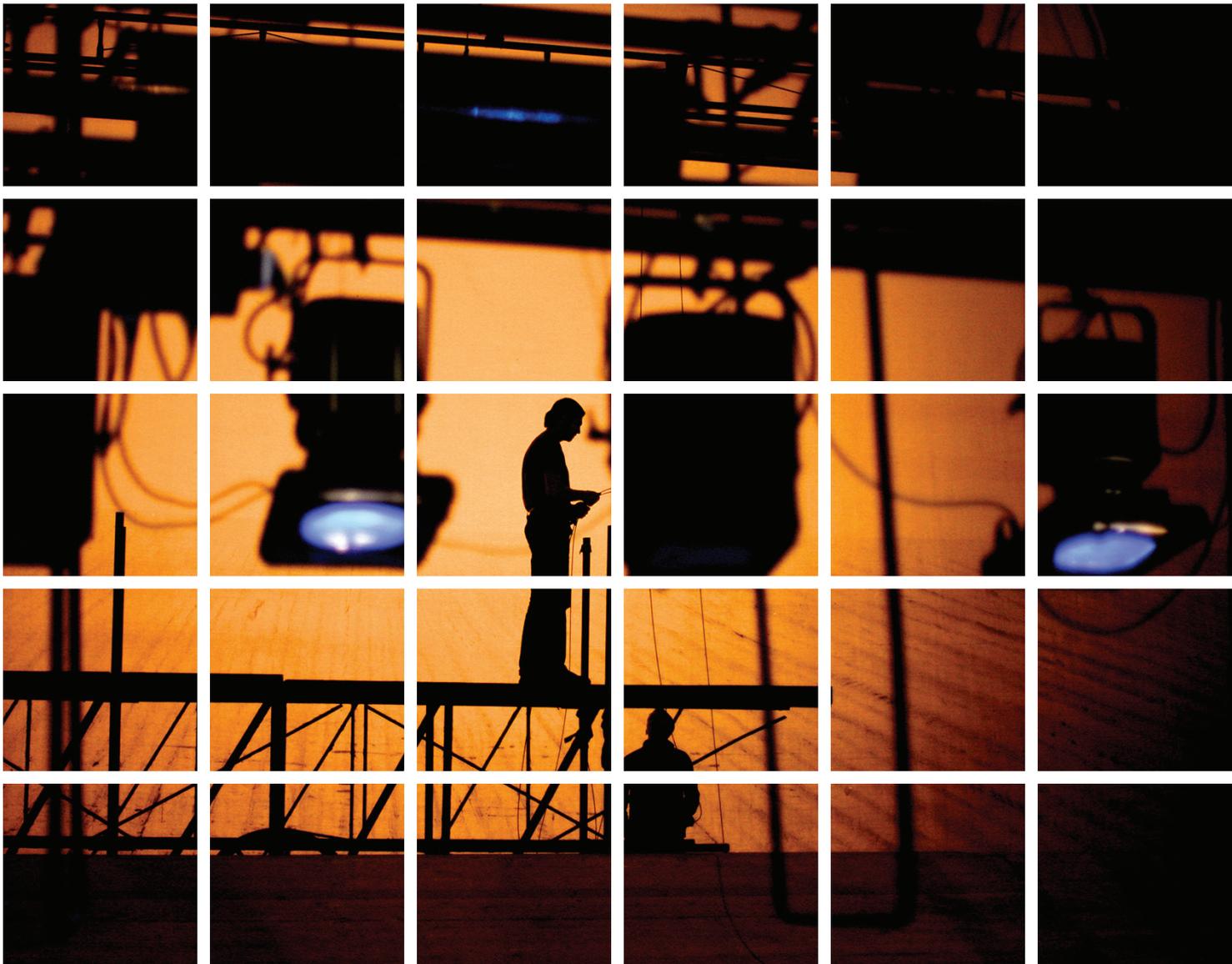


Pearson

BTEC Level 3 National

Foundation Diploma and Extended Diploma in

Production Arts Practice



# Specification

*First teaching: September 2019*  
*Issue 2*

**NO EXTERNAL ASSESSMENTS**

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

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](https://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](https://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](https://qualifications.pearson.com)

## **Acknowledgements**

**Shutterstock.com:** metamorworks, Miriam Doerr Martin Frommherz, Oleksandr Nagaiets, Jakez, Gilda Villarreal, korkut kazcin, suriyachan, Skreidzeleu, Ovidiu Hrubaru, Syda Productions, Pavel L Photo and Video, Dima Babushkin, Dima Babushkin, Tumar, Tumar, Epitavi, Oleksandr Nagaiets, Sura Nualpradid, TZIDO SUN, Christian Bertrand, Praise Wasanruk, , Tumar, Pavel L Photo and Video

*This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on our website. References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

ISBN 978 1 446 961056

All the material in this publication is copyright  
© Pearson Education Limited 2021

# CONTENTS

<b>Introduction to BTEC National qualifications for the production arts sector</b>	<b>1</b>
<b>1 Qualification purpose</b>	<b>5</b>
<b>2 Structure</b>	<b>11</b>
Assessment	16
Total qualification time	17
Grading in these qualifications	18
Understanding your learning and teaching modules and assessment units	19
Learning and teaching modules and assessment units	22
<b>3 Planning your programme</b>	<b>143</b>
<b>4 Assessment structure</b>	<b>147</b>
Assessment units	148
Making valid assessment decisions	149
<b>5 Administrative arrangements</b>	<b>153</b>
Introduction	153
Learner registration and entry	153
Access to assessment	154
Administrative arrangements for assessment	155
Dealing with malpractice	156
Additional documents to support centre administration	157
<b>6 Quality assurance</b>	<b>159</b>
<b>7 Understanding the qualification grade</b>	<b>163</b>
<b>8 Resources and support</b>	<b>173</b>
Support for setting up your course and preparing to teach	173
Support for assessment	175
Training and support from pearson	176
<b>Appendix 1: Glossary of terms used for internally-assessed learning and teaching modules</b>	<b>178</b>

## Summary of Pearson BTEC Level 3 National Foundation Diploma and Extended Diploma in Production Arts Practice specification Issue 2 changes

<b>Summary of changes made between the previous issue and this current issue</b>	<b>Page number</b>
Addition of progression routes to BTEC Higher Nationals	Page 8

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

# INTRODUCTION TO BTEC NATIONAL QUALIFICATIONS FOR THE PRODUCTION ARTS SECTOR



Welcome to your new specification for the Pearson BTEC Level 3 Nationals in Production Arts Practice. This specification brings you the best of the BTEC tradition of developing independent, vocationally aware learners with the right balance between teaching/learning and assessment. It has been designed around the teaching approaches that are widely used in centres. It ensures that there is a simpler, better fit between these approaches and the structure of assessment.

The specification supports a curriculum where learners are encouraged to continually revisit their approaches to making and understanding production arts, refining their skills, adding complexity and exploring new contexts. At the same time assessment requirements are clearly delineated, this ensures that all learners are being consistently measured to national standards, facilitating progression to university and to employment in the production arts industry.

## KEY FEATURES

These are the key features of this specification model:

- five pathways available for learners to focus on general production arts, design, technical, management or make up
- all content in each pathway is mandatory
- content is defined in large blocks – called learning and teaching modules
- all assessment is of substantial size and linked to clear assessment objectives

## MANDATORY CONTENT

Learners need to have access to teaching and learning approaches that challenge them to deepen and refine their skills over time.

This approach is supported by the definition of mandatory content for all learners, which addresses:

- development of production arts skills
- management of projects
- self-analysis and reflection
- appreciation of the production arts industry and their future role in it
- the ability to present themselves and their achievements effectively.

Within the scope of the defined content, you will be able to provide for learners' interests in relation to projects that are relevant locally.

The definition of a single set of mandatory content within each pathway allows for the simple and consistent presentation of requirements so that you will have work of a greater depth and standard to assess. It also reduces the potential for overlap between units so that similar skills are not over-assessed.

## LEARNING AND TEACHING MODULES

The specification is divided into a number of large learning and teaching modules. This allows content themes to be taught together and revisited, to ensure that learners are integrating their learning and developing their skills holistically and iteratively. The content for each learning and teaching module is related to a number of assessment units, which may draw broadly on the content themes in the defined evidence.

For internal assessment units, these learning and teaching modules allow you to use large-scale projects easily, as the basis for generating evidence for assessment.

## ASSESSMENT UNITS

The assessment units allow you to assess learners using the established grades of Pass, Merit and Distinction, which in turn provide for overall qualification grading on the established scale for BTEC Nationals.

There are clear links from the learning and teaching modules to the assessment units, each of which is graded against defined criteria to ensure national standards.

The assessment units are equally weighted in each learning and teaching module.

Internal assessment focuses on defining a clear hierarchy of achievement against specific assessment requirements.

Each assessment unit has simple, clear evidence and assessment rules, and all terms are used consistently and defined explicitly across the assessment units.

## QUALIFICATIONS IN THE SECTOR

These are the qualifications that we provide for the broader production arts sector:

For learners seeking to develop skills related to production arts and progression to a range of higher education courses and job roles related to a particular sector, the suitable qualifications are included in this specification and are:

- **Pearson BTEC Level 3 National Foundation Diploma in Production Arts Practice (540 GLH) (603/4670/X)**
- **Pearson BTEC Level 3 National Extended Diploma in Production Arts Practice (1080 GLH) (603/4671/1).**

The second year of the Extended Diploma contains two large projects with interrelated skills that are all required for progression.

These qualifications have been designed to flexibly meet the needs of learners and do not include external assessment. As which, they are not recognised as qualifications for performance tables.

## QUALITY ASSURANCE

Quality assurance processes follow well-defined BTEC approaches designed to support you simply and effectively. We have refined our approach to supporting these unique creative qualifications to take account of the larger learning and teaching module structure and we will provide all centres with dedicated support each year.



# 1 QUALIFICATION PURPOSE

---

In this section, you will find information on the purposes of the following qualifications:

- **the Pearson BTEC Level 3 National Foundation Diploma in Production Arts Practice**
- **the Pearson BTEC Level 3 National Extended Diploma in Production Arts Practice.**

We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice on the size of qualification that is suitable at recruitment.

These qualifications have been designed to provide post 16 learners with the skills, knowledge and understanding necessary to progress into higher education, training or employment in the industry. The large qualification sizes are designed specifically for progression and providing a substantial portfolio as an outcome of undertaking significant projects.

The structure of the qualifications is in keeping with current industry practice and university teaching and assessment methodology. The completion of an extensive portfolio showcasing learners' skills and knowledge will prepare them for progression. Minimising the number of assessment units allows for large scale projects and provides a holistic learning experience, which enables a diagnostic process balancing development of skills and personal growth and intentions.

The breadth of study in each qualification provides learners with opportunities to consider their practice in context of professional practice with work from inception of ideas to completion. The assessment enables valuable skills such as analysis, planning, organisation and critical thinking to be demonstrated in the context of developing practical outcomes.

Inclusivity is a key objective of these qualifications. Assessments do not prescribe the types of evidence required, allowing each learner to access the full range of achievement using the methods of working best suited to them. Core technical skills development covering all practices have been combined into shared mandatory units, which means that all learners will demonstrate the level of their skills through the same units regardless of individual accessibility needs, enhancing inclusivity and parity of assessment.

# PEARSON BTEC LEVEL 3 NATIONAL FOUNDATION DIPLOMA IN PRODUCTION ARTS PRACTICE

The Foundation Diploma, equivalent in size to 1.5 A Levels, is for learners looking to study production arts as a one-year, full-time course and for those wishing to take it alongside another area of contrasting or complementary study, as part of a two-year, full-time study programme. If taken as part of a programme of study that includes other BTEC Nationals or A Levels, it supports progression to higher education. It also supports progression to an Apprenticeship in the production arts sector or to a further year of study at Level 3.

---

## WHAT DOES THIS QUALIFICATION COVER?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice should learners choose to enter employment directly in the production arts sector.

The qualification provides the knowledge, skills and understanding that will prepare learners for further study or training.

Learners taking this qualification will study two mandatory learning and teaching modules:

- Skills Development
- The Production Arts Industry

The mandatory content allows learners to concentrate on the development of their technical performance skills and creation techniques and relate them to the production arts industry.

## WHAT COULD THIS QUALIFICATION LEAD TO?

If learners complete this qualification in a year, they may progress to further learning at Level 3, for example a second Foundation Diploma in a complementary sector or the

Pearson BTEC National Extended Diploma in Production Arts Practice.

This qualification offers learners the opportunity to develop their performance and technical skills through a process of self-evaluation, practice and review which supports them as they start to build their personal portfolio in preparation for entry to higher education. In addition to the production arts sector-specific content outlined above, the requirements of the qualification will mean that learners develop the transferable and higher-order skills that are highly regarded by higher education and employers, for example communication skills, team working, personal practice and reflection.

This qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements to many relevant courses. When combined with other qualifications in a two-year study programme, such as A Levels or another BTEC National Foundation Diploma, learners can progress to higher education degree programmes, such as:

- BA (Hons) Technical Theatre and Production
- BA (Hons) Theatre Studies (Joint Honours)
- BA (Hons) Production Technology and Management
- BA (Hons) Theatre and Film

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

# PEARSON BTEC LEVEL 3 NATIONAL EXTENDED DIPLOMA IN PRODUCTION ARTS PRACTICE

The Extended Diploma, equivalent in size to three A Levels, is a two-year, full-time course that meets entry requirements for learners who want to progress to higher education courses in art and design areas before entering employment.

---

## WHAT DOES THIS QUALIFICATION COVER?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted, in order to confirm that the content is appropriate and consistent with current practice, should learners choose to enter employment directly in the production arts sector.

In addition to the knowledge, understanding and skills that underpin study of the production arts sector, this qualification offers learners experience of the breadth and depth of the sector to prepare them for further study or training.

Learners taking this qualification will study four mandatory learning and teaching modules:

- Production Arts Skills Development
- The Production Arts Industry
- Personal Production Arts Profile
- Collaborative Production Arts Project.

## WHAT COULD THIS QUALIFICATION LEAD TO?

In addition to the production arts sector-specific content outlined above, the requirements of the qualification will mean that learners develop the transferable and higher-order skills that are highly regarded by higher education and employers. For example, learners will learn how to develop their selection, reflection and justification skills independently through the learning and teaching *Module G: Personal Production Arts Profile*, and their personal practice and reflection skills through the choice of skills development learning and teaching *Modules A, B, C, D or E*. The learning and teaching *Module H: Collaborative Production Arts Project* further develops skills in effective planning, team working, event organisation, repertoire selection, marketing and reflection as both an individual and a member of a group.

This qualification offers learners the opportunity to develop their technical and performance skills over their course of study through a process of self-evaluation, practice and review, which are key skills for progression to higher education. The qualification also supports learners in building their own comprehensive personal portfolio in preparation for entry to employment in the production arts industry or higher education.

This qualification carries UCAS points and meets the admission requirements for many relevant courses, for example:

Degrees in:

- Technical theatre
- Design
- Stage management
- Lighting
- Make up for media and performance

Learners should always check the entry requirements for degree programmes with specific higher education providers. After this qualification, learners can also progress directly into employment, however it is likely that many will do so via higher study.

As part of their higher study choices, learners may also choose to progress to a BTEC Higher National (HN) qualification. HNs are widely supported by higher education and industry as the principal vocational qualifications at Levels 4 and 5 and are designed to reflect the increasing need for high quality professional and technical education at Levels 4 and 5. They provide learners with a clear line of sight to employment and to a degree at Level 6 if they choose. The Pearson BTEC Level 3 National Extended Diploma in Production Arts Practice meets the admission requirements for:

- Pearson BTEC Level 4 Higher National Certificate in Performing Arts (Technical Arts)
- Pearson BTEC Level 4 Higher National Certificate in Performing Arts (General).

## HOW DO THESE QUALIFICATIONS PROVIDE EMPLOYABILITY SKILLS?

In the BTEC Nationals in Production Arts Practice learning and teaching modules and assessment units, there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referenced in this specification, we are generally referring to skills in the following three main categories:

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

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

## HOW DO THESE QUALIFICATIONS PROVIDE TRANSFERABLE KNOWLEDGE AND SKILLS FOR HIGHER EDUCATION?

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

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

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

- teamwork
- project work
- presentation
- analytical skills
- creative development.

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



# 2 STRUCTURE

## STRUCTURES OF THE QUALIFICATIONS

### Pearson BTEC Level 3 National Foundation Diploma in Production Arts Practice

– 540 GLH

There are two learning and teaching modules assessed through four assessment units, with each assessment unit attracting a grade. Learners must complete all mandatory assessment units and achieve at Pass grade or above in at least three assessment units.

### Pearson BTEC Level 3 National Extended Diploma in Production Arts Practice

– 1080 GLH

There are four learning and teaching modules assessed by 10 assessment units, with each assessment unit attracting a grade. Learners must complete all assessment units and achieve at Pass grade or above in the mandatory assessments (A1, A2, A3 and H22) and at least five other assessment units.

This table shows all the learning and teaching modules and the qualifications to which they contribute.

Learning and teaching modules	Related assessment units	Foundation Diploma	Extended Diploma
A Production Arts Skills Development – 450 GLH	A1 Developing Production Skills and Techniques	FD	ED
	A2 Responding to production requirements and purpose	FD	ED
	A3 Contributing to a production	FD	ED
F The Production Arts Industry – 90 GLH	F16 Planning a Career in the Industry	FD	ED
G Personal Production 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 Production Arts Project – 270 GLH	H20 Undertaking a Defined Administrative Project Role		ED
	H21 Using Creative Collaboration to Develop a Project		ED
	H22 Producing a Collaborative Project		ED

**Pearson BTEC Level 3 National Foundation Diploma in Production Arts Practice (Design)**

– 540 GLH

There are two learning and teaching modules assessed through four assessment units, with each assessment unit attracting a grade. Learners must complete all mandatory assessment units and achieve at Pass grade or above in at least three assessment units.

**Pearson BTEC Level 3 National Extended Diploma in Production Arts Practice (Design)**

– 1080 GLH

There are four learning and teaching modules assessed by 10 assessment units, with each assessment unit attracting a grade. Learners must complete all assessment units and achieve at Pass grade or above in the mandatory assessments (B4, B5, B6 and H22) and at least five other assessment units.

This table shows all the learning and teaching modules and the qualifications to which they contribute.

<b>Learning and teaching modules</b>	<b>Related assessment units</b>	<b>Foundation Diploma</b>	<b>Extended Diploma</b>
B Design Skills Development – 450 GLH	B4 Developing Production Skills and Techniques	FD	ED
	B5 Responding to production requirements and purpose	FD	ED
	B6 Contributing to a production	FD	ED
F The Production Arts Industry – 90 GLH	F16 Planning a Career in the Industry	FD	ED
G Personal Production 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 Production Arts Project – 270 GLH	H20 Undertaking a Defined Administrative Project Role		ED
	H21 Using Creative Collaboration to Develop a Project		ED
	H22 Producing a Collaborative Project		ED

**Pearson BTEC Level 3 National  
Foundation Diploma in Production Arts  
Practice (Technical)**

– 540 GLH

There are two learning and teaching modules assessed through four assessment units, with each assessment unit attracting a grade. Learners must complete all mandatory assessment units and achieve at Pass grade or above in at least three assessment units.

**Pearson BTEC Level 3 National  
Extended Diploma in Production Arts  
Practice (Technical)**

– 1080 GLH

There are four learning and teaching modules assessed by 10 assessment units, with each assessment unit attracting a grade. Learners must complete all assessment units and achieve at Pass grade or above in the mandatory assessments (C7, C8, C9 and H22) and at least five other assessment units.

This table shows all the learning and teaching modules and the qualifications to which they contribute.

<b>Learning and teaching modules</b>	<b>Related assessment units</b>	<b>Foundation Diploma</b>	<b>Extended Diploma</b>
C Technical Skills Development – 450 GLH	C7 Developing Production Skills and Techniques	FD	ED
	C8 Responding to production requirements and purpose	FD	ED
	C9 Contributing to a production	FD	ED
F The Production Arts Industry – 90 GLH	F16 Planning a Career in the Industry	FD	ED
G Personal Production 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 Production Arts Project – 270 GLH	H20 Undertaking a Defined Administrative Project Role		ED
	H21 Using Creative Collaboration to Develop a Project		ED
	H22 Producing a Collaborative Project		ED

**Pearson BTEC Level 3 National Foundation Diploma in Production Arts Practice (Management)**

– 540 GLH

There are two learning and teaching modules assessed through four assessment units, with each assessment unit attracting a grade. Learners must complete all mandatory assessment units and achieve at Pass grade or above in at least three assessment units.

**Pearson BTEC Level 3 National Extended Diploma in Production Arts Practice (Management)**

– 1080 GLH

There are four learning and teaching modules assessed by 10 assessment units, with each assessment unit attracting a grade. Learners must complete all assessment units and achieve at Pass grade or above in the mandatory assessments (D10, D11, D12 and H22) and at least five other assessment units.

This table shows all the learning and teaching modules and the qualifications to which they contribute.

<b>Learning and teaching modules</b>	<b>Related assessment units</b>	<b>Foundation Diploma</b>	<b>Extended Diploma</b>
D Management Skills Development – 450 GLH	D10 Developing Production Skills and Techniques	FD	ED
	D11 Responding to production requirements and purpose	FD	ED
	D12 Contributing to a production	FD	ED
F The Production Arts Industry – 90 GLH	F16 Planning a Career in the Industry	FD	ED
G Personal Production 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 Production Arts Project – 270 GLH	H20 Undertaking a Defined Administrative Project Role		ED
	H21 Using Creative Collaboration to Develop a Project		ED
	H22 Producing a Collaborative Project		ED

**Pearson BTEC Level 3 National  
Foundation Diploma in Production Arts  
Practice (Make Up)**

– 540 GLH

There are two learning and teaching modules assessed through four assessment units, with each assessment unit attracting a grade. Learners must complete all mandatory assessment units and achieve at Pass grade or above in at least three assessment units.

**Pearson BTEC Level 3 National  
Extended Diploma in Production Arts  
Practice (Make Up)**

– 1080 GLH

There are four learning and teaching modules assessed by 10 assessment units, with each assessment unit attracting a grade. Learners must complete all assessment units and achieve at Pass grade or above in the mandatory assessments (E13, E14, E15 and H22) and at least five other assessment units.

This table shows all the learning and teaching modules and the qualifications to which they contribute.

<b>Learning and teaching modules</b>	<b>Related assessment units</b>	<b>Foundation Diploma</b>	<b>Extended Diploma</b>
E Make Up Skills Development – 450 GLH	E13 Developing Production Skills and Techniques	FD	ED
	E14 Responding to production requirements and purpose	FD	ED
	E15 Contributing to a production	FD	ED
F The Production Arts Industry – 90 GLH	F16 Planning a Career in the Industry	FD	ED
G Personal Production 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 Production Arts Project – 270 GLH	H20 Undertaking a Defined Administrative Project Role		ED
	H21 Using Creative Collaboration to Develop a Project		ED
	H22 Producing a Collaborative Project		ED

# ASSESSMENT

## SYNOPTIC ASSESSMENT

Synoptic assessment requires learners to apply learning from across the qualification to the completion of defined vocational tasks. The design of these qualifications is fundamentally to promote iterative integrated assessment through learning and teaching modules which provides a strong basis for synoptic assessment.

The synoptic assessment in the Foundation Diploma is related to the learning and teaching of *production arts skills in either Module A: Production Arts Skills Development, Module B: Design Skills Development, Module C: Technical Skills Development, Module D: Management Skills Development or Module E: Make Up Skills Development*. In this assessment learners apply their learning synoptically in relation to an industry-style brief. The synoptic assessment is through a set of interconnected tasks related to a defined vocational theme, where learners use a broad range of planning, collaborative skills, practical exploration, creative thinking, industry knowledge and technical skills to develop performance material to achieve the requirements of the brief.

In completing the synoptic assessment units, learners will select and apply learning from the other learning and teaching *Module F: The Production Arts Industry*. This requires learners to develop their knowledge and understanding of the production arts industry, including roles, organisations, future developments and capitalising on job opportunities.

In the Extended Diploma, learners build on the three linked synoptic assessments in A1, A2 and A3; B4, B5 and B6; C7, C8 and C9; D10, D11 and D12; E13, E14 and E15 with the assessment on H22 where learners are required to collaborate on a production arts project using the skills they have gained in Module A/B/C/D/E. Learners are required to use aspects of their technical, creative and collaborative production arts skills to produce a technically adept collaborative production arts project. To do this, learners will draw on their creative and performance skills and select and apply learning from other learning and teaching modules to realise the outcome, including knowledge of the industry, organisational and collaborative skills, creative thinking, technical performance skills and professional behaviours. These skills are highly regarded by higher education and employers, and will greatly benefit learners who want to progress to these areas.

## LANGUAGE OF ASSESSMENT

Assessment of the units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

For information on reasonable adjustments see *Section 7*.

# TOTAL QUALIFICATION TIME

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

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

BTEC Nationals have been designed around the number of hours of guided learning expected. Each teaching and learning module in the qualifications has a GLH value of 90, 270 or 450. There is then a total GLH value for each qualification.

The qualifications in this specification have the following TQT values:

- **Pearson BTEC Level 3 National Foundation Diploma in Production Arts Practice – 700 TQT**
- **Pearson BTEC Level 3 National Extended Diploma in Production Arts Practice – 1390 TQT.**

# GRADING IN THESE QUALIFICATIONS

Teaching content has been divided into learning and teaching modules A, B, C, D or E with F, G and H. Each of these modules is an integrated block of learning that gives learners the opportunity to approach a topic holistically before attempting the linked assessment unit(s).

The overall qualification grading for the Pearson BTEC Level 3 National Foundation Diploma in Production Arts Practice is P to D\* and for the Pearson BTEC Level 3 National Extended Diploma in Production Arts Practice is PPP to D\*D\*D\*. This is in line with the rest of the BTEC National suite.

# UNDERSTANDING YOUR LEARNING AND TEACHING MODULES AND ASSESSMENT UNITS

This section sets out the required teaching and learning content themes and how they should be delivered. Content is compulsory except when shown as 'e.g.'

Each learning and teaching module has a number of content themes, which:

- set out the content to be covered
- set out how it can be approached for effective teaching and learning.

Learners should take assessments only once the learning and teaching module content themes have been covered.

Each learning and teaching module in the specification is set out in a similar way.

A brief explanation is given below of how the learning and teaching modules are set out. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme read and take note of this section.

**Learning and teaching module title:** for these qualifications, certificates will include the title of the learning and teaching module and assessment unit, for example *Production Arts Skills Development*, and the grade achieved for each one.

**Assessment summary:** This section defines the scope, style and depth of learning. You can see where learners should be focusing on basic requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in the assessment objectives in *Appendix 1*.

## Essential information for assessment

### Assessment unit XI - XXJ

#### Recommended evidence

**X1.1/1.2/1.3** XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

- XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Summary of evidence in relation to assessment objectives, including recommended formats.

The assessment objectives are statements indicating the scope of learning for the assessment unit and relate to the evidence and assessment criteria.

#### Assessment criteria and amplification for decisions

**X1.1** XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

**A1.P1** Pass

XXXXXX

**X1.M1** Merit

XXXXXX

**X1.D1** Distinction

XXXXXX

At **Pass**, XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

At **Merit**, XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

At **Distinction**, XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Standard for criteria at Pass, Merit and Distinction level for corresponding assessment objective. See Appendix 1 for definition of these terms.

Essential information on how the assessment criteria should be used to assess performance for each assessment objective.



# LEARNING AND TEACHING MODULES AND ASSESSMENT UNITS

Module A: Production Arts Skills Development	23
Module B: Design Skills Development	39
Module C: Technical Skills Development	55
Module D: Management Skills Development	71
Module E: Makeup Skills Development	87
Module F: The Production Arts Industry	103
Module G: Personal Production Arts Profile	113
Module H: Collaborative Production Arts Project	129

# MODULE A:

## PRODUCTION ARTS SKILLS DEVELOPMENT

Level: **3**

Type: **Internal**

Guided learning hours: **450**

---

### INTRODUCTION

Modern production arts teams have to meet a range of broad and varied requirements. Teams must be responsive to production and creation contexts, and understand how the director's vision – and venue limitations – can affect the outcome.

Production arts skills are interrelated in the backstage team in terms of creativity, technical knowledge and teamwork. This module develops the learner's ability to apply knowledge and skills related to the key areas of production arts. The module requires significant learning and teaching time for learners to explore and develop design, stage management and/or technical elements in different contexts and team roles. This involves a series of short learning projects that refine skills related to a range of production roles, so that learners are able to adapt skills independently to varied situations. The projects develop skills in practical contexts and give learners the ability to break down the requirements of a directorial brief in a range of roles. This refining process creates a holistic learning journey, with learners developing complementary professional, critical and reflective skills along the way.

This module is assessed through three units, which draw from the range of content in the module. This allows the demonstration of a breadth of production arts skills and knowledge applied to vocational contexts. This synoptic module draws on the learning from *Module F: The Production Arts Industry* in response to a vocational brief related to industry roles and freelance work. This module provides the depth and breadth of skills needed to undertake the vocational projects in specific production roles.

This module prepares learners for progression by developing the production arts skills and critical thinking needed to succeed on a higher education course related to the sector and in entry-level positions in the industry.

# ASSESSMENT SUMMARY

Learners receive a separate, equally-weighted grade for each assessment unit.

<b>Assessment unit</b>	<b>Assessment objectives</b>
<b>A1: Developing production skills and techniques</b>	<ol style="list-style-type: none"><li>1. Demonstrate an understanding of skills and techniques when developing production elements.</li><li>2. Apply creative processes when developing production elements.</li><li>3. Refine production skills and techniques.</li></ol>
<b>A2: Responding to production requirements and purpose</b>	<ol style="list-style-type: none"><li>1. Respond to production requirements of a brief.</li><li>2. Apply skills in response to the purpose of the production.</li><li>3. Review the production elements in relation to the requirements and purpose of the production.</li></ol>
<b>A3: Contributing to a production</b>	<ol style="list-style-type: none"><li>1. Contribute to the development of a production through rehearsal or process.</li><li>2. Review choices and actions made in a rehearsal or process to develop elements of the production.</li><li>3. Contribute to a final production outcome.</li></ol>

# SUMMARY OF LEARNING AND TEACHING

<b>Content theme</b>	<b>Learning and teaching areas</b>
<b>Exploring production arts styles and purposes</b>	Exploring production requirements and purposes. Characteristics of styles of production. Interpreting production requirements.
<b>Understanding production roles as part of a team</b>	Exploring the responsibilities of different roles. Considering the interrelationships of different roles. Undertaking a production role as part of a team.
<b>Developing technical skills for production</b>	Acquiring relevant technical production skills. Refining technical production skills. Applying technical production skills.
<b>Developing rehearsal and process skills</b>	Identifying and analysing requirements. Refining production elements. Professional practice in rehearsal and process.
<b>Contributing to a production in defined roles</b>	Responding to and/or giving instruction. Ensuring effectiveness of contribution. Undertaking a defined role.
<b>Developing professional skills</b>	Planning and organising. Use of equipment, materials and resources. Professional practice in production process.
<b>Developing safe working practices</b>	Risk assessment. Appropriate documentation. Observing and maintaining safe working practices.
<b>Critical reflection</b>	Critically analysing processes and own performance. Presenting critical analysis.

# LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must undertake the following content before they sit the assessment units for this module. The content is designed to allow learners to explore and develop skills in practical vocational contexts. It can be delivered as a series of short projects or combined for a more holistic learning journey.

## EXPLORING PRODUCTION ARTS STYLES AND PURPOSES

Learners will take part in practical sessions, workshops and short projects that explore production requirements, styles and purposes. In the practical sessions, learners will look at the development of production styles throughout history and how the advance of technology is creating ways of providing settings for differing performances and events. Learners will explore this practically by taking part in short projects where they develop skills and underpinning knowledge related to working with different styles, including:

- discussing how genres and styles relate to a production
- consideration of differing venues and associated spaces
- available technology
- practical preparations for productions in different styles
- interpretation of different styles of directors' briefs.

As this is the general pathway, in the short projects learners should take part in a series of at least three production roles from differing areas, for either a live or a filmed context, for at least three contrasting styles of production or event, such as:

- dance
- acting
- music video/performance
- opera
- installations
- community theatre
- performance for screen
- musical theatre
- immersive theatre
- fashion show
- theatre for children
- puppetry
- circus arts.

# UNDERSTANDING PRODUCTION ROLES AS PART OF A TEAM

Learners will take part in theoretical sessions and practical workshops, exploring how production roles work in the wider production team.

In the practical workshops, learners explore the roles and associated workloads of a range of production areas and will analyse how each area's responsibilities may impact on the workload of a different area. They must explore the following in relation to the workload of each production area chosen:

- technological aspects
- design aspects
- team hierarchy
- consideration of other production areas and performers
- team responses to their work
- backstage etiquette
- professional standards.

In the theoretical sessions, learners will develop their underpinning knowledge of each role and how, as team members, it applies to them practically, through:

- exploration of the purpose and theme of the work and how it can be communicated
- use of creative ideas, skills and intentions
- use of target audiences and intended effects
- use of performance and production elements.

# DEVELOPING TECHNICAL SKILLS FOR PRODUCTION

Learners will develop their production skills and techniques through workshops and practical sessions. They will take part in projects to improve their skills in at least three differing areas. They should focus on different techniques for development appropriate to their roles of choice, including the following:

- technical skills
- design skills
- process skills
- sourcing and using resources for developing skills, such as
  - online resources
  - attending live events/productions for inspiration
  - peer-to-peer learning/tutorials
  - professional workshops/lectures

- exploring contrasting skills in differing areas in terms of
  - required techniques for each role
  - comparing and contrasting requirements of each role
- developing considerations for improvement and refinement.

In these short workshops and sessions, learners should focus on applying techniques to develop production skills, including:

- control of production elements
- responding to and developing production material
- developing appropriate skills
- preparing for a technical rehearsal and performance
- the role when the production is live in front of an audience.

# DEVELOPING REHEARSAL AND PROCESS SKILLS

Learners will develop and apply production skills related to working towards a performance or event, such as:

- interpreting, developing and realising materials as a team
- refining material throughout preparation time and through to rehearsal
- presenting a production to an audience with appropriate elements
- ensuring safe working practices.

Learners will explore and develop the skills and techniques related to working on a production/ event. They must take part in extended projects to develop, analyse and improve their production skills and those of the wider team, including:

- communicating as a group
- agreeing on structure and version of material/director's vision
- contributing to the development of material
- preparing for a rehearsal
- working on a technical rehearsal
- taking and responding to directions
- giving and receiving constructive criticism
- reflecting on a rehearsal
- establishing goals and aims for future rehearsals.

# CONTRIBUTING TO A PRODUCTION IN DEFINED ROLES

As this is the general pathway, it is important that learners undertake a variety of roles in the backstage team. Learners will take part in workshops, sessions and short projects to develop their technical, management and creative skills and techniques. They will explore different types of production and how to realise a production element in a practical way by running short projects that create performance for at least three different roles, such as:

- makeup and/or prosthetic roles
- technical roles, e.g. lighting and/or sound
- stage management roles
- design roles, such as
  - set design
  - costume design
  - large and handheld prop design.

In these workshops and projects, learners will develop the skill and techniques pertaining to each of their chosen roles, including the following:

- responding to purposes or constraints
- using stimuli to generate ideas
  - themes
  - visual
  - aural
  - media
- practical exploration and shaping of creative ideas
- developing and refining
  - selection and rejection of ideas and material
  - responding to feedback
  - shaping and refining material to resolve problems
- presenting the end product of the production role.

# DEVELOPING PROFESSIONAL SKILLS

Learners will develop professional and complementary skills related to the production arts industry through workshops and sessions, including the following:

- Organisational skills:
  - scheduling and planning processes
  - time management and setting deadlines
  - allocating and sourcing resources
  - identifying issues and potential solutions.
- Technical skills:
  - setting up equipment and spaces
  - using equipment/props
  - maintaining equipment.
- Professional practice and conduct:
  - communication skills
  - working with others
  - appropriate preparation documentation
  - resilience and mental wellbeing.

# DEVELOPING SAFE WORKING PRACTICES

Learners will take part in theoretical sessions and practical workshops, exploring how to develop and ensure safe working practices in production roles. They will take part in workshops where they will explore the purpose of risk assessment and how to complete the appropriate accompanying documentation correctly. Learners must explore the following areas:

- purpose of the work
  - funding and budget constraints
  - style and type of work
  - clients
  - audience
  - physical and legal constraints
    - risk assessment
    - legally required documentation
    - health and safety.
- In the sessions, learners will develop their understanding of different skills and roles related to working on a production:
- liaising
  - facilitating
  - organising
  - logistics of movable elements of the production
  - making contacts
  - creating awareness of health and safety
  - working with outside companies such as hire or costumes, props, lighting, etc.
  - coordination of the requirements of the production
  - working with performers
  - requirements of technical rehearsals
  - industry standards such as specific and correct knot tying, management of cables, appropriate stage marking.

# CRITICAL REFLECTION

Learners will explore and develop ways to apply critical reflection to production-role work through practical sessions and group discussions. They will apply and develop these critical reflection skills throughout the learning and teaching areas. Learners will develop skills in:

- analysing process
- breaking down events and decisions
- justifying creative choices and decisions
- reflecting on technical choices made
- using evaluative language.

Learners should explore methods of presenting critical reflection, such as:

- pieces to camera
- group discussion
- written forms
- annotated screenshots and images
- audio commentary to accompany video
- screen recordings
- podcasts.

# ESSENTIAL INFORMATION FOR ASSESSMENT

## ASSESSMENT UNIT A1 – DEVELOPING PRODUCTION SKILLS AND TECHNIQUES

### Recommended evidence

---

**A1.1/1.2** Three roles based on three different production styles/purposes. The roles can come from the same area but the styles/purposes must change.

- This might be a video of each role undertaken, with underpinning video and/or annotated photo evidence of skills development or a portfolio of indicative content.

**A1.3** Breakdown of stylistic and/or technical features and elements used within their work.

- This might be demonstrations to camera or screen recordings with audio commentary, with appropriate annotated photos, worksheets, diagrams, designs, sketches, cue sheets, etc.
- 

### Assessment criteria and amplification for decisions

#### A1.1 Demonstrate an understanding of skills and techniques when developing production elements

---

**A1.P1** Pass  
Adequate

**A1.M1** Merit  
Effective

**A1.D1** Distinction  
Accomplished

---

At **Pass**, learners exhibit an appropriate application of skills and techniques, demonstrating an understanding of the required parameters and processes.

At **Merit**, learners exhibit a consistent application of skills and techniques, demonstrating a secure understanding of the required parameters and processes.

At **Distinction**, learners exhibit a sophisticated application of skills and techniques, demonstrating an insightful understanding of the required parameters and processes.

## A1.2 Apply creative processes when developing production elements

---

**A1.P2** Pass  
Adequate

**A1.M2** Merit  
Effective

**A1.D2** Distinction  
Accomplished

---

At **Pass**, learners deploy and manipulate creative processes in a generally convincing way, demonstrating an awareness of the requirements of the production elements.

At **Merit**, learners deploy and manipulate creative processes in a secure and convincing way, demonstrating a developed awareness of the requirements of the production elements.

At **Distinction**, learners deploy and manipulate creative processes in a considered and fluent way, demonstrating a perceptive awareness of the requirements of the production elements.

## A1.3 Refine production skills and techniques

---

**A1.P3** Pass  
Describe

**A1.M3** Merit  
Analyse

**A1.D3** Distinction  
Critically comment

---

At **Pass**, learners provide an account of how production skills have been refined, with some reference to examples.

At **Merit**, learners provide a detailed account of how production skills have been refined, with reference to relevant examples and intentions.

At **Distinction**, learners provide a perceptive critical analysis of how production skills have been refined, with reference to pertinent examples and insightful intentions.

# ASSESSMENT UNIT A2 – RESPONDING TO PRODUCTION REQUIREMENTS AND PURPOSE

## Recommended evidence

---

**A2.1** Process log accounting for the development of the final project, which details both the creative and technical processes pertaining to the requirement and purpose of the production.

- This might be a video recording with audio commentary, video presentation or annotated pictures, with accompanying department-specific required paperwork/documentation.

**A2.2/2.3** Final production role for a given brief.

- This may be a video recording of both the backstage and the audience view of the production, with accompanying department-specific required paperwork/documentation.
- 

## Assessment criteria and amplification for decisions

### A2.1 Respond to production requirements of a brief

---

**A2.P1** Pass

Describe

**A2.M1** Merit

Analyse

**A2.D1** Distinction

Critically evaluate

---

At **Pass**, learners give an account of their creative processes and the use of exploratory techniques in the development of the production requirements, with some reference to examples.

At **Merit**, learners give a detailed account of their creative processes and the use of exploratory techniques in the development of production requirements, with reference to relevant examples.

At **Distinction**, learners critically comment on their creative processes and the use of exploratory techniques in the development of production requirements, with reference to pertinent examples.

## A2.2 Apply skills in response to the purpose of the production

---

**A2.P2** Pass  
Adequate

**A2.M2** Merit  
Consistent

**A2.D2** Distinction  
Accomplished

---

At **Pass**, learners demonstrate some ability to apply appropriate skills and techniques that develop and enhance the purpose of the production/role.

At **Merit**, learners demonstrate a proficient ability to apply appropriate skills and techniques that develop and enhance the purpose of the production/role.

At **Distinction**, learners demonstrate a proficient and fluent ability to apply appropriate skills and techniques that develop and enhance the purpose of the production/role.

## A2.3 Review the production elements in relation to the requirements and purpose of the production

---

**A2.P3** Pass  
Adequate

**A2.M3** Merit  
Consistent

**A2.D3** Distinction  
Accomplished

---

At **Pass**, learners provide an account of how production elements have been refined, with some reference to examples.

At **Merit**, learners provide a detailed account of how production elements have been refined, with reference to relevant examples and intentions.

At **Distinction**, learners provide a perceptive critical analysis of how production elements have been refined, with reference to pertinent examples and insightful intentions.

# ASSESSMENT UNIT A3 – CONTRIBUTING TO A PRODUCTION

## Recommended evidence

---

**A3.1/3.2** Materials demonstrating engagement within rehearsal sessions and the technical rehearsal.

- This might include videos or audio recordings of rehearsals, group discussions/production meeting minutes, written commentary, emails, feedback notes, rehearsals and show reports.

**A3.3** A video recording of a final completed performance.

---

## Assessment criteria and amplification for decisions

### A3.1 Contribute to the development of a production through rehearsal or process

---

**A3.P1** Pass  
Adequate

**A3.M1** Merit  
Effective

**A3.D1** Distinction  
Accomplished

---

At **Pass**, learners approach rehearsal with some engagement and discipline, demonstrating an appropriate application of techniques and constructive collaborative working.

At **Merit**, learners approach rehearsal with consistent engagement and discipline, demonstrating an application of techniques and collaborative working that contribute to the progression of the rehearsal.

At **Distinction**, learners approach rehearsal with sustained and mature engagement and discipline, demonstrating a perceptive application of techniques and proficient collaborative working that contribute to the progression of the rehearsal.

## A3.2 Review choices and actions made in a rehearsal or process to develop elements of the production

---

**A3.P2** Pass

Describe

**A3.M2** Merit

Analyse

**A3.D2** Distinction

Critically evaluate

---

At **Pass**, learners express how individual actions and decisions led to production element developments, with some reference to generic examples and developmental targets.

At **Merit**, learners express how individual actions and decisions led to production element developments, with clear reference to relevant examples and detailed developmental targets.

At **Distinction**, learners comprehensively express how individual actions and decisions led to production element developments, with clear reference to relevant, reasoned and detailed examples and developmental targets.

## A3.3 Contribute to a final production outcome

---

**A3.P3** Pass

Adequate

**A3.M3** Merit

Effective

**A3.D3** Distinction

Accomplished

---

At **Pass**, learners perform a production role, demonstrating some technical proficiency, an awareness of team responsibility and an appropriate response to the workload.

At **Merit**, learners perform a production role, demonstrating accurate and consistent technical proficiency, reliability and responsiveness in terms of being a team member, and a secure response to the workload.

At **Distinction**, learners perform a production role, demonstrating accomplished technical proficiency, proactivity in being a team member and a detailed response to the workload.



# MODULE B:

## DESIGN SKILLS DEVELOPMENT

Level: **3**

Type: **Internal**

Guided learning hours: **450**

---

### INTRODUCTION

Modern production arts teams have to meet a range of broad and varied requirements. Teams must be responsive to production and creation contexts, and understand how the director's vision – and venue limitations – can affect the outcome.

Production arts skills are interrelated in the backstage team in terms of creativity, technical knowledge and teamwork. This module develops the learner's ability to apply knowledge and skills related to the key areas of set, costume and/or props design. The module requires significant learning and teaching time for learners to explore and develop design techniques and then realise them in a range of contexts. This involves a series of short learning projects that refine skills across a range of design roles, so that learners are able to adapt skills independently to varied situations. The projects develop skills in practical contexts and give learners the ability to break down the requirements of a directorial brief. This refining process creates a holistic learning journey, developing complementary professional, critical and reflective skills along the way.

This module is assessed through three units, which draw from the range of content in the module. This allows the demonstration of a breadth of production arts skills and knowledge applied to vocational contexts. This synoptic module draws on the learning from *Module F: The Production Arts Industry* in response to a vocational brief related to industry roles and freelance work. The module provides the depth and breadth of skills needed to undertake the vocational projects in specific production roles.

This module prepares learners for progression by developing production arts skills and critical thinking needed to succeed on higher education courses related to the sector and in entry-level positions in the industry.

# ASSESSMENT SUMMARY

Learners receive a separate, equally-weighted grade for each assessment unit.

---

Assessment unit	Assessment objectives
<b>B4: Developing production skills and techniques</b>	<ol style="list-style-type: none"><li>1. Demonstrate an understanding of skills and techniques when designing and developing production elements.</li><li>2. Apply creative processes when designing production elements.</li><li>3. Refine design skills and techniques.</li></ol>
<b>B5: Responding to production requirements and purpose</b>	<ol style="list-style-type: none"><li>1. Respond to production requirements of a brief as a designer.</li><li>2. Apply design skills in response to the purpose of the production.</li><li>3. Review the design in relation to the requirements and purpose of the production.</li></ol>
<b>B6: Contributing to a production</b>	<ol style="list-style-type: none"><li>1. Contribute to the development of a production through rehearsal or process.</li><li>2. Review choices and actions made in a rehearsal or process to develop design elements of the production.</li><li>3. Contribute to a final production outcome as a designer.</li></ol>

---

# SUMMARY OF LEARNING AND TEACHING

<b>Content theme</b>	<b>Learning and teaching areas</b>
<b>Exploring production arts styles and purposes</b>	Explore production design requirements and purposes. Characteristics of styles of production. Interpreting production design requirements.
<b>Understanding production design roles as part of a team</b>	Explore the responsibilities of different roles in relation to the design role. Considering the interrelationships of different roles in relation to the design role. Undertaking a design role as part of a team.
<b>Developing technical skills for production</b>	Acquiring relevant technical skills in design. Refining technical production skills in design. Applying technical production skills in design.
<b>Developing rehearsal and process skills</b>	Identifying and analysing requirements as a designer. Refining production design elements. Professional practice in rehearsal and process.
<b>Contributing to a production in a design role</b>	Responding to and/or giving instruction. Ensuring effectiveness of contribution. Undertaking a defined design role.
<b>Developing professional skills</b>	Planning and organising. Use of equipment, materials and resources. Professional practice in the design process.
<b>Developing safe working practices</b>	Risk assessment. Appropriate documentation. Observing and maintaining safe working practices.
<b>Critical reflection</b>	Critically analysing processes and own performance. Presenting critical analysis.

# LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must undertake the following content before they sit the assessment units for this module. The content is designed to allow learners to explore and develop skills in practical vocational contexts. It can be delivered as a series of short projects or combined for a more holistic learning journey.

As this is the design pathway, a design role is defined as set, costume and/or props design. Note that all design roles for this module, including props, pertain to the design and realisation process of specific required elements for a production and not to the purchase or hire of required elements.

## EXPLORING PRODUCTION ARTS STYLES AND PURPOSES

Learners will take part in practical sessions, workshops and short projects that explore production requirements, styles and purposes. In the sessions, learners will look at the development of production styles throughout history and how the advance of technology is creating ways of providing settings for differing performances and events. Learners will explore this practically by taking part in short projects, where they will develop skills and underpinning knowledge related to designing in different styles, including:

- discussing how genres and styles relate to a production
- consideration of differing venues and associated spaces
- available technology
- practical preparations for productions in different styles
- interpretation of different styles of directors' briefs.

As this is the design pathway, in the short projects learners should take part in a series of at least three design roles, for either a live or a filmed context, for at least

three contrasting styles of production or event, such as:

- dance
- acting
- music video/performance
- opera
- pantomime
- community theatre
- performance for screen
- musical theatre
- historical drama
- fashion show
- theatre for children
- puppetry
- installations.

# UNDERSTANDING PRODUCTION DESIGN ROLES AS PART OF A TEAM

Learners will take part in theoretical sessions and practical workshops, exploring how design roles work as part of the wider production team.

They will take part in practical workshops where they explore the roles and associated workloads of a range of production areas, and analyse how the responsibilities in each area may impact on the workload of a designer. Learners must explore the following in relation to the workload of each production area chosen:

- technological aspects
- design aspects
- team hierarchy
- consideration of other production areas and performers
- team responses to their work
- backstage etiquette
- professional standards.

In the theoretical sessions, learners will develop their underpinning knowledge of each role and how, as team members, it applies to them practically, through:

- exploration of the purpose and theme of the work and how it can be communicated
- use of creative ideas, skills and intentions
- use of target audiences and intended effects
- use of performance and production elements.

# DEVELOPING TECHNICAL SKILLS FOR PRODUCTION

Learners will develop their production skills and techniques for design through workshops and practical sessions. They will take part in projects to improve their skills in at least three design roles in a range of styles. They should focus on the different techniques for development appropriate to their roles of choice, including the following:

- technical skills
- design skills
- process skills
- sourcing and using resources for developing skills, such as
  - online resources
  - attending live events/productions for inspiration
  - peer-to-peer learning/tutorials
  - professional workshops/lectures

- exploring contrasting skills in differing areas in terms of
  - required techniques for each role
  - comparing and contrasting requirements of each role
- developing considerations for improvement and refinement.

In the short workshops and sessions, learners should focus on applying techniques to develop design skills, including:

- control of production design elements
- responding to and developing production material
- developing appropriate skills
- preparing for a technical rehearsal and performance
- the role when the production is live in front of an audience.

# DEVELOPING REHEARSAL AND PROCESS SKILLS

Learners will develop and apply production design skills related to working towards a performance or event, such as:

- interpreting, developing and realising materials as a team
- presenting a production to an audience with appropriate elements
- ensuring safe working practices.

Learners will explore and develop the skills and techniques related to working as a designer on a production/event. They must take part in extended projects to develop, analyse and improve their production skills and those of the wider team, including:

- communicating as a group
- agreeing on structure and version of material/director's vision
- contributing to the development of material
- preparing for a rehearsal
- working on a technical rehearsal
- taking and responding to directions
- giving and receiving constructive criticism
- reflecting on a rehearsal
- establishing goals and aims for future rehearsals.

# CONTRIBUTING TO A PRODUCTION IN A DESIGN ROLE

As this is the design pathway, it is important that learners undertake a variety of roles in the design team. Learners will take part in workshops, sessions and short projects to develop their designs in terms of technical and creative skills and techniques. They will explore different types of designing and realising a production element in a practical way by running short projects that create performance for at least three different roles, such as:

- set design
- costume design
- large and handheld props design
- multimedia design (including AV, lights and sound)
- puppet design
- makeup design.

In the workshops and projects, learners will develop the skills and techniques that relate to each of their chosen roles, including the following:

- responding to purposes or constraints
- using stimuli to generate ideas
  - themes and context
  - visual elements
  - media to be used
- practical exploration and shaping of creative ideas
- developing and refining
  - selection and rejection of ideas and material
  - responding to feedback
  - shaping and refining material to resolve problems
- presenting the end product of the design role.

## DEVELOPING PROFESSIONAL SKILLS

Learners will develop professional and complementary skills related to the design area of the production arts industry through workshops and sessions, including the following:

- Organisational skills:
  - scheduling and planning processes
  - time management and setting deadlines
  - allocating and sourcing resources
  - identifying issues and potential solutions.
- Technical skills:
  - setting up equipment and spaces
  - using equipment/props
  - maintaining equipment.
- Professional practice and conduct:
  - communication skills
  - working with others
  - appropriate preparation documentation
  - resilience and mental wellbeing.

# DEVELOPING SAFE WORKING PRACTICES

Learners will take part in theoretical sessions and practical workshops, exploring how to develop and ensure safe working practices in production design roles.

They will take part in practical workshops where they explore the purpose of risk assessment and how to complete the appropriate accompanying documentation correctly. They must explore the following areas:

- purpose of the work
- funding and budget constraints
- style and type of work
- venues
- audience
- physical and legal constraints
  - risk assessment
  - legally required documentation
  - health and safety.

In the theoretical sessions, learners will develop their understanding of different skills and roles related to working on a production:

- liaising
- facilitating
- organising
- logistics of movable elements of the production
- making contacts
- creating awareness of health and safety
- working with outside companies
- coordination of the requirements of the production
- working with performers
- requirement of technical rehearsals
- industry standards such as specific and correct knot tying, management of cables, appropriate stage marking.

## CRITICAL REFLECTION

Learners will explore and develop ways to apply critical reflection to production-role work through practical sessions and group discussions. They will apply and develop these critical reflection skills throughout the learning and teaching areas. Learners will develop skills in:

- analysing process
- breaking down events and decisions
- justifying creative choices and decisions
- reflecting on technical choices made
- using evaluative language.

Learners should explore methods of presenting critical reflection, such as:

- pieces to camera
- group discussion
- written forms
- annotated screenshots and images
- audio commentary to accompany video
- screen recordings
- podcasts.

# ESSENTIAL INFORMATION FOR ASSESSMENT

## ASSESSMENT UNIT B4 – DEVELOPING PRODUCTION SKILLS AND TECHNIQUES

### Recommended evidence

---

**B4.1/4.2** Three roles based on three different production design styles/purposes.

- This might be a video of each role undertaken, with underpinning video and/or annotated photo evidence of skills development.

**B4.3** Breakdown of stylistic and/or technical features and elements used in their work.

- This might be demonstrations to camera or screen recordings with audio commentary, with appropriate annotated photos, worksheets, diagrams, designs, sketches, cue sheets, etc.
- 

### Assessment criteria and amplification for decisions

#### **B4.1 Demonstrate an understanding of skills and techniques when designing and developing production elements**

---

**B4.P1** Pass  
Adequate

**B4.M1** Merit  
Effective

**B4.D1** Distinction  
Accomplished

---

At **Pass**, learners exhibit an appropriate application of design skills and techniques, demonstrating an understanding of the required parameters and processes.

At **Merit**, learners exhibit a consistent application of design skills and techniques, demonstrating a secure understanding of the required parameters and processes.

At **Distinction**, learners exhibit a sophisticated application of design skills and techniques, demonstrating an insightful understanding of the required parameters and processes.

## B4.2 Apply creative processes when designing production elements

---

**B4.P2** Pass  
Adequate

**B4.M2** Merit  
Effective

**B4.D2** Distinction  
Accomplished

---

At **Pass**, learners deploy and manipulate creative processes in a generally convincing way, demonstrating an awareness of the requirements of the design of production elements.

At **Merit**, learners deploy and manipulate creative processes in a secure and convincing way, demonstrating a developed awareness of the requirements of the design of production elements.

At **Distinction**, learners deploy and manipulate creative processes in a considered and fluent way, demonstrating a perceptive awareness of the requirements of the design of production elements.

## B4.3 Refine design skills and techniques

---

**B4.P3** Pass  
Describe

**B4.M3** Merit  
Analyse

**B4.D3** Distinction  
Critically Comment

---

At **Pass**, learners provide an account of how design skills have been refined, with some reference to examples.

At **Merit**, learners provide a detailed account of how design skills have been refined, with reference to relevant examples and intentions.

At **Distinction**, learners provide a perceptive critical analysis of how design skills have been refined, with reference to pertinent examples and insightful intentions.

# ASSESSMENT UNIT B5 – RESPONDING TO PRODUCTION REQUIREMENTS AND PURPOSE

## Recommended evidence

---

**B5.1** Process log accounting for the development of the final project, which details both the creative and technical processes pertaining to the requirement and purpose of the production.

- This might be a video recording with audio commentary, video presentation or annotated pictures with accompanying department-specific required paperwork/documentation.

**B5.2/5.3** Final design role for a given brief.

- This may be a video recording of both the backstage and the audience view of the production with accompanying department-specific required paperwork/documentation.
- 

## Assessment criteria and amplification for decisions

### B5.1 Respond to production requirements of a brief as a designer

---

**B5.P1** Pass  
Describe

**B5.M1** Merit  
Analyse

**B5.D1** Distinction  
Critically evaluate

---

At **Pass**, learners give an account of their creative processes and use of exploratory techniques in the development of the production design requirements, with some reference to examples.

At **Merit**, learners give a detailed account of their creative processes and use of exploratory techniques in the development of production design requirements, with reference to relevant examples.

At **Distinction**, learners critically comment on their creative processes and use of exploratory techniques in the development of production design requirements, with reference to pertinent examples.

## B5.2 Apply design skills in response to the purpose of the production

---

**B5.P2** Pass  
Adequate

**B5.M2** Merit  
Consistent

**B5.D2** Distinction  
Accomplished

---

At **Pass**, learners demonstrate some ability to apply appropriate design skills and techniques that develop and enhance the purpose of the production/role.

At **Merit**, learners demonstrate a proficient ability to apply appropriate design skills and techniques that develop and enhance the purpose of the production/role.

At **Distinction**, learners demonstrate a proficient and fluent ability to apply appropriate design skills and techniques that develop and enhance the purpose of the production/role.

## B5.3 Review the design in relation to the requirements and purpose of the production

---

**B5.P3** Pass  
Adequate

**B5.M3** Merit  
Consistent

**B5.D3** Distinction  
Accomplished

---

At **Pass**, learners provide an account of how design elements have been refined, with some reference to examples.

At **Merit**, learners provide a detailed account of how design elements have been refined, with reference to relevant examples and intentions.

At **Distinction**, learners provide a perceptive critical analysis of how design elements have been refined, with reference to pertinent examples and insightful intentions.

# ASSESSMENT UNIT B6 – CONTRIBUTING TO A PRODUCTION

## Recommended evidence

---

**B6.1/6.2** Materials demonstrating engagement within rehearsal sessions and the technical rehearsal.

- This might include videos or audio recordings of rehearsals, group discussions/production meeting minutes, written commentary.

**B6.3** A video recording of a final completed performance.

---

## Assessment criteria and amplification for decisions

### B6.1 Contribute to the development of a production through rehearsal or process

---

**B6.P1** Pass  
Adequate

**B6.M1** Merit  
Effective

**B6.D1** Distinction  
Accomplished

---

At **Pass**, learners approach rehearsal with some engagement and discipline, demonstrating an appropriate application of design techniques and constructive collaborative working.

At **Merit**, learners approach rehearsal with consistent engagement and discipline, demonstrating an application of design techniques and collaborative working that contribute to the progression of the rehearsal.

At **Distinction**, learners approach rehearsal with sustained and mature engagement and discipline, demonstrating a perceptive application of design techniques and proficient collaborative working that contribute to the progression of the rehearsal.

## B6.2 Review choices and actions made in a rehearsal or process to develop design elements of the production

---

**B6.P2** Pass  
Describe

**B6.M2** Merit  
Analyse

**B6.D2** Distinction  
Critically evaluate

---

At **Pass**, learners express how individual actions and decisions led to production element developments, with some reference to generic examples and developmental targets.

At **Merit**, learners express how individual actions and decisions led to production element developments, with clear reference to relevant examples and detailed developmental targets.

At **Distinction**, learners comprehensively express how individual actions and decisions led to production element developments, with clear reference to relevant, reasoned and detailed examples and developmental targets.

## B6.3 Contribute to a final production outcome as a designer

---

**B6.P3** Pass  
Adequate

**B6.M3** Merit  
Effective

**B6.D3** Distinction  
Accomplished

---

At **Pass**, learners perform a design role, demonstrating some technical proficiency, an awareness of team responsibility and an appropriate response to the workload.

At **Merit**, learners perform a design role, demonstrating accurate and consistent technical proficiency, reliability and responsiveness in terms of being a team member, and a secure response to the workload.

At **Distinction**, learners perform a design role, demonstrating accomplished technical proficiency, proactivity in being a team member and a detailed response to the workload.



# MODULE C:

## TECHNICAL SKILLS DEVELOPMENT

Level: **3**

Type: **Internal**

Guided learning hours: **450**

---

### INTRODUCTION

Modern production arts teams have to meet a range of broad and varied requirements. Teams must be responsive to production and creation contexts, and understand how the director's vision – and venue limitations – can affect the outcome.

Production arts skills are interrelated in the backstage team in terms of creativity, technical knowledge and teamwork. This module develops the learner's ability to apply knowledge and skills related to the key areas of production arts, such as sound and lighting. The module requires significant learning and teaching time for learners to explore and develop technical elements in different contexts for productions, including sound and lighting design. The module involves a series of short learning projects that refine learners' skills in a range of productions, so that they are able to adapt skills independently to varied situations. These projects give learners development of skills in practical contexts and the ability to break down the requirements of a directorial brief in a range of production styles. This refining process creates a holistic learning journey, developing complementary professional, critical and reflective skills along the way. This module is assessed through three units, which draw from the range of content in the module. This allows the demonstration of a breadth of production arts skills and knowledge applied to vocational contexts. This synoptic module draws on the learning from *Module F: The Production Arts Industry* in response to a vocational brief related to industry roles and freelance work. The module provides the depth and breadth of skills needed to undertake the vocational projects in specific production roles.

This module prepares learners for progression by developing production arts skills and critical thinking needed to succeed on higher education courses related to the sector and in entry-level positions in the industry.

# ASSESSMENT SUMMARY

Learners receive a separate, equally-weighted grade for each assessment unit.

---

<b>Assessment unit</b>	<b>Assessment objectives</b>
<b>C7: Developing production skills and techniques</b>	<ol style="list-style-type: none"><li>1. Demonstrate an understanding of skills and techniques when developing technical production elements.</li><li>2. Apply creative processes when developing technical production elements.</li><li>3. Refine technical production skills and techniques.</li></ol>
<b>C8: Responding to production requirements and purpose</b>	<ol style="list-style-type: none"><li>1. Respond to production requirements of a brief in a technical role.</li><li>2. Apply technical production skills in response to the purpose of the production.</li><li>3. Review the technical production elements in relation to the requirements and purpose of the production.</li></ol>
<b>C9: Contributing to a production</b>	<ol style="list-style-type: none"><li>1. Contribute to the development of a production through rehearsal or process.</li><li>2. Review choices and actions made in a rehearsal or process to develop technical elements of the production.</li><li>3. Contribute to a final production outcome.</li></ol>

---

# SUMMARY OF LEARNING AND TEACHING

<b>Content theme</b>	<b>Learning and teaching areas</b>
<b>Exploring production arts styles and purposes</b>	Exploring production requirements and purposes. Characteristics of styles of production. Interpreting production requirements.
<b>Understanding production roles as part of a team</b>	Explore the responsibilities of different roles. Considering the interrelationships of different roles. Undertaking a production role as part of a team.
<b>Developing technical skills for production</b>	Acquiring relevant technical production skills. Refining technical production skills. Applying technical production skills.
<b>Developing rehearsal and process skills</b>	Identifying and analysing requirements. Refining production elements. Professional practice in rehearsal and process.
<b>Contributing to a production in defined technical roles</b>	Responding to and/or giving instruction. Ensuring effectiveness of contribution. Undertaking a defined role.
<b>Developing professional skills</b>	Planning and organising. Use of equipment, materials and resources. Professional practice in production process.
<b>Developing safe working practices</b>	Risk assessment. Appropriate documentation. Observing and maintaining safe working practices.
<b>Critical reflection</b>	Critically analysing processes and own performance. Presenting critical analysis.

# LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must undertake the following content before they sit the assessment units for this module. The content is designed to allow learners to explore and develop skills in practical vocational contexts. It can be delivered as a series of short projects or combined for a more holistic learning journey. As this is the technical pathway, a technical role can be defined as a part of the lighting and/or sound departments.

## EXPLORING PRODUCTION ARTS STYLES AND PURPOSES

Learners will take part in practical sessions, workshops and short projects that explore production requirements, styles and purposes. In the sessions, learners will look at the development of production styles throughout history and how the advance of technology is creating ways of providing settings for differing performances and events. Learners will explore this practically by taking part in short projects, where they develop skills and underpinning knowledge related to working with different styles, including:

- discussing how genres and styles relate to a production
- consideration of differing venues and associated spaces
- available technology
- practical preparations for productions in different styles
- interpreting different styles of directors' briefs.

As this is the technical pathway, in the short projects learners should take part in a series of at least three productions as part of the lighting, sound, multimedia or FX team, for either a live or a filmed context, for at least three contrasting styles of production or event, such as:

- dance
- acting
- music video/performance
- opera
- installations
- community theatre
- performance for screen
- musical theatre
- immersive theatre
- fashion show
- theatre for children
- puppetry
- circus arts.

# UNDERSTANDING PRODUCTION ROLES AS PART OF A TEAM

Learners will take part in theoretical sessions and practical workshops, exploring how technical production roles work in a wider production team. Learners take part in workshops where they explore the roles and associated workloads of the technical production areas. They analyse how the responsibilities associated with these areas may impact on the workloads of different areas of the wider production team. They must explore the following in relation to the workload of each production area chosen:

- technological aspects
- design aspects
- team hierarchy
- consideration of other production areas and performers
- team responses to their work
- backstage etiquette
- professional standards.

In the theoretical sessions, learners will develop their underpinning knowledge of each role and how, as team members, it applies to them practically, through:

- exploration of the purpose and theme of the work and how it can be communicated
- use of creative ideas, skills and intentions
- use of target audiences and intended effects
- use of performance and production elements.

# DEVELOPING TECHNICAL SKILLS FOR PRODUCTION

Learners will develop their production skills and techniques through workshops and practical sessions. They will take part in projects to improve their skills in at least three differing productions. They should focus on different techniques for development appropriate to their roles of choice, including the following:

- technical skills
- design skills
- process skills
- sourcing and using resources for developing skills, such as
  - online resources
  - attending live events/productions for inspiration
  - peer-to-peer learning/tutorials
  - professional workshops/lectures
- exploring contrasting skills in differing areas in terms of
  - required techniques for each role
  - comparing and contrasting requirements of each role
- developing considerations for improvement and refinement.

In these short workshops and sessions, learners should focus on applying techniques to develop production skills, including:

- control of production elements
- responding to and developing production material
- developing appropriate skills
- preparing for a technical rehearsal and performance
- the role when the production is live in front of an audience.

# DEVELOPING REHEARSAL AND PROCESS SKILLS

Learners will develop and apply production skills related to working towards a performance or event, such as:

- interpreting, developing and realising materials as a team
- refining material throughout preparation time and through to rehearsal
- presenting a production to an audience with appropriate elements
- ensuring safe working practices.

Learners will explore and develop the skills and techniques related to working on a production/event. They must take part in extended projects to develop, analyse and improve their production skills and those of the wider team, including:

- communicating as a group
- agreeing on structure and version of material/director's vision
- contributing to the development of material
- preparing for a rehearsal
- working on a technical rehearsal
- taking and responding to directions
- giving and receiving constructive criticism
- reflecting on a rehearsal
- establishing goals and aims for future rehearsals.

# CONTRIBUTING TO A PRODUCTION IN DEFINED TECHNICAL ROLES

Learners will take part in workshops, sessions and short projects to develop their technical, management and creative skills and techniques in lighting and/or sound. They will explore different types of realising a production element in a practical way by running short projects that create performance for at least three different roles, such as:

- technical roles in lighting and/or sound
- design roles in lighting and/or sound.

In the workshops and projects, learners will develop the skill and techniques relating to each of their chosen roles, including the following:

- responding to purposes or constraints
- practical exploration and shaping of creative ideas
- developing and refining
  - selection and rejection of ideas and material
  - responding to feedback
  - shaping and refining material to resolve problems
- presenting the end product of the production role.

## DEVELOPING PROFESSIONAL SKILLS

Learners will develop professional and complementary skills related to the production arts industry through workshops and sessions, including the following:

- Organisational skills:
  - scheduling and planning processes
  - time management and setting deadlines
  - allocating and sourcing resources
  - identifying issues and potential solutions.
- Technical skills:
  - setting up equipment and spaces
  - using equipment/props
  - maintaining equipment.
- Professional practice and conduct:
  - communication skills
  - working with others
  - appropriate preparation documentation
  - resilience and mental wellbeing.

## DEVELOPING SAFE WORKING PRACTICES

Learners will take part in theoretical sessions and practical workshops, exploring how to develop and ensure safe working practices in technical production roles.

They will take part in practical workshops where they explore the purpose of risk assessment and how to complete the appropriate accompanying documentation correctly. They must explore the following areas:

- purpose of the work
- funding and budget constraints
- style and type of work
- clients
- audience
- physical and legal constraints
  - risk assessment
  - legally required documentation
- health and safety.

In the theoretical sessions, learners will develop their understanding of different skills and roles related to working on a production:

- liaising
- facilitating
- organising
- logistics of movable technical elements
- making contacts
- creating awareness of health and safety
- working with outside companies such as hire of sound equipment, lighting, etc.
- coordination of the requirements of the production
- working with performers
- requirement of technical rehearsals
- industry standards.

# CRITICAL REFLECTION

Learners will explore and develop ways to apply critical reflection to production-role work through practical sessions and group discussions. They will apply and develop these critical reflection skills throughout the learning and teaching areas. Learners will develop skills in:

- analysing process
- breaking down events and decisions
- justifying creative choices and decisions
- reflecting on technical choices made
- using evaluative language.

Learners should explore methods of presenting critical reflection, such as:

- pieces to camera
- group discussion
- written forms
- annotated screenshots and images
- audio commentary to accompany video
- screen recordings
- podcasts.



# ESSENTIAL INFORMATION FOR ASSESSMENT

## ASSESSMENT UNIT C7 – DEVELOPING PRODUCTION SKILLS AND TECHNIQUES

### Recommended evidence

---

**C7.1/7.2** Three roles based on three different production styles/purposes.

- This might be a video of each role undertaken, with underpinning video and/or annotated photo evidence of skills development.

**C7.3** Breakdown of stylistic and/or technical features and elements used within their work.

- This might be demonstrations to camera or screen recordings with audio commentary, with appropriate annotated photos, worksheets, diagrams, designs, sketches, cue sheets, etc.
- 

### Assessment criteria and amplification for decisions

#### **C7.1 Demonstrate an understanding of skills and techniques when developing technical production elements**

---

**C7.P1** Pass  
Adequate

**C7.M1** Merit  
Effective

**C7.D1** Distinction  
Accomplished

---

At **Pass**, learners exhibit an appropriate application of skills and techniques, demonstrating an understanding of the required parameters and processes.

At **Merit**, learners exhibit a consistent application of skills and techniques, demonstrating a secure understanding of the required parameters and processes.

At **Distinction**, learners exhibit a sophisticated application of skills and techniques, demonstrating an insightful understanding of the required parameters and processes.

## C7.2 Apply creative processes when developing technical production elements

---

**C7.P2** Pass  
Adequate

**C7.M2** Merit  
Effective

**C7.D2** Distinction  
Accomplished

---

At **Pass**, learners deploy and manipulate creative processes in a generally convincing way, demonstrating an awareness of the requirements of the production elements.

At **Merit**, learners deploy and manipulate creative processes in a secure and convincing way, demonstrating a developed awareness of the requirements of the production elements.

At **Distinction**, learners deploy and manipulate creative processes in a considered and fluent way, demonstrating a perceptive awareness of the requirements of the production elements.

## C7.3 Refine technical production skills and techniques

---

**C7.P3** Pass  
Describe

**C7.M3** Merit  
Analyse

**C7.D3** Distinction  
Critically Comment

---

At **Pass**, learners provide an account of how technical production skills have been refined, with some reference to examples.

At **Merit**, learners provide a detailed account of how technical production skills have been refined, with reference to relevant examples and intentions.

At **Distinction**, learners provide a perceptive critical analysis of how technical production skills have been refined, with reference to pertinent examples and insightful intentions.

# ASSESSMENT UNIT C8 – RESPONDING TO PRODUCTION REQUIREMENTS AND PURPOSE

## Recommended evidence

---

**C8.1** Process log accounting for the development of the final project, which details both the creative and technical processes pertaining to the requirement and purpose of the production.

- This might be a video recording with audio commentary, video presentation or annotated pictures with accompanying department-specific required paperwork/documentation.

**C8.2/8.3** Final production role for a given brief.

- This may be a video recording of both the backstage and the audience view of the production with accompanying department-specific required paperwork/documentation.
- 

## Assessment criteria and amplification for decisions

### C8.1 Respond to production requirements of a brief in a technical role

---

**C8.P1** Pass

Describe

**C8.M1** Merit

Analyse

**C8.D1** Distinction

Critically evaluate

---

At **Pass**, learners give an account of their creative processes and the use of exploratory techniques in the development of the production requirements, with some reference to examples.

At **Merit**, learners give a detailed account of their creative processes and the use of exploratory techniques in the development of production requirements, with reference to relevant examples.

At **Distinction**, learners critically comment on their creative processes and the use of exploratory techniques in the development of production requirements, with reference to pertinent examples.

## C8.2 Apply technical production skills in response to the purpose of the production

---

**C8.P2** Pass  
Adequate

**C8.M2** Merit  
Consistent

**C8.D2** Distinction  
Accomplished

---

At **Pass**, learners demonstrate some ability to apply appropriate skills and techniques that develop and enhance the purpose of the production/role.

At **Merit**, learners demonstrate a proficient ability to apply appropriate skills and techniques that develop and enhance the purpose of the production/role.

At **Distinction**, learners demonstrate a proficient and fluent ability to apply appropriate skills and techniques that develop and enhance the purpose of the production/role.

## C8.3 Review the technical production elements in relation to the requirements and purpose of the production

---

**C8.P3** Pass  
Adequate

**C8.M3** Merit  
Consistent

**C8.D3** Distinction  
Accomplished

---

At **Pass**, learners provide an account of how technical production elements have been refined, with some reference to examples.

At **Merit**, learners provide a detailed account of how technical production elements have been refined, with reference to relevant examples and intentions.

At **Distinction**, learners provide a perceptive critical analysis of how technical production elements have been refined, with reference to pertinent examples and insightful intentions.

# ASSESSMENT UNIT C9 – CONTRIBUTING TO A PRODUCTION

## Recommended evidence

---

**C9.1/9.2** Materials demonstrating engagement within rehearsal sessions and the technical rehearsal.

- This might include videos or audio recordings of rehearsals, group discussions/production meeting minutes, written commentary.

**C9.3** A video recording of a final completed performance.

---

## Assessment criteria and amplification for decisions

### C9.1 Contribute to the development of a production through rehearsal or process

---

**C9.P1** Pass  
Adequate

**C9.M1** Merit  
Effective

**C9.D1** Distinction  
Accomplished

---

At **Pass**, learners approach rehearsal with some engagement and discipline, demonstrating an appropriate application of techniques and constructive collaborative working.

At **Merit**, learners approach rehearsal with consistent engagement and discipline, demonstrating an application of techniques and collaborative working that contribute to the progression of the rehearsal.

At **Distinction**, learners approach rehearsal with sustained and mature engagement and discipline, demonstrating a perceptive application of techniques and proficient collaborative working that contribute to the progression of the rehearsal.

## C9.2 Review choices and actions made in a rehearsal or process to develop technical elements of the production

---

**C9.P2** Pass  
Describe

**C9.M2** Merit  
Analyse

**C9.D2** Distinction  
Critically evaluate

---

At **Pass**, learners express how individual actions and decisions led to production element developments, with some reference to generic examples and developmental targets.

At **Merit**, learners express how individual actions and decisions led to production element developments, with clear reference to relevant examples and detailed developmental targets.

At **Distinction**, learners comprehensively express how individual actions and decisions led to production element developments, with clear reference to relevant, reasoned and detailed examples and developmental targets.

## C9.3 Contribute to a final production outcome

---

**C9.P3** Pass  
Adequate

**C9.M3** Merit  
Effective

**C9.D3** Distinction  
Accomplished

---

At **Pass**, learners perform a production role, demonstrating some technical proficiency, an awareness of team responsibility and an appropriate response to the workload.

At **Merit**, learners perform a production role, demonstrating accurate and consistent technical proficiency, reliability and responsiveness in terms of being a team member, and a secure response to the workload.

At **Distinction**, learners perform a production role, demonstrating accomplished technical proficiency, proactivity in being a team member and a detailed response to the workload.



# MODULE D:

## MANAGEMENT SKILLS DEVELOPMENT

Level: **3**

Type: **Internal**

Guided learning hours: **450**

---

### INTRODUCTION

Modern production arts teams have to meet a range of broad and varied requirements. Teams must be responsive to production and creation contexts, and understand how the director's vision – and venue limitations – can affect the outcome.

Production arts skills are interrelated in the backstage team in terms of creativity, technical knowledge and working as a team. This module develops the learner's ability to apply knowledge and skills related to the key areas of production arts in roles such as stage management of productions and/or arts management of events. The module requires significant learning and teaching time to explore and develop stage and arts management techniques in different contexts and team roles. This involves a series of short learning projects that refine skills in a range of types of productions or events, so that learners are able to adapt skills independently to varied situations. The projects develop skills in practical contexts and give learners the ability to break down the requirements of a directorial brief or event purpose in a range of roles. This refining process creates a holistic learning journey, developing complementary professional, critical and reflective skills along the way.

This module is assessed through three units, which draw from the range of content in the module. This allows the demonstration of a breadth of production arts skills and knowledge applied to vocational contexts. This synoptic module draws on the learning from *Module F: The Production Arts Industry* in response to a vocational brief related to industry roles and freelance work. The module provides the depth and breadth of skills needed to undertake the vocational projects in specific production roles.

This module prepares learners for progression by developing the production arts skills and critical thinking needed to succeed in a higher education course related to the sector and in entry-level positions in the industry.

# ASSESSMENT SUMMARY

Learners receive a separate, equally-weighted grade for each assessment unit.

Assessment unit	Assessment objectives
<b>D10: Developing production skills and techniques</b>	<ol style="list-style-type: none"><li>1. Demonstrate an understanding of skills and techniques when developing a management role.</li><li>2. Apply administrative processes when developing a management role.</li><li>3. Refine management skills and techniques.</li></ol>
<b>D11: Responding to production requirements and purpose</b>	<ol style="list-style-type: none"><li>1. Respond to management requirements of a brief.</li><li>2. Apply management skills in response to the purpose of the production.</li><li>3. Review the management skills in relation to the requirements and purpose of the production.</li></ol>
<b>D12: Contributing to a production</b>	<ol style="list-style-type: none"><li>1. Contribute to the development of a production through rehearsal or process.</li><li>2. Review choices and actions made in a rehearsal or process to develop the production.</li><li>3. Contribute to a final production outcome.</li></ol>

# SUMMARY OF LEARNING AND TEACHING

<b>Content theme</b>	<b>Learning and teaching areas</b>
<b>Exploring production arts styles and purposes</b>	Exploring production requirements and purposes. Characteristics of styles of production. Interpreting production requirements.
<b>Understanding production roles as part of a team</b>	Explore the responsibilities of different roles. Considering the interrelationships of different roles. Undertaking a management role as part of a team.
<b>Developing technical skills for production</b>	Acquiring relevant production management skills. Refining production management skills. Applying production management skills.
<b>Developing rehearsal and process skills</b>	Identifying and analysing management requirements. Refining production management elements. Professional practice in rehearsal and process.
<b>Contributing to a production in defined roles</b>	Responding to and/or giving instruction. Ensuring effectiveness of contribution. Undertaking a defined role.
<b>Developing professional skills</b>	Planning and organising. Use of equipment, materials and resources. Professional practice in the production process.
<b>Developing safe working practices</b>	Risk assessment. Appropriate documentation. Observing and maintaining safe working practices.
<b>Critical reflection</b>	Critically analysing processes and own performance. Presenting critical analysis.

# LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must undertake the following content before they sit the assessment units for this module. The content is designed to allow learners to explore and develop skills in practical vocational contexts. It can be delivered as a series of short projects or combined for a more holistic learning journey. As this is the management pathway, roles can be defined as stage management roles and/or arts management roles.

## EXPLORING PRODUCTION ARTS STYLES AND PURPOSES

Learners will take part in practical sessions, workshops and short projects that explore production requirements, styles and purposes. In the sessions, learners will look at the development of production styles throughout history and how the advance of technology is creating ways of providing settings for differing performances and events. Learners will explore this practically by taking part in short projects, where they will develop skills and underpinning knowledge related to working in a management role, including:

- discussing how genres and styles relate to a production
- consideration of differing venues and associated spaces
- available technology
- practical preparations for productions in different styles
- interpreting different styles of directors' briefs.

As this is the management pathway, in the short projects learners should take part in a series of at least three management roles, for either a live or a filmed context, for at least three contrasting styles of production or event, such as:

- dance
- acting
- music video/performance
- opera
- installations
- community theatre
- performance for screen
- musical theatre
- immersive theatre
- fashion show
- theatre for children
- puppetry
- circus arts.

# UNDERSTANDING PRODUCTION ROLES AS PART OF A TEAM

Learners will take part in theoretical sessions and practical workshops, exploring how management roles work in the wider production team. Learners will take part in workshops where they will explore the roles and associated workloads of a range of production areas and will analyse how the responsibilities of management roles may impact on the workload of a different area. Learners must explore the following in relation to the workload of each production area chosen:

- technological aspects
- design aspects
- team hierarchy
- consideration of other production areas and performers
- team responses to their work
- backstage etiquette
- professional standards.

In the theoretical sessions, learners will develop their underpinning knowledge of each role and how, as team members, it applies to them practically, through:

- exploration of the purpose and theme of the work and how it can be communicated
- use of creative ideas, skills and intentions
- use of target audiences and intended effects
- use of performance and production elements.

# DEVELOPING TECHNICAL SKILLS FOR PRODUCTION

Learners will develop their management production skills and techniques through workshops and practical sessions. They will take part in projects to improve their skills in at least three differing productions. They should focus on different techniques for development, appropriate to their roles of choice, including the following:

- technical skills
- organisation skills
- process skills, including appropriate paperwork
- sourcing and using resources for developing management skills, such as
  - online resources
  - attending live events/productions for inspiration
  - peer-to-peer learning/tutorials
  - professional workshops/lectures
- exploring contrasting skills in differing areas in terms of
  - required techniques for each role
  - comparing and contrasting requirements of each role
- developing considerations for improvement and refinement.

In these short workshops and sessions, learners should focus on applying techniques to develop management skills, including:

- control of production elements
- responding to instructions and directors' notes
- developing appropriate skills
- preparing for a technical rehearsal and performance
- the role when the production is live in front of an audience.

# DEVELOPING REHEARSAL AND PROCESS SKILLS

Learners will develop and apply production management skills related to working towards a performance or event, such as:

- interpreting, developing the requirements of the management of a backstage or events team
- ensuring organisation throughout preparation time and through to rehearsal
- presenting a production to an audience with appropriate planning and management
- ensuring safe working practices.

Learners will explore and develop the management skills and techniques related to working on a production/event. They must take part in extended projects to develop, analyse and improve their production skills and those of the wider team, including:

- communicating to the group
- agreeing on structure and version of material/director's vision
- contributing to the development of material
- planning and preparing for a rehearsal
- working on a technical rehearsal
- taking and responding to directions
- giving instruction
- giving and receiving constructive criticism
- reflecting on a rehearsal
- establishing goals and aims for future rehearsals.

# CONTRIBUTING TO A PRODUCTION IN DEFINED ROLES

As this is the management pathway, it is important that learners undertake appropriate management roles in the backstage team. Learners will take part in workshops, sessions and short projects to develop their planning, management and organisational skills and techniques. They will explore different types of realising a management role for a production or event in a practical way by running short projects that create performance for at least three different roles, such as:

- stage management roles
  - Stage Manager (SM)
  - Assistant Stage Manager (ASM)
  - Deputy Stage Manager (DSM)
- arts management roles
- TV/film management roles
  - runner
  - production assistant
  - production manager.

In these workshops and projects, learners will develop the skills and techniques relating to each of their chosen roles, including the following:

- responding to purposes or constraints
- practical exploration and shaping of the purpose of the production/event
- developing and refining
  - selection and rejection of ideas and material
  - appropriate planning and paperwork
  - responding to feedback
  - communication
  - refining ideas to resolve problems
- presenting the end product of the production role.

# DEVELOPING PROFESSIONAL SKILLS

Learners will develop professional and complementary skills related to the production arts industry through workshops and sessions, including the following:

- Organisational skills:
  - scheduling and planning processes
  - time management and setting deadlines
  - allocating and sourcing resources
  - identifying issues and potential solutions.
- Technical skills:
  - setting up equipment and spaces
  - using equipment/props
  - maintaining equipment.
- Professional practice and conduct:
  - communication skills
  - working with others
  - appropriate preparation documentation
  - resilience and mental wellbeing.

# DEVELOPING SAFE WORKING PRACTICES

Learners will take part in theoretical sessions and practical workshops, exploring how to develop and ensure safe working practices in management roles. They will take part in workshops where they explore the purpose of risk assessment and how to complete the appropriate accompanying documentation correctly. They must explore the following areas:

- purpose of the work
- funding and budget constraints
- style and type of work
- clients
- audience
- physical and legal constraints
  - risk assessment
  - legally required documentation
  - health and safety.

In the sessions, learners will develop their understanding of different skills and roles related to working on a production:

- liaising
- facilitating
- organising
- logistics of movable elements of the production
- making contacts
- creating awareness of health and safety
- working with outside companies such as hire or costumes, props, lighting, etc.
- coordination of the requirements of the production
- working with performers
- requirement of technical rehearsals
- industry standards such as specific and correct knot tying, management of cables, appropriate stage marking.

## CRITICAL REFLECTION

Learners will explore and develop ways to apply critical reflection to production-role work through practical sessions and group discussions. They will apply and develop these critical reflection skills throughout the learning and teaching areas. Learners will develop skills in:

- analysing process
- breaking down events and decisions
- justifying creative choices and decisions
- reflecting on technical choices made
- using evaluative language.

Learners should explore methods of presenting critical reflection, such as:

- pieces to camera
- group discussion
- written forms
- annotated screenshots and images
- audio commentary to accompany video
- screen recordings
- podcasts.

# ESSENTIAL INFORMATION FOR ASSESSMENT

## ASSESSMENT UNIT D10 – DEVELOPING PRODUCTION SKILLS AND TECHNIQUES

### Recommended evidence

---

**D10.1/10.2** Three management roles based on three different production styles/purposes.

- This might be a video of each role undertaken, with underpinning video and/or annotated photo evidence of skills development.

**D10.3** Breakdown of stylistic and/or technical features and elements used within their work.

- This might be demonstrations to camera or screen recordings with audio commentary, with appropriate annotated photos, scripts, worksheets, diagrams, designs, sketches, cue sheets.
- 

### Assessment criteria and amplification for decisions

#### D10.1 Demonstrate an understanding of skills and techniques when developing a management role

---

**D10.P1** Pass  
Adequate

**D10.M1** Merit  
Effective

**D10.D1** Distinction  
Accomplished

---

At **Pass**, learners exhibit an appropriate application of management skills and techniques, demonstrating an understanding of the required parameters and processes.

At **Merit**, learners exhibit a consistent application of management skills and techniques, demonstrating a secure understanding of the required parameters and processes.

At **Distinction**, learners exhibit a sophisticated application of management skills and techniques, demonstrating an insightful understanding of the required parameters and processes.

## D10.2 Apply administrative processes when developing a management role

---

**D10.P2** Pass  
Adequate

**D10.M2** Merit  
Effective

**D10.D2** Distinction  
Accomplished

---

At **Pass**, learners deploy and manipulate creative processes in a generally convincing way, demonstrating an awareness of the requirements of the production management elements.

At **Merit**, learners deploy and manipulate creative processes in a secure and convincing way, demonstrating a developed awareness of the requirements of the production management elements.

At **Distinction**, learners deploy and manipulate creative processes in a considered and fluent way, demonstrating a perceptive awareness of the requirements of production management elements.

## D10.3 Refine management skills and techniques

---

**D10.P3** Pass  
Describe

**D10.M3** Merit  
Analyse

**D10.D3** Distinction  
Critically Comment

---

At **Pass**, learners provide an account of how production management skills have been refined, with some reference to examples.

At **Merit**, learners provide a detailed account of how production management skills have been refined, with reference to relevant examples and intentions.

At **Distinction**, learners provide a perceptive critical analysis of how production management skills have been refined, with reference to pertinent examples and insightful intentions.

# ASSESSMENT UNIT D11 – RESPONDING TO PRODUCTION REQUIREMENTS AND PURPOSE

## Recommended evidence

---

**D11.1** Process log accounting for the development of the final project, which details both the creative and technical processes pertaining to the requirement and purpose of the production.

- This might be a video recording with audio commentary, video presentation or annotated pictures, with accompanying department-specific required paperwork/documentation.

**D11.2/11.3** Final production role for a given brief.

- This may be a video recording of both the backstage and the audience view of the production, with accompanying department-specific required paperwork/documentation.
- 

## Assessment criteria and amplification for decisions

### D11.1 Respond to management requirements of a brief

---

**D11.P1** Pass  
Describe

**D11.M1** Merit  
Analyse

**D11.D1** Distinction  
Critically evaluate

---

At **Pass**, learners give an account of management processes and the use of exploratory techniques in the development of the production requirements, with some reference to examples.

At **Merit**, learners give a detailed account of management processes and the use of exploratory techniques in the development of production requirements, with reference to relevant examples.

At **Distinction**, learners critically comment on management processes and the use of exploratory techniques in the development of production requirements, with reference to pertinent examples.

## D11.2 Apply management skills in response to the purpose of the production

---

**D11.P2** Pass  
Adequate

**D11.M2** Merit  
Consistent

**D11.D2** Distinction  
Accomplished

---

At **Pass**, learners demonstrate some ability to apply appropriate management skills and techniques that develop and enhance the purpose of the production/role.

At **Merit**, learners demonstrate a proficient ability to apply appropriate management skills and techniques that develop and enhance the purpose of the production/role.

At **Distinction**, learners demonstrate a proficient and fluent ability to apply appropriate management skills and techniques that develop and enhance the purpose of the production/role.

## D11.3 Review the management skills in relation to the requirements and purpose of the production

---

**D11.P3** Pass  
Adequate

**D11.M3** Merit  
Consistent

**D11.D3** Distinction  
Accomplished

---

At **Pass**, learners provide an account of how management skills have been refined, with some reference to examples.

At **Merit**, learners provide a detailed account of how management skills have been refined, with reference to relevant examples and intentions.

At **Distinction**, learners provide a perceptive critical analysis of how management skills have been refined, with reference to pertinent examples and insightful intentions.

# ASSESSMENT UNIT D12 – CONTRIBUTING TO A PRODUCTION

## Recommended evidence

---

**D12.1/12.2** Materials demonstrating engagement within rehearsal sessions and the technical rehearsal.

- This might include videos or audio recordings of rehearsals, group discussions/production meeting minutes, written commentary.

**D12.3** A video recording of a final completed performance.

---

## Assessment criteria and amplification for decisions

### D12.1 Contribute to the development of a production through rehearsal or process

---

**D12.P1** Pass  
Adequate

**D12.M1** Merit  
Effective

**D12.D1** Distinction  
Accomplished

---

At **Pass**, learners approach rehearsal with some engagement and discipline, demonstrating an appropriate application of management techniques and constructive collaborative working.

At **Merit**, learners approach rehearsal with consistent engagement and discipline, demonstrating an application of management techniques and collaborative working that contribute to the progression of the rehearsal.

At **Distinction**, learners approach rehearsal with sustained and mature engagement and discipline, demonstrating a perceptive application of management techniques and proficient collaborative working that contribute to the progression of the rehearsal.

## D12.2 Review choices and actions made in a rehearsal or process to develop the production

---

**D12.P2** Pass  
Describe

**D12.M2** Merit  
Analyse

**D12.D2** Distinction  
Critically evaluate

---

At **Pass**, learners express how individual actions and decisions led to production development, with some reference to generic examples and developmental targets.

At **Merit**, learners express how individual actions and decisions led to production development, with clear reference to relevant examples and detailed developmental targets.

At **Distinction**, learners comprehensively express how individual actions and decisions led to production development, with clear reference to relevant, reasoned and detailed examples and developmental targets.

## D12.3 Contribute to a final production outcome

---

**D12.P3** Pass  
Adequate

**D12.M3** Merit  
Effective

**D12.D3** Distinction  
Accomplished

---

At **Pass**, learners perform a management production role, demonstrating some technical proficiency, an awareness of team responsibility and an appropriate response to the workload.

At **Merit**, learners perform a management production role, demonstrating accurate and consistent technical proficiency, reliability and responsiveness in terms of being a team member, and a secure response to the workload.

At **Distinction**, learners perform a management production role, demonstrating accomplished technical proficiency, proactivity in being a team member and a detailed response to the workload.



# MODULE E:

## MAKEUP SKILLS DEVELOPMENT

Level: **3**

Type: **Internal**

Guided learning hours: **450**

---

### INTRODUCTION

Modern production arts teams have to meet a range of broad and varied requirements. Teams must be responsive to production and creation contexts, and understand how the director's vision – and venue limitations – can affect the outcome.

Production arts skills are interrelated in the backstage team in terms of creativity, technical knowledge and teamwork. This module develops the learner's ability to apply knowledge and skills related to the key areas of the makeup department in a range of roles, including makeup, hair and prosthetics. The module requires significant learning and teaching time for learners to explore and develop design and professional technical elements in makeup for differing contexts. The module involves learners taking part in a series of short learning projects to refine skills in a range of makeup roles and/or briefs, so that they are able to adapt skills independently to varied situations. The projects develop skills in practical contexts and give learners the ability to break down the requirements of a directorial brief in the makeup department. This refining process creates a holistic learning journey, developing complementary professional, critical and reflective skills along the way.

This module is assessed through three units, which draw from the range of content in the module. This allows the demonstration of a breadth of makeup department skills and knowledge applied to vocational contexts. This synoptic module draws on the learning from *Module F: The Production Arts Industry* in response to a vocational brief related to industry roles and freelance work. The module provides the depth and breadth of skills needed to undertake the vocational projects in specific production roles.

This module prepares learners for progression by developing the production arts skills and critical thinking needed to succeed in a higher education course related to the sector and in entry-level positions in the industry.

# ASSESSMENT SUMMARY

Learners receive a separate, equally-weighted grade for each assessment unit.

---

<b>Assessment unit</b>	<b>Assessment objectives</b>
<b>E13: Developing production skills and techniques</b>	<ol style="list-style-type: none"><li>1. Demonstrate an understanding of skills and techniques when developing a makeup role for a production/event.</li><li>2. Apply creative processes when developing makeup for a production/event.</li><li>3. Refine skills and techniques.</li></ol>
<b>E14: Responding to production requirements and purpose</b>	<ol style="list-style-type: none"><li>1. Respond to makeup requirements of a brief.</li><li>2. Apply makeup skills in response to the purpose of the production.</li><li>3. Review the makeup applied in relation to the requirements of the production.</li></ol>
<b>E15: Contributing to a production</b>	<ol style="list-style-type: none"><li>1. Contribute to the development of a production in a makeup role through rehearsal or process.</li><li>2. Review choices and actions made in a rehearsal or process to develop makeup applications.</li><li>3. Contribute to a final production outcome in a makeup role.</li></ol>

---

# SUMMARY OF LEARNING AND TEACHING

<b>Content theme</b>	<b>Learning and teaching areas</b>
<b>Exploring production arts styles and purposes</b>	Explore production makeup requirements and purposes. Characteristics of styles of makeup/hair and/or prosthetics. Interpreting production requirements for a makeup role.
<b>Understanding production makeup roles as part of a team</b>	Explore the responsibilities of different roles in relation to the makeup role. Considering the interrelationships of different roles. Undertaking a makeup role as part of a production team.
<b>Developing technical skills for production</b>	Acquiring relevant technical makeup skills. Refining technical makeup skills. Applying technical makeup skills.
<b>Developing rehearsal and process skills</b>	Identifying and analysing requirements for a specific make-up role. Refining makeup designs and applications. Professional practice in rehearsal and process.
<b>Contributing to a production in defined makeup roles</b>	Responding to a brief for a makeup role. Ensuring effectiveness of the makeup required by the brief. Undertaking a defined makeup role.
<b>Developing professional skills</b>	Planning and organising. Use of equipment, materials and resources. Professional practice in the production process.
<b>Developing safe working practices</b>	Risk assessment. Appropriate documentation. Observing and maintaining safe working practices.
<b>Critical reflection</b>	Critically analysing processes and own performance. Presenting critical analysis.

# LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must undertake the following content before they sit the assessment units for this module. The content is designed to allow learners to explore and develop skills in practical vocational contexts. It can be delivered as a series of short projects or combined for a more holistic learning journey. Please note that for the makeup pathway, 'makeup' roles can be defined as working with makeup, hair and/or prosthetics.

## EXPLORING PRODUCTION ARTS STYLES AND PURPOSES

Learners will take part in practical sessions, workshops and short projects that explore production requirements for a makeup role, including styles and purpose. In the sessions, learners will look at the development of makeup and hair styles throughout history and how the application of makeup should change for differing performances and events. Learners will explore this practically by taking part in short projects, where they will develop skills and underpinning knowledge related to working with different styles, including:

- discussing how genres and styles relate to a range of makeup
- consideration of budget
- practical preparations for makeup in different styles
- interpreting different styles of directors' briefs in a makeup role.

As this is the makeup pathway, in these short projects learners will take part in a series of at least three makeup roles, for either a live or a filmed context, for at least three contrasting styles of production or event, such as:

- dance
- acting
- music video/performance
- opera
- pantomime
- community theatre
- performance for screen
- musical theatre
- historical drama
- fashion show
- theatre for children
- puppetry
- circus arts.

# UNDERSTANDING PRODUCTION MAKEUP ROLES AS PART OF A TEAM

Learners will take part in theoretical sessions and practical workshops, exploring how makeup roles work in the wider production team. They will take part in workshops where they will explore the role of the makeup department and will begin to understand the associated workloads of a range of production areas. They should then analyse how the responsibilities of the makeup role may impact on the workload of a different area. They must explore the following in relation to the workload of each production area chosen:

- design aspects
- makeup application aspects
- team hierarchy
- consideration of other production areas and performers
- team responses to their work
- backstage etiquette
- professional standards.

In the theoretical sessions, learners will develop their underpinning knowledge of each role and how, as team members, it applies to them practically, through:

- exploration of the purpose and theme of the work and how it can be communicated
- use of creative ideas, skills and intentions
- use of target audiences and intended effects
- use of performance and production elements.

# DEVELOPING TECHNICAL SKILLS FOR PRODUCTION

Learners will develop their makeup skills and techniques through workshops and practical sessions. They will take part in projects to improve their skills in at least three roles, covering a range of styles. Learners should focus on different techniques for development, appropriate to their roles of choice, including the following:

- technical application skills
- design skills
- process skills
- sourcing and using resources for developing skills, such as
  - online resources
  - attending live events/productions for inspiration
  - peer-to-peer learning/tutorials
  - professional workshops/lectures
- exploring contrasting skills in differing areas in terms of
  - required techniques for each makeup role
  - comparing and contrasting requirements of each makeup role
- developing considerations for improvement and refinement.

In these short workshops and sessions, learners should focus on applying techniques to develop specific makeup skills, including:

- control of the process and application
- responding to and developing production material
- developing appropriate skills
- preparing for a technical rehearsal and performance
- the role when the production is live in front of an audience.

# DEVELOPING REHEARSAL AND PROCESS SKILLS

Learners will develop and apply makeup skills related to working towards a performance or event, such as:

- interpreting, developing and realising materials, both individually and as part of a team
- refining material throughout preparation time and through to rehearsal
- presenting a production to an audience with appropriate elements
- ensuring safe working practices.

Learners will explore and develop the makeup skills and techniques related to working on a production/event. They must take part in extended projects to develop, analyse and improve their production skills and those of the wider team, including:

- communicating as a group
- agreeing on structure and version of material/director's vision
- contributing to the development of material
- preparing for a rehearsal
- working on a technical rehearsal
- taking and responding to directions
- giving and receiving constructive criticism
- reflecting on a rehearsal
- establishing goals and aims for future rehearsals.

## CONTRIBUTING TO A PRODUCTION IN DEFINED MAKEUP ROLES

As this is the makeup pathway, it is important that learners undertake a variety of styles of makeup over the term of the module. Learners will take part in workshops, sessions and short projects to develop their technical, management and creative skills and techniques. They will explore different makeup roles in a practical way by running short projects for at least three different styles and/or events.

In the workshops and projects, learners will develop the skill and techniques relating to each of their chosen roles, including the following:

- responding to purposes or constraints
- using stimuli to generate ideas
  - themes
  - visuals
  - type of event
- practical exploration and shaping of creative ideas
- developing and refining
  - selection and rejection of ideas and material
  - responding to feedback
  - shaping and refining material to resolve problems
- presenting the end product of the makeup role.

## DEVELOPING PROFESSIONAL SKILLS

Learners will develop professional and complementary skills related to the makeup department through workshops and sessions, including the following:

- Organisational skills:
  - scheduling and planning processes
  - time management and setting deadlines
  - allocating and sourcing resources
  - identifying issues and potential solutions.
- Technical skills:
  - setting up equipment and spaces
  - using equipment/props
  - maintaining equipment.
- Professional practice and conduct:
  - communication skills
  - working with others
  - appropriate preparation documentation
  - resilience and mental wellbeing.

## DEVELOPING SAFE WORKING PRACTICES

Learners will take part in theoretical sessions and practical workshops, exploring how to develop and ensure safe working practices in makeup roles. They will take part in workshops where they explore the purpose of risk assessment and how to complete the appropriate accompanying documentation correctly. They must explore the following areas:

- purpose of the work
  - funding and budget constraints
  - style and type of work
  - clients for makeup application, including allergies, skin sensitivity, etc.
  - audience
  - physical and legal constraints
    - risk assessment
    - legally required documentation
    - health and safety.
- In the sessions, learners will develop their understanding of different skills and roles related to working on a production:
- liaising
  - facilitating
  - organising
  - logistics of the production
  - making contacts
  - creating awareness of health and safety
  - working with outside companies such as makeup companies, stage makeup equipment companies, etc.
  - coordination of the requirements of the production
  - working with performers
  - requirement of technical rehearsals
  - industry standards.

# CRITICAL REFLECTION

Learners will explore and develop ways to apply critical reflection to production-role work through practical sessions and group discussions. They will apply and develop these critical reflection skills throughout the learning and teaching areas. Learners will develop skills in:

- analysing process
- breaking down events and decisions
- justifying creative choices and decisions
- reflecting on technical choices made
- using evaluative language.

Learners should explore methods of presenting critical reflection, such as:

- pieces to camera
- group discussion
- written forms
- annotated screenshots and images
- audio commentary to accompany video
- screen recordings
- podcasts.

# ESSENTIAL INFORMATION FOR ASSESSMENT

## ASSESSMENT UNIT E13 – DEVELOPING PRODUCTION SKILLS AND TECHNIQUES

### Recommended evidence

---

**E13.1/13.2** Three makeup roles based on three different production styles/purposes.

- This might be a video of each role undertaken, with underpinning video and/or annotated photo evidence of skills development.

**E13.3** Breakdown of stylistic and technical features and elements used within their work.

- This might be demonstrations to camera or screen recordings with audio commentary, with appropriate annotated photos, worksheets, diagrams, designs, sketches, risk assessments.
- 

### Assessment criteria and amplification for decisions

#### E13.1 Demonstrate an understanding of skills and techniques when developing a makeup role for a production/event

---

**E13.P1** Pass  
Adequate

**E13.M1** Merit  
Effective

**E13.D1** Distinction  
Accomplished

---

At **Pass**, learners exhibit appropriate application of makeup skills and techniques, demonstrating an understanding of the required parameters and processes.

At **Merit**, learners exhibit consistent application of makeup skills and techniques, demonstrating a secure understanding of the required parameters and processes.

At **Distinction**, learners exhibit sophisticated application of makeup skills and techniques, demonstrating an insightful understanding of the required parameters and processes.

## E13.2 Apply creative processes when developing makeup for a production/event

---

**E13.P2** Pass  
Adequate

**E13.M2** Merit  
Effective

**E13.D2** Distinction  
Accomplished

---

At **Pass**, learners deploy and manipulate creative processes in a generally convincing way, demonstrating an awareness of the requirements of the makeup.

At **Merit**, learners deploy and manipulate creative processes in a secure and convincing way, demonstrating a developed awareness of the requirements of the makeup.

At **Distinction**, learners deploy and manipulate creative processes in a considered and fluent way, demonstrating a perceptive awareness of the requirements of the makeup.

## E13.3 Refine skills and techniques

---

**E13.P3** Pass  
Describe

**E13.M3** Merit  
Analyse

**E13.D3** Distinction  
Critically Comment

---

At **Pass**, learners provide an account of how makeup skills have been refined, with some reference to examples.

At **Merit**, learners provide a detailed account of how makeup skills have been refined, with reference to relevant examples and intentions.

At **Distinction**, learners provide a perceptive critical analysis of how makeup skills have been refined, with reference to pertinent examples and insightful intentions.

# ASSESSMENT UNIT E14 – RESPONDING TO PRODUCTION REQUIREMENTS AND PURPOSE

## Recommended evidence

---

**E14.1** Process log accounting for the development of the makeup for the final project, which details both the creative and technical processes pertaining to the requirement and purpose of the production.

- This might be a video recording with audio commentary, video presentation or annotated pictures with accompanying specific required paperwork/document for the makeup role.

**E14.2/14.3** Final makeup role for a given brief.

- This may be a video recording of both the backstage and the audience view of the production with accompanying specific required paperwork/documentation for the role.
- 

## Assessment criteria and amplification for decisions

### E14.1 Respond to makeup requirements of a brief

---

**E14.P1** Pass  
Describe

**E14.M1** Merit  
Analyse

**E14.D1** Distinction  
Critically evaluate

---

At **Pass**, learners give an account of their creative processes and the use of exploratory techniques in the development of makeup requirements, with some reference to examples.

At **Merit**, learners give a detailed account of their creative processes and the use of exploratory techniques in the development of makeup requirements, with reference to relevant examples.

At **Distinction**, learners critically comment on their creative processes and the use of exploratory techniques in the development of makeup requirements, with reference to pertinent examples.

## E14.2 Apply makeup skills in response to the purpose of the production

---

**E14.P2** Pass  
Adequate

**E14.M2** Merit  
Consistent

**E14.D2** Distinction  
Accomplished

---

At **Pass**, learners demonstrate some ability to apply appropriate makeup skills and techniques that develop and enhance the purpose of the production.

At **Merit**, learners demonstrate a proficient ability to apply appropriate makeup skills and techniques that develop and enhance the purpose of the production/role.

At **Distinction**, learners demonstrate a proficient and fluent ability to apply appropriate makeup skills and techniques that develop and enhance the purpose of the production/role.

## E14.3 Review the makeup applied in relation to the requirements of the production

---

**E14.P3** Pass  
Adequate

**E14.M3** Merit  
Consistent

**E14.D3** Distinction  
Accomplished

---

At **Pass**, learners provide an account of how the makeup has been refined, with some reference to examples.

At **Merit**, learners provide a detailed account of how the makeup has been refined, with reference to relevant examples and intentions.

At **Distinction**, learners provide a perceptive critical analysis of how the makeup has been refined, with reference to pertinent examples and insightful intentions.

# ASSESSMENT UNIT E15 – CONTRIBUTING TO A PRODUCTION

## Recommended evidence

---

**E15.1/15.2** Materials demonstrating engagement within rehearsal sessions and the technical rehearsal.

- This might include videos or audio recordings of rehearsals, group discussions/production meeting minutes, designs, annotated photos, written commentary.

**E15.3** A video recording of a final completed performance.

---

## Assessment criteria and amplification for decisions

### E15.1 Contribute to the development of a production in a makeup role through rehearsal or process

---

**E15.P1** Pass  
Adequate

**E15.M1** Merit  
Effective

**E15.D1** Distinction  
Accomplished

---

At **Pass**, learners approach rehearsal with some engagement and discipline, demonstrating an appropriate application of techniques and constructive collaborative working.

At **Merit**, learners approach rehearsal with consistent engagement and discipline, demonstrating an application of techniques and collaborative working that contribute to the progression of the rehearsal.

At **Distinction**, learners approach rehearsal with sustained and mature engagement and discipline, demonstrating a perceptive application of techniques and proficient collaborative working that contribute to the progression of the rehearsal.

## E15.2 Review choices and actions made in a rehearsal or process to develop makeup applications

---

**E15.P2** Pass  
Describe

**E15.M2** Merit  
Analyse

**E15.D2** Distinction  
Critically evaluate

---

At **Pass**, learners express how individual actions and decisions led to development of the makeup, with some reference to generic examples and developmental targets.

At **Merit**, learners express how individual actions and decisions led to developments of the makeup, with clear reference to relevant examples and detailed developmental targets.

At **Distinction**, learners comprehensively express how individual actions and decisions led to developments of the makeup, with clear reference to relevant, reasoned and detailed examples and developmental targets.

## E15.3 Contribute to a final production outcome in a makeup role

---

**E15.P3** Pass  
Adequate

**E15.M3** Merit  
Effective

**E15.D3** Distinction  
Accomplished

---

At **Pass**, learners perform a makeup role, demonstrating some technical and design proficiency, an awareness of team responsibility and an appropriate response to the workload.

At **Merit**, learners perform a makeup role, demonstrating accurate and consistent technical and design proficiency, reliability and responsiveness in terms of being a team member, and a secure response to the workload.

At **Distinction**, learners perform a makeup role, demonstrating accomplished technical and design proficiency, proactivity in being a team member and a detailed response to the workload.



# MODULE F:

## THE PRODUCTION ARTS INDUSTRY

Level: **3**

Type: **Internal**

Guided learning hours: **90**

---

### INTRODUCTION

The production arts industry offers many opportunities for employment in the areas of design, construction, management and operations. The modern industry demands that its employees can work creatively and collaboratively, often undertaking a range of roles in one project. Employees in this industry need to be versatile and up to date with technological developments. Employees must also be aware of the legislation that relates to this industry.

This module explores the main issues and opportunities that face the production arts industry and the freelance world, and how they affect the future in relation to an individual's own practice. The module also takes into account historical and contemporary developments. The module enable learners to carry out an individual industry research project. The wide scope of the industry and the impact of society and technology require a range of learning and teaching sessions to take place. This will allow for the necessary depth of knowledge and understanding of the links between sectors and roles to be learnt.

This module is internally assessed and provides underpinning knowledge of the industry and roles for the practical application of skills in *Module A: Production Arts Skills Development*, *Module G: Personal Production Arts Profile* and *Module H: Collaborative Production Arts Project*.

This module prepares learners for progression to higher education by developing the important skills of researching and presenting information. For those who want to progress to freelance work or employment in the sector, this module gives them an understanding of the industry and the employment opportunities available in it.

# ASSESSMENT SUMMARY

Learners receive a separate, equally-weighted grade for each assessment unit.

---

Assessment unit	Assessment objectives
<b>F16: Planning a career in the industry</b>	<ol style="list-style-type: none"><li data-bbox="563 465 1410 501">1. Understand the development of the production arts industry.</li><li data-bbox="563 521 1410 595">2. Understand sectors and employment in the production arts industry.</li><li data-bbox="563 616 1410 696">3. Identify potential opportunities for the future production arts industry.</li></ol>

---

# SUMMARY OF LEARNING AND TEACHING

<b>Content theme</b>	<b>Learning and teaching areas</b>
<b>Foundations and development of the industry</b>	Technological developments. Live events and recorded media. Health and safety.
<b>Employment opportunities in the production arts industry</b>	Design. Operations and management. Collaborative working.
<b>Future developments and the contemporary industry</b>	Growth of technology and mass media. Future modes of employment.

# LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must explore the content before their individual project for assessment is set. The content sections can be delivered as a series of sessions or they can be combined for a more holistic learning journey. It is recommended that the learning is combined with practical projects from other modules to provide a vocational context.



# FOUNDATIONS AND DEVELOPMENT OF THE INDUSTRY

Learners will take part in practical group sessions, tutorials and research sessions, where they will explore the foundations of the industry in relation to their personal interests and specialisms. They will explore the development of the industry concerning their interests, such as the following:

- technological developments:
  - lighting – lanterns, LEDs, moving heads, consoles, effects
  - sound – stage electrics, microphones, sound systems, monitoring systems, SFX, playback, mixing consoles
  - costume and makeup – development and availability of materials
  - set design – traditional fixed sets, backcloths, multimedia projections, digital scenery, flying, computer generated imagery (CGI), digital design tools
- live events and recorded media:
  - plays, musicals, concerts, conferences, resorts, festivals, fashion shows, ceremonies
  - film and TV
  - radio
  - different types of theatres and alternative performance spaces
  - audience expectations
  - working to design briefs and delivering artistic vision
- health and safety:
  - conditions before and after the Health and Safety at Work etc. Act 1974
  - working at height
  - manual handling
  - electrical safety
  - allergy testing for makeup applications
  - personal protective equipment (PPE)
  - fire safety
  - pyrotechnics
  - Control of Substances Hazardous to Health Regulations
  - use of weapons on stage/set e.g. (Violent Crime Reduction Act 2006)
  - Construction (Design and Management) Regulations.

# EMPLOYMENT OPPORTUNITIES IN THE PRODUCTION ARTS INDUSTRY

Learners will explore the different sectors of the industry and how they are linked, and the different types of employment within the sectors. They will explore sectors and areas of employment suitable to their specialisms and interests, such as the following:

- design:
  - costume
  - makeup
  - hair
  - masks and puppets
  - lighting
  - sound
  - set
  - props
- operations and management:
  - lighting operator
  - sound operator
  - sound two
  - follow spot operator
  - flyman
  - AV operator
  - wardrobe supervisor/dresser
  - makeup artist
  - stage manager (SM)
  - assistant stage manager (ASM)
  - deputy stage manager (DSM)
  - stage crew
- collaborative working:
  - working with production team – producers, directors
  - working with performers – actors, dancers, musicians, vocalists
  - contributing to the overall artistic vision
  - problem solving
  - contingency planning
  - working to deadlines
  - interpreting a brief
  - working unsociable hours
  - team working and positivity
  - role of the Broadcasting, Entertainment, Communications and Theatre Union (BECTU).

# FUTURE DEVELOPMENTS AND THE CONTEMPORARY INDUSTRY

Learners will explore the current industry landscape and potential opportunities in relation to their interests and specialisms. They will include the following as appropriate:

- growth of technology and mass media:
  - decline of traditional design methods in a digital world
  - technology taking the place of operators
  - demise of traditional skills, i.e. carpentry, sewing, painting
  - the need to remain up to date and familiar with new developments, e.g. software
  - computer-aided design (CAD)
  - digital scenery and automated scenic technologies
  - decline of traditional live performance venues and growth of alternatives
  - growth of TV and film opportunities
  - opportunities in digital scenery
  - metal working opportunities
  - opportunities from automated scenic technologies
- future modes of employment:
  - freelancing
  - finances and tax returns
  - pay and conditions
  - versatility and being able to carry out various roles
  - developing a freelance career
  - decreasing funding for the arts
  - increased number of university courses in the area of production arts
  - the designer as a key part of the production team
  - place of trades unions.

# ESSENTIAL INFORMATION FOR ASSESSMENT

## ASSESSMENT UNIT F16: PLANNING A CAREER IN THE INDUSTRY

### Recommended evidence

---

**F16.1/16.2/16.3** An appropriately presented project on the production arts industry that links developments, sector relationships and future opportunities related to learners' interests and specialisms.

- This might be in the form of a podcast documentary, a presentation to peers, an ebook or case studies.
- 

### Assessment criteria and amplification for decisions

#### F16.1 Understand the development of the production arts industry

---

**F16.P1** Pass  
Describe

**F16.M1** Merit  
Explain

**F16.D1** Distinction  
Critically comment

---

At **Pass**, learners demonstrate a basic understanding of the production arts industry's development. They cover key technological and legislative impacts related to their sector or specialism.

At **Merit**, learners demonstrate a consistent and clear understanding of the production arts industry's development and how key events and advances have had an impact on it, related to their sector or specialism. They give detailed background information on why these advances and events made an impact.

At **Distinction**, learners demonstrate an in-depth understanding of the production arts industry's development related to their sector or specialism. They evaluate the impact of key events and advances, making links and judgements.

## F16.2 Understand sectors and employment in the production arts

---

**F16.P2** Pass  
Describe

**F16.M2** Merit  
Explain

**F16.D2** Distinction  
Critically Comment

---

At **Pass**, learners cover the functions of two related sectors of the production arts industry, giving a basic overview of their relationship with each other and key employment roles in each sector.

At **Merit**, learners examine two related sectors of the production arts industry, detailing the dependent links between them. They will cover how key roles relate to each other and the impact they can have on each other's success.

At **Distinction**, learners assess how two related sectors of the production arts industry work in relation to each other, making pertinent links to industry successes and shortcomings.

## F16.3 Identify potential opportunities for the future production arts industry

---

**F16.P3** Pass  
Basic

**F16.M3** Merit  
Detailed

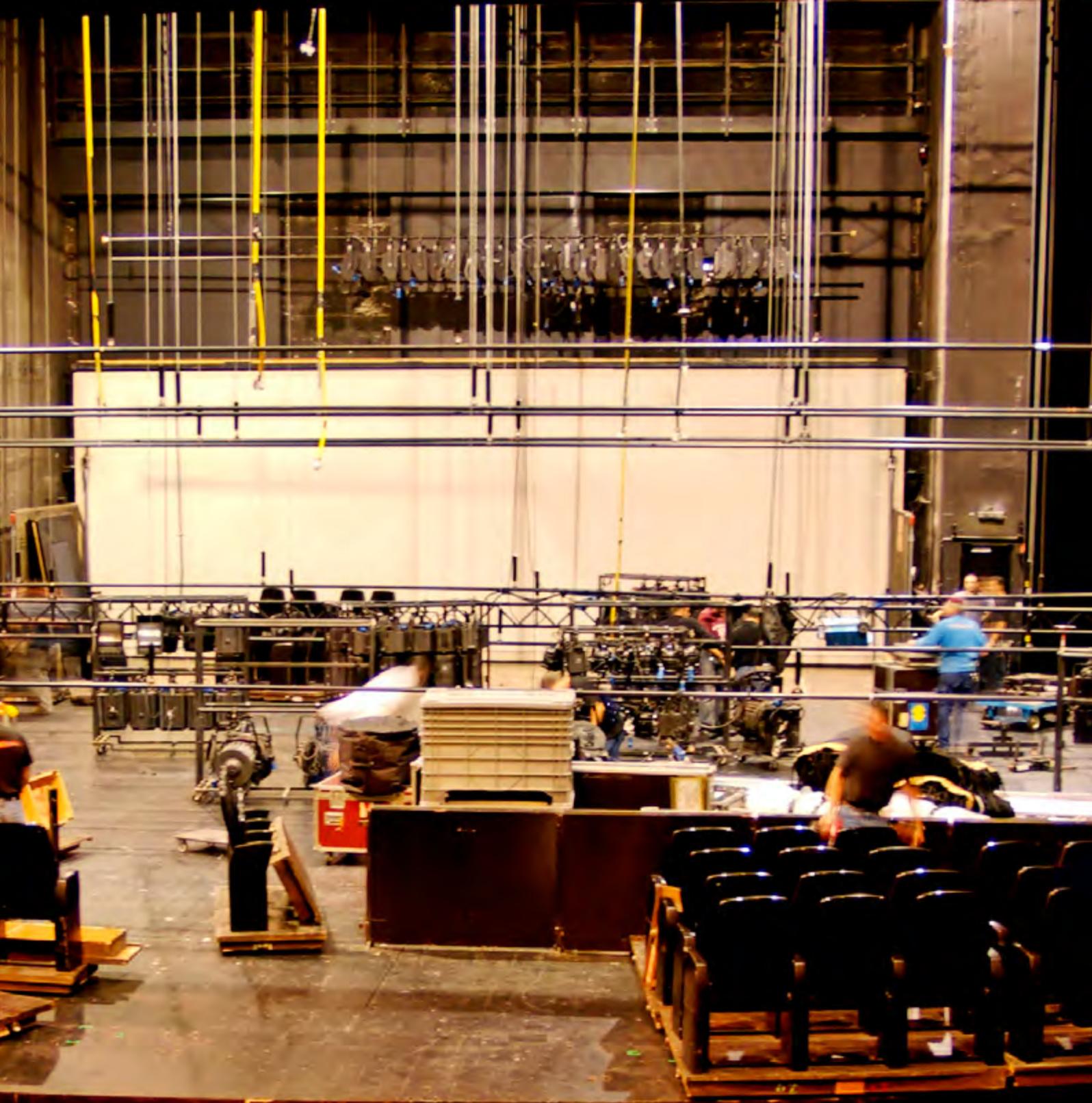
**F16.D3** Distinction  
Comprehensive

---

At **Pass**, learners identify potential opportunities and threats related to their chosen area of progression. They will demonstrate an awareness of current industry issues and trends.

At **Merit**, learners identify how the production arts industry is evolving, acknowledging and detailing potential opportunities and threats. They will demonstrate a considered awareness of current industry issues and trends.

At **Distinction**, learners provide a considered and imaginative analysis of how the modern production arts industry is evolving, incorporating a clear understanding of potential opportunities and threats. They will demonstrate a detailed and perceptive awareness of current industry issues and trends.



# MODULE G:

## PERSONAL PRODUCTION ARTS PROFILE

Level: **3**

Type: **Internal**

Guided learning hours: **270**

---

### INTRODUCTION

There are many different areas of expertise in the production arts industry, from costume and makeup design, to lighting and stage management. Employees in the industry will find themselves in many different working environments, from theatres and concert halls, to festivals and site-specific locations.

In this module, learners will create work that reflects their individual career goals, including development of technical and creative skills. The module covers skills in developing an individual project, such as a portfolio, show or event, related to personal interests and self-promotion. The module requires a breadth and depth of teaching and learning that, through short projects, will develop the skills required for individual professional development. Learners will then be able to undertake a large-scale project related to their personal interests and specialisms. The project is taken over an extended period of time, so that there is scope to develop the required skills to produce technically adept material.

This module draws on the depth and breadth of skills from *Module A: Production Arts Skills Development* and the knowledge of the freelance world and roles for *Module F: The Production Arts Industry*. It also develops project working and refines the skills related to undertaking *Module H: Collaborative Production Arts Project*.

This module prepares learners for progression by developing an understanding of future opportunities, planning progression and working independently. These are all vital skills for higher education and employment in the sector.

# ASSESSMENT SUMMARY

Learners receive a separate, equally-weighted grade for each assessment unit.

---

<b>Assessment unit</b>	<b>Assessment objectives</b>
<b>G17: Using development plans to refine skills</b>	<ol style="list-style-type: none"><li>1. Identify personal opportunities and areas for improvement related to progression.</li><li>2. Create a plan for personal development.</li><li>3. Develop skills in response to the plan.</li></ol>
<b>G18: Producing a personal project</b>	<ol style="list-style-type: none"><li>1. Devise and develop a personal project.</li><li>2. Demonstrate technical and creative skills within a project.</li><li>3. Create final outcomes in response to the aims and constraints of the project.</li></ol>
<b>G19: Using material for self-promotion and networking</b>	<ol style="list-style-type: none"><li>1. Define and plan self-promotional material in relation to networking opportunities.</li><li>2. Select and create content for self-promotional material.</li><li>3. Present self-promotional material for planned opportunities.</li></ol>

---

# SUMMARY OF LEARNING AND TEACHING

<b>Content theme</b>	<b>Learning and teaching areas</b>
<b>Opportunities for progression in production arts</b>	Progression areas. Preparing for progression. Planning progression.
<b>Progressing individual skills</b>	Design, operational and management skills. Linking skills to progression aims. Creating a personal plan of development.
<b>Refining individual skills</b>	Following a plan to develop skills practically. Considering practical progress. Adapting plans.
<b>Exploring project ideas</b>	Types of projects. Exploring constraints and aims. Creating project plans.
<b>Developing an individual project</b>	Using starting points and stimuli. Developing and refining a project. Presenting a project.
<b>Exploring self-promotion and networking opportunities</b>	Networking opportunities. Professional expectations.
<b>Creating and presenting promotional material</b>	Defining an identity. Developing a strategy. Creating material.

# LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must explore the content before the individual project for assessment is set. They should explore and develop skills in practical vocational contexts. Content themes should be seen as interrelated and can be delivered through a series of short projects or through a more holistic learning journey.

## OPPORTUNITIES FOR PROGRESSION IN PRODUCTION ARTS

Learners will take part in workshops that allow them to explore progression opportunities in the industry. They will consider the different types of opportunities available to them through case studies, practical sessions and research projects. They will engage in practical sessions that explore the skills related to their potential opportunities and how to prepare and plan for progression in the industry. Learners should explore at least three different progression opportunities suitable for their interests and specialisms, such as:

- higher and further education
- freelance opportunities
- entry positions in the industry
- internships
- apprenticeships
- work experience
- funding opportunities.

In the sessions and projects, learners should explore and develop the skills related to progression, including:

- identifying career aspirations
- creating material such as personal statements and CVs
- collating references and contacts
- establishing short-, medium- and long-term goals
- relating individual skills to progression
- considering professional skills related to progression.

## PROGRESSING INDIVIDUAL SKILLS

Learners will take part in practical group sessions and tutorials where they will discuss and develop techniques in progressing skills related to their personal interests and specialisms. They will then work practically to examine and develop individual skills, such as:

- design skills – costume, makeup, set, props, lighting, sound
- operational skills – lighting, sound
- management skills – stage manager (SM), assistant stage manager (ASM), deputy stage manager (DSM)
- using specialist equipment.

In the practical group sessions, learners will develop their ability to create a practical plan for improvement on the above areas in relation to the following considerations:

- evaluating and analysing the development of skills
- refining targets and goals in relation to development
- linking skills development plans to progression
- justifying decisions
- adhering to health and safety requirements
- formatting presentations.

## REFINING INDIVIDUAL SKILLS

Learners will explore methods of refining their skills and techniques in relation to their interests and specialisms. They will take part in practical sessions, workshops and tutorials to develop their skills. They should explore the techniques related to their personal skills development, such as:

- establishing a skills development routine
- finding and using resources to improve
- practically tracking progress
- revising routine and targets as necessary
- experimenting with different techniques
- adhering to health and safety requirements
- presenting skills and development.

# EXPLORING PROJECT IDEAS

Learners will take part in workshops and mini-projects to explore their potential personal project. They will consider different types of project practically by taking part in workshops where they will develop and work on different types of project suitable to their personal interests and specialisms, such as:

- a design portfolio of costumes or makeup for a particular show/film/TV programme
- a set design for a particular event/show/film/TV programme
- the manufacture of a set of props for a particular event/show/film/TV programme
- lighting or sound designs for a particular event/show/film/TV programme
- working as an SM, ASM, DSM on a show or event
- working as a lighting or sound operator on a show or event
- working as a makeup artist on a particular event/show/film/TV programme
- delivering production arts workshops or classes
- creating a production arts product:
  - textbook
  - app.

In the mini-projects, learners should explore and develop skills, including:

- an overview of the product
- health and safety requirements
- the details of a target market
- the human and physical resources required
- unique selling point(s) (USP)
- monetisation (if appropriate)
- the objectives for and measures of success
- a project timeline and milestones.

# DEVELOPING AN INDIVIDUAL PROJECT

Learners will undertake projects that explore the skills and techniques needed to develop a project over a period of time. A project could encompass anything related to production arts that enables the learner to produce the necessary evidence of its development and realisation. This includes, but is not limited to, suggestions in the project ideas content section. Learners should look at the following skills as appropriate to the project type:

- using starting points and stimuli
- deciding on the aims of the project
- designing, preparing and creating material
- experimenting with different techniques and materials
- identifying issues and making improvements
- tracking progress of creative work through self-reflection and analysis
- adhering to health and safety requirements
- setting targets for future sessions
- analysing material on aims and constraints of the project
- exploring and experimenting with presentation methods.

# EXPLORING SELF-PROMOTION AND NETWORKING OPPORTUNITIES

Learners will engage in workshops, sessions and research to explore and discuss the methods of self-promotion and making the best of networking opportunities. They should explore the following areas in relation to self-promotion in a practical context suitable for their interests and specialisms:

- career opportunities and typical pathways
- modes of employment and responsibilities
- personal style, USP (if appropriate to chosen role and progression route)
- practitioners' research
- expectations from employers and audience
- knowledge of specific field.

In the sessions, learners will develop areas related to networking and promotion:

- identifying goals
- consideration of constraints
- personal connections and networking
- use of social media
- local and national networking opportunities.

# CREATING AND PRESENTING PROMOTIONAL MATERIAL

Learners will take part in workshops where they explore how promotional material is created and shared in the industry. They will explore different platforms and content appropriate to the role, such as:

- websites
- social networking profiles
- electronic press kit (EPK)
- streaming accounts
- design showreels
- digital portfolios
- posters, flyers and business cards
- CVs and references.

Learners should explore presentation and content areas by considering the following:

- continued reference to goals
- appropriate branding
- quality control
- organisation and meeting deadlines
- budget constraints
- copyright
- having up-to-date contact details
- meeting audience/employer requirements.

# ESSENTIAL INFORMATION FOR ASSESSMENT

## ASSESSMENT UNIT G17: USING DEVELOPMENT PLANS TO REFINE SKILLS

### Recommended evidence

---

**G17.1/17.2/17.3** Video and/or audio evidence of learners' skills being developed practically, based on a refined log and plan linked to progression opportunities and areas for improvement.

- This might be in the form of an e-portfolio of skills development, a video blog with supporting commentary or peer presentations on key development points.
- 

### Assessment criteria and amplification for decisions

#### G17.1 Identify personal opportunities and areas for improvement related to progression

---

**G17.P1** Pass  
Describe

**G17.M1** Merit  
Analyse

**G17.D1** Distinction  
Critically evaluate

---

At **Pass**, learners relate personal opportunities to their specialism and goals, and make some connections to the practical development of technical and creative skills.

At **Merit**, learners relate personal opportunities to their specialism and goals, with examples and clear and considered links to the practical development of their skills.

At **Distinction**, learners relate opportunities to their specialism and goals, with clear reasoning and pertinent links to the practical development of their skills, and with well-chosen examples.

## G17.2 Create a plan for personal development

---

**G17.P2** Pass  
Defined

**G17.M2** Merit  
Detailed

**G17.D2** Distinction  
Comprehensive

---

At **Pass**, learners create and follow a plan practically, including goals, techniques and routines suitable for their personal progression. There are outlined timelines and review points.

At **Merit**, learners create and follow a plan practically, including clear goals, techniques and routines related to improvement and their interests. There are considered timelines and review points linked to the desired improvement of skills.

At **Distinction**, learners create and follow a plan practically, including reasoned goals, techniques and routines, and how they are related to improvement and their interests. There are thorough timelines and review points connected to the desired improvement of skills.

## G17.3 Develop skills in response to the plan

---

**G17.P3** Pass  
Defined improvement

**G17.M3** Merit  
Self-reflective improvement

**G17.D3** Distinction  
Accomplished improvement

---

At **Pass**, learners show improvement of creative and technical skills related to an understanding of what is working and what is not, with appropriate responses to continue development.

At **Merit**, learners relate improvement and refinement in their creative and technical skills to the processes and techniques they are using. They will show the ability to analyse what is working and what is not, and will generate effective responses to continue development.

At **Distinction**, learners show a consistent relationship between improvement and refinement to the processes and techniques they are using. They show the ability to critically evaluate what is working and what is not, and will generate creative responses to continue development.

# ASSESSMENT UNIT G18: PRODUCING A PERSONAL PROJECT

## Recommended evidence

---

**G18.1** Planning and development materials for a personal project, including iterations from the process.

- This might include videos of planning/design sessions, plots, outlines of plans and designs.

**G18.2/18.3** A final completed personal project created in line with a defined aim demonstrating technical skills related to specialisms.

- This could include production showreel, portfolio of designs, video of a role being undertaken and workshops.
- 

## Assessment criteria and amplification for decisions

### G18.1 Devise and develop a personal project

---

**G18.P1** Pass  
Devise and develop

**G18.M1** Merit  
Effective

**G18.D1** Distinction  
Accomplished

---

At **Pass**, learners use relevant techniques and show capable application of skills and techniques. They will develop the product competently, in line with the aims and constraints of the project.

At **Merit**, learners use skills and techniques that show modification of their approach to challenges and issues, discarding ideas as they refine the work, in line with the aims and constraints of the project.

At **Distinction**, learners show innovation in the modification of their approach, making valid judgements about challenges and issues. They will apply a range of knowledge, skills and understanding, with consideration of the aims and constraints of the project.

## G18.2 Demonstrate technical and creative skills in a project

---

**G18.P2** Pass  
Competent

**G18.M2** Merit  
Effective

**G18.D2** Distinction  
Accomplished

---

At **Pass**, learners showcase an appropriate level of capability in their use of skills and show a clear understanding of how to apply relevant skills in a project scenario.

At **Merit**, learners showcase a secure level of capability in their use of skills and show a secure understanding of how to apply relevant skills in a project scenario.

At **Distinction**, learners showcase a proficient technical level of capability in their use of skills and show a full and logical understanding of how to apply relevant skills in a project scenario.

## G18.3 Create final outcomes in response to the aims and constraints of the project

---

**G18.P3** Pass  
Competent

**G18.M3** Merit  
Effective

**G18.D3** Distinction  
Accomplished

---

At **Pass**, learners show appropriate consideration for the aims and constraints of the project, such as the performance space, medium and/or artistic vision. They will use the medium with some understanding of professional practice.

At **Merit**, learners successfully meet the main aims and constraints of the project. They will use the medium with clear understanding of professional practice related to the final outcome.

At **Distinction**, learners fully meet the aims and constraints of the project. They will show creative and capable use of the medium and extensive understanding of professional practice related to the final outcome.

# ASSESSMENT UNIT G19: USING MATERIAL FOR SELF-PROMOTION AND NETWORKING

## Recommended evidence

---

**G19.1/19.2/19.3** Self-promotional material presented in a format appropriate for the medium or specialism.

- This might include an EPK, a personal website or social networking profiles with links to content.
- 

## Assessment criteria and amplification for decisions

### G19.1 Define and plan self-promotional material in relation to networking opportunities

---

**G19.P1** Pass  
Competent

**G19.M1** Merit  
Effective

**G19.D1** Distinction  
Accomplished

---

At **Pass**, learners present material that shows an understanding of audience and networking potential, using appropriate links and language for their specialism and audience.

At **Merit**, learners present material that shows a full understanding of audience and networking potential, with clear consideration of purpose, using links and language that produce the intended result for their audience.

At **Distinction**, learners present material that shows a thorough understanding of audience and networking potential, with a far-reaching consideration of purpose, using professional language and links that produce a positive impression for the audience.

## G19.2 Select and create content for self-promotional material

---

**G19.P2** Pass  
Competent

**G19.M2** Merit  
Effective

**G19.D2** Distinction  
Accomplished

---

At **Pass**, learners present content that shows adequate application of skills within their specialism.

At **Merit**, learners present content that shows capable application of skills and clearly links to networking opportunities.

At **Distinction**, learners present content that shows application of skills demonstrating a proficient level of ability and extensive consideration and links to networking opportunities.

## G19.3 Present self-promotional material for planned opportunities

---

**G19.P3** Pass  
Adequate

**G19.M3** Merit  
Effective

**G19.D3** Distinction  
Accomplished

---

At **Pass**, learners present material that includes most of the vital content for self-promotion and networking, and it is presented in an appropriate medium and style.

At **Merit**, learners present material that includes all vital content for self-promotion and networking, and is logical and coherently presented.

At **Distinction**, learners present material for self-promotion and networking that is comprehensive in content, is presented in a creative manner and is easily navigated, to a near-professional standard.

A man is shown from the back, wearing a white t-shirt with the words "Stage Manager" printed in a black, cursive font. He is also wearing a black headset with a microphone. In his right hand, he holds a clipboard with a purple clip and some papers. The background is dark with vibrant, colorful stage lights in shades of purple, blue, and red, creating a dramatic atmosphere. The man has short dark hair and a beard.

*Stage Manager*

# MODULE H:

## COLLABORATIVE PRODUCTION ARTS PROJECT

Level: **3**

Type: **Internal**

Guided learning hours: **270**

---

### INTRODUCTION

The production arts industry is dependent on collaborative working both in live events and in media such as radio, film and TV. Different elements such as lighting, sound, costume and set must all come together to service the artistic vision of the final event or product.

This module develops the skills and knowledge needed to work with others to deliver a product that requires collaboration in both the creative content and its presentation. This requires a breadth and depth of learning and teaching dedicated to exploring different project types and roles in a practical context. Learners will then be able to undertake a large-scale project in collaboration with peers. The project can be adapted to suit different specialisms, interests or community and local needs, and can act as a final showcase. The project will be undertaken over an extended period of time to allow for enough technical and creative development to produce technically adept material. There should also be consideration given to the wider aspects of participating in a project. These aspects include effective planning, teamworking, event organisation, marketing and reflection on roles as individuals and members of a group.

This module is internally assessed, so it can be delivered in an appropriate context. The module draws on learning from across the course and provides the synoptic assessment for the Extended Diploma. Learners will produce final summative evidence that shows synoptic achievement and that they are ready to progress. In completing their collaborative project, learners will select and apply learning from other modules. This allows for the application of the skills developed and refined in *Module A: Production Arts Skills Development* and *Module G: Personal Production Arts Profile*. It uses the knowledge of industry roles and their relationship from *Module F: The Production Arts Industry* in its collaboration and response to a vocational brief.

This module prepares learners for progression, developing the skills and knowledge involved in planning and developing project work, using collaborative skills and presenting final outcomes. These are all vital skills for higher education and employment in the sector.

# ASSESSMENT SUMMARY

Learners receive a separate, equally-weighted grade for each assessment unit.

Assessment unit	Assessment objectives
<b>H20: Undertaking a defined administrative project role</b>	<ol style="list-style-type: none"><li>1. Plan and prepare for an administrative role.</li><li>2. Demonstrate skills within an administrative role.</li><li>3. Contribute to a project within an administrative role.</li></ol>
<b>H21: Using creative collaboration to develop a project</b>	<ol style="list-style-type: none"><li>1. Demonstrate personal engagement and individual responsibility when developing a collaborative project.</li><li>2. Demonstrate skills when developing a collaborative project.</li><li>3. Apply collaborative skills when developing a project.</li></ol>
<b>H22: Producing a collaborative project</b>	<ol style="list-style-type: none"><li>1. Demonstrate technical skills in a final collaborative project.</li><li>2. Demonstrate creative skills in a final collaborative project.</li><li>3. Present a final collaborative project.</li></ol>

# SUMMARY OF LEARNING AND TEACHING

<b>Content theme</b>	<b>Learning and teaching areas</b>
<b>Collaborative skills</b>	Types of project. Sharing ideas. Taking on different roles. Leading and contributing. Communication of feedback.
<b>Establishing and responding to a creative context</b>	Establishing concepts. Exploring potential styles. Delivery contexts.
<b>Developing skills and techniques through collaboration</b>	Tracking progress. Technical and creative skills. Management skills. Peer learning.
<b>Planning and organising a project</b>	Establishing need. Proposals. Resourcing. Creating schedules.
<b>Technical skills for a collaborative project</b>	Technical skills. Administrative skills. Complementary skills. Promotional skills.
<b>Developing a collaborative project</b>	Rehearsal and development sessions. Developing iterations. Decision making.
<b>Presenting a collaborative project</b>	Workshops. Producing/finalising. Presenting.

# LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must explore the content before the collaborative project for assessment is set. They should explore and develop skills in practical vocational contexts. Content themes should be seen as interrelated and can be delivered through a series of short projects or through a more holistic learning journey.

## COLLABORATIVE SKILLS

Learners take part in workshops and short projects that explore collaborative skills. They explore different types of collaborative projects in a practical way by running short projects where they collaborate as a production team, either live or recorded, for at least three different projects, such as:

- a live gig or concert
- a play
- a musical
- a dance show
- a series of workshops
- a community-based project
- a conference
- an awards ceremony
- a fashion show
- an arts event
- a sound installation
- a music festival
- a club night
- a film or TV programme.

In their short projects, learners should explore and develop collaborative skills, including:

- discussing and sharing creative ideas
- using stimuli, such as style, time period, colour schemes
- taking on different roles, such as
  - design – costume, makeup, set, props, lighting, sound
  - management – stage manager (SM), assistant stage manager (ASM), deputy stage manager (DSM), wardrobe supervisor
  - operations – lighting, sound, AV.

# ESTABLISHING AND RESPONDING TO A CREATIVE CONTEXT

Learners take part in practical sessions and group discussions to develop skills in establishing creative opportunities and constraints collaboratively. They work practically to deliver production requirements in response to opportunities and constraints, including at least three of the following:

- audience
- location
- presentation or delivery method

- director's/producer's artistic vision or inspiration
- time constraints
- artistic stimuli
- meeting a community need.

In the practical sessions, learners should deliver production elements in response to the opportunities and constraints in different ways, experimenting with:

- processes and techniques
- resources available.

# DEVELOPING SKILLS AND TECHNIQUES THROUGH COLLABORATION

Learners develop their skills and techniques through taking part in practical sessions where they will work collaboratively. Learners should focus on the context of their chosen specialism, such as:

- design
- management
- operation
- construction
- realisation.

In the practical sessions, learners should explore and develop skills through collaboration, including:

- researching, developing and shaping ideas
- refining and discarding ideas
- producing sketches, mood boards and drafts

- pitching ideas
- responding to feedback
- adhering to health and safety requirements
- creating plans and plots
- lighting – rigging, focusing, programming, cue sheets
- sound – recording, setting up and testing equipment, SFX, cue sheets
- costume – cutting, measuring, sewing, ageing, customising
- set – use of tools, building, painting, finishing
- makeup – applications, hair, prosthetics, blood, wounds and scars.

# PLANNING AND ORGANISING A PROJECT

Learners explore what is involved in organising a collaborative project. They create proposals as a group, exploring and trying at least two different roles or responsibilities that are part of organising a collaborative project, such as:

- artistic director
- budget manager
- event manager
- promoter
- social media manager.

To gain understanding and experience in planning a collaborative project, learners explore the following organisational skills in their roles:

- creating and working to schedules
- budgeting
- sourcing resources and equipment
- developing a promotional strategy
- developing and designing materials and marketing ideas
- addressing legal considerations.

## TECHNICAL SKILLS FOR A COLLABORATIVE PROJECT

Learners explore a range of technical (including administrative) skills used in a collaborative project, developing the skills in a practical context, for example in the form of small events for their peers. Learners explore skills as appropriate to the role, such as:

- setting up and using equipment
- working as part of a technical team
- undertaking responsibilities
- responding to feedback from the director or producer.

Learners will develop their understanding of at least one technical and one administrative role, such as the following:

- administrative roles:
  - front-of-house manager
  - front-of-house assistant
  - box-office manager
  - box-office assistant
  - merchandiser
  - marketing lead
- technical roles:
  - social media coordinator
  - production manager
  - tour manager
  - venue manager.

# DEVELOPING A COLLABORATIVE PROJECT

Learners undertake projects that explore the skills and techniques related to developing a collaborative project over a period of time. They should explore the following skills appropriate to the project type:

- researching and developing material
- seeking and responding to feedback
- experimenting with different materials and effects
- identifying issues and making improvements
- tracking progress of creative work through debriefs
- setting targets for future sessions
- adhering to health and safety requirements
- analysing progress against aims and constraints of the project.

# PRESENTING A COLLABORATIVE PROJECT

Learners explore the methods of presenting a project to an audience. They should explore at least two different methods of presentation:

- live performance
- live event
- workshops
- film or TV programme.
- Learners will develop skills related to presentation and evaluative skills to identify areas they can improve on, such as:
  - ensuring work is ready, final preparations
  - get-in/fit-ups, rigging, setting up, sound check, costume/makeup call, technical rehearsal, dress rehearsal
  - gauging audience reaction
  - adhering to health and safety requirements
  - reviewing and engaging with comments on social media.

# ESSENTIAL INFORMATION FOR ASSESSMENT

## ASSESSMENT UNIT H20: UNDERTAKING A DEFINED ADMINISTRATIVE PROJECT ROLE

### Recommended evidence

---

**H20.1** Planning materials and related evidence of the undertaking of planning and preparation for an administrative role.

- This might include seating plans, timelines, minutes of meetings, etc.

**H20.2/20.3** Video evidence and/or supporting commentary of undertaking an administrative role in an appropriate format.

- This might include a blog, video diary, annotated images.
- 

### Assessment criteria and amplification for decisions

#### H20.1 Plan and prepare for an administrative role

---

**H20.P1** Pass  
Basic

**H20.M1** Merit  
Detailed

**H20.D1** Distinction  
Comprehensive

---

At **Pass**, learners give an overview of the requirements in terms of equipment and resources, as well as an overview of what actions they need to take, with some description of necessary preparations.

At **Merit**, learners give a full breakdown of the requirements in terms of equipment and resources, what they are needed for and why they are needed. They provide considered detail of what actions they need to take, with an explanation of necessary preparations.

At **Distinction**, learners give a thorough and wide-ranging breakdown of the requirements in terms of equipment and resources, what they are needed for and why they are needed, including contingency plans. They will demonstrate reasoned and proactive thought in relation to the actions they need to take, with a thorough and wide-ranging understanding of necessary preparations.

## H20.2 Demonstrate skills in an administrative role

---

**H20.P2** Pass  
Competent

**H20.M2** Merit  
Effective

**H20.D2** Distinction  
Accomplished

---

At **Pass**, learners apply a basic range of skills appropriately to achieve the purpose, with some understanding of their role.

At **Merit**, learners select and apply skills to achieve the purpose efficiently, demonstrating a secure capability and a considered understanding of how to apply relevant skills in their role to good effect.

At **Distinction**, learners showcase a technically proficient level of capability in their use of skills, with a full and logical understanding of how to apply relevant skills in a project scenario.

## H20.3 Contribute to a project in an administrative role

---

**H20.P3** Pass  
Some impact

**H20.M3** Merit  
Clear impact

**H20.D3** Distinction  
Crucial impact

---

At **Pass**, learners have some positive impact on the project. They may make some errors in judgement or mistakes but these will have only a minor impact on the project.

At **Merit**, learners have a clear and positive impact on the project. They will make effective and considered decisions and actions in relation to the project.

At **Distinction**, learners have an essential impact on the success of the whole project. They will make thoughtful and creative decisions and actions that impact on the project.

# ASSESSMENT UNIT H21: USING CREATIVE COLLABORATION TO DEVELOP A PROJECT

## Recommended evidence

---

**H21.1/21.2/21.3** A portfolio of project development and supporting commentary in an appropriate format.

- This might include relevant meeting notes, rehearsal footage or iterations of compositions/recordings.
  - The commentary may be in the format of a blog, a video diary or annotated visuals.
- 

## Assessment criteria and amplification for decisions

### H21.1 Demonstrate personal engagement and individual responsibility when developing a collaborative project

---

**H21.P1** Pass  
Appropriate

**H21.M1** Merit  
Effective

**H21.D1** Distinction  
Accomplished

---

At **Pass**, learners show some participation and provide relevant inputs during discussions and meetings. They contribute to the creative development of the project but may rely on some support from their peers.

At **Merit**, learners are attentive and participative during discussions and meetings, providing valuable input and ideas that progress the project. They clearly contribute to the creative development of the project.

At **Distinction**, learners are consistently attentive and participative during discussions and meetings, providing a range of pertinent and insightful inputs. They show leadership in their contribution to the creative development of the project.

## H21.2 Demonstrate skills when developing a collaborative project

---

**H21.P2** Pass  
Competent

**H21.M2** Merit  
Effective

**H21.D2** Distinction  
Accomplished

---

At **Pass**, learners use generic creative and technical skills appropriately that have some impact on the creative development of the project.

At **Merit**, learners use creative and technical skills securely in a controlled and efficient manner that clearly contributes to the creative development of the project.

At **Distinction**, learners use perceptive creative and technical skills showing some innovation and having a crucial and clear impact on the creative development and direction of the project.

## H21.3 Apply collaborative skills when developing a project

---

**H21.P3** Pass  
Adequate

**H21.M3** Merit  
Effective

**H21.D3** Distinction  
Accomplished

---

At **Pass**, learners collaborate in the development of a creative project, showing the ability to suggest ideas and listen to the opinions and ideas of others.

At **Merit**, learners collaborate in the development of a creative project, showing the ability to input relevant ideas and respond to the opinions and ideas of others while moving the project forward.

At **Distinction**, learners collaborate in the development of a creative project, showing the ability to share and explain ideas and respond thoughtfully to the opinions and ideas of others.

# ASSESSMENT UNIT H22: PRODUCING A COLLABORATIVE PROJECT

## Recommended evidence

---

**H22.1/22.2/22.3** A final collaborative project presented in an appropriate format that demonstrates technical and creative skills, with supporting commentary.

- This might be in the form of a video of a live or recorded event or workshop footage.
- 

## Assessment criteria and amplification for decisions

### H22.1 Demonstrate technical skills in a final collaborative project

---

**H22.P1** Pass  
Competent

**H22.M1** Merit  
Effective

**H22.D1** Distinction  
Accomplished

---

At **Pass**, learners apply skills that have some positive impact on the final outcome. They will demonstrate some technical skills.

At **Merit**, learners apply skills that have a clear and positive impact on the final outcome. They will demonstrate secure technical skills.

At **Distinction**, learners apply skills that have a crucial and positive impact on the final outcome. They will demonstrate technically proficient skills.

## H22.2 Demonstrate creative skills in a final collaborative project

---

**H22.P2** Pass  
Competent

**H22.M2** Merit  
Effective

**H22.D2** Distinction  
Accomplished

---

At **Pass**, learners display some creativity in the use of design and presentation elements. They demonstrate some sense of creativity in the final outcome.

At **Merit**, learners display a considered and secure use of design and presentation elements.

At **Distinction**, learners display a skilled and proficient use of design and presentation elements.

## H22.3 Present a final collaborative project

---

**H22.P3** Pass  
Appropriate

**H22.M3** Merit  
Effective

**H22.D3** Distinction  
Creative

---

At **Pass**, learners show some consideration of the artistic vision of the project and presentation format.

At **Merit**, learners clearly consider the artistic vision of the project and presentation format.

At **Distinction**, learners fully account for the artistic vision of the project and presentation format to inform and inspire the final outcome.



# 3

# PLANNING YOUR PROGRAMME

---

## HOW DO I CHOOSE THE RIGHT BTEC NATIONAL QUALIFICATION FOR MY LEARNERS?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme.

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

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

## IS THERE A LEARNER ENTRY REQUIREMENT?

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

Learners are most likely to succeed if they have:

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

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

## **WHAT LEVEL OF SECTOR KNOWLEDGE IS NEEDED TO TEACH THESE QUALIFICATIONS?**

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

## **WHAT RESOURCES ARE REQUIRED TO DELIVER THESE QUALIFICATIONS?**

As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC Nationals. For some learning and teaching modules, specific resources are required. Learners must have access to:

- rehearsal spaces
- the internet
- technical equipment related to pathways
- examples of a variety of styles of repertoire related to pathways
- performance space

## **HOW CAN MYBTEC HELP WITH PLANNING FOR THESE QUALIFICATIONS?**

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, creating assignment briefs and creating assessment plans. For further information see *Section 8*.

## **WHICH MODES OF DELIVERY CAN BE USED FOR THESE QUALIFICATIONS?**

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

## WHAT ARE THE RECOMMENDATIONS FOR COMMUNITY AND EMPLOYER INVOLVEMENT?

BTEC Nationals are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them for progression.

## WHAT SUPPORT IS AVAILABLE?

### Support materials

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

### SV support visits

You will be allocated a Standards Verifier who will visit once early on in the delivery of the qualification to support you with planning and assessment prior to their visit to verify your assessment decisions. You will be offered one visit each year for support and can opt out of this visit at any time.

### Training

There will be extensive training programmes as well as support from our Subject Advisory team.

For further details, see *Section 8*.

## HOW WILL MY LEARNERS BECOME MORE EMPLOYABLE THROUGH THESE QUALIFICATIONS?

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



# 4 ASSESSMENT STRUCTURE

---

Before you assess, you will need to become an approved centre, if you are not one already. The full requirements and operational information are given in the *BTEC Quality Assurance Handbook*, available on our website. All members of the assessment team need to refer to this document.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of each module and in line with requirements from higher education and industry. To ensure this, the content, structure and assessment of this qualification has been developed in consultation with teachers, employers, professional bodies and academics to ensure that it supports progression to higher education and is appropriate and consistent with current practice, should learners choose to enter employment directly.

# ASSESSMENT UNITS

All assessment units are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each learning and teaching module, generating evidence for each assessment unit. You will need to prepare to assess using the guidance in this section.

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

- carry out projects for which they have choice over the direction and outcomes
- use their collaborative skills
- demonstrate practical and technical skills, such as using appropriate software, equipment and processes
- use case studies to explore complex or unfamiliar situations.
- You will make grading decisions based on the requirements and supporting guidance given in the assessment units. Learners may not make repeated submissions of assignment evidence.

# MAKING VALID ASSESSMENT DECISIONS

Assessment decisions are based on the specific criteria given in each assessment unit and set at each grade level. Assessment units provide a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual assessment objectives. The criteria grid in the assessment units shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

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

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the assessment unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each assessment objective
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the assessment objectives, showing coverage of the learning and teaching module content and, therefore, attainment at Level 3 of the national framework.

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

## AUTHENTICITY OF LEARNER WORK

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

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

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

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

Centres can use Pearson templates or their own templates to document authentication. During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 5 Administrative arrangements*.

## RESUBMISSION OF IMPROVED EVIDENCE FOR ASSESSMENT UNITS

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

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

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

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

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

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

A learner who has not achieved their expected level of performance in one or more assessment criteria **after resubmission** of an assessment may be offered a single retake opportunity using a new assessment task/brief. When retaking the assessment, the highest mark that can be awarded for the relevant assessment criteria in the assessment unit is Pass. All other assessment criteria which are not being retaken will not be affected and will remain as originally assessed.

The Lead IV must authorise a retake with a new assessment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity please refer to the *BTEC Centre Guide to Internal Assessment* available on our website.



# 5

# ADMINISTRATIVE ARRANGEMENTS

---

## INTRODUCTION

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

## LEARNER REGISTRATION AND ENTRY

Centres are advised to recruit with integrity to ensure that potential barriers to achievement are addressed. Prior to entry on the programme, centres should clarify with learners the types of activities, equipment and facilities that will be used and discuss any barriers there may be to learning so that learners can make informed choices and centres can prepare for any reasonable adjustments that may be required.

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

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

# ACCESS TO ASSESSMENT

Internal assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities. This qualification has been developed to allow learners to demonstrate their skills through a range of evidence types, format and methods of communication which they can select as relevant to their own working practice to best reflect their abilities. In this way, the qualifications are accessible to learners and assessments are adaptable to their regular ways of working. Features of the qualifications design that reflect its inclusivity are:

- adaptable evidence and assessment methods ensuring teachers can assess in a way that is relevant to the learners abilities and characteristics
- assessment criteria which have been developed to provide opportunities for demonstration of knowledge and understanding through practical work
- core technical and practical skills development covering all practices have been combined into shared mandatory units, which means that all learners will demonstrate the level of their skills through the same units regardless of individual accessibility needs, enhancing inclusivity.
- fewer units across the qualification gives the space to allow learners to develop and improve skills to their full potential and explore opportunities for producing evidence within their abilities.

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

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

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

# ADMINISTRATIVE ARRANGEMENTS FOR ASSESSMENT

## REASONABLE ADJUSTMENTS TO ASSESSMENT

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

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

## SPECIAL CONSIDERATION

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

## RECORDS

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

## APPEALS AGAINST ASSESSMENT

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

# DEALING WITH MALPRACTICE

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

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven in accordance with the *JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures* ([www.jcq.org.uk](http://www.jcq.org.uk)).

## ASSESSMENT UNITS

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre.

The *Centre Guidance: Dealing with Malpractice* document provides further information on the actions we expect you to take.

## CERTIFICATION AND RESULTS

Once a learner has completed all the required assessment units for a qualification the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

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

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

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

## POST-ASSESSMENT SERVICES

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

# ADDITIONAL DOCUMENTS TO SUPPORT CENTRE ADMINISTRATION

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

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

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



# 6 QUALITY ASSURANCE

---

## **CENTRE AND QUALIFICATION APPROVAL**

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

- Centres must have appropriate physical resources (for example, studios, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience relating to how they are delivering the qualification (for example, by giving it a focus on a specialism within art and design areas).
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.

## CONTINUING QUALITY ASSURANCE AND STANDARDS VERIFICATION

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

The key principles of quality assurance are that:

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

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where

practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

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

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- working with centres through support visits to advise on areas such as:
  - curriculum and assessment planning best practice
  - preparing assignment briefs and advising on employer engagement and vocational learning
  - application of assessment criteria to make grading decisions
  - clarifying the rules of internal assessment and how they are best applied in a creative subject, such as identifying and gathering evidence
  - supporting effective internal verification
  - what to expect and how to prepare for standards verification
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

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

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





# 7 UNDERSTANDING THE QUALIFICATION GRADE

---

## AWARDING AND REPORTING FOR THE QUALIFICATION

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

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

## ELIGIBILITY FOR AN AWARD

In order to be awarded a qualification, a learner must complete all assessment units and achieve a Pass or above in all assessment units unless otherwise specified. Refer to the structure in *Section 2* for more information.

To achieve any qualification grade, learners must:

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

Learners who do not satisfy the requirements in the structure *Section 2* will not achieve a qualification even if they have enough points.

Learners who do not achieve sufficient points for the Extended Diploma qualification or who do not achieve all the required assessment units may be eligible to achieve the Foundation Diploma qualification in the same suite, provided they have completed and achieved the correct assessment units and met the appropriate qualification grade points threshold.

## CALCULATION OF THE QUALIFICATION GRAD

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is compensation in that a higher performance in some assessment units may be balanced by a lower outcome in others. For example, a distinction can be achieved through a combination of pass, merit and distinction grades across assessment criteria.

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

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

The *Calculation of Qualification Grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualifications. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

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

## Assessment unit grade points

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

### Assessment unit, weighted size

	150 GLH	90 GLH
U	0	0
Pass	15	9
Merit	25	15
Distinction	40	24

## CLAIMING THE QUALIFICATION GRADE

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

## CALCULATION OF QUALIFICATION GRADE

Applicable for registration from 1 September 2019.

Foundation Diploma 540 GLH		Extended Diploma 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

The table, and the process for points allocation, is subject to review over the lifetime of the qualification. The most up-to-date table will be issued on our website.

These qualifications are likely to attract UCAS Tariff points (pending application approval). UCAS points are based to the qualification grade outcomes. Please go to the UCAS website for full details of the points allocated.

## EXAMPLES OF FOUNDATION DIPLOMA GRADE CALCULATIONS BASED ON TABLE APPLICABLE TO REGISTRATIONS FROM SEPTEMBER 2019

### Example 1: achievement of a Foundation Diploma with a P grade

A learner has achieved a Pass, or above in assessment units A1, A2, A3 and F16.

The learner has sufficient points for a P grade.

Assessment unit	GLH	Type (Int/Ext)	Grade	Unit points
A1	150	Int	Pass	15
A2	150	Int	Pass	15
A3	150	Int	Pass	15
F16	90	Int	Pass	9
<b>Totals</b>	<b>540</b>		<b>P</b>	<b>54</b>

### Example 2: achievement of a Foundation Diploma with a D grade

The learner has sufficient points for a D grade.

Assessment unit	GLH	Type (Int/Ext)	Grade	Unit points
A1	150	Int	Merit	25
A2	150	Int	Distinction	40
A3	150	Int	Merit	25
F16	90	Int	Distinction	24
<b>Totals</b>	<b>540</b>		<b>D</b>	<b>114</b>

### Example 3: an Unclassified result for a Foundation Diploma

The learner has a U in assessment units A2 and F16.

The learner has sufficient points for an M grade but has not met the minimum requirement for a Pass, or higher, in at least three of assessment units A1, A2, A3 and F16.

Assessment unit	GLH	Type (Int/Ext)	Grade	Unit points
A1	150	Int	Distinction	40
A2	150	Int	U	0
A3	150	Int	Distinction	40
F16	90	Int	U	0
<b>Totals</b>	<b>540</b>		<b>U</b>	<b>80</b>

## EXAMPLES OF EXTENDED DIPLOMA GRADE CALCULATIONS BASED ON TABLE APPLICABLE TO REGISTRATIONS FROM SEPTEMBER 2019

### Example 1: achievement of an Extended Diploma with a PPP grade

The learner has achieved a Pass or above in assessment units A1, A2 A3 and H22.

The learner has sufficient points for a PPP grade.

Assessment unit	GLH	Type (Int/Ext)	Grade	Unit points
A1	150	Int	Pass	15
A2	150	Int	Pass	15
A3	150	Int	Pass	15
F16	90	Int	Merit	15
G17	90	Int	Pass	9
G18	90	Int	Pass	9
G19	90	Int	Merit	15
H20	90	Int	U	0
H21	90	Int	Pass	9
H22	90	Int	Merit	15
<b>Totals</b>	<b>1080</b>		<b>PPP</b>	<b>117</b>

## Example 2: achievement of an Extended Diploma with a DDD grade

The learner has sufficient points for a DDD grade.

Assessment unit	GLH	Type (Int/Ext)	Grade	Unit points
A1	150	Int	Merit	25
A2	150	Int	Pass	15
A3	150	Int	Distinction	40
F16	90	Int	Merit	15
G17	90	Int	Distinction	24
G18	90	Int	Distinction	24
G19	90	Int	Merit	15
H20	90	Int	Distinction	24
H21	90	Int	Distinction	24
H22	90	Int	Merit	15
<b>Totals</b>	<b>1080</b>		<b>DDD</b>	<b>221</b>

### Example 3: an Unclassified result for an Extended Diploma

The learner has 270 GLH at U.

The learner has sufficient points for an MPP and has achieved a Pass or above in assessment units A1, A2 and A3, but has not met the minimum requirement for 900 GLH at Pass or above and has not achieved must pass assessment unit H22.

Assessment unit	GLH	Type (Int/Ext)	Grade	Unit points
A1	150	Int	Pass	15
A2	150	Int	Merit	25
A3	150	Int	Pass	15
F16	90	Int	Distinction	24
G17	90	Int	Distinction	24
G18	90	Int	Merit	15
G19	90	Int	Unclassified	0
H20	90	Int	Pass	9
H21	90	Int	Unclassified	0
H22	90	Int	Unclassified	0
<b>Totals</b>	<b>1080</b>		<b>U</b>	<b>127</b>



KB

R / PIANO

G

LEADER

VOCAL

# 8

# RESOURCES AND SUPPORT

---

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

## SUPPORT FOR SETTING UP YOUR COURSE AND PREPARING TO TEACH

### SPECIFICATION

This **specification** (for teaching from September 2019) includes details on the administration of qualifications and information on all the learning and teaching modules for the qualification.

## DELIVERY GUIDE

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

## CURRICULUM MODELS

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

## STUDY SKILLS ACTIVITIES

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

## myBTEC

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

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

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

# SUPPORT FOR ASSESSMENT

## **SAMPLE ASSESSMENT MATERIALS FOR INTERNALLY-ASSESSED ASSESSMENT UNITS**

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

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

## **SAMPLE MARKED LEARNER WORK**

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

# TRAINING AND SUPPORT FROM PEARSON

## PEOPLE TO TALK TO

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

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

## TRAINING AND PROFESSIONAL DEVELOPMENT

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

### ‘Getting Ready to Teach’

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

### Teaching and learning

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

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



# APPENDIX 1:

## GLOSSARY OF TERMS USED FOR INTERNALLY-ASSESSED LEARNING AND TEACHING MODULES

This is a summary of the key terms used to define the requirements in the learning and teaching modules and assessment criteria.

<b>TERM</b>	<b>DEFINITION</b>
<b>Accomplished</b>	Demonstrate skills, expertise and high level of control over process or equipment
<b>Accomplished improvement</b>	Demonstrate a clear and significant advance in skills and techniques, with high level of ability being reached.
<b>Adequate</b>	A sufficient level of skill or knowledge for the context.
<b>Analyse</b>	Outcome of methodical and detailed examination breaking down a topic to interpret and study the interrelationships between the parts.
<b>Appropriate</b>	Clearly suitable for the purpose and/or context.
<b>Basic</b>	Fundamentals of skill or knowledge are demonstrated.
<b>Clear impact</b>	To have a noticeable effect on the process or outcome in a positive manner.
<b>Competent</b>	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
<b>Comprehensive</b>	Full, covering a range of factors related to goals, briefs or objectives.
<b>Contribute</b>	To have an impact on the success of a defined outcome.
<b>Create</b>	To make something in response to a brief or aim..
<b>Creative</b>	Using techniques, equipment and processes to express ideas or feelings in new ways.
<b>Critical evaluation</b>	To appraise and compare the relative strengths and weakness of a subject, product or process. Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.
<b>Critically Comment</b>	To offer insight into the relative strengths and weakness of a subject, product or process.
<b>Crucial impact</b>	To have a significant and indispensable effect on the success of a product, performance or process.
<b>Defined</b>	To clarify and establish the essential qualities and content related to a plan.

<b>TERM</b>	<b>DEFINITION</b>
<b>Defined improvement</b>	Demonstrate some advance in skills and techniques related to set goals.
<b>Demonstrate</b>	Carry out and apply knowledge, understanding and/or skills in a practical situation.
<b>Describe</b>	Learners give a clear, objective account in their own words showing recall and, in some cases application, of the relevant features and information about a subject.
<b>Detailed</b>	Contains all essential information in relation to facts or processes.
<b>Devise</b>	To contrive, plan, or elaborate; invent from existing principles or ideas.
<b>Effective</b>	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
<b>Identify</b>	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
<b>Plan</b>	The learner creates a way of doing a task or series of tasks to achieve specific requirements or objectives showing progress from start to finish.
<b>Present</b>	To exhibit material to an audience, either live or through other mediums.
<b>Select</b>	The learner chooses the best or most suitable option whether this is of materials, techniques, equipment or processes. The options and choices should be based on specific criteria.
<b>Understand</b>	Learners interpret or view (something) in a particular way.
<b>Self-reflective improvement</b>	Demonstrate clear advance in skills and techniques by showing self-analysis of areas for improvement and the success of processes used.
<b>Some impact</b>	To have a minor effect on the process or outcome in a positive manner.

# Pearson BTEC Level 3 Nationals in Production Arts Practice

Foundation Diploma in Art and Design Practice (2019)

Extended Diploma in Art and Design Practice (2019)

---

Foundation Diploma in Creative Media Practice (2019)

Extended Diploma in Creative Media Practice (2019)

---

Foundation Diploma in Performing Arts Practice (2019)

Extended Diploma in Performing Arts Practice (2019)

---

**Foundation Diploma in Production Arts Practice (2019)**

**Extended Diploma in Production Arts Practice (2019)**

---

Foundation Diploma in Music (2018)

Extended Diploma in Music (2018)

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

BTEC is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL

VAT Reg No GB 278 537121

Cover image © Anna Jurkowska/Shutterstock