



Pearson
BTEC Level 1
Introductory in
Performing Arts



Pearson
BTEC

Specification

First teaching from September 2019

Pearson BTEC Level 1 Introductory Award in Performing Arts
Pearson BTEC Level 1 Introductory Certificate in Performing Arts
Pearson BTEC Level 1 Introductory Diploma in Performing Arts

Issue 3

**Pearson
BTEC Level 1 Introductory
Award in Performing Arts**

**Pearson
BTEC Level 1 Introductory
Certificate in Performing Arts**

**Pearson
BTEC Level 1 Introductory
Diploma in Performing Arts**

Specification

First teaching September 2019

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Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this new BTEC Introductory Suite, the focus is on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training. As we expect many learners to be studying functional skills or GCSEs alongside their BTEC we also offer support skills in English and maths.

We have addressed this through:

- offering a BTEC Introductory Award, a BTEC Introductory Certificate and a BTEC Introductory Diploma, each has a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned with what centres need in supporting their learners to become part of a skilled workforce
- graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work.

A word to learners

Today's BTEC Introductory qualifications will demand a lot of practical work from you. You will complete a range of units, be organised, take assessments that will demonstrate your skills and keep a portfolio of your assignments. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Introductory Award, Certificate or Diploma will help you progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.

Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Performing Arts Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording under <i>Section 8 Final grading and awarding</i> subsection <i>Calculation of the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 123
The wording in <i>Section 9 Administrative arrangements</i> subsections <i>Learner malpractice</i> and <i>Teacher/centre malpractice</i> have been updated to clarify suspension of certification in certain circumstances.	Page 128

Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Performing Arts Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
The BTEC Level 1 Introductory Award in Performing Arts has been added to the Welcome message	Welcome page
The BTEC Level 1 Introductory Award in Performing Arts has been added to the specification title	Title page
References to the BTEC Level 1 Introductory Award in Performing Arts have been added to the <i>Overview of the BTEC Introductory qualifications</i> pages	Pages 1 and 2
The BTEC Level 1 Introductory Award in Performing Arts has been added to <i>Section 1 Qualification Purpose and Objectives</i>	Pages 6 and 7
In <i>Section 1 Qualification purpose and objective, Who are the qualifications for?</i> has been changed to include all learners.	Page 6
The structure for the BTEC Level 1 Introductory Award in Performing Arts has been added to <i>Section 2 Structure</i>	Page 8
The BTEC Level 1 Introductory Award in Performing Arts has been added to <i>Section 4 Planning your programme</i>	Page 111
Detail on understanding the qualification grades for the BTEC Level 1 Introductory Award in Performing Arts has been added to <i>Section 8 Understanding the Qualification Grade</i>	Pages 128-130
References to internal units have been removed from <i>Points available for units</i>	Page 129

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.

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Overview of the BTEC Introductory qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 1 Introductory Award, Certificate or Diploma in Performing Arts. It includes all the units for these qualifications. This specification also signposts additional handbooks and policies.

These qualifications are part of the new suite of BTEC Introductory qualifications offered by Pearson. This suite has been designed for pre-16 to 19+ learners who wish to achieve at Level 1 qualification in preparation for future study. The qualifications are not designed to lead directly to employment but will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills. The qualifications have been designed explicitly to meet the needs of this group of learners in terms of content, assessment and progression. For learners who do not want to specialise in one particular sector, we offer a Vocational Studies qualification in the Award, Certificate and Diploma sizes. The Vocational Studies qualification gives learners the opportunity to study units from across the sectors.

The qualifications have been created in line with the ethos and recommendations of study programmes for pre-16 to 19+ year olds and recommendations from centres. The qualifications are designed to meet Ofqual requirements.

All qualifications across the suite share common core units as these units contain the generic attributes learners need to be able to progress to further study. The qualification titles are given below with the size of the qualification in guided learning hours (GLH).

These new graded qualifications provide a broad introduction to a sector and give learners the opportunity to demonstrate increased skill levels. Learners will develop the necessary transferable and sector skills to progress more quickly. The qualifications prepare learners for progression to Level 2 BTECs or other study programmes. They provide for progression by either meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them; typically alongside maths and English studies.

In the performing arts sector the qualifications are:

Pearson BTEC Level 1 Introductory Award in Performing Arts (70 GLH)
(Qualification Number 603/5015/5)

Pearson BTEC Level 1 Introductory Certificate in Performing Arts (180 GLH)
(Qualification Number 601/8548/X)

Pearson BTEC Level 1 Introductory Diploma in Performing Arts (360 GLH)
(Qualification Number 601/8548/X)

The information in this specification is correct at the time of publication.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC Level 1 Introductory Award in Performing Arts	70 GLH Two units must be achieved, of which one must be taken from Core Skills (Group A), Developing a Personal Progression Plan and one unit from the sector options (Group B).	Designed for learners wishing to gain an introduction to a chosen vocation area. The Award offers the opportunity for learners to study a sector unit and plan for their next steps by completing the mandatory unit: <i>Developing a Personal Progression Plan</i> .
Pearson BTEC Level 1 Introductory Certificate in Performing Arts	180 GLH Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).	Designed for learners who may be ready to progress quickly to further study, the Certificate offers a basic introduction to the performing arts sector. It could form part of a study programme that includes other appropriate subjects such as English and maths.
Pearson BTEC Level 1 Introductory Diploma in Performing Arts	360 GLH Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).	Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the performing arts sector and supporting progression on to further study. It could be a substantial vocational qualification in a study programme that includes other appropriate subjects such as English and maths.

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

The Pearson BTEC Level 1 Introductory Award in Performing Arts is a qualification having:

- Total Qualification Time: 75 hours
- Guided Learning: 70 hours.

The Pearson BTEC Level 1 Introductory Certificate in Performing Arts is a qualification having:

- Total Qualification Time: 200 hours
- Guided Learning: 180 hours.

The Pearson BTEC Level 1 Introductory Diploma in Performing Arts is a qualification having:

- Total Qualification Time: 400 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but may use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification and unit content

Pearson has developed the content of the new BTEC Introductory qualifications through consultation with further education representatives and other centres that deliver qualifications at this level. This has helped us to design qualifications with a focus on skills development rather than knowledge, therefore avoiding duplication of learning at a higher level and focusing on the broader skills that learners need for progression.

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

As a Level 1 qualification the pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills. It is expected that learners complete tasks fully under supervision, direction or with guidance. At merit and distinction levels, learners may be expected to complete tasks in greater detail or with greater confidence or independence.

Transferable Skills coverage

The development of transferable and sector skills is the main focus. We intend for every learner to have the opportunity to develop key transferable skills through both core and sector units. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised in the sector they are studying. On completion of their course, learners will have developed a set of transferable and sector skills that will benefit them whatever their chosen progression route. The transferable skills covered in the units are summarised in the grid below.

Communication <ul style="list-style-type: none">• Writing, speaking and listening to others• Using body language to help communication• Using communication for different purposes• Communicating in a variety of ways, including electronic and social media
Working with others <ul style="list-style-type: none">• Setting common goals• Showing respect for others in the team and valuing their contributions• Listening to others in the team, being open minded• Taking on roles and responsibilities
Problem solving <ul style="list-style-type: none">• Identifying issues by being able to examine information• Dealing with change• Decision making to find solutions• Staying with a problem until it is resolved• Using IT to help solve problems
Managing information <ul style="list-style-type: none">• Collecting and using information from different sources• Determining relevance and accuracy of information• Organising information• Representing information in different ways• Using IT to present and store information
Self-management and development <ul style="list-style-type: none">• Setting goals and planning ahead• Being proactive and flexible• Being resilient and able to work under pressure• Monitoring performance and devising strategies for improvement• Using IT for time management

Sector skills coverage

The sector units introduce learners to some broad sector skills and to some underpinning knowledge of a vocational sector. This will help learners to prepare for progression and ensures that the approach to delivery is practical, active, contextualised and skills based.

Functional skills

The units in this specification signpost opportunities for learners to develop functional skills in English and mathematics.

Assessment

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance.

These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable learners to develop sector-specific skills and some knowledge to support progression to the next stage of vocational learning.

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use the learner's evidence from the unit to achieve another unit.

Internally-assessed units

All units in these qualifications are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit – you can use the examples and support that we give in the units. If you are not an approved centre already, before you assess you will need to become one in order to register learners. You will need to prepare to assess using the guidance in *Section 7*.

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 unit. 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 practical tasks
- present information that they have gathered
- keep working logbooks, records and reflective journals
- practise English and mathematical skills
- take part in oral or written presentations
- take part in role play, interviews and other activities.

You will make grading decisions based on the requirements and supporting essential guidance given in the units. See *Section 5* for rules on resubmission and retakes.

Language of assessment

Assessment of the internal 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 sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

Grading for units and qualifications

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Grading has been introduced at this level as a result of feedback from users and practitioners of BTEC qualifications.

All units contribute proportionately, based on the Guided Learning (GLH) to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D, **or** PP to DD. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualifications.

1 Qualification purpose and objective

Pearson BTEC Level 1 Introductory Award Certificate and Diploma in Performing Arts

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. On our website we publish a Statement of Purpose for each qualification. These Statements are designed to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

What is the purpose of these qualifications?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Performing Arts are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

The Award offers a taster of the performing arts sector and could be studied alongside other subjects.

The Certificate offers a basic introduction to the performing arts sector and could be studied alongside other subjects within a study programme.

The Diploma gives learners the opportunity to develop a broader range of skills in the performing arts sector.

Who are these qualifications for?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Performing Arts are primarily for all learners who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

The Award is designed for learners who may want to study a sector unit and plan their next steps by completing the Developing a Personal Progression Plan unit.

The Certificate is designed for learners who may be ready to progress quickly to further study.

The Diploma is designed to be taken over one year, as a substantial vocational qualification within a study programme.

What do these qualifications cover?

The content of these qualifications has been developed in consultation with further education colleges and other providers to ensure that the qualifications support progression to further learning and training. All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Learners will also take a number of sector units. The content of the sector units offer a broad introduction to the skills and knowledge within that sector allowing the delivery to be practical and active in order to engage the learners. For performing arts, the units cover activities such as creating a performance, performing music and taking part in rehearsals for a performance.

What could these qualifications lead to?

These qualifications prepare learners for further learning at a higher level in performing arts. The development of transferable skills means that learners can also choose a study programme from alternative sectors. For example, these qualifications in Performing Arts could lead to Pearson BTEC Level 2 qualifications in this sector, or to Level 2 qualifications in other sectors.

How do these qualifications enable learners to progress?

The mode of delivery and assessment in the units is designed to build awareness of a sector and the skills required to work in it. Learners will be given contexts and scenarios to help them develop skills and to acquire knowledge through application. Learners will not develop all the knowledge and skills needed to enter the labour market in a given sector but will develop pre-employability skills and contextualised knowledge to allow them to progress to further learning and training and, ultimately, to become successful in their chosen sector.

The Award, Certificate and Diploma all contain a mandatory unit: *Developing a Personal Progression Plan*, that enables learners to consider their next steps in learning.

How do the Award, Certificate and Diploma sizes differ in purpose?

The Award is suitable for learners studying part time or for those who want an introduction to a vocational qualification alongside other qualifications and activities as part of their study programme.

The Certificate is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Certificate is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Diploma is twice the size of the Certificate and will form a substantial element of a learner's study programme. By providing a broader sector experience the Diploma will suit learners who have a clear indication of the sector they wish to study further. The Diploma encourages learners to take on some individual research, enabling them to be further prepared for higher-level learning.

2 Structure

Pearson BTEC Level 1 Introductory Award in Performing Arts

Two units must be achieved, one of which must be Developing a Personal Progression Plan (Group A) and one unit from the sector options (Group B)

Pearson BTEC Level 1 Introductory Award in Performing Arts			
Unit reference	Unit title	GLH	Type
Core	Group A units – learners must complete this unit		
A2	Developing a Personal Progression Plan	30	Core
Sector	Group B units – learners must complete one unit from this group		
PA5	Using a Stimulus for Performance	40	Sector
PA6	Designing Technical Support	40	Sector
PA7	Providing Technical Support	40	Sector
PA8	Performing a Dance Routine	40	Sector
PA9	Performing a Piece of Music	40	Sector
PA10	Acting in a Performance	40	Sector
PA11	Personal Preparation for Performance	40	Sector
PA12	Rehearsing for a Performance	40	Sector

Pearson BTEC Level 1 Introductory Certificate in Performing Arts

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate in Performing Arts			
Unit reference	Unit title	GLH	Type
Core	Group A units – learners must complete both units		
A1	Being Organised	30	Core
A2	Developing a Personal Progression Plan	30	Core
Sector	Group B units – learners must complete three units		
PA5	Using a Stimulus for Performance	40	Sector
PA6	Designing Technical Support	40	Sector
PA7	Providing Technical Support	40	Sector
PA8	Performing a Dance Routine	40	Sector
PA9	Performing a Piece of Music	40	Sector
PA10	Acting in a Performance	40	Sector
PA11	Personal Preparation for Performance	40	Sector
PA12	Rehearsing for a Performance	40	Sector

Pearson BTEC Level 1 Introductory Diploma in Performing Arts

Learners must complete all core units and six sector units.

Pearson BTEC Level 1 Introductory Diploma in Performing Arts			
Unit reference	Unit title	GLH	Type
Core	Group A units – learners must complete all units		
A1	Being Organised	30	Core
A2	Developing a Personal Progression Plan	30	Core
A3	Working with Others	30	Core
A4	Researching a Topic	30	Core
Sector	Group B units – learners must complete six units		
PA5	Using a Stimulus for Performance	40	Sector
PA6	Designing Technical Support	40	Sector
PA7	Providing Technical Support	40	Sector
PA8	Performing a Dance Routine	40	Sector
PA9	Performing a Piece of Music	40	Sector
PA10	Acting in a Performance	40	Sector
PA11	Personal Preparation for Performance	40	Sector
PA12	Rehearsing for a Performance	40	Sector

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Internal units

Section	Explanation
Unit number	The numbering of the core units is sequential from A1–A4. The numbering of the sector units is preceded by an abbreviation of the sector plus the number of the unit, e.g. HSC1, HSC2 2.
Unit title	This is the formal title used and it appears on certificates.
Level	All units are at Level 1 as outlined in the Ofqual level descriptors.
Unit type	This shows whether a unit is a core or sector unit. See structure information in <i>Section 2</i> for full details.
GLH	Units may have a value of 30 or 40 Guided Learning Hours (GLH). This indicates the number of hours of teaching, directed activity and assessment expected.
Unit in brief	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
Unit summary	This section helps tutors to see at a glance the main content and skills in the unit presented against the learning aims. The suggested assessment evidence is suitable to fulfil the requirements of the unit.
Functional skills	This table summarises opportunities for functional skills development in the unit.
Unit content	This section sets out the required teaching content of the unit. Content is compulsory except when an 'e.g.' is given. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
Learning aims	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades. A glossary of the terms used in the assessment criteria is given in <i>Appendix 1</i> . All assessors need to understand our expectations of the terms used.

Section	Explanation
Essential information for assessment decisions	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass, Merit and Distinction standard. This section also gives examples and clarification.
Essential resources	This section lists specific resources that are essential for teaching and assessing the unit. For information on support resources see <i>Section 10</i> .
Delivery guidance	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities in sector contexts that can be used to help develop relevant skills and to encourage learner progress.
Suggested assessment activity	This section suggests scenarios and tasks that can be used in summative assessment activities.

Index of units

This section contains all the units developed for these qualifications. Please refer to *page 8* to check which units are available for the performing arts qualifications.

Unit A1:	Being Organised	15
Unit A2:	Developing a Personal Progression Plan	23
Unit A3:	Working with Others	31
Unit A4:	Researching a Topic	39
Unit PA5:	Using a Stimulus for Performance	47
Unit PA6:	Designing Technical Support	55
Unit PA7:	Providing Technical Support	63
Unit PA8:	Performing a Dance Routine	71
Unit PA9:	Performing a Piece of Music	79
Unit PA10:	Acting in a Performance	87
Unit PA11:	Personal Preparation for Performance	95
Unit PA12:	Rehearsing for a Performance	103

Unit A1: Being Organised

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

Unit in brief

Learners will develop key techniques to help organise their work and priorities and manage their time effectively.

Unit introduction

How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education.

From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.

The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

Learning aims

In this unit you will:

- A** Explore techniques to improve own organisational skills
- B** Review the use of techniques to improve own organisational skills.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore techniques to improve own organisational skills	<ul style="list-style-type: none"> Techniques to improve organisation 	<ul style="list-style-type: none"> A planner for a two-week period. Supporting documentation that demonstrates the techniques used.
B Review the use of techniques to improve own organisational skills		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> This unit can be delivered in a sector context. 	<ul style="list-style-type: none"> Organisational skills Time management Use of ICT management tools 	<ul style="list-style-type: none"> Planning Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Write clearly and coherently, including an appropriate level of detail. Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.
Maths	<ul style="list-style-type: none"> Solve problems requiring calculations with common measures, including time and money.

Unit content

Knowledge and sector skills

Techniques to improve organisation

Learners will practise skills and techniques to improve their organisation over a period of time before final assessment.

- Time-management techniques:
 - produce daily or weekly to-do lists or action plans to meet deadlines
 - prioritise tasks
 - create a checklist of tasks that need to be completed, reviewing it regularly
 - consider how long each task might take
 - use free calendar software to keep timings of lessons and work
 - allow a little extra time in case longer is spent on one task than expected
 - foresee problems and plan ways to overcome them
 - review priorities.
- Organisational techniques:
 - ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets
 - use organisational stationery such as folders, dividers, highlighters
 - set up and manage a filing system of work and emails to allow for quick and easy access
 - use alerts on phones and other digital devices
 - use project plans and spreadsheets for organisation and budgeting
- Planners to organise time:
 - different types of planner such as wall planners, calendars, electronic and/or online planners
 - using them daily, weekly or monthly
 - keeping them updated and reviewing the priorities.
- Review own time-management and organisational skills through identifying:
 - strengths and weaknesses of techniques used
 - why some techniques worked better than others
 - ways to improve own time management and organisation.

Transferable skills

- Planning: using time-management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore techniques to improve own organisational skills		
A.P1 Use limited techniques to improve own organisational skills.	A.M1 Use appropriate techniques to improve own organisational skills.	A.D1 Use appropriate and effective techniques to improve own organisational skills.
Learning aim B: Review the use of techniques to improve own organisational skills		
B.P2 Identify the techniques used to improve own organisational skills, giving outline examples.	B.M2 Review the techniques used, giving some examples of how they improved own organisational skills.	B.D2 Review the techniques used, giving detailed examples of how they improved own organisational skills.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

For merit standard, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

For pass standard, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Prioritising tasks

Learners begin this workshop in small groups to complete a task. Tutors can give different scenarios for each group to work with. Ideally, the tasks should be familiar topics to learners such as planning a shopping trip at the weekend. Learners will need to consider where they are going, how they will get there, what it will cost and how much time they have. Using the information, learners can then make a list of the tasks in order of priority and timing.

Suggested time: about 2 hours.

Planning your time

Tutors explain the importance of planning time to meet deadlines. Learners fill in a blank timetable page, identifying when their lessons are and when they have deadlines for work to be completed.

Suggested time: about 1 hour.

Use of own devices to help organisation

Tutors ask learners to investigate what they have on their phones or other devices that could help to organise their time. This could include phone alerts, free software or a calendar.

Suggested time: about 1 hour.

Filing and folders

Tutors talk through the importance of naming and labelling folders (electronic and hard copies) for ease of reference and access. This could be through colour coding, using stickers or labels. Learners work through their folders, using some of the filing and labelling techniques they have learned.

Suggested time: about 2 hours.

Using a planner to organise own time

Tutors talk through the various types of planner that could be used to organise own time such as wall planners, calendars, electronic and/or online planners. They also talk through how they can be used daily, weekly or monthly to prioritise key tasks and plan ahead.

In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time.

Each person presents the planner for their partner.

Suggested time: about 2 hours.

Meeting deadlines in your sector

Learners plan their time around the date for completing a particular activity or task on their course.

They make a list of key tasks and show how long each one could take. They then start at the hand-in date and work back to the beginning of the project.

Learners then use the plan and monitor its effectiveness as they progress through it. Learners should also build in contingencies and consider what obstacles there may be to prevent them achieving the end goal on time.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to produce a planner for a set period of time during your course. The time period should be between two and four weeks. Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities. You should then demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Complete a study plan for a particular assignment or activity in your sector units.

Unit A2: Developing a Personal Progression Plan

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

Unit in brief

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

Unit introduction

What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.

This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

The skills you develop in this unit will be good preparation when applying for another course or training programme.

Learning aims

In this unit you will:

- A** Explore the skills and behaviours needed to meet personal progression goal
- B** Produce a progression plan to meet intended progression goal.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Explore the skills and behaviours needed to meet personal progression goal</p>	<ul style="list-style-type: none"> • Benefits and purpose of developing a progression plan • Finding out about progression opportunities • Setting a progression goal • Identifying the skills and behaviours needed to meet progression goal • Reviewing own skills and behaviours against progression goal • Creating a progression plan 	<ul style="list-style-type: none"> • Audit of skills and behaviours. • Personal progression plan.
<p>B Produce a progression plan to meet intended progression goal</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Learners can reflect on the sector skills they have developed when considering their progression goal. 	<ul style="list-style-type: none"> • Sources of information about progression opportunities and requirements • Producing a progression plan 	<ul style="list-style-type: none"> • Written communication • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
<p>English</p>	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions.

Unit content

Knowledge and skills

Benefits and purpose of developing a progression plan

- Gives direction and focus to short-term and long-term goals.
- Sets out the key steps to achieve progression goal.
- Allows for discussion with others, e.g. tutors, parents, peers.
- Gives time for reflection on what is achievable and realistic.

Finding out about progression opportunities

- Progression opportunities such as to further learning, work or apprenticeships.
- Local sources of information about potential progression routes such as colleges, careers fairs.
- Sources of advice and guidance for progression.
- Tutor advice.
- Careers advice.
- Entry requirements such as baseline entry qualifications, an entry interview, portfolio.

Setting a progression goal

- Matching own skills and behaviours with progression goals.
- Deciding on the next step, e.g. using SMART (specific, measurable, achievable, realistic, time-bound) targets.
- Using research findings to identify the requirements to meet goals.
- Setting a progression goal to work towards.

Identifying the skills and behaviours needed to meet progression goal

- Skills needed to meet progression goal:
 - transferable skills, e.g. communication, working with others, problem solving
 - employability skills, e.g. IT skills, being able to drive.
- Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy.
- Qualifications needed for progression, e.g. level of English and maths.

Reviewing own skills and behaviours against progression goal

- Carrying out a self-audit of skills and behaviours using past experience of education and learning.
- Gathering feedback from others about own strengths and areas for improvement.
- Attitudes and behaviours needed for progression.

Creating a progression plan

To include:

- short-term and long-term progression goals
- identification of key activities needed to move towards the progression goal
- key actions to improve skills and behaviours
- key milestones to achieve goal, e.g. interview dates, application deadlines
- realistic timelines to meet goal.

Transferable skills

- Written communication: filling out application forms, progression plan.
- Managing information: from the sources used to find out about possible progression routes.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the skills and behaviours needed to meet personal progression goal		
A.P1 Identify an intended progression goal.	A.M1 Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.	A.D1 Identify a realistic progression goal with details of the skills and behaviours needed to achieve it.
A.P2 Outline the skills and behaviours needed to meet personal progression goal.	A.M2 Identify how own skills and behaviours meet personal progression goal.	A.D2 Describe how own skills and behaviours meet personal progression goal.
Learning aim B: Produce a progression plan to meet intended progression goal		
B.P3 Produce an outline progression plan to meet intended progression goal.	B.M3 Produce a clear progression plan, identifying some steps towards meeting intended progression goal.	B.D3 Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it
- carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal
- produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.

For merit standard, learners:

- set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it
- carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal
- produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.

For pass standard, learners:

- set a broad progression goal that shows limited evidence of finding out information from sources
- list the skills and behaviours needed to meet the goal
- produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

What are my progression opportunities?

In groups, learners discuss the progression opportunities that may be available to them. This can be supported by handouts about the local colleges, links to apprenticeship websites and local jobsites.

As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.

Suggested time: about 1 hour.

Skills audit

Learners identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or online questionnaires. Ideally, learners should have the chance to do both. They can then compare results.

Learners list their skills in order of confidence. If the group know each other well, they could share their list with others to find out their opinion.

Suggested time: about 3 hours.

Appropriate behaviours for progression

Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can then identify different attitudes and behaviours and talk about how they can affect other people's attitudes towards them.

Learners could role-play different scenarios that highlight the influence attitudes and behaviours can have on others, e.g. employers.

Suggested time: about 3 hours.

Local sources of information to identify progression opportunities

In small groups, learners carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, websites, advice and guidance etc. Learners can collate their information to share with others in the class.

Suggested time: about 3 hours.

Opportunities to develop the skills and behaviours needed to progress

Tutors could invite speakers to talk about the value of volunteering and the skills that learners can develop, e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh's Award (DofE) scheme or sport's coach.

Suggested time: about 3 hours.

Setting goals

Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals, e.g. what they are planning to do that evening. Initially learners only need to set clear, achievable goals, however it will be valuable to consider measures and timescales.

Tutors can provide a list of potential goals and learners have to decide if they are clear and achievable.

Suggested time: about 3 hours.

Matching skills and behaviours to progression opportunities

Tutors give a range of course details, job advertisements and job descriptions for learners to review. Learners can then match their skills to the relevant course or job. They could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop other skills before they could apply or if the course or job is not appropriate.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to attend a progression interview with your tutor to discuss the next step in your learning. In preparation for this, you need to research the possible progression opportunities available to you. You should decide on one opportunity to focus on and produce an outline of the skills and behaviours needed for that particular progression goal and then match your own skills and behaviours to the goal. You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal. Both of these documents will form a basis for the discussion with your tutor.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will need to produce a new audit and progression plan for a different progression opportunity.

Unit A3: Working with Others

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

Unit in brief

Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity.

Unit introduction

A key part of being successful in work and study is the ability to work with other people. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals.

In this unit, you will develop these skills and demonstrate how you use them. You will work with others to complete a given activity, agree roles and responsibilities, share ideas and support each other. Problems may come up as you work on the activity and you will need to find solutions to them. It can be difficult working with others and this unit gives you the opportunity to develop the skills and behaviours you need to be successful.

The skills you learn in this unit can be applied throughout your sector units and in broader contexts.

Learning aims

In this unit you will:

- A** Demonstrate the ability to work with others on a given activity
- B** Review own and others' performance on a given activity.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Demonstrate the ability to work with others on a given activity</p>	<ul style="list-style-type: none"> • Communicating with others • Working with others to achieve common goals • Carrying out an outline review of own and others' performance 	<ul style="list-style-type: none"> • A log/blog that provides evidence of: <ul style="list-style-type: none"> ○ role in a set activity where they have worked with others ○ review of the activity. • Witness statement from tutor.
<p>B Review own and others' performance on a given activity</p>		
<p>Key teaching areas include:</p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • This unit can be delivered in a sector context. 	<ul style="list-style-type: none"> • Ways to communicate effectively through listening and talking • Building effective teams • Ways to assess own performance • How to plan to improve own performance 	<ul style="list-style-type: none"> • Verbal communication • Teamwork • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
<p>English</p>	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Make different kinds of contributions to discussions.

Unit content

Knowledge and sector skills

Communicating with others

- Taking part in discussions to decide ways to complete activity.
- Consideration of own verbal communication when working with others.
- Listening and responding appropriately to others.
- Contributing ideas and points of view.
- Accepting and giving positive and negative feedback.

Working with others to achieve common goals

- Identifying individual roles and responsibilities.
- Ensuring clear communication throughout the activity.
- Knowing appropriate behaviours for different situations.
- Working through problems and agreeing solutions together.
- Importance of respecting others who are working with you.
- Reviewing team and personal performance.
- Solving issues in teams.

Carrying out an outline review of own and others' performance

- Identifying own strengths in activity.
- Receiving feedback about own performance.
- Giving feedback to others on their performance.
- Outlining ways to improve own performance when working with others.

Transferable skills

- Verbal communication: working with others.
- Teamwork: working with others to complete an activity or achieve a goal.
- Problem solving: working together to overcome problems.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Demonstrate the ability to work with others on a given activity		
A.P1 Demonstrate limited communication skills when working with others to complete a given activity.	A.M1 Demonstrate appropriate communication skills when working with others to complete a given activity.	A.D1 Demonstrate effective communication skills when working with others to complete a given activity.
A.P2 Undertake an activity with others, taking some responsibility for own role within it.	A.M2 Undertake an activity with others, taking responsibility for own role within it.	A.D2 Undertake an activity with others, taking full responsibility for own role and making effective contributions.
Learning aim B: Review own and others' performance on a given activity		
B.P3 Produce an outline review of own performance during an activity.	B.M3 Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.	B.D3 Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.
B.P4 Deliver positive feedback to others that is relevant to the activity.	B.M4 Deliver positive and negative feedback to others, using examples from the activity.	B.D4 Deliver constructive feedback to others, using relevant examples from the activity.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- work with others successfully, taking ownership of their role in the activity and completing all their own activities while supporting others to achieve the team goal. Their communication skills will be clear and they will be understood by other members of their group to drive the activity forward. They will listen and respond to others, showing respect for their views
- complete a detailed review of their own performance during the activity. This could be written or a verbal recording that gives a detailed overview of the activities they completed. They will describe how they would work with others in the future, using supported examples from feedback they received from others. They will also demonstrate the ability to give positive and negative feedback to their peers in a clear and helpful way, using full examples from the activity.

For merit standard, learners:

- generally work well with others, taking responsibility for their own role in the activity and communicating with others when required, using appropriate language and demonstrating some ability to listen to the views of others
- complete a review of their own performance during the activity. This could be written or a verbal recording which identifies some of their strength and weaknesses, making some reference to the feedback they received from others. They will also demonstrate the ability to give some positive and negative feedback to their peers, using simple examples from the activity.

For pass standard, learners:

- show some ability to work with others, taking some responsibility for their own role in a activity, but not necessarily seeing the activities through to the end. Their communication with others may be minimal and only when necessary
- complete an outline of the role they carried out during the activity. This could be written or a verbal review with minimal attempt to review their own performance. They will attempt to give positive feedback to their peers, although this may be very basic and not linked to concrete examples from the activity.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

What makes a good team?

Tutors ask for examples from the group of any good and effective teams they can think of. For example, it could be the local netball team, a dance group or a professional football club. Smaller groups then choose one example from the list and identify two traits that make the team work well together. Examples could be:

- communication
- working together to solve problems
- understanding each other's roles and responsibilities.

Each group has to decide on the two traits they want to feed back to the group. Tutors list them all and then highlight the most prominent. Tutors ask how easy it was to decide as a group on the two traits they had to feed back on.

The group then discuss their experiences of working with others in the past, reflecting on their behaviours and making suggestions on how their team could have worked better.

Suggested time: about 1 hour.

What makes a bad team?

Tutors ask the group for examples of where they have seen or experienced bad teamwork, or of people not working well together. The group discuss the reasons why the team didn't work well together.

Tutors then show examples of bad teamwork, from TV shows like *The Apprentice* or *Big Brother*.

While the clips are being shown, the group write down everything they think has made the team not work properly. They then share their ideas with the whole group.

The whole group then reflects on the benefits of working well with other people and how they have to sometimes modify their behaviour to work effectively with other people.

Suggested time: about 1 hour.

Working in pairs

Tutors hand out photographs of celebrities, well-known people and sports men and women to each person in the group. They are not allowed to tell anyone who their picture is of.

Tutors then put the group in pairs, outside of friendship groups if possible. Then taking turns, one person asks questions about their partner's picture and their partner can only answer 'yes' or 'no'. They are given a time limit to find out the identity of their partner's celebrity.

Once the activity has finished, the tutor asks the group to reflect on how easy it was to communicate with someone when you only get yes or no answers. The group then reflects on how you have to phrase your questions to get the most information and also how to do this quickly under a time limit.

The activity could be repeated in different pairs.

Suggested time: about 1 hour.

Working with a group on an activity

The workshop can focus on building effective teams. There are a range of appropriate activities that learners can participate in.

For example, learners:

- work in small groups to build a tower that can support a marble. They are given drinking straws, sticky tape and a marble. The team that creates the highest tower wins
- work together to create a structure from balloons that will take the weight of one person in the group.

This type of workshop is ideal for discussing roles and responsibilities, participation, communication skills and problem solving.

Tutors could use a team-building activity at the beginning of each workshop instead of having a whole session focusing on this skill.

Suggested time: about 2 hours.

Communicating in teams

Working in groups, learners follow instructions to create an end product.

Learners will need to:

- check they understand what they need to do
- decide who is doing which task
- check progress and follow advice
- ask for help, if necessary
- respect each other's ideas and opinions
- solve problems.

At the end of this session, the group can discuss how effectively they communicated with each other, how well they worked together as a team, any issues they had and how they solved problems.

Suggested time: about 5 hours.

Relaying instructions to others

Learners can take part in a number of activities to develop effective communication skills. For example working in pairs, learners prepare instructions for a simple task such as tying shoe laces. They then share this with another group of learners who then follow the instructions. If the instructions are clear, learners should be able to tie their shoes successfully.

Suggested time: about 1 hour.

Debating a topic with others

Tutors give learners a number of topics to discuss in small groups with some key questions.

The group has to firstly decide on the topic they want to discuss and decide on an 'observer' to observe and take notes on the groups' interactions. The group will then be given five minutes to discuss the topic and come to some agreement on the answers to the questions.

The group will decide on one person to feed back on the answers to the questions. The observer will then feed back on how the group interacted with each other and came to decisions.

The activity can be repeated with different people taking the 'observer' role.

The whole group then discuss what they have learned in this session about the views of others and the different roles that are taken in a group.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You will work together (in pairs or larger groups) to put on a small fundraising activity at college for a charity day.

In your group you need to discuss and agree:

- the type of activity you will put on
- who you need permission from
- the date the activity will be on
- the resources needed to put on the activity.

You will agree the roles for each member of the group, ensuring that each of you has an equal amount of responsibility. You need to set up a log/blog explaining your role in the group and your key responsibilities. You need to keep this updated throughout the process.

Once the activity is completed your group will carry out a peer assessment of the activity, discussing how successful you were in working together to put on the activity, writing up the discussions in your log/blog and making suggestions for how you can improve your skills and behaviours.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will work with a different group of people to produce a stand for the college open day.

Unit A4: Researching a Topic

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

Unit in brief

Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings.

Unit introduction

In this unit, you will have the opportunity to research a topic that interests you. It could be linked to something you have enjoyed in your sector, something that is happening in your local community or perhaps linked to what you would like to do in the future.

Before starting on your research you will need to decide on the focus for your topic. You will set up a research log to record the research tasks you carry out and the sources that you use.

When you have completed your research, you will summarise and present your findings.

You will use many of the skills you have developed already, such as planning, time management, research and presenting, as well as any sector skills and knowledge that you have learned.

All these skills are important for progressing to further qualifications.

Learning aims

In this unit you will:

A Carry out research into an agreed topic

B Present a summary of research findings into an agreed topic.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Carry out research into an agreed topic	<ul style="list-style-type: none"> • Selecting a suitable topic • Collecting information on topic • Keeping a research log • Presenting findings of research 	<ul style="list-style-type: none"> • Research log. • A summary of research findings.
B Present a summary of research findings into an agreed topic		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • The research topic can be in a sector context. 	<ul style="list-style-type: none"> • Ways to plan successfully • Identifying sources of information • How to research • Presentation methods 	<ul style="list-style-type: none"> • Planning • Finding out • Managing information • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in appropriate language. • Present information in a logical sequence. • Use correct grammar, including correct and consistent use of tense. • Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.

Unit content

Knowledge and sector skills

Selecting a suitable topic

- Investigation could focus on the local community or area, linked to a sector, hobby or an extra-curricular activity.
- Agreeing investigation title and the scope of the research with tutor.
- Agreeing deadline.
- Ensuring topic is focused and manageable in the timescales.
- Identifying key actions and milestones for the investigation such as setting up a log, organising visits, deadline for completion.

Collecting information on topic

- Sources of information:
 - electronic media, e.g. blogs, podcasts, downloads, websites
 - printed media, e.g. newspapers/magazines/books
 - interviews
 - visits.
- Identifying and selecting the key points from research.

Keeping a research log

- Ongoing record of information researched.
- Information on research sources, methods and key findings.
- Ongoing record of information found out through a chosen medium such as a folder, blog, vlog (video blog).

Presenting findings of research

- Summarising key findings.
- Choosing presentation method, e.g. through a PowerPoint®, vlog, written handouts, oral questioning.
- Explaining findings in a clear and concise way.

Transferable skills

- Planning: identifying key tasks to complete.
- Finding out: information from research sources.
- Managing information: selecting the relevant information, choosing appropriate sources of information.
- Communication: through presentation of findings.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Carry out research into an agreed topic		
A.P1 Search for information on an agreed topic using given research sources.	A.M1 Search for information on an agreed topic using own and given sources.	A.D1 Carry out a focused and detailed search into an agreed topic.
A.P2 Select simple information from given sources on the agreed topic.	A.M2 Select mostly relevant information from sources on the agreed topic.	A.D2 Select relevant information from sources that link clearly to the agreed topic.
Learning aim B: Present a summary of research findings into an agreed topic		
B.P3 Present an outline summary of research findings on an agreed topic.	B.M3 Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used.	B.D3 Present a focused summary of research findings, with clear referencing to the research sources used.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- carry out research that remains focused on the agreed topic and uses a range of appropriate sources to collect information
- give a detailed breakdown of the sources they have used and select the most relevant information from them, demonstrating awareness of which sources were more reliable than others
- present their summary of research findings clearly, keeping the focus on the research topic. The summary will also reference in detail the research sources that were used.

For merit standard, learners:

- carry out research that remains mostly focused on the agreed topic but may become too broad in places. Some of the sources will have been given by tutors but some they have found for themselves
- outline the research sources used. They will select appropriate information for their topic. They will demonstrate some understanding of which sources are more reliable than others
- present their summary of research findings, remaining mostly focused on the agreed topic although may go off in other directions at some points. The summary will reference some of the research methods that were used.

For pass standard, learners:

- carry out basic research, using research sources that have been given by tutors
- produce a research log that gives incomplete information of the key tasks they have completed. They will select only simple and obvious information from the given sources
- present a basic summary of research findings that are mainly broad and unfocused. There will be little or no reference to the research methods used.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Choosing a topic to investigate

This is perhaps the hardest part of any project. Learners need to choose a topic that is interesting to them but not too big so that it becomes impossible to complete. In small groups, learners make a list of subjects or hobbies they are interested in. They can then ask each other questions about the topics or hobbies. This could begin to form a list of possible subjects for each project.

Alternatively, tutors could provide a list of potential topics for learners to choose from.

Suggested time: about 3 hours.

Deciding on outcomes

Learners can be given a list of outcomes and project titles. Their task will be to match the outcomes with the titles. They can then look at the results with other group members to see if they agree or have different answers. Tutors may want to include answers that will overlap with different topics.

Suggested time: about 3 hours.

Research sources

Tutors do a brief overview of what the difference is between a primary source and a secondary source. Tutors then give out a list of different research sources and learners work in pairs to decide whether it is primary or secondary. Learners feed back on their decisions.

Suggested time: about 2 hours.

Identifying the tasks that need to be completed

Learners plan a task list of the activities they need to complete. Tutors could produce a list of actions needed to complete a project in the wrong order and then, in groups, learners put them in the correct order. They will use the correct list to produce a to-do list of tasks to complete for their investigation.

Suggested time: about 3 hours.

Reviewing progress so far

As a group, learners will begin the session by reviewing what they have done so far. This should be a short presentation, depending on the number in the group. This activity is not intended to use the full time for the workshop. Learners can identify any problems they have had and how they have solved them, if they have. Other learners have the opportunity to ask questions about the project and share ideas.

Learners could record the review in their log.

Suggested time: about 3 hours.

What skills are you using?

This workshop will focus on the skills learners are using to carry out their project. Working in small groups, learners could identify different communication, planning, time-management and problem-solving skills. They can then share their results with the larger group.

Suggested time: about 3 hours.

How to present outcomes

Learners will investigate ways to present their research findings. They could experiment with vlogs or blogging software, and try out PowerPoint or Prezi.

They could also try using graphs, charts or illustrations to present information. Learners could work in small groups to decide which formats would be most appropriate for different topics.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You need to select a topic of your choice to carry out some research into. The topic could be an extension of something you have studied on your course or an interest or hobby that you would like to find out more about. You will discuss your ideas with your tutor and then come up with a title for your research. This should be focused and manageable in the time available to complete it. You will set up a research log to record what you are doing. This could be a folder, a blog or vlog. You will produce a to-do list of the tasks you need to complete in the timeframes given to you. While you carry out your research, you will keep an ongoing record of the sources and methods used to find out information. Finally you will summarise your key findings in a presentation method of your choice, making reference to the research sources you used.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will need to select a different topic for your research.

Unit PA5: Using a Stimulus for Performance

Level: **1**

Unit type: **Sector (Performing Arts)**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in using stimuli to create a performance. They will also develop skills in self-management and problem solving during the creative process.

Unit introduction

Performances can be inspired by many different things, for example: a poem, a song, a newspaper story or a picture. This is called a stimulus. But how do you go from a stimulus to a performance?

Did you know that Disney's *The Lion King* was inspired by Shakespeare's *Hamlet*? In this unit, you will look at examples of stimuli and how they can be used to create a performance. You will be given a stimulus to experiment with and create ideas around. You will develop these ideas into a workshop performance. You will learn how to self-manage, adopt a positive and flexible attitude, and solve problems arising in the creative process.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Develop ideas for a performance using a stimulus
- B** Present a workshop performance based on a stimulus.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Develop ideas for a performance using a stimulus	<ul style="list-style-type: none"> • Discussing stimulus and generating ideas • Creating a performance using a stimulus • Structuring a performance • Presenting a workshop performance 	<ul style="list-style-type: none"> • Footage and individual learners' log of the process. • Footage and witness statements of a workshop performance (about two minutes) created from a stimulus.
B Present a workshop performance based on a stimulus		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Using a stimulus • Application and focus • Creativity • Developing material 	<ul style="list-style-type: none"> • Tools and techniques for creating a performance using stimuli • Structuring a performance • Types of stimuli 	<ul style="list-style-type: none"> • Self-management • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Make different kinds of contributions to discussions. • Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Discussing stimulus and generating ideas

- Types of stimulus – visual, text, sound etc.
- Examples of performances inspired by a stimulus.
- Use of idea generation techniques, e.g. mind maps.
- Compare and contrast initial ideas.
- Selecting ideas:
 - what's creative
 - what's feasible
 - what will demonstrate and develop skills?

Creating a performance using a stimulus

- Deciding on material.
- Creative issues and considerations, e.g. technical limitations.
- Strategies to create a workshop performance.
- Working with others (where appropriate).
- Specific elements in one discipline:
 - elements of choreography, e.g. space, shape, timing, dynamics
 - elements of musical composition, e.g. phrasing, repetition, textures
 - elements of acting, e.g. character arc, conflict.
- Sequencing events in a performance.
- Identifying resources required.
- Experimenting with different styles.

Structuring a performance

- Types of structure.
- Experimenting with structure, e.g. trying things in different orders, alternative endings.
- Finalising a structure.

Presenting a workshop performance

- Presenting key themes and use of stimuli.
- Methods of presentation, e.g. introduction of material, presenting in sections.
- Running a question and answer session.

Transferable skills

- Self-management: adopting a positive and flexible attitude throughout the process of creating a performance.
- Problem solving: identifying potential problems and suggesting solutions when creating a performance.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Develop ideas for a performance using a stimulus		
A.P1 Respond to a stimulus with a positive attitude and identify issues.	A.M1 Respond to a stimulus with a positive attitude while suggesting ideas to resolve issues.	A.D1 Respond to a stimulus with a positive and flexible attitude while suggesting a variety of ideas to resolve issues.
Learning aim B: Present a workshop performance based on a stimulus		
B.P2 Demonstrate some use of a stimulus to create and present a simple workshop performance.	B.M2 Demonstrate the developed use of a stimulus to create and present a workshop performance.	B.D2 Demonstrate the sustained use of a stimulus to create and present a coherent workshop performance.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- engage with the process in a positive manner and show a willingness to change their approach to the work when necessary or appropriate. They suggest different solutions to various issues that arise during the process
- demonstrate the development of ideas that relate to the stimulus throughout most of the process by suggesting ways to extend and expand ideas that move the process forward
- present a complete coherent workshop performance that is related to the stimulus and is logical and easy to follow.

For merit standard, learners:

- engage with the process in a positive manner and suggest solutions to issues that arise during the process
- demonstrate the development of ideas that relate to the stimulus during the process by suggesting ways to extend and expand ideas that move the process forward
- present a complete workshop performance of a piece that is fully formed and shows a clear relation to the stimulus.

For pass standard, learners:

- engage with the process in a positive manner and identify issues that arise during the process
- demonstrate the use of the stimulus during the process by creating and communicating ideas and contributing to the process
- present a complete workshop performance of a basic piece that shows some relation to the stimulus.

Essential resources

For this unit, learners will need access to:

- examples of performances inspired by stimuli
- rehearsal space and resources specific to their chosen discipline.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Introduce the unit by giving examples of types of stimuli and work inspired by different stimuli, for example *West Side Story* by Arthur Laurents, *Exit Music (For a Film)* by Radiohead, or *Romeo and Juliet* by Sergei Prokofiev.

In groups, learners discuss the examples and come up with alternative reactions to the stimuli, for example scenes inspired by a minor character in *Romeo and Juliet*.

Suggested time: about 4 hours.

Activity: Planning performance work

Learners are given a list of different types of performance and work in pairs to list the resources that would be needed and problems that may occur during its creation. As a group, learners discuss how different problems could be solved and why certain resources are needed.

Learners will then create a 'code of conduct' as a group to establish the behaviours that they feel are important in the process. This should include a positive and flexible attitude and why this is important in a creative environment. This should be guided by tutors.

Suggested time: about 3 hours.

Activity: Creative processes

Learners will look at the different creative processes specific to their chosen discipline (acting, dance or music). They will be shown examples of them being used in practice and discuss them as a group.

Learners will take part in a tutor-led workshop where they will experiment with the processes. Learners will be guided by the tutor to perform exercises or material that use different creative processes, for example a piece of music using repetition or an acting exercise based on conflict. They will then discuss the effectiveness of each process as a group.

Suggested time: about 6 hours.

Activity: Creative task

Learners will look at the different creative processes specific to their chosen discipline (acting, dance or music).

Learners are given a piece of material that they will rework using different creative ideas. This could include improvisation, elements of technique or experimenting with style (for example comedy to tragedy, street to tap, rock to jazz). Learners will discuss what works and what doesn't work after each rework.

Suggested time: about 8 hours.

Activity: Using a stimulus

Conduct a workshop on using a stimulus. Learners are given newspaper articles and discuss them as a group. They then mind-map the key words that the article makes them think of.

As a group, learners discuss the imagery and elements of the article and create a piece that reflects it. This could be a piece of music or dance that represents emotions or a particular person, or a piece of theatre/physical theatre that tells the story.

Suggested time: about 8 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to enter a performance for a local competition for young artists. It is a themed event to commemorate the First World War. You will take a piece of First World War poetry and create a short performance inspired by it. You will then perform it for the judges.

You will create a performance in a chosen style that responds to the poem. You will need to plan and create a complete performance, keeping a log of the process and addressing any issues that occur. You will need to display a positive and flexible attitude while creating the performance.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You have been asked to perform as part of a local tribute to the work of photographer Christopher Herwig. You will take one of his images and create a performance inspired by it. As before, you will need to keep a log, solve issues and display a positive and flexible attitude.

Unit PA6: Designing Technical Support

Level: **1**

Unit type: **Sector (Performing Arts)**

Guided learning hours: **40**

Unit in brief

Learners will develop design skills used by those working 'behind the scenes' to support a performance. They will develop skills in using information from a design brief and solving problems.

Unit introduction

Have you ever wondered how ideas for a set are communicated? How do technicians know where to put lights? This all comes from a design. The design sets the look and feel of a performance.

In this unit, you will explore and develop some of the skills needed to design technical support for a performance. You will focus on a particular area of production arts. This could be set, costume, make-up, lighting, props or sound. You will develop ideas to meet the needs of a performance and present these designs as drawings, plans or models. You will learn how to use information from a design brief and solve problems.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Develop ideas and solve problems in response to a design brief
- B** Design technical support for a performance in response to a design brief.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Develop ideas and solve problems in response to a design brief	<ul style="list-style-type: none"> • Design considerations • Responding to a design brief • Design skills • Presenting design ideas 	<ul style="list-style-type: none"> • Mood board, sketches or notes from process. • A design of technical support in response to a design brief.
B Design technical support for a performance in response to a design brief		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Production arts design skills • Responding to a design brief • Health and safety 	<ul style="list-style-type: none"> • How production elements contribute to a performance • The features of a design brief 	<ul style="list-style-type: none"> • Managing information • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Read and understand texts in detail. • Utilise information contained in texts.
Mathematics	<ul style="list-style-type: none"> • Work out areas and perimeters in practical situations. • Construct geometric diagrams, models and shapes.

Unit content

Knowledge and sector skills

Design considerations

- Purpose of design.
- Types of performance space.
- Types of technical designs.
 - set
 - sound
 - lighting
 - props
 - costume
 - make-up.

Responding to a design brief

- What is a design brief?
- Understanding and considering the demands of the design brief, e.g. performance space, setting, available resources.
- Finding key information in a design brief.
- Types of performance, e.g. theatre performance, music gig, dance showcase.

Design skills

- Design processes.
- Materials used in designs.
- Using design artefacts to communicate ideas, e.g. lighting plans, simple models, drawings, diagrams.
- Selecting and rejecting ideas, e.g. mind maps, discussions with the director/tutor.
- Suitability of designs.
- Creating designs to meet a design brief.
- Annotating designs.

Presenting design ideas

- Mood boards.
- Initial sketches and drafts.
- Annotating research.

Transferable skills

- Managing information: using information in a design brief, finding relevant information from sources to create a design.
- Problem solving: identifying and solving problems when designing technical support, such as technical difficulties or lack of resources.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Develop ideas and solve problems in response to a design brief		
A.P1 Use given information from the brief and suggest simple solutions to problems when creating a design.	A.M1 Use given information from the brief and suggest solutions to problems when creating a design.	A.D1 Use information from different sources and solve problems when creating a design.
Learning aim B: Design technical support for a performance in response to a design brief		
B.P1 Create a simple design of technical support in response to a brief.	B.M2 Create a design of technical support in response to a brief that is presented in a suitable format, with annotations.	B.D2 Create a design of technical support in response to a brief that is presented in a clear and suitable format, with descriptive annotations.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- use information collected from different sources when creating design ideas, such as pictures from similar productions or settings, and solve problems that have come up from the design brief
- produce a design that has an appropriate link to the key requirements of the design brief in terms of look and style or the technical needs of the performance. They will annotate the design to give a clear account of the materials and techniques to be used, giving some reasons for their choices and how they relate to the brief
- present the design in a manner that is suitable for the chosen area of technical support and easy to understand.

For merit standard, learners:

- use information supplied to them from the design brief and identify and suggest solutions that show some thought to problems that have come up from it when creating design ideas
- produce a design that has an appropriate link to the key requirements of the design brief in terms of look and style or the technical needs of the performance. They will annotate the design to communicate some of the materials and techniques to be used
- present the design in a manner that is suitable for the chosen area of technical support.

For pass standard, learners:

- use information supplied to them from the design brief and suggest simple solutions to problems that have come up from it when creating design ideas
- produce a basic design that has an appropriate link to the key requirements of the design brief in terms of look and style or the technical needs of the performance.

Essential resources

For this unit, learners will need access to a suitable workshop space for practical activities, as well as design materials such as sketchbooks and model-making equipment.

Required specialist resources will depend on the selected design/technical area as follows.

- Set, props and/or costumes: access to construction materials and tools as appropriate.
- Make-up: access to make-up materials and a well-lit and ventilated area for exploratory activities and application of make-up. A good mirror of adequate size and a chair that ideally can be adjusted for height.
- Lighting: access to a range of lighting equipment, suitable for supporting dance, drama and music productions and performances as appropriate. NB Learners do not need to work at height.
- Sound: access to a range of sound equipment, suitable for supporting dance, drama and music productions and performances as appropriate.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners take part in a group discussion on what designs are and what they are used for. Learners are given a variety of examples of designs in different styles and for different purposes. As a group, they will discuss their opinions on the designs and the key differences between them. Learners will look at examples of these designs realised in videos or pictures and discuss how well they reflect the designs and what has changed.

Suggested time: about 4 hours.

Activity: Using a design brief

Learners are given examples of design briefs and are asked to identify the important information in them before discussing them as a group. They are given access to different information that relates to the brief, such as the background information to the chosen play, and work in pairs to form relevant ideas that are then fed back to the group and discussed.

For example: learners are shown a design brief for a set that represents Victorian London and are given access to books, videos and websites with information on the period.

Suggested time: about 4 hours.

Activity: Planning designs and materials

Learners are introduced to different ways of planning a design based on different subjects. They then create a mood board for a given subject.

Learners explore the different materials and resources required to create different types of design. They will create a variety of drawings and models using different materials. As a group they will then discuss what they felt about each material.

Suggested time: about 6 hours.

Activity: Annotating designs

Learners are introduced to different methods of annotating designs. They are shown examples and discuss what they think are effective about them. They are then given a selection of designs with no annotation and are asked to annotate them themselves. They will then swap designs and peer review each other's work.

Suggested time: about 4 hours.

Activity: Design skills

Learners focus on one area of production chosen from: set, props, costume, make-up, lighting or sound. They discuss what potential problems can occur in their chosen discipline and how they can be solved. They will be introduced to the different techniques involved in design and explore and experiment with them in different ways.

For example: learners explore existing design work for make-up, discussing how facial plans/drawings are presented. They then undertake exploratory work, creating a mood board for a given character. Learners then present their design ideas in the form of an annotated facial plan.

Suggested time: about 10 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are asked by a local theatre to design some technical support for a performance of Arthur Miller's *The Crucible*. The director wants to set this production during the miner's strike of 1984 and 1985. You will choose a specific technical discipline with guidance.

You will be given a design brief that will outline the director's vision for the setting and look of the performance and what they want from the technical support. You will need to use it to research information for your design. You will create an annotated design in line with the brief in an appropriate format. You will need to use your design to solve problems arising from the brief.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion you have been asked to design some technical support for a street dance performance. The director wants the look of the performance to be themed around the English countryside. Again you will receive a design brief before finding information to help you design your technical support.

Unit PA7: Providing Technical Support

Level: **1**

Unit type: **Sector (Performing Arts)**

Guided learning hours: **40**

Unit in brief

Learners will develop technical skills used by those working 'behind the scenes' to support a performance. They will develop skills in self-management and problem solving.

Unit introduction

Have you ever wondered what it is like to support a performance behind the scenes? What kind of work is done? This work can enhance the look and sound of a play, musical or gig. It contributes to the meaning of the performance by creating settings and characters.

In this unit, you will explore and develop some of the skills needed to support a performance behind the scenes. You will focus on a particular area of production arts. This could be stage make-up, lighting, costume, props or sound. You will develop the skills needed to give technical support for a performance. This may involve creating a prop, operating lights or applying make-up. You will learn to self-manage and solve problems.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Provide technical support for a performance
- B** Self-manage and solve problems when providing technical support.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Provide technical support for a performance	<ul style="list-style-type: none"> • Factors involved when supporting a performance • Equipment and materials • Technical skills 	<ul style="list-style-type: none"> • Witness statements and footage of the directed operation or creation of technical support.
B Self-manage and solve problems when providing technical support		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Production arts technical skills • Responding to a brief • Health and safety 	<ul style="list-style-type: none"> • How production elements contribute to a performance • The features of a brief 	<ul style="list-style-type: none"> • Problem solving • Self-management

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Read and understand texts in detail. • Make use of information contained in texts.

Unit content

Knowledge and sector skills

Factors involved when supporting a performance

- Types of venue.
- Types of performance.
- Roles involved in technical support.
- Using production information, e.g. designs, cue sheets, scripts.

Equipment and materials

- Types of equipment/materials.
- Selecting suitable equipment/materials.
- Preparing equipment.

Technical skills

- Health and safety.
- Preparing tools and equipment.
- Using and operating equipment and tools relating to specific areas.
- Preparing work area and materials.
- Setting up and rigging equipment (where appropriate).
- Set or props:
 - painting, applying decorative finish and adapting existing material.
- Costume:
 - wardrobe management
 - applying decorative finishes and adapting existing clothing.
- Make-up:
 - applying and removing make-up.
- Lighting:
 - plotting and focusing
 - operating simple lighting cues.
- Sound:
 - microphone/instrument set-up and check
 - operating mixing desk
 - recording and editing sound and/or music.

Transferable skills

- Problem solving: identifying and solving problems when providing technical support.
- Self-management: working in a positive manner and behaving with a flexible and responsive attitude to different situations when providing technical support.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Provide technical support for a performance		
A.P1 Provide safe technical support for a performance.	A.M1 Provide safe technical support that meets some of the aims of a performance.	A.D1 Provide competent technical support that meets most of the aims of a performance.
Learning aim B: Self-manage and solve problems when providing technical support		
B.P2 Demonstrate a positive attitude and suggest simple solutions to issues when providing technical support.	B.M2 Demonstrate a positive attitude and suggest ideas to resolve issues when providing technical support.	B.D2 Demonstrate a positive and flexible attitude and solve issues when providing technical support.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- operate equipment or create a piece of technical support while demonstrating the necessary control of skills to complete the processes. They accurately meet most of the requirements of the design in terms of required style and look or technical needs of the performance
- demonstrate a positive and flexible attitude and react in a thoughtful manner throughout the process while solving issues that arise during the process.

For merit standard, learners:

- operate equipment or create a piece of technical support while demonstrating safe use of skills and processes. They partly meet the requirements of the design in terms of required style and look or technical needs of the performance
- demonstrate a positive attitude and suggest solutions that show some thought to issues that arise during the process.

For pass standard, learners:

- operate equipment or create a piece of technical support while demonstrating safe use of skills and processes
- demonstrate a positive attitude and suggest simple solutions to issues that arise during the process.

Essential resources

For this unit, learners will need access to a suitable workshop space for practical activities, as well as design materials such as sketchbooks and model-making equipment.

Required specialist resources will depend on the selected design/technical area as follows.

- Set, props and/or costumes: access to construction materials and tools as appropriate.
- Make-up: access to make-up materials and a well-lit and ventilated area for exploratory activities and application of make-up. A good mirror of adequate size and a chair that ideally can be adjusted for height.
- Lighting: access to a range of lighting equipment, suitable for supporting dance, drama and music productions and performances as appropriate. NB Learners do not need to work at height.
- Sound: access to a range of sound equipment, suitable for supporting dance, drama and music productions and performances as appropriate.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners watch a range of extracts from recorded performance, for example a musical, a play, a variety show or a gig, focusing on the production elements they can see, such as sets, costumes, make-up, lighting, sound and music.

Learners take part in a whole group discussion, 'Why do performing arts productions need production elements?'

Learners are introduced to different types of performance spaces through diagrams and photographs, for example traditional proscenium arch, black box studio, arena, outdoor spaces. They take part in a tutor-led discussion on how production elements take into account the requirements of different spaces.

Suggested time: about 6 hours.

Activity: Using a design or performance information

Learners are given examples of designs, scripts and cue sheets and are asked to identify the important information in them. They are shown how they are made. They then work in pairs and are given an example of technical support in the form of a short video or picture. They use this to create a cue sheet or a list of information that would be needed in a design. They then present their work and peer review it in a group discussion.

For example: learners are shown a video of a dance performance and have to try and create a lighting cue sheet from it.

Suggested time: about 4 hours.

Activity: Working safely

Learners should focus on one area of production chosen from: set, props, costume, make-up, lighting or sound.

Learners explore the risks associated with the area of production arts they are studying. They should learn to carry out a simple risk assessment in relation to the materials and equipment to be used in practical sessions.

Suggested time: about 5 hours.

Activity: Solving problems

Learners should focus on one area of production chosen from: set, props, costume, make-up, lighting or sound. They should then discuss what potential problems can occur and how they can be solved. They are given a series of problems and work in pairs to find ways or suggestions on how to resolve them.

Suggested time: about 4 hours.

Activity: Technical skills

Learners should focus on one area of production chosen from: set, props, costume, make-up, lighting or sound. They are introduced to the different equipment and tools associated with their chosen discipline. They use the equipment in different scenarios to develop the skills and processes involved in their discipline.

For example: learners are introduced to a range of prop-making equipment and materials. They undertake practical exploratory work to develop skills in prop construction.

Suggested time: about 10 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are asked by a local theatre to help support a theatrical performance. You will be given a specific discipline and scene to work on.

You will be given a design or performance information by the director outlining what he wants from his technical support. You will then have to support the performance in line with this information, displaying your command of the skills and processes involved. You will need to work with a positive and flexible attitude and suggest responses to problems during the process.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion you have been asked to support a live music performance at the same theatre. Again you will receive a design or performance information outlining what is needed from your technical support.

Unit PA8: Performing a Dance Routine

Level: **1**

Unit type: **Sector (Performing Arts)**

Guided learning hours: **40**

Unit in brief

Learners will develop their dance skills, self-discipline and understanding of safe practice in the studio. Learners will also enhance their self-review and development skills.

Unit introduction

Dance is a popular style of expression. It takes many forms and can be a type of art, entertainment or just a way of enjoying ourselves. Dance can also communicate ideas and emotions. This can support other disciplines such as physical theatre and acting.

In this unit, you will begin to learn the discipline needed to develop basic dance skills. This can include traditional forms of dance, such as ballet or tap, or more current forms of dance today such as street. You must attend regular workshops to develop your skills. You will be taught safe studio practice and how to use your body carefully. You will take part in exciting practical workshops in a range of different dance styles. You will then review your performance and plan ways to improve before you perform a dance routine.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Rehearse for a dance performance, reflecting on own skills

B Perform a dance routine.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Rehearse for a dance performance, reflecting on own skills	<ul style="list-style-type: none"> • Technical dance skills • Rehearsal etiquette • Learning and developing a dance routine 	<ul style="list-style-type: none"> • Learners' plan of self-development. • Footage and witness statements of a directed, performance of a given dance routine (about three minutes).
B Perform a dance routine		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Practical dance skills • Self-discipline and confidence • Performance techniques 	<ul style="list-style-type: none"> • Types of dance styles and the relevant skills needed • Safe studio practice • How to improve own practice through self-reflection 	<ul style="list-style-type: none"> • Reviewing own performance • Self-development

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Technical dance skills

- Physical skills:
 - posture, alignment, coordination, balance, control, flexibility, stamina and spatial awareness.
- Interpretive skills:
 - musicality, focus, facial expression, use of dynamics rhythm and timing.

Rehearsal etiquette

- Safe rehearsal practice:
 - warm-up, skills development and cool down.
- Discipline during rehearsal:
 - attendance, punctuality, being ready to work and wearing suitable attire.

Learning and developing a dance routine

- Movement memory:
 - repetition and refining of movement phrases.
- Developing phrases:
 - building short phrases into longer combinations
 - ability to reproduce action/dynamic/rhythmic/spatial content.
- Awareness of and relationship to other dancers in performance (if appropriate).
- Establishing physical features appropriate to the style of dance.
- Receiving and giving feedback:
 - self and peer evaluation, responding to direction.
- Preparation for performance:
 - interpretation, awareness of performance space.

Transferable skills

- Reviewing own performance: responding to feedback and constructive criticism to review own strengths and areas for improvement of dance techniques.
- Self-development: using feedback to identify and plan ways to improve dance techniques.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Rehearse for a dance performance, reflecting on own skills		
A.P1 Identify own strengths and areas for improvement in rehearsal.	A.M1 Identify own strengths, areas for improvement and ways to improve in response to feedback in rehearsal.	A.D1 Outline own strengths and areas for improvement and plan ways to improve in response to feedback in rehearsal.
Learning aim B: Perform a dance routine		
B.P2 Complete a performance demonstrating some use of technical dance skills.	B.M2 Complete a performance demonstrating sustained use of technical dance skills.	B.D2 Complete a capable performance demonstrating sustained and confident use of technical dance skills.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- give a summary of own strengths and areas for improvement, including relevant areas and respond to feedback, outlining strategies for improving dance skills, including how they are to be actioned
- complete a performance of a dance routine that is suitably in line with the task and meets most of the demands of the style in terms of poise and posture
- confidently demonstrate correct movement memory and rhythmic accuracy. They show control in the delivery of phrases and combinations with correct dynamic delivery in most of the performance, by dancing in a self-assured manner and showing engagement with the routine.

For merit standard, learners:

- list own strengths and areas for improvement and respond to feedback, listing strategies for improving dance skills
- complete a performance of a dance routine that is suitably in line with the task. They demonstrate correct movement memory and rhythmic accuracy, showing control in the delivery of phrases and combinations with correct dynamic delivery in most of the performance.

For pass standard, learners:

- list own strengths and areas for improvement that are not necessarily in response to feedback
- complete a performance of a dance routine that is suitably in line with the task. They demonstrate correct movement memory and rhythmic accuracy, showing control in the delivery of phrases and combinations with correct dynamic delivery in some of the performance.

Essential resources

For this unit, learners should have access to a hall or dance studio where a comfortable room temperature can be maintained.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners take part in an initial discussion on their past experiences in dance. This could be initiated by small group or paired discussions, with tutors prompting individuals to share their experiences.

Tutors could briefly talk about their own training and performance experience, or invite a guest speaker to talk about their skills. Studio conduct to be outlined, this could be linked to a studio contract that can be added to by learners themselves and displayed in the studio.

Learners participate in a structured dance class, including warm-up, technique and a taught combination in a chosen style.

Suggested time: about 6 hours.

Activity: Skills workshop

Learners undertake dance workshops in a selected style(s), for example commercial jazz, street or contemporary. A piece of repertoire could be used as inspiration to learn and develop on.

Tutors should engage learners based on the stylistic qualities of the chosen style(s), but primarily on the skill levels of the individuals.

Suggested time: about 6 hours.

Activity: Planned task

Learners come to the workshop prepared to work in small groups to rehearse a dance combination or routine. This could be supported by a musical accompaniment of their choice and in a style that they have learned in sessions or that they are familiar with.

This task should allow learners to build on their transferable skills. Learners are encouraged at this point to communicate each other's strengths and areas for improvement.

Suggested time: about 6 hours.

Activity: Reviewing performance and planning improvement

Learners choose a dance performance and communicate to the group what they think is good about it and what could be improved. The group should discuss each performance and feed back to each other.

In pairs, learners identify their own strengths and areas for improvement from feedback given on their contributions to the workshops. They should create a list of things they have done well and things they want to do better. They will then swap their lists and give each other peer-to-peer feedback and suggestions on how to improve.

Suggested time: about 4 hours.

Activity: Visiting artist and practical development

A workshop with a visiting artist will give learners a taste of a style that is different from those they have been working on in previous weeks. This may be a cultural style or a style that the dancer has trained in.

Tutors should ask learners to recall movement combinations from the above workshop and build on the style in structured workshops. This could involve working on steps and combinations taught by the visiting artist or developing learning through observation of learners.

Suggested time: about 6 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to take part in a dance exhibition, performing in the street dance section. You will need to learn a suitable routine in preparation for the performance.

You will review your dance skills and plan ways to improve. You will then perform the complete routine, demonstrating your dance skills.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, a friend has asked you to perform at a contemporary dance evening that they are putting on. You will need to review your dance skills and plan ways to improve again and perform an appropriate routine.

Unit PA9: Performing a Piece of Music

Level: **1**

Unit type: **Sector (Performing Arts)**

Guided learning hours: **40**

Unit in brief

Learners will explore and develop musical skills to better understand the creation and performance of music. Learners will also enhance their self-review and development skills.

Unit introduction

Have you ever wanted to be a rock or pop star? Or take part in a musical? Music surrounds us and is an important part of performing arts. As well as at music gigs, it appears in dance performances, films and stage plays.

In this unit, you will look at what music is used for in the arts and what goes into getting a piece of music ready to perform. You will look at the basic elements of a piece of music and different musical styles. You will take part in a series of workshops to introduce you to different ways of making music. You will then review your performance and plan ways to improve before you perform a piece of music.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Rehearse for a performance, reflecting on own skills
- B** Perform a piece of music.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Rehearse for a performance, reflecting on own skills	<ul style="list-style-type: none"> • Technical music skills • Rehearsal skills • Learning and developing a piece of music 	<ul style="list-style-type: none"> • Learners' plan of self-development. • Footage and witness statements of a directed, performance of a given piece of music (about three minutes).
B Perform a piece of music		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Using voices • Practical playing • Developing a piece • Performing a piece 	<ul style="list-style-type: none"> • Types of music • Musical elements • How music is used 	<ul style="list-style-type: none"> • Reviewing own performance • Self-development

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Technical music skills

- Use of rhythm and timing.
- Use of pitch.
- Use of dynamics.
- Control and expression.
- Responding to other musicians (if appropriate).

Rehearsal skills

- Safe rehearsal practice.
- Discipline during rehearsal.
- Technical set-up.
- Exercises to improve techniques.

Learning and developing a piece of music

- Breaking down a piece of music:
 - structure and sections
 - instrumentation and vocal parts
 - establishing style.
- Assigning relevant parts.
- Giving and receiving feedback.
- How to refine a piece of music:
 - learning parts
 - establishing a strategy.
- Preparing for a performance.

Transferable skills

- Reviewing own performance: responding to feedback and constructive criticism to review own strengths and areas for improvement of musical techniques.
- Self-development: using feedback to identify and plan ways to improve musical techniques.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Rehearse for a performance, reflecting on own skills		
A.P1 Identify own strengths and areas for improvement in rehearsal.	A.M1 Identify own strengths, areas for improvement and ways to improve in response to feedback in rehearsal.	A.D1 Outline own strengths and areas for improvement and plan ways to improve in response to feedback in rehearsal.
Learning aim B: Perform a piece of music		
B.P2 Complete a performance demonstrating some use of technical music skills.	B.M2 Complete a performance demonstrating sustained use of technical music skills.	B.D2 Complete a capable performance demonstrating sustained and confident use of technical music skills.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- give a summary of own strengths and areas for improvement, including most relevant areas and respond to feedback, outlining strategies for improving musical ability, including how they are to be actioned
- complete a performance of a suitable piece of music in line with the task that meets most of the demands of the style in terms of sound and expression
- confidently demonstrate correct dynamic delivery, rhythmic accuracy and control of musical phrases in most of the performance, by playing in a self-assured manner and showing engagement with the musical piece.

For merit standard, learners:

- list own strengths and areas for improvement and respond to feedback, listing strategies for improving musical ability
- complete a performance of a suitable piece of music in line with the task while demonstrating correct dynamic delivery, rhythmic accuracy and control of musical phrases in most of the performance.

For pass standard, learners:

- list own strengths and areas for improvement that are not necessarily in response to feedback
- complete a performance of a suitable piece of music in line with the task while demonstrating correct dynamic delivery, rhythmic accuracy and control of musical phrases in some of the performance.

Essential resources

For this unit, learners will need access to instruments and rehearsal space to run workshops.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners listen to different styles of music and discuss what styles they think they are. Learners then discuss the different places we hear music and the different types of musical performance. Learners are introduced to the elements of music with practical examples of each element. They then take part in a discussion about how the elements are used in the different musical styles and the different instrumentation and structures of the pieces.

In small groups or pairs, learners use their own instruments or voices to experiment with different musical elements.

Suggested time: about 4 hours.

Activity: Rhythm workshop

This workshop underpins musical knowledge through rhythm and tempo. Learners begin looking at time signatures and beats in a bar.

Learners should begin by clapping basic rhythms (using the Time Unit Box System (TUBS) if appropriate). They should gradually be separated into smaller groups to clap different parts of a larger rhythm.

Learners will then develop these rhythms by incorporating their own instruments and voices. Learners should be encouraged to play with dynamics and structure and swap parts around to see the differences made to the piece.

Suggested time: about 6 hours.

Activity: Pitch workshop

Learners are shown examples of the same melody played on different instruments. They discuss the similarities and differences of the examples.

Learners will experiment with pitch by using their voices and own instruments. They will be given a simple melody to play or sing together as a group, experimenting with different key signatures and harmonies. They are then put into small groups and given a simple song to learn and develop.

They will share their songs with each other before giving peer to peer feedback.

Suggested time: about 6 hours.

Activity: Developing technical skills

Learners take part in a tutor-led discussion on technical music skills, including control, expression and communication. Learners are shown different examples of music performance and break down the structures with tutor guidance.

Learners are put in small groups and are given a piece of music. They will then learn the piece of music using their own instruments or voices, while experimenting with expression. There should be regular feedback and guidance on technical skills from the tutor.

They will share their pieces with each other before giving peer to peer feedback.

Suggested time: about 8 hours.

Activity: Reviewing and improving performance

Learners choose a musical performance and communicate to the group what they think is good about it and what could be improved. The group should discuss each performance and feed back to each other their opinions on its strengths and weaknesses.

In pairs, learners identify their own strengths and areas for improvement from feedback given on their contributions to the workshops. They should create a list of things they have done well and things they want to do better. They will then swap their lists and give each other peer-to-peer feedback and suggestions on ways they can improve.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to take part in a musical performance at a local 21st birthday party. They will want upbeat, modern party music to be played. You will need to learn a suitable piece of music in preparation for the performance.

You will review your musical skills and plan ways to improve. You will then perform the complete piece of music, demonstrating your musical skills.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, a friend has asked you to perform at a 1960s night that they are putting on. You will need to review your musical skills and plan ways to improve again and perform an appropriate piece.

Unit PA10: Acting in a Performance

Level: **1**

Unit type: **Sector (Performing Arts)**

Guided learning hours: **40**

Unit in brief

Learners will explore acting techniques and develop acting skills. They will apply these skills through a series of workshops and enhance their self-review and development skills.

Unit introduction

We all enjoy watching actors on the screen and stage and many people dream of becoming famous actors. What does it take to become an actor? We all 'act' according to the situation we are in or who we are with. One of an actor's jobs is to be able to play a role that makes a character believable to an audience. This involves training in acting for screen, stage or radio.

In this unit, you will look at different acting skills and how they can be used to create characters. You will look at using your voice and body in different ways to suit the role you are playing. Your confidence and knowledge of acting will be developed through workshops, games and exercises. You will then review your performance and plan ways to improve before you perform as a character.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Rehearse for a performance, reflecting on own skills
- B** Act in a performance.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Rehearse for a performance, reflecting on own skills	<ul style="list-style-type: none"> • Technical voice and movement skills • Rehearsal etiquette • Developing a part 	<ul style="list-style-type: none"> • Learners' plan of self-development. • Footage and witness statements of a directed, given acting performance of (about five minutes).
B Act in a performance		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Practical acting skills • Self-discipline and confidence • Performance techniques 	<ul style="list-style-type: none"> • Types of acting styles and the relevant skills needed • Safe rehearsal practice • How to improve own practice through self-reflection 	<ul style="list-style-type: none"> • Reviewing own performance • Self-development

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Technical voice and movement skills

- Vocal techniques, e.g. breath control, projection and clarity.
- Vocal expression, e.g. modulation, pace and emphasis.
- Movement techniques, e.g. balance, spatial awareness and coordination.
- Movement expression, e.g. use of gestures, posture and facial expressions.
- Reacting to other actors (if appropriate).

Rehearsal etiquette

- Safe rehearsal practice.
- Discipline during rehearsal.
- Physical and vocal warm-ups to protect voice and body.
- Appropriate attire for rehearsal.

Developing a part

- Analysing the five Ws – Who, Where, When, What, Why?
- Character motivation.
- Use of the subtext.
- Off-text improvisations.
- Exercises in relaxation and concentration during rehearsal and performance.
- Giving and receiving feedback.

Transferable skills

- Reviewing own performance: responding to feedback and constructive criticism to review own strengths and areas for improvement as an actor
- Self-development: using feedback to identify and plan ways to improve acting techniques.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Rehearse for a performance, reflecting on own skills		
A.P1 Identify own strengths and areas for improvement in rehearsal.	A.M1 Identify own strengths, areas for improvement and ways to improve in response to feedback in rehearsal.	A.D1 Outline own strengths and areas for improvement and plan ways to improve in response to feedback in rehearsal.
Learning aim B: Act in a performance		
B.P2 Complete a performance demonstrating some use of technical acting skills.	B.M2 Complete a performance demonstrating sustained use of technical acting skills.	B.D2 Complete a capable performance demonstrating sustained and confident use of technical acting skills.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- give a summary of own strengths and areas for improvement, including relevant areas and respond to feedback, outlining strategies for improving acting skills, including how they are to be actioned
- complete an acting performance that meets most of the demands of the piece in terms of character creation and communication
- demonstrate sustained vocal control through to the end of most phrases. They adopt an appropriate stance to communicate the character throughout most of the performance, displaying confidence by using the stage in an assured manner and engaging with the character.

For merit standard, learners:

- list own strengths and areas for improvement and respond to feedback, listing strategies for improving acting skills
- complete an acting performance demonstrating sustained vocal control through to the end of most phrases. They adopt an appropriate stance to communicate the character throughout most of the performance.

For pass standard, learners:

- list own strengths and areas for improvement that are not necessarily in response to feedback
- complete an acting performance demonstrating vocal control through to the end of some phrases. They adopt an appropriate stance to communicate the character for some of the performance.

Essential resources

For this unit, learners should have access to a suitable space for practical work.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors lead small group discussions on what 'acting' means and what skills are involved. When do we all need to become actors in real life? How do we change our bodies, faces and voices to play a particular role when we need to? Learners share examples from their own lives.

Learners identify their favourite actors from film, TV or stage and list the skills they feel are important to make us want to watch and believe in them.

Learners are shown examples of different acting styles from videos or YouTube™ clips, which should include naturalism and physical or narrative theatre. Learners are invited to discuss their responses to each.

Suggested time: about 4 hours.

Activity: Developing physical skills

Learners take part in a practical workshop on physical skills and non-verbal communication. This should cover aspects of physical expression such as body language, posture, gestures, gait and facial expressions used to communicate a character in a purely physical way.

Learners should explore physical expression through naturalism, the acting style they are most familiar with: subtle facial expressions, gestures and body language. This could be achieved through role play or improvisations of real-life situations. Learners then share ideas and discuss how this makes it possible to read a character's feelings or motives.

Learners explore how to exaggerate and slow down movements and facial expressions to create a mime. They then collaborate in small groups to rehearse and present a short mimed sequence from a given stimulus using the skills developed.

Suggested time: about 6 hours.

Activity: Developing vocal skills

Learners take part in practical workshops on breathing exercises and vocal technique. It is important for learners to understand how correct breathing helps to support the voice. Vocal exercises should cover basic aspects of vocal expression, including clarity, projection, pitch, pace, tone and accent.

Learners listen to extracts from audio-recorded dramas and identify how actors communicate individual characters through voice alone. Learners explore how to manipulate their voice to create an individual character through a written or devised monologue using the vocal skills they have developed.

Suggested time: about 6 hours.

Activity: Developing a character

Learners are given another script or stimulus on which to build a specific character. Through read-throughs or practical experimentation around a given stimulus, learners choose a role on which to build a more rounded character.

Learners participate in practical workshops to develop their understanding of the character. They explore appropriate vocal and physical techniques to bring their character to life.

Suggested time: about 6 hours.

Activity: Reviewing performance and planning improvement

Learners choose an acting performance and communicate to the group what they think is good about it and what could be improved. The group should discuss each performance and feed back to each other.

In pairs, learners identify their own strengths and areas for improvement from feedback given on their contributions to workshops. They should create a list of things they have done well and things they want to do better. They will then swap their lists and give each other peer-to-peer feedback and suggestions on how to improve.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to take part in a performance of an extract of *The History Boys* by Alan Bennett as part of a theatre company. You will be given a part to learn by your director.

You will review your acting skills and plan ways to improve in preparation for the role. You will then complete the performance, demonstrating your acting skills.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, you have been asked to audition for a new theatre company's production of *A Midsummer Night's Dream* by William Shakespeare. You will review your acting skills and plan ways to improve in preparation for the audition. You will then perform an extract from the play, demonstrating your acting skills.

Unit PA11: Personal Preparation for Performance

Level: **1**

Unit type: **Sector (Performing Arts)**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in preparing physically and technically in the run up to a performance. Learners will also develop skills in communication and using information.

Unit introduction

A good performance is usually the result of thorough preparation. Both physical and mental preparation is essential to be ready for a performance, and you as a performer are responsible for this. To progress in the field of performing arts, it is important that you understand the discipline needed to prepare for a performance.

In this unit, you will learn the skills needed to successfully prepare for a performance. This will include focus exercises, warm-up techniques and personal preparation used in the immediate run up to the performance. As a performer you will take part in workshops on how to prepare your body and will take part in different physical and mental preparation routines. You will plan and practise these skills in preparation for a performance in your chosen discipline and lead others in a warm-up.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan ways to prepare for a performance using information
- B** Communicate a warm-up routine to others.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan ways to prepare for a performance using information	<ul style="list-style-type: none"> • Factors to consider when preparing for a performance • Physical preparation for a performance • Leading a warm-up routine • Cognitive and technical preparation exercises 	<ul style="list-style-type: none"> • Preparation plan for a given specified performance. • Footage and witness statements of learner-led warm-up routine (about three minutes).
B Communicate a warm-up routine to others		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Physical preparation • Cognitive preparation • Technical preparation • Self-development and discipline 	<ul style="list-style-type: none"> • Impact of health on performance • Warm-up techniques • Finding and using information to help prepare for a performance 	<ul style="list-style-type: none"> • Managing information • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Factors to consider when preparing for a performance

- Nutrition/balanced diet: foods to eat and to avoid before performances.
- Hydration.
- Rest and sleep: resting between performances, resting when injured, adequate sleep.
- Types of performance.
- Resources, e.g. music, props and equipment.

Physical preparation for a performance

- Warm-up relevant to the discipline and style:
 - dancers – raising heart rate, full-body stretching, stamina building and breath control
 - actors – moving through the space, stretching and voice warm-up
 - musicians – breathing, vocal warm-up/scales, hand warm-up/stretching, technical drills.
- Games: teamwork, trust, focus, concentration and awareness activities, characterisation.
- Safety considerations when preparing.

Leading a warm-up routine

- Maintaining group focus.
- Ensuring instructions are being followed.
- Appropriate verbal and non-verbal communication.

Cognitive and technical preparation exercises

- Dancers:
 - relaxation
 - focus exercises
 - breathing.
- Actors:
 - reciting lines
 - focus exercises
 - breathing.
- Musicians:
 - instrument tuning
 - volume levels for sound
 - safe set-up of equipment.

Transferable skills

- Managing information: how to find and use information and explore alternatives when planning and preparing for a performance with a warm-up, assessing relevance and suitability of information.
- Communication: how to communicate processes and exercise to others and present thoughts and ideas for preparation plan.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan ways to prepare for a performance using information		
A.P1 Produce a simple plan that uses given information to identify ways to prepare for a performance.	A.M1 Produce a plan that uses given information to outline ways to prepare for a performance.	A.D1 Produce a plan that uses information from different sources to outline ways to prepare for a performance.
Learning aim B: Communicate a warm-up routine to others		
B.P2 Lead a safe warm-up routine using appropriate communication.	B.M2 Lead a competent warm-up routine communicating clearly to others.	B.D2 Lead a competent warm-up routine using clear and confident communication.

Essential information for teachers

Essential information for assessment decisions

For distinction standard, learners:

- produce a plan that uses information they have found and selected from a variety of sources, such as alternative warm-ups or different stretching and technical exercises. The plan will summarise the main features needed to prepare for a performance, including technical, cognitive and physical elements where appropriate, including how each element will be actioned
- lead a warm-up routine that shows control over techniques, resources and processes, and meets the requirements for the performance. They will communicate the exercises and processes involved in the routine in a manner that is easy for others to understand and follow in a confident manner, displaying awareness of the group, self-assurance and using appropriate eye contact.

For merit standard, learners:

- produce a plan that uses information supplied in sessions and by tutors to summarise the main features needed to prepare for a performance, including technical, cognitive and physical elements where appropriate, including how each element will be actioned
- lead a warm-up routine that shows control over techniques, resources and processes, and meets the requirements for the performance. They will communicate the exercises and processes involved in the routine in a manner that is easy for other people to understand and follow.

For pass standard, learners:

- produce a basic plan that uses information supplied in sessions and by tutors to list the main features needed to prepare for a performance, including technical, cognitive and physical elements where appropriate.
- lead a warm-up routine in a safe manner
- communicate the exercises and processes involved in the routine in a manner that is suitable for the target group and performance.

Essential resources

For this unit, learners should have access to:

- safe and appropriate studios relating to their programme of study
- resources (e.g. websites, books) containing information on performance preparation.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors comment on important factors to consider when preparing for a performance, covering nutrition, diet, hydration, rest and types of performance.

Learners comment on their experiences and then work in pairs to set personal targets. The main aim is to focus on what they could be doing better to improve or maintain their health in preparation for a performance.

Learners work in pairs or individually to produce posters or video campaigns for the arts department. These should aim to highlight the importance of good health, i.e. hydration, exercise and healthy diet.

Suggested time: about 4 hours.

Activity: Physical and cognitive preparation for performance

Learners take part in several workshops that explore relaxation exercises, focus activities, games and warm-up routines specifically targeted to dance, acting and music. The workshops will be tailored to the group.

Workshops will demonstrate a correct and safe structure and the importance of this type of preparation. Learners will gain knowledge from practical sessions and activities will be appropriate for the performance they're preparing.

Learners lead some short exercises to build confidence and leadership skills. These will be prepared during or before the workshops. Learners peer review each other's delivery and give feedback on strengths and areas for improvement.

Suggested time: about 10 hours.

Activity: Technical preparation for performance and setting of assessment

In small groups, learners list other factors not involved in physical preparation, i.e. resources, space, instrument tuning, volume levels and safe set-up of equipment, for their respective disciplines.

Each group will present their findings to their peers and discuss why it is important to consider this list in preparation for a performance.

Tutors will reinforce understanding and may be involved in practical set-up, i.e. tuning of instruments and sound levels.

Suggested time: about 6 hours.

Activity: Using information and communication

In pairs, learners are tasked with getting each other to draw a given object (e.g. a house, a car etc.) without describing the object and only communicating how to move the pencil. The group then reviews the activity and discusses the importance of clear communication.

Learners are given a description of a type of performance and group. They work in pairs to use given resources to find relevant information, exercises or processes that will help prepare that group for the performance. They should then communicate this to the rest of the group. They will peer review each other's use of communication and the relevance and suitability of the information.

Suggested time: about 6 hours.

Activity: Guest visit

A practitioner from the relevant discipline is invited to lead a selection of warm-up routines and to lead a discussion on the demands of the industry and the importance of adequate preparation when performing regularly.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

Actors: you have been asked to perform in a comedy involving a substantial amount of physical work. To perform to your full potential you will need to ensure that you have prepared in the best possible manner.

Dancers: you have been asked to perform in a street dance performance. To perform to your full potential you will need to ensure that you have prepared in the best possible manner.

Musicians: you have been asked to perform at a local 'Battle of the Bands' contest. To perform to your full potential you will need to ensure that you have prepared in the best possible manner.

All: you will need to research different techniques and processes to create a preparation plan for the time leading up to the performance. You will then lead a warm-up routine before the performance.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a resit assessment activity.

Actors: on another occasion, you have been asked to perform in an intense drama. As before you will need to research and plan how to prepare before leading a warm-up.

Dancers: on another occasion, you have been asked to perform in tap performance. As before you will need to research and plan how to prepare before leading a warm-up.

Musicians: on another occasion, you have been asked to perform in a piece of promenade theatre that requires you to move around with the audience. As before you will need to research and plan how to prepare before leading a warm-up.

Unit PA12: Rehearsing for a Performance

Level: **1**

Unit type: **Sector (Performing Arts)**

Guided learning hours: **40**

Unit in brief

Learners develop the skills involved in rehearsing as part of a group for a performance. This will include skills in working with others and planning deadlines.

Unit introduction

How does a show become great? How do actors prepare their lines and know where to stand and when to react? How do musicians know when to come in, and dancers where to move? One main reason is the effort put into the rehearsal process. Whether it's a music gig, a stage play or a dance showcase, it won't be good unless work is done in rehearsals.

In this unit, you will develop the skills needed to take on a role and prepare for a performance. You will learn what behaviour is expected of you and look at the different elements needed to make a rehearsal work. You will learn how to communicate, work as part of a team, take part in rehearsals and perform.

The skills you develop will help you communicate effectively and work as a part of a wider team. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

- A** Plan a rehearsal process for a performance
- B** Work with others to rehearse and perform.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan a rehearsal process for a performance	<ul style="list-style-type: none"> • Rehearsal planning and resources • Rehearsal etiquette • Rehearsal processes • Reviewing performance throughout rehearsals 	<ul style="list-style-type: none"> • Individual learners' plan for the rehearsal process. • Witness statements, footage and individual learners' log of rehearsal process and performance.
B Work with others to rehearse and perform		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> • Organising a rehearsal • Developing material • Giving constructive feedback • Preparing material for a performance 	<ul style="list-style-type: none"> • How equipment/resources are used in a rehearsal • How notes and feedback are used during a rehearsal • How technical rehearsals/sound checks are run 	<ul style="list-style-type: none"> • Planning • Working as part of a team

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Make different kinds of contributions to discussions.

Unit content

Knowledge and sector skills

Rehearsal planning and resources

- Different types of rehearsal space, e.g. rehearsal room, studio space, location rehearsal.
- How to correctly prepare a room for rehearsal, e.g. set up furniture, clearing floor.
- Health and safety in rehearsals.
- Creating a plan, to include individual and group goals and deadlines.
- Use of equipment/props:
 - what is needed
 - how are they used?

Rehearsal etiquette

- Punctuality.
- Focus and engagement with work.
- Appropriate and inappropriate language, e.g. constructive and unconstructive criticism.
- Respect of other company members.

Rehearsal processes

- Different types of rehearsal:
 - workshopping material
 - developing material
 - dress/technical rehearsals.
- Identifying errors.
- Giving/receiving direction.

Reviewing performance throughout rehearsals

- How to debrief a rehearsal through learners' log:
 - reviewing the success of a rehearsal and identifying areas for improvement
 - different issues to consider, e.g. technical, artistic, practical.
- Action planning/target setting for the next session:
 - what should be completed at the next session
 - what needs to be completed before the next session?

Transferable skills

- Planning: setting deadlines for the different stages of the process, identifying necessary resources.
- Working as part of a team: sharing ideas, peer-to-peer feedback, collaborative discussions and working together.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan a rehearsal process for a performance		
A.P1 Produce a simple plan for an individual role in the rehearsal process that includes deadlines.	A.M1 Produce a plan for an individual role in the rehearsal process that includes deadlines and identifies the behaviours and resources needed.	A.D1 Produce a plan for an individual role in the rehearsal process that includes deadlines and describes the behaviours and resources needed.
Learning aim B: Work with others to rehearse and perform		
B.P2 Work with others during the rehearsal process and performance.	B.M2 Work with others and carry out a role appropriately during the rehearsal process and performance.	B.D2 Work collaboratively with others and carry out a role competently during the rehearsal process and performance.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a rehearsal plan with individual targets and actions to be taken such as parts and lines to be learned and how that will be actioned. It will include deadlines for the process and give a clear account of the resources and behaviours required for rehearsals, with the reasons they are needed and what would happen without them. This may include a company contract for the process.
- work jointly with others as part of a team during rehearsals and performance, including working with others to set common goals, listening to them and showing respect
- take on a role in rehearsals, showing continued engagement with the material and responsiveness to notes and feedback, with frequent improvement and self-review shown in the log of the process and performance.

For merit standard, learners:

- produce a rehearsal plan with individual targets and actions to be taken such as parts and lines to be learned and how that will be actioned. It will include deadlines for the process and list the resources and behaviours required for rehearsals. This may include a code of conduct for the process.
- work with others as part of a team during rehearsals and performance, listening to them and discussing common goals
- take on a role, showing some engagement with the material and responsiveness to notes and feedback with improvement and self-review shown in the log of the process and the performance.

For pass standard, learners:

- produce a basic rehearsal plan that will include individual targets to be met, such as parts and lines that need to be learned, and will include deadlines for the process
- work with others as part of a team during rehearsals and performance, listening to them and discussing common goals.

Essential resources

For this unit, learners need access to rehearsal rooms appropriate to the disciplines involved in the performance. This could mean acting or dance rehearsal rooms, or music practise rooms. Necessary PA and lighting equipment as required by the performance.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners take part in a group discussion on what a rehearsal is, what it's for, different types of rehearsal and the different spaces involved. Groups are given pictures of different types of spaces and have to match them to the appropriate groups (dance troupe, orchestra, physical theatre company, rock band etc.).

Learners discuss what types of equipment/resources are used in a rehearsal. They work in groups to mind-map different resources for different types of rehearsal.

Learners are given a picture of a space and have to find potential problems with it, for example cables trailing across the floor, bumps or uneven parts of the floor.

Suggested time: about 4 hours.

Activity: Working with others

Learners look at the different roles that can be taken on in a rehearsal for a performance. This could focus on one particular discipline or be a cross-discipline performance, for example a play with acting, live music and technical support. Learners discuss the responsibilities of each of the different roles and how they relate and interact with each other.

Learners discuss appropriate behaviours for rehearsals. The group creates a code of conduct for the rehearsal room. Learners could discuss what behaviours they think are good and bad and what they expect from each other.

Suggested time: about 4 hours.

Activity: Workshopping material

This session focuses on trying out different material for a purpose. Learners are given different scenarios and asked to discuss what material would be suitable, for example for a short play for primary school children or teenagers, or music for a wedding or 18th birthday party.

Learners try out different material for a particular scenario, exploring a variety of ideas in different ways. This includes trying music from different genres in different arrangements, different approaches to choreography or different styles and settings of a play. Learners are encouraged to keep experimenting and not just accept the first idea. Once they have tried enough ideas they need to make a decision on what worked the best.

Suggested time: about 6 hours.

Activity: Developing and reviewing material

This session is focused on learners working on material. They will need assistance and direction but this will be incorporated in the rehearsal process. Problems with the material and performances are identified. Regular informal and formal reviews are held to plan what should be done next, with as much input from learners as possible.

Learners then turn their attention to how to give and receive notes. They are given different ways of phrasing feedback for a specific issue and asked to discuss which would be the most appropriate. They are then given a list of rehearsal issues in small groups and are asked to come up with feedback examples.

Suggested time: about 8 hours.

Activity: Technical rehearsal

This looks at the different aspects of a technical rehearsal/sound check, where the focus moves from the material to the supporting aspects of the performance. Learners focus on the requirements for their performance, working through a lighting focus and plot and setting sound levels etc. Learners are actively engaged in what is going on and understand that their role is to facilitate progress in the performance. This may mean going over a scene/piece many times or repeatedly practising a stage entrance or exit.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

Musicians: you are asked to take part in an upcoming concert. Your group will be given suitable material by your director and you will be expected to plan and to work with others in order to be ready for the performance.

Dancers: you are asked to take part in an upcoming dance show. Your group will be given suitable material by your director and you will be expected to plan and to work with others in order to be ready for the performance.

Actors: you are asked to take part in a theatre production celebrating West End theatre. Your group will be given suitable material by your director and you will be expected to plan and to work with others in order to be ready for the performance.

All: you will need to produce a rehearsal plan detailing deadlines for the different stages of the process. It should also detail the resources and behaviours that will be necessary to complete the process. You will then take on a specified role within the rehearsal and work as a group to complete the process.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Musicians: on another occasion, your group is asked to perform music at a function. As before you will have to plan your rehearsals and work as a group to complete the process.

Dancers: on another occasion, your group is asked to perform a routine backing a local artist. As before you will have to plan your rehearsals and work as a group to complete the process.

Actors: on another occasion, your group is asked to perform an extract from *Sparkleshark* by Phillip Ridley. As before you will have to plan your rehearsals and work as a group to complete the process.

4 Planning your programme

How do I choose the right BTEC Introductory qualification for my learners?

BTEC Introductory qualifications come in three sizes, the Award, the Certificate and the Diploma, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Award size, progress to the Certificate size and then on to the larger Diploma. They may then progress to a BTEC Level 2 qualification. Learners who have a clear idea of the sector they would like to study, could start on the Diploma qualification. All three sizes allow for learners to take complementary qualifications such as maths and English alongside their BTEC Introductory qualification.

It is not advised that learners take two Award or Certificate qualifications from different sectors. If learners want to study across two or more sectors, then you should consider offering a Pearson BTEC Level 1 Introductory Vocational Studies Certificate or Diploma. The Vocational Studies qualifications give learners a flavour of a number of different vocational sectors. 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?

There are no formal entry requirements but all learners recruited should be able to access a Level 1 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment
- are willing to improve their maths and English skills.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed.

Further information is given in *Section 7*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for tutors 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 progression.

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 the qualifications. For some units, specific resources are required.

Which modes of delivery can be used for these qualifications?

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

Support

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

What support is available?

We will provide a generic delivery guide which will give suggestions for how to deliver the core units and the transferable skills across the suite. This will be available to download on our website.

To support you in planning your assessments you will be allocated a Standards Verifier early on in the planning stage. See *Section 7* for further details.

5 Assessment

Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7*.

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of your assessment team need to refer to this document.

For BTEC Introductory qualifications it is important that you can meet the needs of learners by providing a programme that is practical and which will develop transferable and sector skills in a vocational context. Centres can tailor programmes to meet local needs and use links with local organisations and the wider vocational sector.

We have addressed the need to ensure that the time allocated to final assessment of internal units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners.

Principles of internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, explained in *Section 3*, and the requirements for delivering assessment.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit or part of the unit, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, tutors.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Introductory qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, and sector- and transferable skills appropriate to the purpose of qualification.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to 'describe' and the related P criterion requires the learner to 'outline', then to satisfy the M criterion a learner will need to cover both 'outline' and 'describe'. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

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 unit then the assessment team will give a grade for the 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 therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 1 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as having an Unclassified grade. See *Section 8* for further information on grading.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) for the BTEC Introductory suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures the record keeping, assessment and internal verification meet our requirements and liaise with our Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Setting effective assignments

Setting assignments

In setting your assignments, you need to work with the guidance given in the *Essential information for tutors* section of a unit. This section gives you information on assessment decisions, with suggested scenarios for assessments. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or a visit to an organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of their ability.

An assignment brief should have:

- a vocational scenario or context, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally that could be set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

Forms of evidence

BTEC Introductory units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information to suggest what would be suitable forms of evidence and to give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

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

Assessors must complete a declaration that:

- the evidence submitted for this assignment 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 6*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass, Merit and Distinction criteria all relate to individual learning aims.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

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 do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

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, having met the initial deadline. For example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it 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 assessor considers 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.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement or have submitted work that is not authentic.

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan the assessment team may wish to consider:

- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how resubmission dates can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

6 Administrative arrangements

Introduction

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

Learner registration and entry

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 internal assessment. Refer to our *Information Manual* (available on our website) 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 qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All 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.

Our equality policy requires all learners to 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 (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- 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 internal assessment

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 our *Information Manual*. We may ask to audit your records so they must be retained as specified.

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 a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

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 in assessment

Malpractice means 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.

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

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

Internally-assessed 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 gives full information on the actions we expect you to take.

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 and details the penalties and sanctions that may be imposed.

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.

Tutor/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, on our website.

In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components 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.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

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.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments 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.

7 Quality assurance and centre approval

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 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.
- 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.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. 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 Introductory qualifications 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
- 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 any BTEC Introductory 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.

8 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number units, the core units along with the sector units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with Ofqual requirements.

Eligibility for an award

To achieve any qualification grade, learners must:

- complete and report an outcome for all units within a valid combination (NB: Unclassified (U) is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold, and
- achieve sufficient Guided Learning Hours at Pass or above, see table below.

Qualification	Required Guided Learning Hours at Pass or above
Award	70
Certificate	140
Diploma	280

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for a Certificate or a Diploma may be eligible to achieve a smaller sized qualification in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have met the requirement for guided learning a Pass or above.

Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. The BTEC Introductory suite comprises Level 1 qualifications which are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Award	P to D
Certificate	P to D
Diploma	PP to DD

The *Calculation of Qualification Grade* table, shown further on in this section, indicates the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. 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.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

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 units. Our *Information Manual* gives full information of this process.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	40 GLH
U	0	0
Pass	6	8
Merit	12	16
Distinction	18	24

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal 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.

Award		Certificate		Diploma	
70 GLH		180 GLH		360 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0
P	14	P	36	PP	72
				MP	96
M	22	M	60	MM	120
				DM	158
D	36	D	96	DD	196

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2019

Example 1: Achievement of an Award with a D grade

	GL	Grade	Unit points
Unit 1	30	Distinction	18
Unit 7	40	Distinction	24
Totals	70	D	36

The learner has sufficient points for a D grade

Example 2: Achievement of an Award with a P grade

	GL	Grade	Unit points
Unit 1	30	Pass	6
Unit 7	40	Pass	8
Totals	70	P	14

The learner has met the minimum requirement for 70 GL at Pass or above

The learner has sufficient points for a P grade

Example 3: An Award graded unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 7	40	Distinction	24
Totals	70	P	24

The learner has a U in Unit 1

The learner has sufficient points for a M but has not met the minimum requirement for 70 GL

Example 4: Achievement of a Certificate with a D grade

	GL	Grade	Unit points
Unit 1	30	Distinction	18
Unit 2	30	Pass	6
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Totals	180	D	96

The learner has sufficient points for a D grade

Example 5: Achievement of a Certificate with a P grade

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Totals	180	P	36

The learner has met the minimum requirement for 140 GL at Pass or above

The learner has sufficient points for a P grade

Example 6: A Certificate graded Unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 5	40	Distinction	16
Unit 6	40	U	0
Unit 7	40	Pass	8
Totals	180	U	42

The learner has a U in Units 1 and 6

The learner has sufficient points for M but has not met the minimum requirement for 140 GL at Pass or above

Example 7: A Diploma graded Unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	Pass	8
Unit 6	40	U	0
Unit 7	40	U	0
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Distinction	24
Totals	360	U	110

The learner has not met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for MP but has not met the minimum requirement for 280 GL at Pass or above

Example 8: Achievement of a Diploma with a DD grade

	GL	Grade	Unit points
Unit 1	30	Merit	12
Unit 2	30	Merit	12
Unit 3	30	Distinction	18
Unit 4	30	Distinction	18
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Merit	16
Totals	360	DD	196

The learner has sufficient points for a DD grade

Example 9: Achievement of a Diploma with a PP grade

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	U	0
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Unit 8	40	Pass	8
Unit 9	40	Merit	16
Unit 10	40	Pass	8
Totals	360	PP	72

The learner has met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for a PP grade

9 Resources and support

Our aim is to give you support to enable you to deliver BTEC Introductory qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Delivery Guide

The 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 Introductory qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your BTEC Nationals. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- 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
- 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

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Introductory qualifications. The sector-specific events, developed and delivered by specialists, are available both face to face and online.

Appendix 1 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Accurate	Perform processes and procedures without error.
Appropriate	Suitable or fitting for the purpose or audience.
Capable	Performing a task or skill in a manner that is suitable for the purpose or aim, with some degree of control.
Clear	Identifiable and easy to follow.
Coherent	Logically consistent.
Collaborate	Work jointly with others.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes.
Consistent	Able to reliably repeat an action that progresses towards achieving an aim.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear account that includes all the relevant features and characteristics – ‘painting a picture with words’.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Efficient	Satisfactory and generally in keeping with broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners can show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Innovative	Introduce new and different ideas or concepts.
Insightful	Being perceptive and discerning.

Term	Definition
Outline	Learners' work, performance or practice provides a summary or overview or a brief description.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Reliably	Act in a dependable manner in a process.
Responsibly	Take on specific roles or duties showing accountability.
Review	Assess formally, appraising existing information or prior events with the intention of instituting change if necessary.
Show	Learners' work, performance or practice presents evidence using knowledge, understanding and skills.
Summarise	Learners express the condition of, or facts about something definitely or clearly.

This is a key summary of the types of evidence used for BTEC Introductory Suite of qualifications.

Type of evidence	Definition and purpose
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Performance	A defined and constrained opportunity to perform, to show skills in a structured context and where the focus is on the skills/process rather than the specific outcome.
Plan	A proposal that gives details for doing or achieving something.
Observation records	An observation record is used to provide a formal record of an assessor's judgement of learner performance.
Review	A reflective account of an activity or performance.

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