

Pearson BTEC
International Level 3 in
Production Arts

Specification

First teaching from April 2020

L3

Issue 3

Pearson BTEC International Level 3 Qualifications in Production Arts

Specification

First teaching April 2020

Issue 3

**This qualification has now expired and is no longer open
for new registrations.**

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

ISBN 978 1 446 96535 1

All the material in this publication is copyright

© Pearson Education Limited 2025

Welcome

With a track record built over 40 years of learner success, our BTEC International Level 3 qualifications are recognised internationally by governments, industry and higher education. BTEC International Level 3 qualifications allow learners to progress to the workplace – either directly or via study at a higher level. Over 100,000 BTEC learners apply to university every year. Their Level 3 BTECs, either on their own or in combination with A Levels, are accepted by UK and international universities, and higher education institutes for entry to relevant degree programmes.

Career-ready education

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

When creating the BTEC International Level 3 qualifications in this suite, we worked with many employers, higher-education providers, colleges and schools to ensure that we meet their needs. Employers are looking for recruits who have a thorough grounding in the latest industry requirements and work-ready skills, for example teamwork. Learners who progress to higher education need experience of research, extended writing and meeting deadlines. BTEC qualifications provide the breadth and depth of learning to give learners this experience.

BTEC addresses these needs by offering:

- a range of BTEC qualification sizes, each with a clear purpose, so that there is something to suit each learner's choice of study programme and progression plans
- internationally relevant content, which is closely aligned with employer and higher-education needs
- assessments and projects chosen to help learners progress; this means that some assessments and projects are set by you to meet local needs, while others are set by Pearson, ensuring a core of skills and understanding common to all learners.

We provide a full range of support, both resources and people, to ensure that learners and teachers have the best possible experience during their course. See *Section 10 Resources and support*, for details of the support we offer.

Collaborative development

Learners who complete their BTEC International Level 3 qualification in Production Arts aim to go on to employment, often via the stepping stone of higher education.

It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. We engaged experts in the development of these qualifications to ensure that the content meets providers' needs and gives learners quality preparation to help them progress. We are grateful to all the university and further-education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Universities, professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. The letters can be viewed on our website: qualifications.pearson.com

Summary of Pearson BTEC International Level 3 Qualifications in Production Arts specification Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
Rules about compensation clarified for 720 GLH Diploma sizes	Page 9
Table added to summarise points available for each qualification and size	Pages 149-150
Table showing grading threshold added	Page 152
Examples of grade calculations added	Pages 153-155

Summary of Pearson BTEC International Level 3 Qualifications in Production Arts specification Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
The text in the <i>Structure of the qualifications</i> section has been clarified.	Page 9
The Guided Learning Hours (GLH) for <i>Module G: Personal Performing Arts Profile</i> has been amended to 300 GLH.	Pages 10-14 and 105
The assessment controls text has been updated in the <i>Pearson Set Assignment units</i> and a table has been added to clearly show how many Pearson Set Assignments need to be taken for each qualification size.	Page 15
In the <i>Essential information for assessment</i> section we have clarified the PSA requirements for each assessment unit. Pearson Set Assignments (PSAs) are available for all three. Learners on the Subsidiary Diploma or Foundation Diploma are required to complete one of these units using a PSA, learners on a Diploma or Extended Diploma are required to complete two of these units using a PSA. This has been updated for Modules A-E.	Pages 32, 34, 36, 48, 50, 52, 63, 65, 67, 78, 80, 82, 93, 95 and 97.
The assessment controls text has been updated in <i>Section 5 Assessment structure</i> .	Page 134

Contents

Introduction to the BTEC International Level 3 Qualifications in Production Arts

	1
Mandatory content	1
Learning and teaching modules	2
Assessment units	2
Quality assurance	2
Qualifications in the sector	2
Qualifications, sizes and purposes at a glance	3
1 Qualification purpose	5
2 Structure	9
Assessment	17
Grading in these qualifications	18
Understanding your learning and teaching modules and assessment units	19
3 Content	21
Index of modules	21
4 Planning your programme	131
5 Assessment structure	134
Introduction	134
Internal assessment	134
Pearson Set Assignments	134
6 Internal assessment	135
Principles of internal assessment (applies to all assessment units)	135
Making valid assessment decisions	137
Planning and record keeping	138
Setting effective assignments (applies to assessment units without set assignments)	139
Late completion, resubmission and retakes (applies to all assessment units)	141
Assessment units	142
7 Administrative arrangements	143
Learner registration and entry	143
Access to assessment	143
Administrative arrangements for assessment	144
Dealing with malpractice	145
Certification and results	146
Additional documents to support centre administration	146
8 Quality assurance	147
Centre and qualification approval	147

9 Understanding the qualification grade	149
10 Resources and support	156
Support for setting up your course and preparing to teach	156
Pearson Progress	156
Support for teaching and learning	156
LearningHub	157
Support for assessment	157
Pearson English	157
Training and support from Pearson	158
Appendix 1: Transferable employability skills	159
The need for transferable skills	159
Appendix 2: Glossary of terms used for internally-assessed learning and teaching modules	161

Introduction to the BTEC International Level 3 Qualifications in Production Arts

Welcome to your new specification for the Pearson BTEC International Level 3 Qualifications in Production Arts. These qualifications bring you the best of the BTEC tradition of developing independent, vocationally aware learners through the right balance between teaching/learning and assessment. The qualifications have been designed around holistic, explorative and integrated creative teaching approaches that are conducive to deep learning and skills development.

The qualifications support a curriculum where learners are able to continually revisit their approaches to the making and understanding of Production Arts, adding levels of refinement, sophistication and precision to their practice as they progress.

All assessments are assessed by you and verified by Pearson. Some units are assessed using a Pearson Set Assignment, set by Pearson but assessed by you. We provide a support visit to help you make sure that you are confident in delivering all aspects of teaching, assessment and verification.

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

These are the key features of this specification model:

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

Mandatory content

Learners need to have access to teaching and learning approaches that challenge them to deepen and refine their skills over time. This approach is supported by the definition of mandatory content for all learners, which addresses:

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

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

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

Learning and teaching modules

The specification is divided into a number of large learning and teaching modules. This allows content themes to be taught together and revisited, to ensure that learners are integrating their learning and developing their skills holistically and iteratively. The content for each learning and teaching module is related to a number of assessment units, which may draw broadly on the content themes in the defined evidence. For internal assessment units, these learning and teaching modules allow you to use large-scale projects easily, as the basis for generating evidence for assessment.

Assessment units

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

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

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

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

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

Quality assurance

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

Qualifications in the sector

The qualifications included in this specification are:

- Pearson BTEC International Level 3 Subsidiary Diploma in Production Arts
- Pearson BTEC International Level 3 Foundation Diploma in Production Arts
- Pearson BTEC International Level 3 Diploma in Production Arts
- Pearson BTEC International Level 3 Extended Diploma in Production Arts.

The second year of the Extended Diploma requires learners to complete two large projects, with interrelated skills that are necessary for progression.

These qualifications have been designed to meet learners' needs flexibly and they do not include external assessment. They are not, therefore, recognised as qualifications for performance table purposes.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC International Level 3 Subsidiary Diploma in Production Arts	360 GLH Equivalent in size to one International A Level.	<p>This qualification is designed to support learners who are interested in learning about the production art industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in art and design-related subjects.</p> <p>The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.</p>
Pearson BTEC International Level 3 Foundation Diploma in Production Arts	510 GLH Equivalent in size to 1.5 International A Levels.	<p>This qualification is designed to support learners who want to study production art-based qualifications as a one-year, full-time course, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme.</p> <p>The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.</p>
Pearson BTEC International Level 3 Diploma in Production Arts	720 GLH Equivalent in size to two International A Levels.	<p>This qualification is designed to support learners who want to study production art-based qualifications as the main element alongside another area of complementary or contrasting study as part of a two-year, full-time study programme.</p> <p>The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.</p>

Title	Size and structure	Summary purpose
Pearson BTEC International Level 3 Extended Diploma in Production Arts	1080 GLH Equivalent in size to three International A Levels.	<p>This qualification is designed as a full-time course to support learners who want to study production art -based qualifications as the main focus of a two-year, full-time study programme.</p> <p>The qualification would support progression to higher education in its own right.</p>

1 Qualification purpose

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

Pearson BTEC International Level 3 Subsidiary Diploma in Production Arts
Pearson BTEC International Level 3 Foundation Diploma in Production Arts
Pearson BTEC International Level 3 Diploma in Production Arts
Pearson BTEC International Level 3 Extended Diploma in Production Arts.

There are five pathways available for learners to focus on general production arts, design, technical, management or make up.

Who are these qualifications for?

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

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

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

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

Pearson BTEC International Level 3 Qualifications in Production Arts

Choosing the most suitable size of qualification will depend on the learner's broader programme of study. For example, a learner who wishes to focus solely on production art may take the Diploma or Extended Diploma, while a learner who selects a smaller qualification, such as the Subsidiary Diploma or the Foundation Diploma, may choose to combine it with qualifications from other sectors, in order to support their desired progression. Smaller qualifications are also suitable for learners who are in employment and studying part-time.

Qualification structures have been designed to enable a learner who starts with the smallest qualification to progress easily to the larger qualifications.

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

What do these qualifications cover?

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

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

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

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

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

What could these qualifications lead to?

These qualifications offer learners the opportunity to develop their technical Production Arts skills through a process of self-evaluation, practice and review. In addition to the sector-specific content available in this qualification, the requirements mean that learners develop the transferable and higher-order skills that are highly regarded by higher education and employers, for example communication, project management and problem solving.

These qualifications offer learners the opportunity to develop their technical Production Arts skills over their course of study through a process of critical evaluation, practice and review, which are key skills for progression to higher education. The qualifications also support learners to become confident in taking ownership of and responsibility for their projects.

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

How do these qualifications provide employability skills?

In the Pearson BTEC International Level 3 Qualifications in Production Arts learning and teaching modules and assessment units, learners have opportunities during the teaching and learning phase to practise developing employability skills. The employability skills referenced in this specification are generally the following three main categories:

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

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

How do these qualifications provide transferable knowledge and skills for higher education?

All BTEC International Level 3 qualifications provide transferable knowledge and skills that prepare learners for progression to higher education. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- practical and personal communication skills.

BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections among learning and teaching modules and assessment units and select areas of interest for detailed study. BTEC International Level 3 qualifications provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

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

2 Structure

Structure of the qualifications

Learners must complete all mandatory assessment units outlined in the structure and achieve a Pass grade or above for each assessment criterion in all assessment units.

Pearson BTEC International Level 3 Subsidiary Diploma in Production Arts – 360 GLH

The Subsidiary Diploma includes two learning and teaching modules, assessed through one mandatory and two optional assessment units. Learners must complete one mandatory assessment unit and achieve a Pass grade or above in at least two assessment units.

Pearson BTEC International Level 3 Foundation Diploma in Production Arts – 510 GLH

The Foundation Diploma includes two learning and teaching modules, assessed through four mandatory assessment units. Learners must complete all mandatory assessment units and achieve a Pass grade or above in at least three of the four assessment units.

Pearson BTEC International Level 3 Diploma in Production Arts – 720 GLH

The Diploma includes four learning and teaching modules, assessed through five mandatory and two from three optional assessment units. Learners must complete five mandatory assessment units and choose two from three optional units and achieve a Pass grade or above in both optional skills development units and at least three other assessment units.

Pearson BTEC International Level 3 Extended Diploma in Production Arts – 1080 GLH

The Extended Diploma includes four learning and teaching modules, assessed by 11 mandatory assessment units. Learners must complete all assessment units and achieve a Pass grade or above in the mandatory assessment units (H22 and the three assessment units from either Module A, B, C, D or E) and at least five other assessment units.

These tables show all the learning and teaching modules and the qualifications they contribute to:

Pearson BTEC International Level 3 in Production Arts

Learning and teaching module	Related assessment units	GLH	360 Subsidiary Diploma*	510 Foundation Diploma	720 Diploma*	1080 Extended Diploma
A Production Arts Skills Development – 450 GLH	A1 Developing Production Skills and Techniques	150	O (PSA)	M (PSA)	O (PSA)	M (PSA)
	A2 Responding to Production Requirements and Purpose	150	O (PSA)	M (PSA)	O (PSA)	M (PSA)
	A3 Contributing to a production	150	O (PSA)	M (PSA)	O (PSA)	M (PSA)
F The Global Production Arts Industry – 60 GLH	F16 Planning a Career in the Industry	60	M	M	M	M
G Personal Production Arts Profile – 300 GLH	G17 Using Development Plans to Refine Skills	90				M
	G18 Producing a Personal Project	90			M	M
	G19 Using Material for Self-promotion and Networking	90			M	M
	G20 International Profile	30				M
H Collaborative Production Arts Project – 270 GLH	H21 Undertaking a Defined Creative or Administrative Role	90				M
	H22 Using Creative Collaboration to Develop a Project	90			M	M
	H23 Producing a Collaborative Project	90			M	M

* Choose two from three optional assessment units in Module B

PSA = Pearson Set Assignment

GLH = Guided Learning Hours

Pearson BTEC International Level 3 in Production Arts (Design)

Learning and teaching module	Related assessment units	GLH	360 Subsidiary Diploma*	510 Foundation Diploma	720 Diploma*	1080 Extended Diploma
B Design Skills Development – 450 GLH	B4 Developing Production Skills and Techniques	150	O (PSA)	M (PSA)	O (PSA)	M (PSA)
	B5 Responding to Production Requirement and Purpose	150	O (PSA)	M (PSA)	O (PSA)	M (PSA)
	B6 Contributing to a Production	150	O (PSA)	M (PSA)	O (PSA)	M (PSA)
F The Global Production Arts Industry – 60 GLH	F16 Planning a Career in the Industry	60	M	M	M	M
G Personal Production Arts Profile – 300 GLH	G17 Using Development Plans to Refine Skills	90				M
	G18 Producing a Personal Project	90			M	M
	G19 Using Material for Self-promotion and Networking	90			M	M
	G20 International Profile	30				M
H Collaborative Production Arts Project – 270 GLH	H21 Undertaking a Defined Creative or Administrative Role	90				M
	H22 Using Creative Collaboration to Develop a Project	90			M	M
	H23 Producing a Collaborative Project	90			M	M

* Choose two from three optional assessment units in Module B

PSA = Pearson Set Assignment

GLH = Guided Learning Hours

Pearson BTEC International Level 3 in Production Arts (Technical)

Learning and teaching module	Related assessment units	GLH	360 Subsidiary Diploma*	510 Foundation Diploma	720 Diploma*	1080 Extended Diploma
C Technical Skills Development – 450 GLH	C7 Developing Production Skills and Techniques	150	O (PSA)	M (PSA)	O (PSA)	M (PSA)
	C8 Responding to Production Requirement and Purpose	150	O (PSA)	M (PSA)	O (PSA)	M (PSA)
	C9 Contributing to a Production	150	O (PSA)	M (PSA)	O (PSA)	M (PSA)
F The Global Production Arts Industry – 60 GLH	F16 Planning a Career in the Industry	60	M	M	M	M
G Personal Production Arts Profile – 300 GLH	G17 Using Development Plans to Refine Skills	90				M
	G18 Producing a Personal Project	90			M	M
	G19 Using Material for Self-promotion and Networking	90			M	M
	G20 International Profile	30				M
H Collaborative Production Arts Project – 270 GLH	H21 Undertaking a Defined Creative or Administrative Role	90				M
	H22 Using Creative Collaboration to Develop a Project	90			M	M
	H23 Producing a Collaborative Project	90			M	M

* Choose two from three optional assessment units in Module C

PSA = Pearson Set Assignment

GLH = Guided Learning Hours

Pearson BTEC International Level 3 in Production Arts (Management)

Learning and teaching module	Related assessment units	GLH	360 Subsidiary Diploma*	510 Foundation Diploma	720 Diploma*	1080 Extended Diploma
D Management Skills Development – 450 GLH	D10 Developing Production Skills and Techniques	150	O (PSA)	M (PSA)	O (PSA)	M (PSA)
	D11 Responding to Production Requirement and Purpose	150	O (PSA)	M (PSA)	O (PSA)	M (PSA)
	D12 Contributing to a Production	150	O (PSA)	M (PSA)	O (PSA)	M (PSA)
F The Global Production Arts Industry – 60 GLH	F16 Planning a Career in the Industry	60	M	M	M	M
G Personal Production Arts Profile – 300 GLH	G17 Using Development Plans to Refine Skills	90				M
	G18 Producing a Personal Project	90			M	M
	G19 Using Material for Self-promotion and Networking	90			M	M
	G20 International Profile	30				M
H Collaborative Production Arts Project – 270 GLH	H21 Undertaking a Defined Creative or Administrative Role	90				M
	H22 Using Creative Collaboration to Develop a Project	90			M	M
	H23 Producing a Collaborative Project	90			M	M

* Choose two from three optional assessment units in Module D

PSA = Pearson Set Assignment

GLH = Guided Learning Hours

Pearson BTEC International Level 3 in Production Arts (Makeup)

Learning and teaching module	Related assessment units	GLH	360 Subsidiary Diploma*	510 Foundation Diploma	720 Diploma*	1080 Extended Diploma
E Make Up Skills Development – 450 GLH	E13 Developing Production Skills and Techniques	150	O (PSA)	M (PSA)	O (PSA)	M (PSA)
	E14 Responding to Production requirements and Purpose	150	O (PSA)	M (PSA)	O (PSA)	M (PSA)
	E15 Contributing to a Production	150	O (PSA)	M (PSA)	O (PSA)	M (PSA)
F The Global Production Arts Industry – 60 GLH	F16 Planning a Career in the Industry	60	M	M	M	M
G Personal Production Arts Profile – 300 GLH	G17 Using Development Plans to Refine Skills	90				M
	G18 Producing a Personal Project	90			M	M
	G19 Using Material for Self-promotion and Networking	90			M	M
	G20 International Profile	30				M
H Collaborative Production Arts Project – 270 GLH	H21 Undertaking a Defined Creative or Administrative Role	90				M
	H22 Using Creative Collaboration to Develop a Project	90			M	M
	H23 Producing a Collaborative Project	90			M	M

* Choose two from three optional assessment units in Module E

PSA = Pearson Set Assignment

GLH = Guided Learning Hours

Pearson Set Assignment units

This is a summary of the type and availability of set assignment units. For more information, see *Section 5 Assessment structure*, and the units and sample assessment materials.

- The Pearson set assignments (PSAs) for this qualification will be available for all the skills development modules. There will be tasks for all three of the related assessment units.
- Learners on the Subsidiary Diploma and Foundation Diploma are required to complete one of these units using a PSA.
- Learners on the Diploma and Extended Diploma are required to complete two of these units using the PSA. The remaining units in the qualification can be set internally or use a PSA.
- Two PSAs will be available for each one-year period and centres may choose which of these two PSAs they wish to assess.

	Subsidiary Diploma	Foundation Diploma	Diploma	Extended Diploma
Skills units you need to take	Two out of three skills units	All three skills units	Two out of three skills units	All three skills units
How many of these should be a PSA?	One skills unit	One skills unit	Two skills units	Two skills units
What about the rest?	If you meet the minimum requirement for PSA then the remaining skills units in your qualification can be either internally set or PSA.			

Unit	Type
A: Production Arts Skills Development	<ul style="list-style-type: none"> • Three assignments set by Pearson and marked by the centre. • The recommended assessment period is 25 hours.
B: Design Skills Development	<ul style="list-style-type: none"> • Three assignments set by Pearson and marked by the centre. • The recommended assessment period is 25 hours.
C: Technical Skills Development	<ul style="list-style-type: none"> • Three assignments set by Pearson and marked by the centre. • The recommended assessment period is 25 hours.

Unit	Type
D: Management Skills Development	<ul style="list-style-type: none"> • Three assignments set by Pearson and marked by the centre. • The recommended assessment period is 25 hours.
E: Makeup Skills Development	<ul style="list-style-type: none"> • Three assignments set by Pearson and marked by the centre. • The recommended assessment period is 25 hours.

Assessment

Synoptic assessment

Synoptic assessment requires learners to apply learning from across the qualification to the completion of defined vocational tasks. These qualifications have been designed to promote iterative and integrated assessment through learning and teaching modules, providing a strong basis for synoptic assessment.

The synoptic assessment in the Subsidiary Diploma is related to *Assessment Unit A1: Developing Production Skills and Techniques*. This assessment unit is split into two subunits in which learners apply their learning synoptically to develop their skills in response to a vocationally relevant brief. The unit assesses learners' ability to use their skills in an integrated way to produce a response that meets the requirements of a brief, applying a range of problem-solving, creative, professional and communication skills.

The synoptic assessment in the Foundation Diploma is related to *Assessment Unit F16: Planning a Career in the Industry*. In this assessment unit, learners apply their learning synoptically to complete a project in response to a vocationally relevant brief. The unit assesses learners' ability to use their skills in an integrated way to produce a response that meets the requirements of a brief, applying a range of planning, practical exploration, creative thinking, industry knowledge and technical skills.

The assessment will benefit learners who want to progress to higher education as it requires learners to have the transferable skills valued by higher education, such as organisational skills, creative thinking, problem solving and critical reflection. This assessment will also benefit learners who want to progress to job roles in the Production Arts industry as it requires application and understanding of how to contribute to the development and production of using creative and technical skills that shape and refine work to an industry brief, which employers in this sector value.

In the Diploma, learners build on all three prior assessment units by responding to an industry brief in the final *Assessment Unit: G18 Producing a Personal Project*. This draws on the range of creative technical skills developed throughout the qualification and on learners' ability to interpret and respond to industry briefs, applying professional practice and communication skills. These skills are highly valued by higher education and employers, and will greatly benefit learners in their progression.

In the Extended Diploma, learners build on all eleven prior assessment units by responding to an industry brief in the final *Assessment Unit: H21 Undertaking a Defined Creative or Administrative Role*. This draws on the range of creative technical skills developed throughout the qualification and on learners' ability to interpret and respond to industry briefs, applying professional practice and communication skills. These skills are highly valued by higher education and employers and will greatly benefit learners in their progression.

Language of assessment

Assessment of the units for these qualifications is available in English but can be translated as necessary. All learner work must be available for standardisation in English. A learner taking the qualifications may be assessed in Sign Language where it is permitted for the purpose of reasonable adjustment.

For information on reasonable adjustments see *Section 7: Administrative arrangements*.

Grading in these qualifications

The Pearson BTEC International Level 3 Subsidiary Diploma, Foundation Diploma, Diploma and Extended Diploma in Production Arts are graded using an overall qualification grading of P to D* for the former and PPP to D*D*D* for the latter.

BTEC International Level 3 qualifications are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Subsidiary Diploma, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual assessment units. The Information Manual gives full information.

Each learning and teaching module defines the range of content that learners will cover. The assessment evidence produced is presented and assessed against assessment units. Assessment units are each assessed against eleven criteria, which are graded on a scale of Distinction, Merit, Pass and Unclassified.

See *Section 9: Understanding the qualification grade*, for more information on grading and the proportionate weighting of assessment units towards overall qualification grades.

Understanding your learning and teaching modules and assessment units

This section sets out the required teaching and learning content areas and how they should be delivered.

Each learning and teaching module has a number of content areas, which set out:

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

All areas of content are mandatory. Within the scope of these mandatory areas of content, you will be able to select and deliver specific content covering technical skills and career progression routes relevant to learners' interests and ambitions across evolving Production Arts disciplines.

Learners should take assessments only once the relevant learning and teaching module content has been covered.

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

Learning and teaching module title: certificates will include the title of the learning and teaching module and related assessment units, for example *The Global Performing Arts Industry: Planning a Career in the Industry*, and the grades achieved for each criterion in the assessment units.

Assessment summary: this section summarises the scope and type of learning that will be assessed throughout the module through assessment objectives. The assessment objectives use verbs such as 'apply', 'demonstrate', 'explore' and 'inform' to define the basic requirements for the skills and abilities that learners will need to evidence.

You can find out more about the verbs used in the assessment objectives in *Appendix 2*.

Essential information for assessment:

Assessment unit A1 – Developing production skills and techniques

Recommended evidence

This module contains three assessment units, A1.1, A1.2 and A1.3. Pearson Set Assignments (PSAs) are available for all three.

Learners on the Subsidiary Diploma or Diploma are required to complete one of these units using a PSA, learners on a Foundation Diploma or Extended Diploma are required to complete two of these units using a PSA.

Remaining assessment units may be assessed internally using the following guidance:

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

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

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

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

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

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

Assessment criteria and amplification for decisions

A1.1 Demonstrate an understanding of skills and techniques when developing production elements		
A1.P1 Pass Adequate	A1.M1 Merit Effective	A1.D1 Distinction Accomplished
At Pass , learners exhibit an appropriate application of skills and techniques, demonstrating an understanding of the required parameters and processes. At Merit , learners exhibit a consistent application of skills and techniques, demonstrating a secure understanding of the required parameters and processes. At Distinction , learners exhibit a sophisticated application of skills and techniques, demonstrating an insightful understanding of the required parameters and processes.		

Standard for criteria at Pass, Merit and Distinction level for corresponding assessment objective. See Appendix 2 for definition of these terms.

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

3 Content

Index of modules

This section contains all the modules developed for these qualifications. Please refer to *pages 10-14* to check which units are available in the qualifications in this sector.

Module A:	Production Arts Skills Development	23
Module B:	Design Skills Development	39
Module C:	Technical Skills Development	55
Module D:	Management Skills Development	69
Module E:	Makeup Skills Development	85
Module F:	The Global Production Arts Industry	99
Module G:	Personal Production Arts Profile	105
Module H:	Collaborative Production Arts Project	119

Module A: Production Arts Skills Development

Level: 3

Unit type: **Internal**

Subsidiary Diploma guided learning hours: **300**

Foundation Diploma guided learning hours: **450**

Introduction

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

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

This module is assessed through three assessment units for learners studying the Foundation Diploma or two assessment units for those studying the Subsidiary Diploma. These assessment units draw from the range of content in the module. This allows the demonstration of a breadth of production arts skills and knowledge applied to vocational contexts. This synoptic module draws on the learning from *Module F: The Global Production Arts Industry* in response to a vocational brief related to industry roles and freelance work.

This module provides the depth and breadth of skills needed to undertake the vocational projects in specific production roles.

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

Assessment summary

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

Learners studying the Foundation Diploma must complete all three assessment units.

Learners studying the Subsidiary Diploma must complete any two of the assessment units.

Learners studying the Diploma must complete any two of the assessment units.

Learners studying the Extended Diploma must complete all three assessment units.

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

Summary of learning and teaching

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

Learning and teaching – content and delivery

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

Learners studying the Foundation Diploma should cover each content theme in a depth appropriate to the 450 GLH. For learners studying the Subsidiary Diploma, all content themes should be covered but the depth of coverage of each theme should reflect the two assessment units selected by the learner.

Exploring production arts styles and purposes

Learners studying the Foundation Diploma should cover this content in appropriate depth in line with the 450 GLH. For the Subsidiary Diploma, this content should only be covered in depth if learners are completing assessment units A1 or A2.

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

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

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

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

Understanding production roles as part of a team

Learners studying the Foundation Diploma should cover this content in appropriate depth in line with the 450 GLH. For the Subsidiary Diploma, this content should only be covered in depth if learners are completing assessment unit A3.

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

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

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

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

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

Developing technical skills for production

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

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

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

Developing rehearsal and process skills

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

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

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

Contributing to a production in defined role

Learners studying the Foundation Diploma should cover this content in appropriate depth in line with the 450 GLH. For the Subsidiary Diploma, this content should only be covered in depth if learners are completing assessment units A2 or A3.

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

- makeup and/or prosthetic roles
- technical roles, e.g. lighting and/or sound
- stage management roles

- design roles, such as
 - set design
 - costume design
 - large and handheld prop design.

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

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

Developing professional skills

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

Developing safe working practices

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

- purpose of the work
- funding and budget constraints
- style and type of work
- time and place
- clients
- audience
- physical and legal constraints
 - risk assessment
 - legally required documentation as appropriate to the country
 - health and safety legislation as appropriate to the country.

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

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

Critical reflection

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

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

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

Essential information for assessment

This module contains three assessment units, A1, A2 and A3. Pearson Set Assignments (PSAs) are available for all three.

The table on page 15 shows how many assessment units for this module need to be completed according to programme size.

Learners on the Subsidiary Diploma or Foundation Diploma are required to complete one of these units using a PSA.

Learners on a Diploma or Extended Diploma are required to complete two of these units using a PSA.

The remaining assessment units must be assessed internally.

Assessment unit A1 – Developing production skills and techniques

Recommended evidence

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

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

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

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

Assessment criteria and amplification for decisions

A1.1 Demonstrate an understanding of skills and techniques when developing production elements		
A1.P1 Pass Adequate	A1.M1 Merit Effective	A1.D1 Distinction Accomplished
<p>At Pass, learners exhibit an appropriate application of skills and techniques, demonstrating an understanding of the required parameters and processes.</p> <p>At Merit, learners exhibit a consistent application of skills and techniques, demonstrating a secure understanding of the required parameters and processes.</p> <p>At Distinction, learners exhibit a sophisticated application of skills and techniques, demonstrating an insightful understanding of the required parameters and processes.</p>		

A1.2 Apply creative processes when developing production elements**A1.P2** Pass
Adequate**A1.M2** Merit
Effective**A1.D2** Distinction
Accomplished

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

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

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

A1.3 Refine production skills and techniques**A1.P3** Pass
Describe**A1.M3** Merit
Analyse**A1.D3** Distinction
Critically comment

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

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

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

Assessment unit A2 – Responding to production requirements and purpose

Recommended evidence

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

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

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

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

Assessment criteria and amplification for decisions

A2.1 Respond to production requirements of a brief		
A2.P1 Pass Describe	A2.M1 Merit Analyse	A2.D1 Distinction Critically evaluate
<p>At Pass, learners give an account of their creative processes and the use of exploratory techniques in the development of the production requirements, with some reference to examples.</p> <p>At Merit, learners give a detailed account of their creative processes and the use of exploratory techniques in the development of production requirements, with reference to relevant examples.</p> <p>At Distinction, learners critically comment on their creative processes and the use of exploratory techniques in the development of production requirements, with reference to pertinent examples.</p>		

A2.2 Apply skills in response to the purpose of the production		
A2.P2 Pass Adequate	A2.M2 Merit Consistent	A2.D2 Distinction Accomplished
<p>At Pass, learners demonstrate some ability to apply appropriate skills and techniques that develop and enhance the purpose of the production/role.</p> <p>At Merit, learners demonstrate a proficient ability to apply appropriate skills and techniques that develop and enhance the purpose of the production/role.</p> <p>At Distinction, learners demonstrate a proficient and fluent ability to apply appropriate skills and techniques that develop and enhance the purpose of the production/role.</p>		

A2.3 Review the production elements in relation to the requirements and purpose of the production		
A2.P3 Pass Adequate	A2.M3 Merit Consistent	A2.D3 Distinction Accomplished
<p>At Pass, learners provide an account of how production elements have been refined, with some reference to examples.</p> <p>At Merit, learners provide a detailed account of how production elements have been refined, with reference to relevant examples and intentions.</p> <p>At Distinction, learners provide a perceptive critical analysis of how production elements have been refined, with reference to pertinent examples and insightful intentions.</p>		

Assessment unit A3 – Contributing to a production

Recommended evidence

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

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

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

Assessment criteria and amplification for decisions

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

A3.P1 Pass
Adequate

A3.M1 Merit
Effective

A3.D1 Distinction
Accomplished

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

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

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

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

A3.P2 Pass
Describe

A3.M2 Merit
Analyse

A3.D2 Distinction
Critically evaluate

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

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

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

A3.3 Contribute to a final production outcome		
A3.P3 Pass Adequate	A3.M3 Merit Effective	A3.D3 Distinction Accomplished
<p>At Pass, learners perform a production role, demonstrating some technical proficiency, an awareness of team responsibility and an appropriate response to the workload.</p> <p>At Merit, learners perform a production role, demonstrating accurate and consistent technical proficiency, reliability and responsiveness in terms of being a team member, and a secure response to the workload.</p> <p>At Distinction, learners perform a production role, demonstrating accomplished technical proficiency, proactivity in being a team member and a detailed response to the workload.</p>		

Module B: Design Skills Development

Level: 3

Unit type: **Internal**

Subsidiary Diploma guided learning hours: **300**

Foundation Diploma guided learning hours: **450**

Introduction

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

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

This module is assessed through three assessment units for learners studying the Foundation Diploma or two assessment units for those studying the Subsidiary Diploma. These assessment units which draw from the range of content in the module.

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

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

Assessment summary

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

Learners studying the Foundation Diploma must complete all three assessment units.

Learners studying the Subsidiary Diploma must complete any two of the assessment units.

Learners studying the Diploma must complete any two of the assessment units.

Learners studying the Extended Diploma must complete all three assessment units.

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

Summary of learning and teaching

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

Learning and teaching – content and delivery

Learners must undertake the following content before they sit the assessment units for this module. The content is designed to allow learners to explore and develop skills in practical vocational contexts. It can be delivered as a series of short projects or combined for a more holistic learning journey. As this is the design pathway, a design role is defined as set, costume and/or props design. Note that all design roles for this module, including props, pertain to the design and realisation process of specific required elements for a production and not to the purchase or hire of required elements.

Learners studying the Foundation Diploma should cover each content theme in a depth appropriate to the 450 GLH. For learners studying the Subsidiary Diploma, all content themes should be covered but the depth of coverage of each theme should reflect the two assessment units selected by the learner.

Exploring production arts styles and purposes

Learners studying the Foundation Diploma should cover this content in appropriate depth in line with the 450 GLH. For the Subsidiary Diploma, this content should only be covered in depth if learners are completing assessment units B4 or B5.

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

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

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

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

Understanding production design roles as part of a team

Learners studying the Foundation Diploma should cover this content in appropriate depth in line with the 450 GLH. For the Subsidiary Diploma, this content should only be covered in depth if learners are completing assessment units B6.

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

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

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

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

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

Developing technical skills for production

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

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

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

Developing rehearsal and process skills

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

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

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

Contributing to a production in a design role

Learners studying the Foundation Diploma should cover this content in appropriate depth in line with the 450 GLH. For the Subsidiary Diploma, this content should only be covered in depth if learners are completing assessment units B5 and B6.

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

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

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

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

Developing professional skills

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

Organisational skills:

- scheduling and planning processes
- time management and setting deadlines
- allocating and sourcing resources
- identifying issues and potential solutions.

Technical skills:

- setting up equipment and spaces
- using equipment/props
- maintaining equipment.

Professional practice and conduct:

- communication skills
- working with others
- appropriate preparation documentation
- resilience and mental wellbeing.

Developing safe working practices

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

- purpose of the work
- funding and budget constraints
- style and type of work
- venues
- audience
- physical and legal constraints
 - risk assessment
 - legally required documentation as appropriate to the relevant country
 - health and safety legislation as appropriate to the relevant country.

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

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

Critical reflection

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

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

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

Essential information for assessment

This module contains three assessment units, B4, B5 and B6. Pearson Set Assignments (PSAs) are available for all three.

The table on page 15 shows how many assessment units for this module need to be completed according to programme size.

Learners on the Subsidiary Diploma or Foundation Diploma are required to complete one of these units using a PSA.

Learners on a Diploma or Extended Diploma are required to complete two of these units using a PSA.

The remaining assessment units must be assessed internally.

Assessment unit B4 – Developing production skills and techniques

Recommended evidence

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

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

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

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

Assessment criteria and amplification for decisions

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

B4.P1 Pass
Adequate

B4.M1 Merit
Effective

B4.D1 Distinction
Accomplished

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

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

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

B4.2 Apply creative processes when designing production elements**B4.P2** Pass
Adequate**B4.M2** Merit
Effective**B4.D2** Distinction
Accomplished

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

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

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

B4.3 Refine design skills and techniques**B4.P3** Pass
Describe**B4.M3** Merit
Analyse**B4.D3** Distinction
Critically comment

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

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

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

Assessment unit B5 – Responding to production requirements and purpose

Recommended evidence

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

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

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

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

Assessment criteria and amplification for decisions

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

B5.P1 Pass
Describe

B5.M1 Merit
Analyse

B5.D1 Distinction
Critically evaluate

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

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

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

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

B5.P2 Pass
Adequate

B5.M2 Merit
Consistent

B5.D2 Distinction
Accomplished

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

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

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

B5.3 Review the design in relation to the requirements and purpose of the production		
B5.P3 Pass Adequate	B5.M3 Merit Consistent	B5.D3 Distinction Accomplished
<p>At Pass, learners provide an account of how design elements have been refined, with some reference to examples.</p> <p>At Merit, learners provide a detailed account of how design elements have been refined, with reference to relevant examples and intentions.</p> <p>At Distinction, learners provide a perceptive critical analysis of how design elements have been refined, with reference to pertinent examples and insightful intentions.</p>		

Assessment unit B6 – Contributing to a production

Recommended evidence

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

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

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

Assessment criteria and amplification for decisions

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

B6.P1 Pass
Adequate

B6.M1 Merit
Effective

B6.D1 Distinction
Accomplished

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

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

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

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

B6.P2 Pass
Describe

B6.M2 Merit
Analyse

B6.D2 Distinction
Critically evaluate

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

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

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

B6.3 Contribute to a final production outcome as a designer		
B6.P3 Pass Adequate	B6.M3 Merit Effective	B6.D3 Distinction Accomplished
<p>At Pass, learners perform a design role, demonstrating some technical proficiency, an awareness of team responsibility and an appropriate response to the workload.</p> <p>At Merit, learners perform a design role, demonstrating accurate and consistent technical proficiency, reliability and responsiveness in terms of being a team member, and a secure response to the workload.</p> <p>At Distinction, learners perform a design role, demonstrating accomplished technical proficiency, proactivity in being a team member and a detailed response to the workload.</p>		

Module C: Technical Skills Development

Level: 3

Unit type: **Internal**

Subsidiary Diploma guided learning hours: **300**

Foundation Diploma guided learning hours: **450**

Introduction

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

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

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

Assessment summary

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

Learners studying the Foundation Diploma must complete all three assessment units.

Learners studying the Subsidiary Diploma must complete any two of the assessment units.

Learners studying the Diploma must complete any two of the assessment units.

Learners studying the Extended Diploma must complete all three assessment units.

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

Summary of learning and teaching

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

Learning and teaching – content and delivery

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

Learners studying the Foundation Diploma should cover each content theme in a depth appropriate to the 450 GLH. For learners studying the Subsidiary Diploma, all content themes should be covered but the depth of coverage of each theme should reflect the two assessment units selected by the learner.

Exploring production arts styles and purposes

Learners studying the Foundation Diploma should cover this content in appropriate depth in line with the 450 GLH. For the Subsidiary Diploma, this content should only be covered in depth if learners are completing assessment units C7 or C8.

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

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

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

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

Understanding production roles as part of a team

Learners studying the Foundation Diploma should cover this content in appropriate depth in line with the 450 GLH. For the Subsidiary Diploma, this content should only be covered in depth if learners are completing assessment unit C9.

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

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

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

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

Developing technical skills for production

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

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

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

Developing rehearsal and process skills

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

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

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

Contributing to a production in defined technical roles

Learners studying the Foundation Diploma should cover this content in appropriate depth in line with the 450 GLH. For the Subsidiary Diploma, this content should only be covered in depth if learners are completing assessment units C8 and C9.

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

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

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

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

Developing professional skills

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

Organisational skills:

- scheduling and planning processes
- time management and setting deadlines
- allocating and sourcing resources
- identifying issues and potential solutions.

Technical skills:

- setting up equipment and spaces such as rehearsal rooms
- using equipment/props
- maintaining equipment.

Professional practice and conduct:

- communication skills
- working with others
- appropriate preparation documentation
- resilience and mental wellbeing.

Developing safe working practices

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

- purpose of the work
- funding and budget constraints
- style and type of work
- clients

- audience
- physical and legal constraints
- risk assessment
- legally required documentation as appropriate to the relevant country
- health and safety legislation as appropriate to the relevant country.

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

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

Critical reflection

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

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

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

Essential information for assessment

This module contains three assessment units, C7, C8 and C9. Pearson Set Assignments (PSAs) are available for all three.

The table on page 15 shows how many assessment units for this module need to be completed according to programme size.

Learners on the Subsidiary Diploma or Foundation Diploma are required to complete one of these units using a PSA.

Learners on a Diploma or Extended Diploma are required to complete two of these units using a PSA.

The remaining assessment units must be assessed internally.

Assessment unit C7 – Developing production skills and techniques

Recommended evidence

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

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

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

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

Assessment criteria and amplification for decisions

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

C7.P1 Pass
Adequate

C7.M1 Merit
Effective

C7.D1 Distinction
Accomplished

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

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

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

C7.2 Apply creative processes when developing technical production elements		
C7.P2 Pass Adequate	C7.M2 Merit Effective	C7.D2 Distinction Accomplished
<p>At Pass, learners deploy and manipulate creative processes in a generally convincing way, demonstrating an awareness of the requirements of the production elements.</p> <p>At Merit, learners deploy and manipulate creative in a secure and convincing way, demonstrating a developed awareness of the requirements of the production elements.</p> <p>At Distinction, learners deploy and manipulate creative processes in a considered and fluent way, demonstrating a perceptive awareness of the requirements of the production elements.</p>		

C7.3 Refine technical production skills and techniques		
C7.P3 Pass Describe	C7.M3 Merit Analyse	C7.D3 Distinction Critically comment
<p>At Pass, learners provide an account of how technical production skills have been refined, with some reference to examples.</p> <p>At Merit, learners provide a detailed account of how technical production skills have been refined, with reference to relevant examples and intentions.</p> <p>At Distinction, learners provide a perceptive critical analysis of how technical production skills have been refined, with reference to pertinent examples and insightful intentions.</p>		

Assessment unit C8 – Responding to production requirements and purpose

Recommended evidence

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

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

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

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

Assessment criteria and amplification for decisions

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

C8.P1 Pass
Describe

C8.M1 Merit
Analyse

C8.D1 Distinction
Critically evaluate

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

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

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

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

C8.P2 Pass
Adequate

C8.M2 Merit
Consistent

C8.D2 Distinction
Accomplished

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

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

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

C8.3 Review the technical production elements in relation to the requirements and purpose of the production		
C8.P3 Pass Adequate	C8.M3 Merit Consistent	C8.D3 Distinction Accomplished
<p>At Pass, learners provide an account of how technical production elements have been refined, with some reference to examples.</p> <p>At Merit, learners provide a detailed account of how technical production elements have been refined, with reference to relevant examples and intentions.</p> <p>At Distinction, learners provide a perceptive critical analysis of how technical production elements have been refined, with reference to pertinent examples and insightful intentions.</p>		

Assessment unit C9 – Contributing to a production

Recommended evidence

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

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

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

Assessment criteria and amplification for decisions

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

C9.P1 Pass
Adequate

C9.M1 Merit
Effective

C9.D1 Distinction
Accomplished

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

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

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

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

C9.P2 Pass
Describe

C9.M2 Merit
Analyse

C9.D2 Distinction
Critically evaluate

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

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

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

C9.3 Contribute to a final production outcome		
C9.P3 Pass Adequate	C9.M3 Merit Effective	C9.D3 Distinction Accomplished
<p>At Pass, learners perform a production role, demonstrating some technical proficiency, an awareness of team responsibility and an appropriate response to the workload.</p> <p>At Merit, learners perform a production role, demonstrating accurate and consistent technical proficiency, reliability and responsiveness in terms of being a team member, and a secure response to the workload.</p> <p>At Distinction, learners perform a production role, demonstrating accomplished technical proficiency, proactivity in being a team member and a detailed response to the workload.</p>		

Module D: Management Skills Development

Level: 3

Unit type: **Internal**

Subsidiary Diploma guided learning hours: 300

Foundation Diploma guided learning hours: 450

Introduction

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

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

This module is assessed through three assessment units for learners studying the Foundation Diploma or two assessment units for those studying the Subsidiary Diploma. These assessment units draw from the range of content in the module. This allows the demonstration of a breadth of production arts skills and knowledge applied to vocational contexts. This synoptic module draws on the learning from *Module F: The Global Production Arts Industry* in response to a vocational brief related to industry roles and freelance work.

The module provides the depth and breadth of skills needed to undertake the vocational projects in specific production roles.

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

Assessment summary

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

Learners studying the Foundation Diploma must complete all three assessment units.

Learners studying the Subsidiary Diploma must complete any two of the assessment units.

Learners studying the Diploma must complete any two of the assessment units.

Learners studying the Extended Diploma must complete all three assessment units.

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

Summary of learning and teaching

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

Learning and teaching – content and delivery

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

Learners studying the Foundation Diploma should cover each content theme in a depth appropriate to the 450 GLH. For learners studying the Subsidiary Diploma, all content themes should be covered but the depth of coverage of each theme should reflect the two assessment units selected by the learner.

Exploring production arts styles and purposes

Learners studying the Foundation Diploma should cover this content in appropriate depth in line with the 450 GLH. For the Subsidiary Diploma, this content should only be covered in depth if learners are completing assessment units D10 or D11.

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

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

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

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

Understanding production roles as part of a team

Learners studying the Foundation Diploma should cover this content in appropriate depth in line with the 450 GLH. For the Subsidiary Diploma, this content should only be covered in depth if learners are completing assessment unit D12.

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

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

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

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

Developing technical skills for production

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

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

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

Developing rehearsal and process skills

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

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

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

Contributing to a production in defined roles

Learners studying the Foundation Diploma should cover this content in appropriate depth in line with the 450 GLH. For the Subsidiary Diploma, this content should only be covered in depth if learners are completing assessment units D11 or D12.

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

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

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

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

Developing professional skills

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

Organisational skills:

- scheduling and planning processes
- time management and setting deadlines
- allocating and sourcing resources
- identifying issues and potential solutions.

Technical skills:

- setting up equipment and spaces
- using equipment/props
- maintaining equipment.

Professional practice and conduct:

- communication skills
- working with others
- appropriate preparation documentation
- resilience and mental wellbeing.

Developing safe working practices

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

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

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

Critical reflection

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

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

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

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

Essential information for assessment

This module contains three assessment units, D10, D11 and D12. Pearson Set Assignments (PSAs) are available for all three.

The table on page 15 shows how many assessment units for this module need to be completed according to programme size.

Learners on the Subsidiary Diploma or Foundation Diploma are required to complete one of these units using a PSA.

Learners on a Diploma or Extended Diploma are required to complete two of these units using a PSA.

The remaining assessment units must be assessed internally.

Assessment unit D10 – Developing production skills and techniques

Recommended evidence

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

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

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

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

Assessment criteria and amplification for decisions

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

D10.P1 Pass
Adequate

D10.M1 Merit
Effective

D10.D1 Distinction
Accomplished

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

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

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

D10.2 Apply administrative processes when developing a management role		
D10.P2 Pass Adequate	D10.M2 Merit Effective	D10.D2 Distinction Accomplished
<p>At Pass, learners deploy and manipulate creative processes in a generally convincing way, demonstrating an awareness of the requirements of the production management elements.</p> <p>At Merit, learners deploy and manipulate creative in a secure and convincing way, demonstrating a developed awareness of the requirements of the production management elements.</p> <p>At Distinction, learners deploy and manipulate creative processes in a considered and fluent way, demonstrating a perceptive awareness of the requirements of production management elements.</p>		

D10.3 Refine management skills and techniques		
D10.P3 Pass Describe	D10.M3 Merit Analyse	D10.D3 Distinction Critically comment
<p>At Pass, learners provide an account of how production management skills have been refined, with some reference to examples.</p> <p>At Merit, learners provide a detailed account of how production management skills have been refined, with reference to relevant examples and intentions.</p> <p>At Distinction, learners provide a perceptive critical analysis of how production management skills have been refined, with reference to pertinent examples and insightful intentions.</p>		

Assessment unit D11 – Responding to production requirements and purpose

Recommended evidence

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

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

D11.2/11.3 Final performance piece for a given brief.

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

Assessment criteria and amplification for decisions

D11.1 Respond to management requirements of a brief

D11.P1 Pass

Describe

D11.M1 Merit

Analyse

D11.D1 Distinction

Critically evaluate

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

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

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

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

D11.P2 Pass

Adequate

D11.M2 Merit

Consistent

D11.D2 Distinction

Accomplished

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

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

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

D11.3 Review the management skills in relation to the requirements and purpose of the production		
D11.P3 Pass Adequate	D11.M3 Merit Consistent	D11.D3 Distinction Accomplished
<p>At Pass, learners provide an account of how management skills have been refined, with some reference to examples.</p> <p>At Merit, learners provide a detailed account of how management skills have been refined, with reference to relevant examples and intentions.</p> <p>At Distinction, learners provide a perceptive critical analysis of how management skills have been refined, with reference to pertinent examples and insightful intentions.</p>		

Assessment unit D12 – Contributing to a production

Recommended evidence

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

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

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

Assessment criteria and amplification for decisions

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

D12.P1 Pass
Adequate

D12.M1 Merit
Effective

D12.D1 Distinction
Accomplished

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

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

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

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

D12.P2 Pass
Describe

D12.M2 Merit
Analyse

D12.D2 Distinction
Critically evaluate

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

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

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

D12.3 Contribute to a final production outcome		
D12.P3 Pass Adequate	D12.M3 Merit Effective	D12.D3 Distinction Accomplished
<p>At Pass, learners perform a management production role, demonstrating some technical proficiency, an awareness of team responsibility and an appropriate response to the workload.</p> <p>At Merit, learners perform a management production role, demonstrating accurate and consistent technical proficiency, reliability and responsiveness in terms of being a team member, and a secure response to the workload.</p> <p>At Distinction, learners perform a management production role, demonstrating accomplished technical proficiency, proactivity in being a team member and a detailed response to the workload.</p>		

Module E: Makeup Skills Development

Level: 3

Unit type: **Internal**

Subsidiary Diploma guided learning hours: 300

Foundation Diploma guided learning hours: 450

Introduction

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

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

This module is assessed through three assessment units for learners studying the Foundation Diploma or two assessment units for those studying the Subsidiary Diploma. These assessment units draw from the range of content in the module. This allows the demonstration of a breadth of makeup department skills and knowledge applied to vocational contexts. This synoptic module draws on the learning from *Module F: The Global Production Arts Industry* in response to a vocational brief related to industry roles and freelance work.

The module provides the depth and breadth of skills needed to undertake the vocational projects in specific production roles.

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

Assessment summary

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

Learners studying the Foundation Diploma must complete all three assessment units.

Learners studying the Subsidiary Diploma must complete any two of the assessment units.

Learners studying the Diploma must complete any two of the assessment units.

Learners studying the Extended Diploma must complete all three assessment units.

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

Summary of learning and teaching

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

Learning and teaching – content and delivery

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

Learners studying the Foundation Diploma should cover each content theme in a depth appropriate to the 450 GLH. For learners studying the Subsidiary Diploma, all content themes should be covered but the depth of coverage of each theme should reflect the two assessment units selected by the learner.

Exploring production arts styles and purposes

Learners studying the Foundation Diploma should cover this content in appropriate depth in line with the 450 GLH. For the Subsidiary Diploma, this content should only be covered in depth if learners are completing assessment units E13 and E14.

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

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

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

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

Understanding production makeup roles as part of a team

Learners studying the Foundation Diploma should cover this content in appropriate depth in line with the 450 GLH. For the Subsidiary Diploma, this content should only be covered in depth if learners are completing assessment unit E15.

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

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

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

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

Developing technical skills for production

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

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

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

Developing rehearsal and process skills

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

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

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

Contributing to a production in defined makeup roles

Learners studying the Foundation Diploma should cover this content in appropriate depth in line with the 450 GLH. For the Subsidiary Diploma, this content should only be covered in depth if learners are completing assessment units E14 or E15.

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

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

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

Developing professional skills

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

Organisational skills:

- scheduling and planning processes
- time management and setting deadlines
- allocating and sourcing resources
- identifying issues and potential solutions.

Technical skills:

- setting up equipment and spaces
- using equipment/props
- maintaining equipment.

Professional practice and conduct:

- communication skills
- working with others
- appropriate preparation documentation
- resilience and mental wellbeing.

Developing safe working practices

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

- purpose of the work
- funding and budget constraints

- style and type of work
- clients for makeup application, including allergies, skin sensitivity, etc.
- audience
- physical and legal constraints
 - risk assessment
 - legally required documentation as appropriate to the relevant country
 - health and safety legislation as appropriate to the relevant country.

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

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

Critical reflection

For both the Subsidiary Diploma and Foundation Diploma, this content should be fully covered no matter what assessment units are being completed.

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

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

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

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

Essential information for assessment

This module contains three assessment units, E13, E14 and E15. Pearson Set Assignments (PSAs) are available for all three.

The table on page 15 shows how many assessment units for this module need to be completed according to programme size.

Learners on the Subsidiary Diploma or Foundation Diploma are required to complete one of these units using a PSA.

Learners on a Diploma or Extended Diploma are required to complete two of these units using a PSA.

The remaining assessment units must be assessed internally.

Assessment unit E13 – Developing production skills and techniques

Recommended evidence

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

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

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

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

Assessment criteria and amplification for decisions

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

E13.P1 Pass
Adequate

E13.M1 Merit
Effective

E13.D1 Distinction
Accomplished

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

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

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

E13.2 Apply creative processes when developing makeup for a production/event		
E13.P2 Pass Adequate	E13.M2 Merit Effective	E13.D2 Distinction Accomplished
<p>At Pass, learners deploy and manipulate creative processes in a generally convincing way, demonstrating an awareness of the requirements of the makeup.</p> <p>At Merit, learners deploy and manipulate creative processes in a secure and convincing way, demonstrating a developed awareness of the requirements of the makeup.</p> <p>At Distinction, learners deploy and manipulate creative processes in a considered and fluent way, demonstrating a perceptive awareness of the requirements of the makeup.</p>		

E13.3 Refine skills and techniques		
E13.P3 Pass Describe	E13.M3 Merit Analyse	E13.D3 Distinction Critically comment
<p>At Pass, learners provide an account of how makeup skills have been refined, with some reference to examples.</p> <p>At Merit, learners provide a detailed account of how makeup skills have been refined, with reference to relevant examples and intentions.</p> <p>At Distinction, learners provide a perceptive critical analysis of how makeup skills have been refined, with reference to pertinent examples and insightful intentions.</p>		

Assessment unit E14 – Responding to production requirements and purpose

Recommended evidence

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

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

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

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

Assessment criteria and amplification for decisions

E14.1 Respond to makeup requirements of a brief

E14.P1 Pass

Describe

E14.M1 Merit

Analyse

E14.D1 Distinction

Critically evaluate

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

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

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

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

E14.P2 Pass

Adequate

E14.M2 Merit

Consistent

E14.D2 Distinction

Accomplished

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

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

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

E14.3 Review the makeup applied in relation to the requirements of the production		
E14.P3 Pass Adequate	E14.M3 Merit Consistent	E14.D3 Distinction Accomplished
<p>At Pass, learners provide an account of how the makeup has been refined, with some reference to examples.</p> <p>At Merit, learners provide a detailed account of how the makeup has been refined, with reference to relevant examples and intentions.</p> <p>At Distinction, learners provide a perceptive critical analysis of how the makeup has been refined, with reference to pertinent examples and insightful intentions.</p>		

Assessment unit E15 – Contributing to a production

Recommended evidence

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

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

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

Assessment criteria and amplification for decisions

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

E15.P1 Pass

Adequate

E15.M1 Merit

Effective

E15.D1 Distinction

Accomplished

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

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

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

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

E15.P2 Pass

Describe

E15.M2 Merit

Analyse

E15.D2 Distinction

Critically evaluate

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

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

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

E15.3 Contribute to a final production outcome in a makeup role		
E15.P3 Pass Adequate	E15.M3 Merit Effective	E15.D3 Distinction Accomplished
<p>At Pass, learners perform a makeup role, demonstrating some technical and design proficiency, an awareness of team responsibility and an appropriate response to the workload.</p> <p>At Merit, learners perform a makeup role, demonstrating accurate and consistent technical and design proficiency, reliability and responsiveness in terms of being a team member, and a secure response to the workload.</p> <p>At Distinction, learners perform a makeup role, demonstrating accomplished technical and design proficiency, proactivity in being a team member and a detailed response to the workload.</p>		

Module F: The Global Production Arts Industry

Level: 3

Unit type: Internal

Guided learning hours: 60

Introduction

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

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

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

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

Assessment summary

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

Assessment unit	Assessment objectives
F16: Planning a career in the industry	<ol style="list-style-type: none"> 1. Understand the development of the production arts industry 2. Understand employment opportunities in the production arts industry

Summary of learning and teaching

Content theme	Learning and teaching areas
Foundations and development of the performing arts industry	Technological developments.
	Live events and recorded media.
	Health and safety.
Employment in the performing arts industry	Design.
	Operations and management.
	Collaborative working.

Learning and teaching – content and delivery

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

Foundations and development of the industry

Learners studying both the Subsidiary Diploma and Foundation Diploma should fully cover this content.

Learners will take part in practical group sessions, tutorials and research sessions, where they will explore the foundations of the industry in relation to their personal interests and specialisms. They will explore the development of the industry in their own country and in other parts of the world concerning their interests, including the following:

Technological developments:

- lighting – lanterns, LEDs, moving heads, consoles, effects
- sound – stage electrics, microphones, sound systems, monitoring systems, SFX, playback, mixing consoles
- costume and makeup – development and availability of materials
- set design – traditional fixed sets, backcloths, multimedia projections, digital scenery, flying, computer generated imagery (CGI), digital design tools.

Live events and recorded media:

- plays, musicals, concerts, conferences, resorts, festivals, fashion shows, ceremonies
- film and TV
- radio
- different types of theatres and alternative performance spaces
- audience expectations
- working to design briefs and delivering artistic vision.

Health and safety:

Learners should explore:

- relevant health and safety regulations and legislation as appropriate to their particular country, e.g. in the UK – Health and Safety at Work Act 1974, Control of Substances Hazardous to Health Regulations 2002 (COSHH), use of weapons on stage/set (Violent Crime Reduction Act 2006)
- Construction (Design and Management) Regulations 2015
- working at height
- manual handling
- electrical safety
- allergy testing for makeup applications
- personal protective equipment (PPE)
- fire safety
- pyrotechnics.

Sectors and employment in the industry

Learners studying both the Subsidiary Diploma and Foundation Diploma and should fully cover this content.

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

Design:

- costume
- makeup
- hair
- masks and puppets
- lighting
- sound
- set
- props.

Operations and management:

- lighting operator
- sound operator
- sound two
- follow spot operator
- flyman
- AV operator
- wardrobe supervisor/dresser
- makeup artist
- stage manager (SM)
- assistant stage manager (ASM)
- deputy stage manager (DSM)
- stage crew.

Collaborative working:

- working with production team - producers, directors
- working with performers - actors, dancers, musicians, vocalists
- contributing to the overall artistic vision
- problem solving
- contingency planning
- working to deadlines
- interpreting a brief
- working unsociable hours
- team working and positivity
- establishing international relationships in the industry
- understanding how the industry functions in different territories
- understanding cultural and social differences in the way performance is created, distributed and consumed in different countries.

Assessment unit F16 – Planning a career in the industry

Recommended evidence

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

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

Assessment criteria and amplification for decisions

F16.1 Understand the development of the production arts industry		
F16.P1 Pass Describe	F16.M1 Merit Explain	F16.D1 Distinction Critically comment
<p>At Pass, learners demonstrate a basic understanding of the production arts industry's development. They cover key technological and legislative impacts related to their sector or specialism.</p> <p>At Merit, learners demonstrate a consistent and clear understanding of the production arts industry's development and how key events and advances have had an impact on it, related to their sector or specialism. They give detailed background information on why these advances and events made an impact.</p> <p>At Distinction, learners demonstrate an in-depth understanding of the production arts industry's development related to their sector or specialism. They evaluate the impact of key events and advances, making links and judgements.</p>		
F16.2 Understand sectors and employment in the production arts		
F16.P2 Pass Describe	F16.M2 Merit Explain	F16.D2 Distinction Critically comment
<p>At Pass, learners cover the functions of two related sectors of the production arts industry, giving a basic overview of their relationship with each other and key employment roles in each sector.</p> <p>At Merit, learners examine two related sectors of the production arts industry, detailing the dependent links between them. They will cover how key roles relate to each other and the impact they can have on each other's success.</p> <p>At Distinction, learners assess how two related sectors of the production arts industry work in relation to each other, making pertinent links to industry successes and shortcomings.</p>		

Module G: Personal Production Arts Profile

Level: 3

Unit type: **Internal**

Diploma guided learning hours: **180**

Extended Diploma guided learning hours: **300**

Introduction

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

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

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

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

Assessment summary

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

Learners studying the Extended Diploma must complete all four assessment units.

Learners studying the Diploma must complete assessment units G18 and G19 only.

Assessment unit	Assessment objectives
G17: Using development plans to refine skills	<ol style="list-style-type: none"> 1. Identify personal opportunities and areas for improvement related to progression 2. Create a plan for personal development 3. Develop skills in response to the plan
G18: Producing a personal project	<ol style="list-style-type: none"> 1. Devise and develop a personal project 2. Demonstrate technical and creative skills within a project 3. Create final outcomes in response to the aims and constraints of the project
G19: Using material for self-promotion and networking	<ol style="list-style-type: none"> 1. Define and plan self-promotional material in relation to networking opportunities 2. Select and create content for self-promotional material 3. Present self-promotional material for planned opportunities
G20: International profile	<ol style="list-style-type: none"> 1. Present a proposal for developing your personal profile internationally

Summary of learning and teaching

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

Learning and teaching – content and delivery

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

Opportunities for progression in production arts

Learners studying the Extended Diploma should fully cover this content. Learners studying the Diploma could explore this content but it will not form a direct part of the assessment.

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

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

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

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

Progressing individual skills

Learners studying the Extended Diploma should fully cover this content. Learners studying the Diploma could explore this content, but it will not form a direct part of the assessment.

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

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

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

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

Refining individual skills

Learners studying the Extended Diploma should fully cover this content. Learners studying the Diploma could explore this content but it will not form a direct part of the assessment.

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

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

Exploring project ideas

Learners studying both the Diploma and Extended Diploma should fully cover this content.

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

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

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

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

Developing an individual project

Learners studying both the Diploma and Extended Diploma should fully cover this content.

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

- using starting points and stimuli
- deciding on the aims of the project
- designing, preparing and creating material
- experimenting with different techniques and materials

- identifying issues and making improvements
- tracking progress of creative work through self-reflection and analysis
- adhering to health and safety requirements
- setting targets for future sessions
- analysing material on aims and constraints of the project
- exploring and experimenting with presentation methods.

Exploring self-promotion and networking opportunities

Learners studying both the Diploma and Extended Diploma should fully cover this content.

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

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

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

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

Creating and presenting promotional material

Learners studying both the Diploma and Extended Diploma should fully cover this content.

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

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

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

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

Adapting a project for an international market

Learners studying the Extended Diploma should fully cover this content. Learners studying the Diploma could explore this content, but it will not form a direct part of the assessment.

Learners will engage in research and workshops where they explore how they could develop their personal project and profile for an international market. They should explore how they would need to adapt and develop their material to appeal to an audience in a different country or territory:

- understanding how performance material is produced, distributed and consumed in different countries
- differences in language, culture, values and attitudes
- legalities and legislation e.g. copyright, health and safety
- financial considerations e.g. licensing, taxation
- political and economic factors
- available technology
- differences of working practices and industry standards
- meeting a local need
- understanding local trends, fashions and emerging markets.

Essential information for assessment

Assessment unit G17 – Using development plans to refine skills

Recommended evidence

- G17.1/17.2/17.3** Video and/or audio evidence of learners' skills being developed practically, based on a refined log and plan linked to progression opportunities and areas for improvement.
- This might be in the form of an e-portfolio of skills development, a video blog with supporting commentary or peer presentations on key development points.

Assessment criteria and amplification for decisions

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

G17.P1 Pass
Describe

G17.M1 Merit
Analyse

G17.D1 Distinction
Critically evaluate

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

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

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

G17.2 Create a plan for personal development

G17.P2 Pass
Defined

G17.M2 Merit
Detailed

G17.D2 Distinction
Comprehensive

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

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

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

G17.3 Develop skills in response to the plan		
G17.P3 Pass Defined improvement	G17.M3 Merit Self-reflective improvement	G17.D3 Distinction Accomplished improvement
<p>At Pass, learners show improvement of creative and technical skills related to an understanding of what is working and what is not, with appropriate responses to continue development.</p> <p>At Merit, learners relate improvement and refinement in their creative and technical skills to the processes and techniques they are using. They will show the ability to analyse what is working and what is not, and will generate effective responses to continue development.</p> <p>At Distinction, learners show a consistent relationship between improvement and refinement to the processes and techniques they are using. They show the ability to critically evaluate what is working and what is not, and will generate creative responses to continue development.</p>		

Assessment unit G18 – Producing a personal project

Recommended evidence

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

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

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

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

Assessment criteria and amplification for decisions

G18.1 Devise and develop a personal project

G18.P1 Pass

Devise and develop

G18.M1 Merit

Effective

G18.D1 Distinction

Accomplished

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

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

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

G18.2 Demonstrate technical and creative skills in a project

G18.P2 Pass

Competent

G18.M2 Merit

Effective

G18.D2 Distinction

Accomplished

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

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

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

G18.3 Create final outcomes in response to the aims and constraints of the project		
G18.P3 Pass Competent	G18.M3 Merit Effective	G18.D3 Distinction Accomplished
<p>At Pass, learners show appropriate consideration for the aims and constraints of the project, such as the performance space, medium and/or artistic vision. They will use the medium with some understanding of professional practice.</p> <p>At Merit, learners successfully meet the main aims and constraints of the project. They will use the medium with clear understanding of professional practice related to the final outcome.</p> <p>At Distinction, learners fully meet the aims and constraints of the project. They will show creative and capable use of the medium and extensive understanding of professional practice related to the final outcome.</p>		

Assessment unit G19 – Using material for self-promotion and networking

Recommended evidence

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

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

Assessment criteria and amplification for decisions

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

G19.P1 Pass
Competent

G19.M1 Merit
Effective

G19.D1 Distinction
Accomplished

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

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

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

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

G19.P2 Pass
Competent

G19.M2 Merit
Effective

G19.D2 Distinction
Accomplished

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

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

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

G19.3 Present self-promotional material for planned opportunities

G19.P3 Pass
Adequate

G19.M3 Merit
Effective

G19.D3 Distinction
Accomplished

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

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

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

Assessment unit G20 – International Profile

Recommended evidence

G20.1 A proposal in the form of a report, presentation, video etc. that demonstrates how learners would specifically adapt and develop their individual project and personal profile to enable them to be successful in another country or part of the world.

Assessment criteria and amplification for decisions

G20.1 Adapt and develop a project for an international market		
G20.P1 Pass Adequate	G20.M1 Merit Effective	G20.D1 Distinction Accomplished
<p>At Pass, learners present material that shows an understanding of a different target market and how their existing material would be adapted and developed to meet the expectations of a specific country or territory.</p> <p>At Merit, learners present material that shows a full understanding of a different target market and a clear consideration of how their existing material would be adapted and developed to convincingly meet the expectations of a specific country or territory.</p> <p>At Distinction, learners present material that shows a thorough understanding of a different target market and a comprehensive assessment of how their existing material would be adapted and developed to fully meet the expectations of a specific country or territory.</p>		

Module H: Collaborative Production Arts Project

Level: 3

Unit type: **Internal**

Diploma guided learning hours: **180**

Extended Diploma guided learning hours: **270**

Introduction

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

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

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

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

Assessment summary

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

Learners studying the Extended Diploma must complete all three assessment units.

Learners studying the Diploma must complete assessment units H22 and H23 only.

Assessment unit	Assessment objectives
H21: Undertaking a defined creative or administrative role	<ol style="list-style-type: none"> 1. Plan and prepare for an administrative role 2. Demonstrate skills within an administrative role 3. Contribute to a project within an administrative role
H22: Using creative collaboration to develop a project	<ol style="list-style-type: none"> 1. Demonstrate personal engagement and individual responsibility when developing a collaborative project 2. Demonstrate skills when developing a collaborative project 3. Apply collaborative skills when developing a project
H23: Producing a collaborative project	<ol style="list-style-type: none"> 1. Demonstrate technical skills in a final collaborative project 2. Demonstrate creative skills in a final collaborative project 3. Present a final collaborative project

Summary of learning and teaching

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

Learning and teaching – content and delivery

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

Opportunities for progression in production arts

Learners studying both the Diploma and Extended Diploma should fully cover this content.

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

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

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

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

Establishing and responding to a creative context

Learners studying both the Diploma and Extended Diploma should fully cover this content.

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

- audience
- location
- presentation or delivery method
- director's/producer's artistic vision or inspiration
- time constraints
- artistic stimuli
- meeting a community need.

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

- processes and techniques
- resources available.

Developing skills and techniques through collaboration

Learners studying both the Diploma and Extended Diploma should fully cover this content.

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

- design
- management
- operation
- construction
- realisation.

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

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

Planning and organising a project

Learners studying the Extended Diploma should fully cover this content. Learners studying the Diploma could explore this content but it will not form a direct part of the assessment.

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

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

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

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

Technical skills for a collaborative project

Learners studying the Extended Diploma should fully cover this content. Learners studying the Diploma could explore this content but it will not form a direct part of the assessment.

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

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

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

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

- technical roles:
 - lighting operator
 - sound operator
 - sound two
 - follow spot operator
 - flyman
 - AV operator
 - wardrobe supervisor/dresser
 - makeup artist
 - stage manager (SM)
 - assistant stage manager (ASM)
 - deputy stage manager (DSM)
 - stage crew.

Developing a collaborative project

Learners studying both the Diploma and Extended Diploma should fully cover this content.

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

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

Presenting a collaborative project

Learners studying both the Diploma and Extended Diploma should fully cover this content.

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

- live performance
- live event
- workshops
- film or TV programme.

Learners will develop skills related to presentation and evaluative skills to identify areas they can improve on, such as:

- ensuring work is ready, final preparations
- get-in/fit-ups, rigging, setting up, sound check, costume/makeup call, technical rehearsal, dress rehearsal
- gauging audience reaction
- adhering to health and safety requirements
- reviewing and engaging with comments on social media.

Essential information for assessment

Assessment unit H21 – Undertaking a defined administrative project role

Recommended evidence

H21.1 Planning materials and related evidence of the undertaking of planning and preparation for an administrative role.

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

H21.2/21.3 Video evidence and/or supporting commentary of undertaking an administrative role in an appropriate format.

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

Assessment criteria and amplification for decisions

H21.1 Plan and prepare for an administrative role		
H21.P1 Pass Basic	H21.M1 Merit Detailed	H21.D1 Distinction Comprehensive
<p>At Pass, learners give an overview of the requirements in terms of equipment and resources, as well as an overview of what actions they need to take, with some description of necessary preparations.</p> <p>At Merit, learners give a full breakdown of the requirements in terms of equipment and resources, what they are needed for and why they are needed. They provide considered detail of what actions they need to take, with an explanation of necessary preparations.</p> <p>At Distinction, learners give a thorough and wide-ranging breakdown of the requirements in terms of equipment and resources, what they are needed for and why they are needed, including contingency plans. They will demonstrate reasoned and proactive thought in relation to the actions they need to take, with a thorough and wide-ranging understanding of necessary preparations.</p>		
H21.2 Demonstrate skills in an administrative role		
H21.P2 Pass Competent	H21.M2 Merit Effective	H21.D2 Distinction Accomplished
<p>At Pass, learners apply a basic range of skills appropriately to achieve the purpose, with some understanding of their role.</p> <p>At Merit, learners select and apply skills to achieve the purpose efficiently, demonstrating a secure capability and a considered understanding of how to apply relevant skills in their role to good effect.</p> <p>At Distinction, learners showcase a technically proficient level of capability in their use of skills, with a full and logical understanding of how to apply relevant skills in a project scenario.</p>		

H21.3 Contribute to a project in an administrative role		
H21.P3 Pass Some impact	H21.M3 Merit Clear impact	H21.D3 Distinction Crucial impact
<p>At Pass, learners have some positive impact on the project. They may make some errors in judgement or mistakes but these will have only a minor impact on the project.</p> <p>At Merit, learners have a clear and positive impact on the project. They will make effective and considered decisions and actions in relation to the project.</p> <p>At Distinction, learners have an essential impact on the success of the whole project. They will make thoughtful and creative decisions and actions that impact on the project.</p>		

Assessment unit H21 – Using creative collaboration to develop a project

Recommended evidence

H22.1/22.2/22.3 A portfolio of project development and supporting commentary in an appropriate format.

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

Assessment criteria and amplification for decisions

H22.1 Demonstrate personal engagement and individual responsibility when developing a collaborative project

H22.P1 Pass
Appropriate

H22.M1 Merit
Effective

H22.D1 Distinction
Accomplished

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

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

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

H22.2 Demonstrate skills when developing a collaborative project

H22.P2 Pass
Competent

H22.M2 Merit
Effective

H22.D2 Distinction
Accomplished

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

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

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

H22.3 Apply collaborative skills when developing a project

H22.P3 Pass
Adequate

H22.M3 Merit
Effective

H22.D3 Distinction
Accomplished

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

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

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

Assessment unit H22 – Producing a collaborative project

Recommended evidence

H23.1/23.2/23.3 A final collaborative project presented in an appropriate format that demonstrates technical and creative skills, with supporting commentary.

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

Assessment criteria and amplification for decisions

H23.1 Demonstrate technical skills in a final collaborative project

H23.P1 Pass
Competent

H23.M1 Merit
Effective

H23.D1 Distinction
Accomplished

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

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

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

H23.2 Demonstrate creative skills in a final collaborative project

H23.P2 Pass
Competent

H23.M2 Merit
Effective

H23.D2 Distinction
Accomplished

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

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

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

H23.3 Present a final collaborative project

H23.P3 Pass
Appropriate

H23.M3 Merit
Effective

H23.D3 Distinction
Creative

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

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

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

4 Planning your programme

How do I choose the right BTEC International Level 3 qualification for my learners?

BTEC International Level 3 qualifications come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme.

Some learners are sure of the sector they want to work in and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC International Level 3 Extended Diploma as the most suitable qualification.

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

Is there a learner entry requirement?

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

Learners are most likely to succeed if they have:

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

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

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

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

What resources are required to deliver these qualifications?

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

- workshops related to pathways
- the internet
- technical equipment related to pathways
- examples of a variety of styles of work related to pathways
- performance space.

How can Pearson Progress help with planning for these qualifications?

Pearson Progress is a digital support system that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities such as course creation, creating and verifying assignments and creating assessment plans and recording assessment decisions.

For further information, see *Section 10 Resources and support*.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC International Level 3 qualifications using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

What are the recommendations for community and employer involvement?

BTEC International Level 3 qualifications are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them for progression.

Employer involvement in the delivery and/or assessment of these qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry.

You should aim to provide learners with opportunities to undertake meaningful activity involving employers during their course. Examples of 'meaningful activity' could include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry
- projects, exercises and/or assessments set with input from industry practitioners
- units delivered or co-delivered by an industry practitioner – this could take the form of masterclasses or guest lectures
- industry practitioners operating as 'expert witnesses' who contribute to the assessment of a learner's work or practice – this may be a specific project, exercise or all assessments for a qualification.

Meaningful employer involvement, as defined above, should be with employers related to the art and design industry or a related creative industry.

What support is available?

Support materials

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

Standards Verifier support visits

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

Training

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

For further details, see *Section 10: Resources and support*.

How will my learners become more employable through these qualifications?

Skills that enhance employability, such as communication, problem solving, entrepreneurialism and practical hands-on skills, have been built into the design of the assessment objectives and content.

As they progress through their qualification, learners will develop increasing self-direction and reflection, and the ability to synthesise understanding and technical skills to develop individual approaches to their practice. They will also develop an ability to respond creatively to unfamiliar industry contexts and the demands of client briefs, using a variety of skills to communicate personal ideas and intentions while recognising and meeting audience needs.

The focus on employability skills gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5 Assessment structure

Introduction

BTEC International Level 3 qualifications are assessed using a combination of internal assessments, which are set and marked by teachers, and Pearson Set Assignments, which are set by Pearson and marked by teachers.

- Mandatory units have a combination of internal and Pearson Set Assignments.
- All optional units are internally assessed.

In developing an overall plan for delivery and assessment for the programme, you will need to consider when assessment can take place. Some assessment units are defined as synoptic (see *Section 2 Structure*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. You must plan the assignments so that learners can demonstrate learning from across their programme.

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

In administering internal and Pearson Set Assignments, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview, with signposting to relevant documents, is given in *Section 7 Administrative arrangements*.

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 assessment unit format, which we explain in *Section 2 Content*, and the requirements for delivering assessment given in *Section 6 Internal assessment*.

Pearson Set Assignments

A summary of the set assignments for these qualifications is given in *Section 2 Structure*.

You should check this information carefully, together with the details of the unit being assessed, so that you can timetable learning and assessment periods appropriately.

Learners must take the required number of Pearson Set Assignments for Modules A-E. Some assignments may need to be taken in controlled conditions. These are described in each unit.

Learners may resit a set assignment to obtain a higher grade. If retaking, a learner must take a different authorised Pearson Set Assignment to that previously taken. If a learner has more than one attempt, then the best result will be used for qualification grading, up to the permitted maximum. It is unlikely that learners will need to, or benefit from, taking all assessments twice so you are advised to plan appropriately. Some assessments are synoptic and learners are likely to perform best if these assessments are taken towards the end of the programme.

6 Internal assessment

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 *BTEC International Quality Assurance Handbook*.

All members of the assessment team need to refer to this document.

For BTEC International Level 3 qualifications, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

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

All assessment units in these qualifications are internally assessed but Pearson sets assignments for some assessment units.

Principles of internal assessment (applies to all assessment units)

Assessment through assignments

For all assessment units, the format of assessment is an assignment taken after the content of the module, or part of the module if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. 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 teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need 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. For most of the assessment units, teachers will set the assignments. For Pearson Set Assignments, Pearson will set the assignment.

Assessment decisions through applying criteria

Assessment decisions for BTEC International Level 3 qualifications are based on the specific criteria given in each assessment unit and set at each grade level by using Example Assignment Briefs. 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 assessment units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

For example, if a Merit criterion requires the learner to show 'analysis' and the related Pass criterion requires the learner to 'explain', then to satisfy the Merit criterion, a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships between the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2: Glossary of terms used*, 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 an assessment unit, then the assessment team will give a grade for the assessment. 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 assessment as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance across the content
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the content, showing coverage of the module content and therefore attainment at Level 3 of the qualification.

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 Unclassified.

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. There is detailed information in the *BTEC International Quality Assurance Handbook*.

- The Lead Internal Verifier (Lead IV) has overall responsibility for the programme, its assessment and internal verification, record keeping and liaison with the Standards Verifier, ensuring our requirements are met. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, standardises and supports the rest of the assessment team, making sure that they have the information they need about our assessment requirements and organises training, making use of our standardisation, guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activities in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. Internal Verifiers 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. Before making 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 learner progress can be tracked and so that we can monitor that the assessment is being carried out. We support you through, for example, providing training materials and sample documentation. Our online Pearson Progress service can help support you in planning and record keeping. Further information on using Pearson Progress can be found in *Section 10 Resources and support*, and on our website.

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 learners 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.

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:

- to the best of their knowledge 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 7 Administrative arrangements*.

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. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

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

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 2: Glossary of terms used*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to content. The Distinction criteria as a whole relate to outstanding evidence across the assessment unit. Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the assessment unit and/or that they are able to draw learning together across the content.

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
- must be validated by an IV before it is given to the learner.

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 ensure that standards are being satisfied and achieved. This process gives stakeholders confidence in the assessment approach.

The programme must have an assessment plan validated by the Lead IV, produced as a spreadsheet. When producing a plan, the assessment team needs to consider:

- the time required for training and standardisation of the assessment team
- 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 and the name of each Assessor
- who is acting as the Internal Verifier for each assignment and the date by which the assignment needs to be internally verified

- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of assessment decisions
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

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

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

There are examples of records and further information in the *BTEC International Quality Assurance Handbook*.

Setting effective assignments (applies to assessment units without set assignments)

Setting the number and structure of assignments

This section does not apply to Pearson Set Assignments. In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a module. This shows the structure of the content and criteria that you must follow and the recommended number of assignments that you should use. For these assessment units we provide sample authorised assignment briefs and we give you suggestions on how to create suitable assignments. You can find these materials on our website. In designing your own assignment briefs, you should bear in mind the following points.

- The number of assignments for an assessment unit must not exceed the number shown in *Essential information for assessment*. However, you may choose to combine assignments, for example to create a single assignment for the whole assessment unit.
- For units containing synoptic assessment, the planned assignments must allow learners to select and apply their learning, using appropriate self-management of tasks.
- 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. The specified 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 an investigation of one 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 what they have learned.

An assignment brief should have:

- a vocational scenario, 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 set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

Forms of evidence

BTECs have always allowed for a variety of forms of evidence to be used – provided that they are suited to the type of content being assessed. For many assessment units, the practical demonstration of skills is necessary and, for others, learners will need to carry out their own research and analysis. The assessment units give you information on what would be suitable forms of evidence to give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of 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: Glossary of terms used*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the content 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 think about how supporting evidence can be captured through recordings, photographs or task sheets. Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

Late completion, resubmission and retakes (applies to all assessment units)

Dealing with late completion of assignments for internally-assessed units

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 by the authorised extension deadline, may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted, using the relevant assessment criteria.

Resubmission of improved evidence for internally-assessed units

An assignment provides the final assessment for the relevant content 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, 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 has been authenticated by both the learner and assessor and remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days after the timely issue of assessment feedback to learners, which is within term time 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
- have submitted work that is not authentic.

We recognise that there are circumstances where the resubmission period may fall outside of the 15-day limit owing to a lack of resources being available, for example where learners may need to access a performance space or have access to specialist equipment. Where it is practical to do so, for example evaluations, presentations, extended writing, resubmission must remain within the normal 15-day period.

Retake of internal assessment

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

The Lead Internal Verifier must authorise a retake of an assignment only in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The retake is not timebound and the assignment can be attempted by the learner on a date agreed between the Lead IV and assessor within the same academic year.

For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment*. Information on writing assignments for retakes is given on our website (<https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html>).

Assessment units

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

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

- respond to industry-related and supported briefs
- carry out projects for which they have choice over the direction and outcomes
- use collaborative skills and communicate with others
- use case studies to explore complex or unfamiliar situations.

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. For more information, please see *Section 4 Planning your programme*.

7 Administrative arrangements

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to quality nominees, Lead IVs, programme leaders and examinations officers.

Learner registration and entry

Centres are advised to recruit with integrity to ensure that potential barriers to achievement are addressed. Prior to entry on the programme, centres should clarify with learners the types of activities, equipment and facilities that will be used and discuss any barriers there may be to learning so that learners can make informed choices and centres can prepare for any reasonable adjustments that may be required. Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification.

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

Access to assessment

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

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

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

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

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

Administrative arrangements for assessment

Records

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

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 our document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

Special consideration

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

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 the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Dealing with malpractice

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

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

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

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

Assessment units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The Centre Guidance: Dealing with Malpractice document provides further information on the actions we expect you to take.

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 and examples of malpractice and details the penalties and sanctions that may be imposed.

Certification and results

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

Post-assessment services

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

Additional documents to support centre administration

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

- *BTEC Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to these qualifications 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.

8 Quality assurance

Centre and qualification approval

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

- Centres must have appropriate physical resources (for example 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 and diversity legislation and/or regulations.
- Centres should refer to the *Further information for teachers and assessors* section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *BTEC International Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres resources and processes that exemplify assessment and appropriate standards. Approved centres must use these to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 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, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC International Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Understanding the qualification grade

Awarding and reporting for the qualification

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

Eligibility for an award

In order to be awarded a qualification, a learner must complete all assessment units and achieve a Pass or above in all assessment units unless otherwise specified. Refer to the structure in Section 2 for more information.

To achieve any qualification grade, learners must:

- complete and have an outcome (D, M, P or U) for all assessment units
- achieve the required assessment units at Pass or above shown in Section 2, and for the Extended Diploma achieve a minimum of 900 GLH at Pass or above
- achieve the minimum number of points at a grade threshold.

Learners who do not satisfy the requirements in the structure Section 2 will not achieve a qualification even if they have enough points.

Learners who do not achieve sufficient points for a qualification may be eligible to achieve a smaller size in the same suite, provided they have completed and achieved the correct assessment units.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is compensation in that a higher performance in some assessment units may be balanced by a lower outcome in others.

Assessment unit grade points

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

	Assessment unit, weighted size			
	150 GLH	90 GLH	60 GLH	30 GLH
U	0	0	0	0
Pass	15	9	6	3
Merit	25	15	10	5
Distinction	40	24	16	8

Points available

The table below shows the total number of points available for units and the overall total points available for each qualification.

Total points per Assessment unit and qualification		
Subsidiary Diploma (360 GLH)		
Assessment Unit	Total points available	
A1 or B4 or C7 or D10 or E13	40	Learners take two assessment units, so total points available = 80
A2 or B5 or C8 or D11 or E14	40	
A3 or B6 or C9 or D12 or E15	40	
F16	16	
Total for qualification	96	
Foundation Diploma (510 GLH)		
Assessment Unit	Total points available	
A1 or B4 or C7 or D10 or E13	40	
A2 or B5 or C8 or D11 or E14	40	
A3 or B6 or C9 or D12 or E15	40	
F16	16	
Total for qualification	136	
Diploma (720 GLH)		
Assessment Unit	Total points available	
A1 or B4 or C7 or D10 or E13	40	Learners take two assessment units, so total points available = 80
A2 or B5 or C8 or D11 or E14	40	
A3 or B6 or C9 or D12 or E15	40	
F16	16	
G18	24	
G19	24	
H22	24	
H23	24	
Total for qualification	192	

Extended Diploma (1080 GLH)	
Assessment Unit	Total points available
A1 or B4 or C7 or D10 or E13	40
A2 or B5 or C8 or D11 or E14	40
A3 or B6 or C9 or D12 or E15	40
F16	16
G17	24
G18	24
G19	24
G20	8
H21	24
H22	24
H23	24
Total for qualification	288

Grade boundaries

Applicable for registration from 1 April 2020.

Subsidiary Diploma		Foundation Diploma		Diploma		Extended Diploma	
360 GLH		510 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
Pass	36	P	51	PP	72	PPP	108
				MP	88	MPP	124
Merit	52	M	73	MM	104	MMP	140
						MMM	156
				DM	124	DMM	176
Distinction	74	D	104	DD	144	DDM	196
						DDD	216
				D*D	162	D*DD	234
Distinction*	90	D*	130	D*D*	180	D*D*D	252
						D*D*D*	270

The table, along with the process for points allocation, is subject to review over the lifetime of the qualification. The most up-to-date table will be issued on our website.

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the unit grades are submitted, and the qualification claim is made.

Examples of grade calculations based on the table applicable to registrations from April 2020

Example 1: Subsidiary Diploma with a P grade

Assessment unit	GLH	Grade	Unit points
A2	150	Pass	15
A3	150	Pass	15
F16	60	Merit	10
Totals	360		40

The learner has enough points for a P grade.

Example 2: Subsidiary Diploma with a D grade

Assessment unit	GLH	Grade	Unit points
C7	150	Distinction	40
C9	150	Merit	25
F16	60	Merit	10
Totals	360		75

The learner has enough points for a D grade.

Example 3: Foundation Diploma with a P grade

Assessment unit	GLH	Grade	Unit points
B4	150	Pass	25
B5	150	Merit	40
B6	150	Pass	25
F16	60	Ungraded	0
Totals	510		65

The learner has enough points for a P grade. One U grade is allowed at this size of qualification.

Example 4: Foundation Diploma with a D* grade

Assessment unit	GLH	Grade	Unit points
A1	150	Distinction	40
A2	150	Distinction	40
A3	150	Distinction	40
F16	60	Merit	10
Totals	510		130

The learner has enough points for a D* grade.

Example 5: Diploma with a PP grade

Assessment unit	GLH	Grade	Unit points
E13	150	Pass	15
E15	150	Pass	15
F16	60	Pass	6
G18	90	Pass	9
G19	90	Pass	9
H22	90	Pass	9
H23	90	Pass	9
Totals	720		72

The learner has enough points for a PP grade.

Example 6: Diploma in with an MP grade

Assessment unit	GLH	Grade	Unit points
D10	150	Pass	15
D12	150	Merit	25
F16	60	Pass	6
G18	90	Pass	9
G19	90	Pass	9
H22	90	Merit	15
H23	90	Pass	9
Totals	720		88

The learner has enough points for an MP grade.

Example 7: Extended Diploma with a MPP grade

Assessment unit	GLH	Grade	Unit points
C7	150	Pass	15
C8	150	Merit	25
C9	150	Pass	25
F16	60	Pass	6
G17	90	Distinction	24
G18	90	Ungraded	0
G19	90	Ungraded	0
G20	30	Merit	5
H21	90	Merit	15
H22	90	Pass	9
H23	90	Pass	9
Totals	1080		133

The learner has enough points for a MPP grade. There are 180 GLH of ungraded units, which is the maximum permitted allowed in order to pass the qualification

Example 8: Extended Diploma with a DDD grade

Assessment unit	GLH	Grade	Unit points
D10	150	Merit	25
D11	150	Distinction	40
D12	150	Distinction	40
F16	60	Distinction	10
G17	90	Pass	9
G18	90	Merit	15
G19	90	Distinction	24
G20	30	Merit	5
H21	90	Merit	15
H22	90	Distinction	24
H23	90	Merit	9
Totals	1080		216

The learner has enough points for a DDD grade.

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC International Level 3 qualifications with confidence. You will find a list of resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Specification

The specification (for teaching from April 2020) gives you details of the administration of the qualifications and information on the assessment units for the qualifications.

Pearson Progress

Pearson Progress is a new digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 3 Production Arts qualifications. It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and students as follows:

- course creation
- creating and verifying assignments
- creating assessment plans and recording assessment decisions
- upload of assignment evidence
- tracking progress of every learner

The system is accessible for teachers and learners so that both teachers and learners can track their progress.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC International Level 3 qualifications, these may include:

- delivery guides, which give 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. They explain the key features of the BTEC International Level 3 Production Arts qualifications, for example employer involvement and employability skills. They also cover guidance on assessment and quality assurance. The Guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. They include teaching tips and ideas, assessment preparation and suggestions for further resources.
- sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.
- delivery plans that help you structure delivery of a qualification
- teacher resource packs developed by Pearson including materials and activities to fully support your teaching of units available on LearningHub
- digital resources across a range of mandatory and optional units that enable an immersive learning experience available on LearningHub.

LearningHub

Digital learning content for this programme will be available on the Pearson LearningHub. This online and mobile-optimised platform provides high-quality, bitesized digital content for an accessible, interactive learning experience.

<https://www.pearson.com/uk/web/learning-hub.html>

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

For internal units assessed with a Pearson Set Assignment we will provide a sample assignment as an example of the form of assessment for the unit. For the remaining internally set units, we allow you to set your own assignments, according to your learners' preferences and to link with your local employment profile.

We provide a service in the form of Authorised Assignment Briefs and sample Pearson Set Assignments, which are approved by Pearson Standards Verifiers. They are available via our website.

Pearson English

Pearson provides a full range of support for English learning including diagnostics, qualifications and learning resources. Please see www.pearson.com/english

Training and support from Pearson

People to talk to

There are many people available to support you and give you advice and guidance on delivering your BTEC International Level 3 qualifications. They include the following.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and can answer sector-specific queries on planning, teaching, learning and assessment.
- 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.
- Regional Teams – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions often run network events.
- Customer Services – the ‘Support for You’ section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC International Level 3 qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

‘Getting Ready to Teach’

These events are designed to get teachers ready to deliver the BTEC International Level 3 qualifications. They include an overview of qualification structures, planning and preparation for internal and external assessment, and quality assurance.

Teaching and learning

Beyond the ‘Getting Ready to Teach’ professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

Appendix 1: Transferable employability skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the International Research Council's (NRC) framework ^[2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.



The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and in developing these skills in learners.

The table overleaf sets out the framework and gives an indication of the skills that can be found in the Pearson BTEC International Level 3 Qualifications in Art and Design Practice, it indicates the interpretation of the skills in this area. A full interpretation of each skill, with mapping to show opportunities for learner development, is given on the subject pages of our website: qualifications.pearson.com

¹ OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

² Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

Cognitive skills	Cognitive processes and strategies	Critical thinking Problem solving Analysis Reasoning/argumentation Interpretation Decision making Adaptive learning Executive function
	Creativity	Creativity Innovation
Intrapersonal skills	Intellectual openness	Adaptability Personal and social responsibility Continuous learning Intellectual interest and curiosity
	Work ethic/ conscientiousness	Initiative Self-direction Responsibility Perseverance Productivity Self-regulation (metacognition, forethought, reflection) Ethics Integrity
	Positive core self-evaluation	Self-monitoring/ self-evaluation/ self-reinforcement
Interpersonal skills	Teamwork and collaboration	Communication Collaboration Teamwork Cooperation Empathy/perspective taking Negotiation
	Leadership	Responsibility Assertive communication Self-presentation

Developing the ability to make a persuasive case in the field of production art supporting one or more arguments, including the ability to create a balanced and evaluated argument.

Taking responsibility for finding and correcting anomalies in regimes.

Appendix 2: Glossary of terms used for internally-assessed learning and teaching modules

This is a summary of the key terms used to define the requirements in the learning and teaching modules and assessment criteria.

Term	Definition
Contribute	To have an impact on the success of a defined outcome.
Create	To make a performance in response to a brief or aim.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Devise	To contrive, plan, or elaborate; invent from existing principles or ideas.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Plan	The learner creates a way of doing a task or series of tasks to achieve specific requirements or objectives showing progress from start to finish.
Present	To exhibit material to an audience, either live or through other mediums.
Select	The learner chooses the best or most suitable option whether this is of materials, techniques, equipment or processes. The options and choices should be based on specific criteria.
Understand	Learners interpret or view (something) in a particular way.
Accomplished	Demonstrate skills, expertise and high level of control of activity.
Accomplished improvement	Demonstrate a clear and significant advance in performing arts skills and techniques, with high level of ability being reached.
Adequate	A sufficient level of skill or knowledge for the context.
Analyse	Outcome of methodical and detailed examination breaking down a topic to interpret and study the interrelationships between the parts.
Appropriate	Clearly suitable for the purpose and/or context.
Basic	Fundamentals of skill or knowledge are demonstrated.
Clear impact	To have a noticeable effect on the process or outcome in a positive manner.

Term	Definition
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors related to goals, briefs or objectives.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Critical evaluation	To appraise and compare the relative strengths and weakness of a subject, product or process. Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.
Critically comment	To offer insight into the relative strengths and weakness of a subject, product or process.
Crucial impact	To have a significant and indispensable effect on the success of a product, performance or process.
Defined	To clarify and establish the essential qualities and content related to a plan.
Defined improvement	Demonstrate some advance in skills and techniques related to set goals.
Describe	Learners give a clear, objective account in their own words showing recall and, in some cases application, of the relevant features and information about a subject.
Detailed	Contains all essential information in relation to facts or processes.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Self-reflective improvement	Demonstrate clear advance in skills and techniques by showing self-analysis of areas for improvement and the success of processes used.
Some impact	To have a minor effect on the process or outcome in a positive manner.

For information about Pearson Qualifications, including Pearson Edexcel and BTEC qualifications visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121

Cover image © Hill Street Studios/Getty Images

