Qualification specification

NCFE Level 1/2 Technical Award in Performance Skills
QN: 603/2960/9

This qualification is now withdrawn

Contents

Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication Date	Summary of amendments
v1.0	July 2018	First publication
v1.1	October 2018	Within each learning outcome and the 'Suggested Teaching Approach' section we have indicated that the Classroom teaching pack is still in development.
v1.2	November 2018	The following sentence in the <u>Internal assessment</u> summary has been amended from: *The suggested completion time for this internal synoptic project is 21 hours of supervised time* To: *The completion time for this internal synoptic project is 21 hours of supervised time.*
v2.0	December 2018	p.23, the first and second Internal submission attempts dates have changed from: *Recommended submission date for the first submission – March* To: ***Submission date for the first submission – by 31 March*** *Recommended submission date for the second submission – May* To: ***Submission date for the second submission – by 31 May***
v2.1	November 2019	Information regarding the wellbeing and safeguarding of learners added to Section 4 (page 74) Information regarding the aggregation methods and grade thresholds added to Section 2 (page 25)
v2.2	October 2020	Link to External Assessment Timetable updated (page 15)
v2.3	September 2021	Information regarding the Sample Portfolio removed
v2.4	January 2022	Paragraph added in regarding external quality assurance for graded qualifications.
v2.5	June 2022	Further information added to the qualification structure and assessment section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

| | | Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. |
| | | Information added to the support for centres section about how to access support handbooks. |

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 1/2 Technical Award in Performance Skills.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1/2 Technical Award in Performance Skills.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/2960/9.

This qualification is part of a suite of technical award qualifications that have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications which:

- have appropriate content for the learner to acquire core knowledge and practical skills
- allow the qualification to be graded
- provide synoptic assessment
- enable progression to a range of study and employment opportunities.

This qualification features on the DfE list of approved technical award qualifications for Key Stage 4 performance tables.

Qualification structure and assessment

Qualification title			NCFE Level 1/2 Technical Award in Performance Skills	
Qualification Number (QN)			603/2960/9	
Level			Combined level 1/2	
Guided Learning Hours (GLH)			120, plus 1 hour 30 minutes external assessment	
Unit 01	48 GLH	40% Weighting	**Externally** assessed: **written examination** (externally marked)	**Unit grades:** NYA, L1P, L1M, L1D, L2P, L2M, L2D
Unit 02	72 GLH	60% Weighting	**Internally** assessed: **synoptic project*** (externally quality assured)	**Unit grades:** NYA, L1P, L1M, L1D, L2P, L2M, L2D
TOTAL	120 GLH	100%	**Overall qualification grades:** NYA, L1P, L1M, L1D, L1D*, L2P, L2M, L2D, L2D*	

The learning outcomes for each unit are provided in Section 3.

To achieve the NCFE Level 1/2 Technical Award in Performance Skills, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. Learners must also achieve a minimum of a **Level 1 Pass** in the **internal** and **external assessment** to achieve the overall qualification.

A partial certificate can be requested for learners who don't achieve the full qualification but who have achieved at least one whole unit.

Grades are awarded for this qualification. For further information about grading and submitting these grades to NCFE, please see Section 2 and Section 4.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Total Qualification Time (TQT)

Total Qualification Time (TQT) represents an estimate of the total amount of time that a learner is expected to spend to achieve the qualification. TQT comprises the Guided Learning Hours (GLH) for the qualification and hours spent in private study, preparation for assessment and undertaking assessment. The table below shows the GLH listed separately and the overall TQT:

Qualification	GLH	TQT
NCFE Level 1/2 Technical Award in Performance Skills	120	157

Entry guidance

There are no specific recommended prior learning requirements for this qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

This qualification has been developed for learners aged 14-16 in schools and colleges but is also accessible for post-16 learners.

It is a vocational qualification equivalent to GCSE grades 8.5–1.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy, and health and safety aspects of the qualification.

This Level 1/2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding and know how to apply these needed qualities to the performance skills sector.

14-16 Purpose Statement

Who is this qualification for?

This qualification is designed for learners who want an introduction to performance that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the Performance sector or progress onto further study.

The NCFE Level 1/2 Technical Award in Performance Skills complements GCSE qualifications. It is aimed at 14-16 year olds studying Key Stage 4 curriculum who are interested in performance industry sector. This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded Level 1 Pass/Merit/Distinction/Distinction* and Level 2 Pass/Merit/Distinction/Distinction* (equivalent to GCSE grades 8.5–1). More information on grading can be found in Section 2.

This Level 1/2 qualification is appropriate for learners who are looking to develop a significant core knowledge and understanding of performance skills and be able to apply their learning.

This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and directly related to those experiences.

It is distinct from GCSE Drama, GCSE Music and GCSE Dance, as it encourages the learner to use knowledge and practical tools to focus on supporting people across a range of performance disciplines.

The study of performance skills involves understanding development as a performer, the performance industry, production and promotional roles, development of events, and the staging of a performance.

The qualification focuses on an applied study of the performance industry and learners will gain a broad understanding and knowledge of working in the sector.

What will the learner study as part of this qualification?

This qualification shows learners how to:

- understand how work is undertaken in the performance industry across a variety of disciplines
- understand performance, production and promotional roles across disciplines
- explore skills and qualities required to work in performance and technical roles
- apply performance and production skills in developing a performance
- work in performance, pre-production and production roles
- show creative and technical skills in response to a brief.

The performance skills disciplines that a learner will study within the qualification include:

- Actor
- Singer
- Dancer
- Musician
- Musical Theatre Performer.

What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?

Learners will develop skills and knowledge:

- in adapting their own ideas and responding to feedback
- in evaluating their own work
- in applying technical and creative processes that are essential for the Performance sector, such as presentation skills; team working; independent working; working to deadlines; and efficient use of resources.

The knowledge and skills gained will provide a secure foundation for careers in the performance industry.

Which subjects will complement this course?

The following GCSE subject areas will complement this qualification by further broadening application of performance, production and promotion skills in the context of performance:

- English
- business
- music
- dance.

This list is not exhaustive and a range of other subject areas may also be appropriate.

This qualification is not part of a subject suite.

Progression opportunities - what could this qualification lead to?

Depending on the grade the learner achieves in this qualification, they could progress onto Level 2 and Level 3 qualifications and/or GCSE/A Levels.

Learners who achieve at **Level 1** might consider progression to Level 2 qualifications post-16 such as:

- a GCSE in Drama
- a GCSE in Music
- a GCSE in Dance
- study at Level 2 in a range of technical routes that have been designed for progression to employment, Apprenticeships and further study. An example might include the Level 2 Technical Award in Music Technology. Technical certificate qualifications provide post-16 learners with the knowledge and skills they need for skilled employment or for further technical study.

Learners who achieve at **Level 2** might consider progression to Level 3 qualifications post-16 such as:

- Level 3 Applied General in Music Technology. This qualification prepares learners for progression to higher education in the performance sector.
- Level 3 Technical Level in Performing Arts. This qualification prepares learners for progression into employment or onto an Apprenticeship through specialising in a technical occupation in the performance skills sector. Technical Level qualifications provide post-16 learners with the knowledge and skills they need for skilled employment or for further technical study.
- A Level in Performing Arts. This will support progression to higher education.
- Learners could also progress into employment or onto an Apprenticeship.

The understanding and skills gained through this qualification could be useful to progress onto an Apprenticeship in the performance sector through a variety of occupations such as a Production Assistant, Creative Venue Technician or Assistant Technical Director.

Section 2

Assessment and grading guidance

Assessment and grading guidance

Qualification structure

The following table provides an overview of the units, guided learning hours (GLH), unit weightings, types of assessment, unit grades and qualification grades available within this qualification.

Unit 01	48 GLH	40% Weighting	**Externally** assessed: **written examination**	**Unit grades:** NYA, L1P, L1M, L1D, L2P, L2M, L2D
Unit 02	72 GLH	60% Weighting	**Internally** assessed: **synoptic project***	**Unit grades:** NYA, L1P, L1M, L1D, L2P, L2M, L2D
TOTAL	**120 GLH**	**100%**	**Qualification overall grades:** NYA, L1P, L1M, L1D, L1D*, L2P, L2M, L2D, L2D*	

Learners must achieve a minimum of a **Level 1 Pass** in the external assessment and the internal assessment to achieve the overall qualification.

Assessment summary

This qualification has **two** assessments: **one** external written examination and **one** internal synoptic project.

External assessment	
Assessment method	**Description**
Externally set **written examination** **Externally marked**	**40%** of the technical award Written examination: • 80 marks • 1 hour 30 minutes • a mixture of multiple-choice, short-answer and extended-response questions. The written examination will assess the learner's knowledge and understanding of content from Unit 01 and target assessment objectives AO1, AO2 and AO3.
External examination availability	The examination windows are expected in **March** and **November** every year; however, these are subject to change so please refer to the External Assessment Timetable available on the NCFE website. Learners will have **one** opportunity to resit.

Internal assessment	
Assessment method	**Description**
Externally set **synoptic project** **Internally graded** Externally quality assured	**60%** of the technical award The completion time for this internal synoptic project is **21 hours** of supervised time. The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The synoptic project will target assessment objectives AO1, AO2, AO3, AO4 and AO5. The synoptic project will be externally set by NCFE, internally graded by the centre and externally quality assured by NCFE.
Internal synoptic project availability	The learner should not undertake the synoptic project assessment until **all teaching content** from Unit 01 and Unit 02 has been delivered. This is to ensure that learners are in a position to complete the synoptic project successfully. A different synoptic project brief will be released every **December**. Therefore learners must use the synoptic project brief released in the **December** of the academic session they wish to finish the overall qualification. Learners will have **one** opportunity to resubmit.

External assessment

The external assessment will be in the form of a written examination, which will assess the learner's knowledge and understanding of content from Unit 01.

A variety of assessment styles will be used, including multiple-choice, short-answer and extended-response questions. This will enable learners to demonstrate their breadth of knowledge and understanding of the subject and ensure achievement at the appropriate level, including stretch and challenge. Questions will be written in plain English and in a way that is supportive and accessible to all learners of all abilities.

As far as possible, real-world case studies and contexts which are relevant to the sector will be used. This is to engage and stimulate learners under examination conditions and to facilitate the drawing out of a wide range of knowledge and skills developed throughout their learning.

All questions will be compulsory, with available marks clearly identified. The written examination will be carefully constructed following a rigorous quality control process to ensure that the assessment is valid.

Synoptic assessment

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives in an integrated way. The Department for Education (DfE) has consulted with Awarding Organisations and agreed the following definition for synoptic assessment:

"A form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task."

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills from the beginning.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The internal synoptic project will test the learners' ability to respond to a real-world situation.

Assessment objectives

The assessment of our technical awards is mapped against assessment objectives (AOs). These AOs provide a consistent framework for learners and are applied synoptically, allowing learners to show their knowledge, understanding and skills from across the full breadth of the qualification.

The AOs that will be assessed against the content in our technical awards are:

AO1	**Recall knowledge and show understanding** The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	**Apply knowledge and understanding** The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations, including finding creative solutions.
AO3	**Analyse and evaluate knowledge and understanding** The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.
AO4	**Demonstrate and apply technical skills and processes** The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools and techniques.
AO5	**Manage and evaluate the project** The emphasis here is for learners to develop the necessary skills of forethought, time management, self-reliance and self-reflection.

Assessment objective weightings

The table below shows the approximate weightings for each of the AOs in the technical award assessments.

AOs	External assessment (approx. %)	Internal assessment (approx. %)	Overall weighting (approx. %)
AO1	18%	6%	24%
AO2	12%	9%	21%
AO3	10%	12%	22%
AO4		27%	27%
AO5		6%	6%
Overall weighting of assessments	**40%**	**60%**	**100%**

External assessment

The table below shows the approximate weightings and the raw marks available for each AO in the external assessment. It is based on an 80-mark external assessment.

AOs	External assessment (approx. %)	Raw marks available (approx.)
AO1	45%	36 marks
AO2	30%	24 marks
AO3	25%	20 marks
Total	**100%**	**80 marks**

Our technical awards are modular, which means that a learner can take and resit external assessments in different assessment windows. External assessments may vary slightly in levels of difficulty and therefore what represented a Level 2 Pass in one assessment window may not be appropriate in the following assessment window.

To resolve this issue, we convert raw marks to uniform marks. The Uniform Mark Scale (UMS) also allows us to account for the relative weighting of the assessment to the qualification as a whole. The UMS for the external assessment is shown below.

Grade	UMS Marks
Level 2 Distinction	138–160
Level 2 Merit	115–137
Level 2 Pass	92–114
Level 1 Distinction	70–91
Level 1 Merit	47–69
Level 1 Pass	24-46
NYA	0–23

In order to achieve the external assessment unit, learners must achieve an overall grade of a Level 1 Pass.

The raw mark grade boundaries are set after each assessment window. NCFE sets these boundaries judgementally, following both qualitative and quantitative analysis, and then converts them to UMS. For example:

Assessment Window 1 - The raw mark grade boundary for a Level 2 Pass has been judged to be at 48 marks and a Level 2 Merit at 56 marks.

Grade	Raw Mark	UMS Mark
Level 2 Merit	56	115
Level 2 Pass	55	112
	54	109
	53	106
	52	104
	51	101
	50	98
	49	95
	48	92

Assessment Window 2 - The raw mark grade boundary for a Level 2 Pass has been judged to be at 50 marks and a Level 2 Merit at 58 marks.

Grade	Raw Mark	UMS Mark
Level 2 Merit	58	115
Level 2 Pass	57	112
	56	109
	55	106
	54	104
	53	101
	52	98
	51	95
	50	92

Although the raw mark grade boundaries in Assessment Window 1 and Assessment Window 2 are different, they have the same value in terms of UMS marks when contributing to the qualification as a whole.

NCFE will publish the raw mark grade boundaries following the completion of each assessment window.

Internal assessment

The table below shows the approximate weightings for each AO in the internal assessment.

AOs	Internal assessment (approx. %)
AO1	10%
AO2	15%
AO3	20%
AO4	45%
AO5	10%
Total	**100%**

Internal synoptic project brief

The internal assessment will be in the form of a synoptic project, which will be externally set by NCFE to ensure quality and rigour. A different synoptic project brief will be released each **December** and will comprise of a number of tasks, which will assess the learner in each of the AOs.

We will carefully map and design the synoptic project brief each year to ensure comparbility in the level of difficulty.

A sample of a synoptic project brief and a synoptic project portfolio can be accessed on the qualification webpage.

Descriptors

Descriptors have been written for each AO. The descriptors are pitched at different levels in language and expectation and describe the learner's performance at that band.

Assessors will use the descriptors to determine the banding decision for each AO. This banding is based on the assessment of the final piece of work that the learner submits.

Each AO is weighted and contributes differently to the overall unit grade. This is explained further in the section 'Calculating the overall internal synoptic project grade'.

If the learner has insufficient evidence to meet the 'band 1' criteria for any of the AOs, a grade of 'Not Yet Achieved' will be awarded for that AO.

AO1 Recall knowledge and show understanding	
Band	**Descriptors**
3	Learners recall and communicate a **comprehensive** knowledge and understanding of performance and production principles. Subject-specific terminology is used **accurately** and **consistently throughout** the project.
2	Learners recall and communicate **appropriate** knowledge and understanding of performance and production principles. Subject-specific terminology is used **accurately** on **occasion**.
1	Learners recall and communicate **basic** knowledge and understanding of performance and production principles. Subject-specific terminology is **basic** and **inconsistent**.
NYA	No rewardable material.

AO2 Apply knowledge and understanding	
Band	**Descriptors**
3	Learners **accurately** apply knowledge and understanding of performance and production skills and equipment, materials and techniques, which is **relevant** to the context and situation.
2	Learners' application of knowledge and understanding of performance and production skills and equipment, materials and techniques is **mostly accurate** and has **some relevance** to the context and situation.
1	Learners' application of knowledge and understanding of performance and production skills and equipment, materials and techniques is of **limited accuracy** and **relevance** to the context and situation.
NYA	No rewardable material.

AO3 Analyse and evaluate knowledge and understanding	
Band	**Descriptors**
3	Learners **critically** analyse and evaluate performance requirements, **systematically** judging and reaching **reasoned and creative** conclusions.
2	Learners **appropriately** analyse and evaluate performance requirements, judging and reaching **suitable** conclusions.
1	Learners **respond simply** to performance requirements and **provide comments**.
NYA	No rewardable material.

AO4 Demonstrate and apply technical skills and processes	
Band	**Descriptors**
3	Learners demonstrate and apply **relevant** performance and production skills **effectively** by applying and using **appropriate** equipment, materials and techniques. Learners demonstrate and apply performance and production skills to develop a **complete** and **effective** outcome.
2	Learners demonstrate and apply **mostly relevant** performance and production skills by applying and using **mostly appropriate** equipment, materials and techniques. Learners demonstrate and apply performance and production skills to develop a **mostly complete** and **working** outcome.
1	Learners demonstrate and apply **basic** performance and production skills by applying and using **in a limited way** equipment, materials and techniques. Learners demonstrate and apply performance and production skills to develop a **partially complete** outcome.
NYA	No rewardable material.

AO5 Manage and evaluate the project	
Band	**Descriptors**
3	Learners manage the project, including preparation and planning of **a wide range of** project stages, time frames and resources. Learners evaluate **a range of** their approaches, skills and accomplishments.
2	Learners manage the project, including preparation and planning of **a range** project stages, time frames and resources. Learners evaluate **some of** their approaches, skills and accomplishments.
1	Learners manage the project, including preparation and planning of **a limited range** of project stages, time frames and resources. Learners provide comments on **some of** their approaches, skills and accomplishments.
NYA	No rewardable material.

Calculating the overall internal synoptic project grade

To calculate the overall grade for the internal synoptic project follow these 3 steps:

Step 1: Award a suitable band for each AO after selecting the descriptor that best reflects the learner's evidence, assessing the whole project in an integrated way.

The table below shows an example of the bands achieved by a learner for each AO in the internal synoptic project:

AO	Band
AO1	3
AO2	2
AO3	1
AO4	2
AO5	1

Step 2: Once the whole project has been assessed and appropriate bands for each AO selected, the overall grade for the internal synoptic project can be calculated using the learner grade calculator. The learner grade calculator can be accessed via the NCFE website on the qualification page.

The overall grade for the internal synoptic project is based on the combination of bands awarded for each AO and the relative weighting of each AO.

The example shown in the table in **Step 1** would be graded at a L2P overall.

Step 3: Once you have the overall grade for the internal synoptic project, this can be converted to a UMS score using the table below.

Grade	Max UMS 240 (60%)
L2D	240
L2M	206
L2P	171
L1D	137
L1M	103
L1P	69
NYA	0

For example, a L2P equates to 171 UMS.

The UMS score will be used to calculate the overall qualification grade. This is explained in the section 'Calculating the overall qualification grade'.

Internal submission attempts

Learners will only have **two** submission attempts:

First submission

Submission date for the first submission – by 31 March.

Learners should submit the project when all tasks have been completed. The Assessor will assess the project holistically, selecting the appropriate band for each Assessment Objective based on all evidence submitted.

Once the work has been assessed, graded and internally quality assured, the unit grade should be submitted to NCFE via the Portal. This will be classed as the first submission. The submitted unit grade will trigger the first external quality assurance visit. It is recommended that centres plan this visit into timetables and confirm the date with the External Quality Assurer at the earliest opportunity.

Ahead of the visit, the External Quality Assurer will select a number of learner portfolios from which to sample assessment decisions and determine whether the grade descriptors have been applied consistently and in accordance with the qualification specification. If the External Quality Assurer agrees with the assessment decisions they will bank all of the submitted grades. If the External Quality Assurer determines that the grading is too harsh, too lenient or inconsistent from one learner to the next, they will the reject the grades. In this situation, the centre would be required to assess, grade and internally quality assure all learner work again. The External Quality Assurer will then bank the resubmitted grades. Assessors can provide learners with feedback to support them with their second submission, should this be required.

Centres are strongly advised to arrange a date early for a second visit, with the External Quality Assurer, to ensure they receive the visit when they need it.

Second submission

Submission date for the second submission – by 31 May.

Learners will have **one** opportunity to resubmit the internal assessment after the first attempt and this will be classed as the **second** submission, for the same internal synoptic project assessment brief. The **second** submission should be used for learners who receive a 'Not Yet Achieved' for their first submission or wish to improve their grades.

Work revised and resubmitted by learners will again need to be assessed, graded, internally quality assured and submitted to NCFE, ready for a second visit from the External Quality Assurer.

If a learner receives a 'Not Yet Achieved' for the **overall unit grade** on the **second** submission, the learner **will not achieve the internal assessment and therefore will not achieve the overall qualification**.

Only once the internal assessment unit grade has been banked and the external assessment completed, will a centre be able to claim certification of the qualification for learners.

Calculating the overall qualification grade

Learners must achieve a minimum of a **Level 1 Pass** in both the external assessment and the internal assessment to achieve the overall qualification.

The relationship between uniform marks for the external and internal assessments and overall qualification grades is shown in the tables below.

Grade	External assessment UMS	Internal assessment UMS
Maximum UMS (400)	**160 (40%)**	**240 (60%)**
Level 2 Distinction	138–160	240
Level 2 Merit	115–137	206
Level 2 Pass	92–114	171
Level 1 Distinction	70–91	137
Level 1 Merit	47–69	103
Level 1 Pass	24–46	69
NYA	0–23	0

Overall qualification grade	UMS
Maximum UMS	**400**
Level 2 Distinction*	378–400
Level 2 Distinction	361–377
Level 2 Merit	304–360
Level 2 Pass	246–303
Level 1 Distinction*	207–245
Level 1 Distinction	190–206
Level 1 Merit	133–189
Level 1 Pass	93–132
NYA	0–92

To award a Level 2 Distinction*, a learner must achieve a grade of Level 2 Distinction in the external assessment and a grade of Level 2 Distinction in the internal assessment (total minimum of 378 UMS).

Examples:

Learner	External assessment	Internal assessment	Overall qualification grade
Learner A	24 UMS (L1P)	206 UMS (L2M)	230 UMS = **L1D***
Learner B	24 UMS (L1P)	240 UMS (L2D)	264 UMS = **L2P**
Learner C	20 UMS (NYA)	240 UMS (L2D)	**NYA**
Learner D	160 UMS (L2D)	0 UMS (NYA)	**NYA**

Grade calculator

To help Assessors calculate the internal assessment grades and overall qualification grades, we have created a grade calculator which is available on the qualification webpage under 'Support Materials'. This can be used by the learner to track their performance and targets set themselves or by the Teacher to use for the full learner group/class as a grade tracking log. This will also assist Assessors with benchmarking and target setting learners grades following completion of the external assessment.

Whilst NCFE do not anticipate any changes to our aggregation methods or any overall grade thresholds there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore overall grade thresholds published within this qualification specification may be subject to change.

Section 3

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the unit content of this qualification.

The unit summary provides:

- unit title and number
- unit summary
- guided learning hours
- level
- mandatory/optional
- an indication of how the unit is assessed
- unit percentage weighting contribution towards the overall qualification grade.

The learning outcomes overview provides a summary of the learning outcomes for the whole unit.

Following the unit summary and learning outcome overview, there's detailed information for each unit containing:

- learning outcomes
- teaching content
- suggested teaching approach to support delivery and assessment
- learning resources available
- useful websites.

Information in the teaching content section **must** be covered by the Teacher during the delivery of the unit and should be considered as **mandatory** teaching content.

Anything within the **suggested teaching approach** section is advisory and optional, and is intended to **provide useful advice and guidance to support delivery of the teaching content.**

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit. The numbering system used within a unit refers to learning outcome, subject topic and teaching content: for example 1.1.1 refers to the learning outcome (first number **1**), the subject topic within that learning content (second number 1.**1**) and the teaching content within the subject topic (third number 1.1.**1**). This will support signposting feedback and tracking.

For further information or guidance about the qualification please contact our Product Development team on 0191 239 8000.

Unit 01 Working in the performance industry (A/616/8958)

Unit summary

Unit introduction	This unit will allow the learner to understand how work is undertaken in the performance industry across a variety of disciplines. The learner will know about performance, production and promotional roles across disciplines and the national organisations which relate to employment in the performance industry. The learner will understand how skills and qualities required to work both in performance and technical roles are applied to rehearsal, production planning and live performance.
Guided learning hours	48
Level	Combined L1/L2
Assessment	Externally assessed written examination
Unit weighting	40%

Learning outcomes overview

Learning outcomes
LO1: Understand roles, responsibilities, skills and qualities in the performance industry
LO2: Understand national organisations related to employment in the performance industry
LO3: Understand how performers are promoted
LO4: Understand production planning
LO5: Understand rehearsal processes

Learning outcome 1: Understand roles, responsibilities, skills and qualities in the performance industry

Teaching content
Information in this section must be covered by the Teacher during the delivery of the unit.   In this learning outcome, learners will know and understand the roles, responsibilities, skills and qualities associated with performance roles within the performance industry.   **1.1   Roles**   The learner will know and understand what each of the following performance roles are and how they interact with the performance industry: • Actor   • Singer   • Dancer   • Musician   • Musical Theatre Performer.

1.2   Responsibilities
The learner will know and understand the responsibilities associated with each of the performance roles identified below:
- Actor
- Singer
- Dancer
- Musician
- Musical Theatre Performer.

1.2.1   Devising, learning and performing material
The learner will know and understand devising, learning and performing material. This must include:
- Creating materials
- Memorising materials
- Demonstrating performance skills.

1.2.2   Working with others
The learner will know and understand working with others. This must include:
- Attending rehearsals and performances
- Responding to direction
- Working safely.

1.3   Skills
The learner will know and understand how skills are applied in each of the performance roles identified below:
- Actor
- Singer
- Dancer
- Musician
- Musical Theatre Performer.

1.3.1   Technical Skills
The learner will know and understand technical skills. This must include:
- Accuracy
- Coordination
- Fluency
- Control
- Posture
- Intonation
- Strength and stamina.

1.3.2   Communicative skills

The learner will know and understand communicative skills. This must include:
- Timing
- Rhythm
- Concentration
- Clarity
- Audience engagement
- Projection
- Use of costume
- Use of props
- Use of lighting
- Use of amplification.

1.3.3   Expressive skills

The learner will know and understand expressive skills. This must include:
- Characterisation
- Facial expression
- Gesture
- Dynamics
- Phrasing.

1.3.4   Creative skills

The learner will know and understand creative skills. This must include:
- Interpretation
- Stylistic awareness
- Devising and composing
- Improvisation.

1.4   Qualities

The learner will know and understand creative and professional qualities in relation to each of the performance roles identified below:
- Actor
- Singer
- Dancer
- Musician
- Musical Theatre Performer.

1.4.1   Creative qualities

The learner will know and understand creative qualities. This must include:
- Evaluative understanding
- Imagination
- Inventiveness.

1.4.2 Professional qualities

The learner will know and understand professional qualities. This must include:

- Timekeeping
- Commitment
- Flexibility
- Discipline
- Knowledge of terminology.

Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.

Suggested teaching approach
In this section, we provide some useful advice and guidance to support the delivery of the teaching content.   It is important that learners are given the opportunity to gain knowledge and understanding about the roles, responsibilities, skills and qualities in the performance industry, through a combination of class-based and practical learning. For example: • Learners could be introduced to each performance role (listed in the teaching content) by discussing what each role entails as a performer including responsibilities, skills and qualities.   • Using case studies, interviews, video clips and research on the internet.   • Learners could be encouraged to explore and apply the knowledge in the form of skills development sessions, technique classes and workshops.   • Formative assessment may take the form of a portfolio of research, a workshop journal and playback of practical work with self- and peer reflection opportunities.   • Delivery through other activities such as work experience, guest speakers, field trips, visits to performances and interviewing practitioners would deepen the understanding of responsibilities, skills and qualities in practice.   **Resources:**   Classroom teaching pack (In development):   • PowerPoint (PPT)   • lesson plans   • scheme of work   • worksheets   • revision workbook.   **Useful websites:**   • creativeskillset.org   • www.prospects.ac.uk   • www.artsjobs.org.uk   *See website disclaimer in Section 5 of this qualification specification.

Learning outcome 2: Understand national organisations related to employment in the performance industry

Teaching content
Information in this section must be covered by the Teacher during the delivery of the unit. In this learning outcome, learners will know and understand how different types of organisations work together and with individuals in the performance industry. Learners should understand how different organisations are linked to roles within the industry. **2.1   National Organisations** The learner will know and understand functions of national organisations working within the performance industry. **2.1.1   Funding organisations** The learner will know and understand funding organisations within the performance industry. This must include: • Arts councils (England and Wales) • Creative Scotland • Lottery funding • Trusts • Charitable foundations. **2.1.2   Unions** The learner will know and understand the function of unions within the performance industry. This must include: • Equity • Musician's Union • Broadcasting, Entertainment Communications and Theatre Union (BECTU). **2.1.3   Administrative** The learner will know and understand the function of the following administrative organisations within the performance industry. This must include: • PRS for Music Limited • Phonographic Performance Ltd (PPL) • British Equity Collecting Society (BECS). **2.1.4   Business organisations** The learner will know and understand the business organisations that support the delivery of the product within the performance industry. This must include: • Record labels • Theatre companies • Dance companies • Booking agencies • Management companies.

2.2   Employment
The learner will know and understand the nature of employment in the performance industry.

2.2.1   Types of employment opportunities
The learner will know and understand the range of employment opportunities within the performance industry. This must include:
- Voluntary
- Casual
- Permanent
- Part-time
- Full-time
- Fixed-term
- Freelance.

2.2.2   Employment responsibilities
The learner will know and understand the employment responsibilities of the individual working within the performance industry. This must include:
- Tax
- National Insurance
- Keeping records and accounts
- Invoicing.

2.2.3   Role requirements
The learner will know and understand the qualifications and training required to work within the performance industry. This must include:
- Qualifications
- Continuous Professional Development (CPD).

2.2.4   Employment opportunities
The learner will know and understand how to access information on employment opportunities within the performance industry. This must include:
- Trade journals
- Internet advertising
- Agencies
- Networking
- Social media.

Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.

Suggested teaching approach
In this section, we provide some useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website. It is important that learners are given the opportunity to gain knowledge and understanding about national organisations related to employment in the performance industry, through a combination of class-based and practical learning. For example: - Contextualise the content by looking at examples of organisations and centre the research on the business organisation, this could help generate opportunities for creating links and critical thinking. Examples of organisations may include: Equity, Arts Council, PPL Sony Music, Musicians' Union, PRS, National Theatre, BECTU, and National Lottery.   - Group discussions can be used for active research alongside case studies and individual research using books, magazines trade journals or the internet.   - Formative assessment could take the form of creating a presentation explaining the function of each organisation, how they are linked and the relationship to employment industry.   - Delivery through other activities such as work experience, interviewing practitioners, guest speakers, and field trips. Visits to a performance/recording space would deepen the understanding of how the organisations and individuals operate and interact with different areas of the industry.   **Resources:** Classroom teaching pack: - PowerPoint(PPT)   - lesson plans   - scheme of work   - worksheets   - revision workbook.   **Other resources:**   - British Performing Arts Yearbook.   **Useful websites:**   - www.whitebook.co.uk/   - www.uktheatre.org/   - www.biglotteryfund.org.uk/funding/funding-finder   - www.gov.uk/contract-types-and-employer-responsibilities/fulltime-and-parttime-contracts   - www.thestage.co.uk/   - www.spotlight.com/   - www.artscouncil.org.uk/   - www.creativescotland.com/   - www.equity.org.uk   - www.musiciansunion.org.uk/   - www.bectu.org.uk   - www.prsformusic.com/   - www.ppluk.com/   - www.equitycollecting.org.uk   *See website disclaimer in Section 5 of this qualification specification.

Learning outcome 3: Understand how performers are promoted

Teaching content

Information in this section must be covered by the Teacher during the delivery of the unit.
 	
In this learning outcome the learner will know and understand how performers are promoted and how this relates to finding and sustaining work in the performance industry.
 	
3.1   Promotional Materials
Learners will know and understand how and why content is created to promote and market performers.
 	
3.1.1   Purpose and content
The learner will know and understand why promotional materials are created and how the most appropriate content is selected for the targeted audience. This must include:
• Purpose of content
    ○ finding work
    ○ sustaining work
    ○ promoting product
    ○ presentation of a particular image.
• Content
    ○ biography
    ○ experience
    ○ skills
    ○ audio visual performance.
 	
3.1.2   Format
The learner will know and understand the formats in which promotional content is presented and the purpose for which they are used. This must include:
• Social media, webpage, blog, flyer, poster, event, portfolio, demo, showreel, CV, interview, video.
 	
3.1.3   Intended audience
The learner will know and understand the intended audience for promotional material. This must include:
• General public
• Press
• Agent
• Manager
• Producer
• Collaborators.
 	
3.1.4   Promotional roles
The learner will know and understand the roles involved in promotion and how they work with performers and each other. This must include:
• Writer, public relations (PR), journalist, publicist.
 	
Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.

Suggested teaching approach

In this section, we provide some useful advice and guidance to support the delivery of the teaching content. For further detail, please refer to the Scheme of Work available on the NCFE website.

It is important that learners are given the opportunity to gain knowledge and understanding about how performers are promoted, through a combination of class-based and practical learning. For example:

- Examining performers, bands and companies and how they are promoted as case studies. Learners could cover promotional material encompassing various disciplines and specialisms.
- Compare and contrast the intention, creation, delivery, platform and impact of the promotional material.
- Teacher delivery could take the form of Teacher exposition, trips and visits, guest speakers and presented case studies.
- Formative assessment could be to ask learners to produce promotional material based on their own aspirations as a performer.

Resources:
Classroom teaching pack (In development):

- PowerPoint(PPT)
- lesson plans
- scheme of work
- worksheets
- revision workbook.

Useful websites:

- www.thoughtco.com/promoting-performances-news-social-media-2638395
- www.bbc.co.uk
- www.the-dma.org

*See website disclaimer in Section 5 of this qualification specification.

Learning outcome 4: Understand production planning

Teaching content
Information in this section must be covered by the Teacher during the delivery of the unit. In this learning outcome, the learner will know and understand the requirements of planning, promoting and carrying out a performance production. The learner will understand the requirements of pre-production and production roles alongside logistical, technical, legal, financial and promotional requirements for productions. **4.1 Roles** Learners will know and understand how performance, pre-production and production roles interact during the planning and execution of an event. **4.1.1 Pre-production roles** The learner will know and understand the requirements of each of the following roles: • Set Designer • Choreographer • Lighting Designer • Sound Designer • Costume Designer • Composer • Advertiser • Merchandiser • Script Writer • Director • Promoter. **4.1.2 Production roles** The learner will know and understand the requirements of each of the following roles: • Stage Manager • Stage Hand • Crew • Lighting Technician • Dresser • Make-Up Artist • Hair and Wig Artist • Prop Handler • Sound Technician • Front of House • Venue Manager.

4.2   Performance Spaces

4.2.1   Types of performance spaces
The learner will know and understand the function of performance spaces in relation to the presentation of performance. This must include:
- Outdoor space
- Repurposed space
- Multi-event space
- Theatre
- Club
- Pub
- Arena.

4.2.2   Suitability of space for intended performance and audience
The learner will know and understand the suitability of performance spaces for the intended performance and audience. This must include:
- Accessibility
  - audience accessibility (legal requirements, facilities access and egress, fire exits, disabled access)
  - performer accessibility (load in, set up, staging requirements)
  - availability of venue (available dates).
- Creative considerations
  - location (travel and transport)
  - style/genre requirements.
- Legal considerations
  - curfew
  - audience capacity (maximum occupancy).

4.2.3   Service providers
The learner will know and understand the different service providers who are required when planning a performance event. This must include:
- Sound and lighting
- Staging
- Trucking
- Rigging
- Crewing
- Security
- Stewarding
- Catering.

4.3   Production Planning
The learner will know and understand how to plan and prepare for a performance event.

4.3.1   Timelines
The learner will know and understand the stages, timelines and documentation of a production. This must include:
- Rehearsals
  - developmental
  - technical
  - dress.
- Production meetings
- Set up and take down
- Event itinerary/call sheet
- Access arrangements (performer and production role passes)
- Stage times
- Running order.

4.3.2   Technical requirements and specifications
The learner will know and understand equipment requirements and how these are documented. This must include:
- Stage plans
- Specifications
  - sound
  - lighting
  - props
  - make-up and costume.
- Cue sheets.

4.3.3   Legal
The learner will know and understand the legal requirements of a production and the organisations involved. This must include:
- Licensing
  - licensing organisations (local authority/council, police service, fire service)
  - Temporary Events Notice (TEN)
  - premises license
  - PRS for music license
  - PPL license.
- Insurance
  - public liability
  - cancellation.
- Health and safety
  - risk assessments
  - fire regulations
  - sound levels
  - amenities
  - working practices.

4.3.4 Financial

The learner will know and understand the financial considerations and documentation used in the planning of a production. This must include:

- Contracts
- Budgets
- Cash flow projections
- Income sources
  - ticketing sales
  - sponsorship
  - funding
  - merchandise sales.
- Outgoings
  - equipment costs
  - venue hire costs
  - staff costs
  - marketing
  - expenses.

4.3.5 Promotional

The learner will know and understand how to promote a performance event. This must include:

- Audience demographic
  - age
  - gender
  - socio economic group
  - location.
- Promotion
  - promotional events (radio, TV, press)
  - promotional items (guest list, passes, competitions, products).
- Advertising formats
  - web
  - social media
  - posters/billboards
  - flyers.
- Merchandise sales
  - audio and visual products
  - clothing
  - programmes.

Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.

Suggested teaching approach
In this section, we provide some useful advice and guidance to support the delivery of the teaching content. It is important that learners are given the opportunity to gain knowledge and understanding about production planning, through a combination of class-based and practical learning. For example: - Learners could be introduced to the function of each production role. This can be introduced through a combination of case studies, interviews, video clips and individual research with the use of books, magazines, trade journals or the internet.   - Learners could engage in active participation in the form of various simulated activities where the learner carries out production roles associated tasks as part of teaching and learning.   - Formative assessment may take the form of portfolio of research, workshop journal and demonstration of practical/design and planning work with self- and peer reflection opportunities.   - Local and national venues could be examined. Learners could identify the suitability of the venue in relation to the target audience and the services required to fulfil the requirements of the event.   - Teacher-led tasks/information, case studies and active research would be the most suitable strategies to encourage deep learning for this outcome. Learners could carry out a survey on all venue types listed, identifying the suitability of space for a variety of types of performance and audiences.   - Content delivered could equip learners with an understanding of tasks undertaken to organise events. This should include practical aspects such as accessibility for audience and performers, and being able to identify potential barriers in relation to availability and suitability for the style/genre. Learners would benefit from guest speakers, visits to local productions and case studies of national and larger scale venues.   - Formative assessment of this outcome may consist of learner's research on contrasting events locally and nationally covering different specialisms, scale and types of venue – highlighting services required and suitability in relation to content and audience.   - Learners could discuss the main legal factors which affect any live performance. A Teacher-led approach is required to guide learners through the licencing, insurance and health and safety requirements. This Teacher-led approach could be followed up with practical research activities including actively carrying out risk assessments and presenting information to peers on insurance and legal factors.   - Learners will need to understand the cost of various performance events and how income is generated. This outcome should initially be Teacher-led, continued with small group enquiry/case studies. It would benefit learners to identify and discuss specific sources of potential income and outgoings in a real or simulated activity. Learners should be aware of real costs where possible ie performers and crew wages in line with Equity and BECTU regulations, and similarly costs for equipment hire.   - Learners should be aware of the ways in which promotional material for events are produced and how these are targeted and delivered. It would greatly benefit learners to analyse existing promotional material and work to create their own promotion for a real or simulated event.

Resources:
Classroom teaching pack (In development):
- PowerPoint(PPT)
- lesson plans
- scheme of work
- worksheets
- revision workbook.

Useful websites:
- www.theatredesign.org.uk
- www.entertainmentdesigner.com
- www.thestage.co.uk

*See website disclaimer in Section 5 of this qualification specification.

Learning outcome 5: Understand rehearsal processes

Teaching content
Information in this section must be covered by the Teacher during the delivery of the unit. The learner will know and understand the rehearsal processes needed to undertake rehearsal in the context of solo and group work. **5.1   Rehearsal Process** **5.1.1   Health and safety** The learner will know and understand safe working practices during rehearsal. This must include: - Risk assessment   - identify hazards (condition and safety of space/equipment)   - assess risks   - control measures.   - Warm-up exercises   - Cool down exercises.   **5.1.2   Planning** The learner will know and understand the methods used to plan rehearsals. This must include: - Baseline skills assessment   - SWOT analysis (strengths, weaknesses, opportunities and threats)   - Rehearsal schedule   - Action planning   - Developmental journal   - Study of audio/video performances.   **5.1.3   Working with others** The learner will know and understand the skills required to work with others in a rehearsal environment. This must include: - Interpersonal skills   - people management   - working with direction   - motivation.   - Professional skills   - time management   - language   - attitude   - commitment.   - Communication skills   - verbal communication   - non-verbal communication (gestures, eye contact, facial expressions, body language, posture).

5.1.4   Types of rehearsal

The learner will know and understand different forms of rehearsal and their purpose. This includes:
- Developmental
- Technical
- Dress.

Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.

Suggested teaching approach
In this section, we provide some useful advice and guidance to support the delivery of the teaching content. It is important that learners are given the opportunity to gain knowledge and understanding about rehearsal processes, through a combination of class-based and practical learning. For example: - The Teacher should deliver the basic information on carrying out a risk assessment of different rehearsal and venue space. The Teacher should ensure learners can assess hazards, risks and specified control measures of spaces and equipment. Learners should be encouraged to apply this to their working space.   - Investigate good working practices and design a self-health routine for warming up and cooling down during rehearsals and performance preparation. Learners should be given opportunities to practically apply the knowledge gained.   - Learners are required to understand how to rehearse for a performance. This should include strategies for skill development, expected behaviour and conduct in line with industry standards and stages of rehearsal utilised to ensure the material moves forward.   - Learners should produce a baseline assessment of their current skills to inform a SWOT analysis on their specific skills as a solo and an ensemble performer leading to the creation of an action plan. Learners should be able to generate such documentation and recognise these as tools for skill development. The introduction of these tools could take the form of case studies/examples to examine how this is applied by professional practitioners, moving into more practical exploration of learners creating and individualising their own tools for improvement.   - Interviews and other stimuli could be used to examine working behaviours and practices. Discussion could act as a starting point for debate. Learners could create a 'working contract' related to working with others.   - Learners should be given the opportunity to 'learn by doing' and explore the different stages of rehearsal. Teachers could set up mini performance projects to act as a focal point for rehearsals. Teachers should introduce learners to the main tasks and associated vocabulary applied in each stage of rehearsals.   - Summative assessment could be undertaken by learners developing skills individually and within groups during rehearsal, leading to performances.   **Resources:** Classroom teaching pack (In development):   - PowerPoint(PPT)   - lesson plans   - scheme of work   - worksheets   - revision workbook.

Unit 02 Planning and performing (F/616/8959)

Unit summary

Unit introduction	In this unit learners will apply performance and production skills in developing a performance. Learners will be able to work in performance, pre-production and production roles to meet a given performance event brief. Learners will know and understand planning, development, documentation and evaluation of production activities. Showing creative and technical skills in response to a brief.
Guided learning hours	72
Level	Combined L1/L2
Assessment	Internal synoptic project
Unit weighting	60%

Learning outcomes overview

Learning outcomes
LO1: Understand and respond to a live performance production brief
LO2: Understand planning, pre-production and promotion of live performance productions
LO3: Understand rehearsal and development of material as a performer for a live performance production
LO4: Understand how to present live performance productions to an audience
LO5: Understand how to review live performance productions

Learning outcome 1: Understand and respond to a live performance production brief

Teaching content

Information in this section must be covered by the Teacher during the delivery of the unit.
 	
In this learning outcome learners will know and understand how to respond to the requirements of a given live performance production brief. The learner needs to consider performance material and job roles required for a successful performance.
 	
### 1.1 Understand and Respond to a Live Performance Production Brief 	
 	
#### 1.1.1 Material selection 	
The learner will know and understand how to select performance material based on the requirements of a given live performance production brief. This must include:
• Stylistic considerations
    o discipline selection (dancer, musician, actor, singer, musical theatre performer)
    o stylistic approach
    o response to written, audio, visual and thematic stimulus.
• Audience considerations
    o purpose of production (entertainment, information)
    o audience demographic
    o appropriateness of material.

1.1.2   Performance space selection
The learner will know and understand how to assess the suitability of performance spaces to meet the given brief. This must include:
- Accessibility
  - audience accessibility (legal requirements: facilities access and egress, fire exits, disabled access)
  - performer accessibility (logistical requirements)
  - location (travel and transport links)
- Audience capacity
- Availability of venue.

1.1.3   Performance roles
The learner will know and understand how to select appropriate performance roles based on the requirements of a given live performance production brief.

Ensemble Performer - working with others as part of a group. This must be in one of the following disciplines:
- Actor
- Singer
- Dancer
- Musician
- Musical Theatre Performer.

Solo Performer - performing as an individual or with accompaniment. This must be in one of the following disciplines:
- Actor
- Singer
- Dancer
- Musician
- Musical Theatre Performer.

1.1.4   Pre-production roles
The learner will know and understand how to select appropriate pre-production roles based on the requirements of a given live performance production brief. This must include:
- Set Designer
- Choreographer
- Lighting Designer
- Sound Designer
- Costume Designer
- Composer
- Script Writer
- Director.

1.1.5   Presenting a response

The learner will know and understand how to present a response to the requirements of a given live performance production brief. This must include:

- Content
  - material selection (the material selected to meet the brief based on given requirements)
  - performance space selection (the space selected to meet the brief based on given requirements)
  - performance roles (their own performance role and that of others in response to the brief)
  - pre-production roles (their own pre-production role and that of others in response to the brief).
- Presentation method - the learner will be able to present a response using an appropriate method
  - written report
  - spoken pitch
  - video presentation.

Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.

Suggested teaching approach
In this section, we provide some useful advice and guidance to support the delivery of the teaching content. It is important that learners are given the opportunity to gain knowledge and understanding about live performance production briefs through a combination of class-based and practical learning. For example: - Learners could select performance material to respond to a given theme and consider an appropriate style/genre, the venue requirements and intended audience.   - Learners could be given a brief and tasked to present a pitch to the Teacher/class outlining the requirements for a live performance event.   - Learners will need to justify the selected style, medium, direction of material, target audience and the purpose of the production. Learners are encouraged to consider the real aspects of their event and apply knowledge gained in Unit 01.   - Learners will need to consider performance spaces in regards to the presentation of an event; learners are encouraged to solve problems and learn through application of 'real life' scenarios.   - Learners will need to outline their role as a solo and ensemble performer and define the production roles required for the performance events.   Delivery of this learning outcome could consider a range of different event themes, venues and audiences and the varying requirements of each. It is important that learners understand not only their potential role as performers, but also their role in pre-production for an event. Teachers should draw links to industry practice in terms of planning and presenting the key aspects of an event. **Resources:** Classroom teaching pack (In development):   - PowerPoint(PPT)   - lesson plans   - scheme of work   - worksheets.   Useful websites: - creativeskillset.org   - www.thestage.co.uk   *See website disclaimer in Section 5 of this qualification specification.

Learning outcome 2: Understand planning, pre-production and promotion of live performance productions

Teaching content

Information in this section must be covered by the Teacher during the delivery of the unit.
 	
In this learning outcome the learner will know and understand how to take part in the planning and pre-production for a live performance production in response to a given brief.
 	
### 2.1 Pre-Production Planning and Activities 	
Learners will know and understand how to document the technical requirements of a live performance production and undertake at least one pre-production role.
 	
#### 2.1.1. Document technical planning 	
The learner will know and understand how to be able to produce appropriate technical documentation to support development of the live performance production. This must include:
• Stage plan
• Specifications
   o sound
   o lighting
   o props
   o costume.
• Rehearsals
   o developmental
   o technical
   o dress.
• Production meetings
• Event itinerary/call sheet
   o set-up and take down
   o stage times
   o running order.
• Risk assessment.
 	
### 2.2 Undertake a pre-production role 	
Learners will undertake at least one pre-production role during a live performance production. This must be in one of the following pre-production roles:
• Set Designer
• Choreographer
• Lighting Designer
• Sound Designer
• Costume Designer
• Composer
• Script Writer
• Director.

2.2.1   Work with others to undertake planning and practical activities
The learner will know and understand how to work with others in planning and practical activities. This must include:
- Production meetings
- Rehearsals
- Design/creation of materials.

2.3   Promotion
Learners will know and understand how to produce materials to promote a live performance.

2.3.1   Defining audience
The learner will know and understand how a target audience for an event is defined to inform the production of promotion materials. This must include:
- Audience demographic
  - age
  - gender
  - socio-economic group.

2.3.2   Planning promotional material
The learner will know and understand what promotional material for the event should contain. This must include:
- Defining content (information to be included in the material)
- Defining format (presentation, medium).

2.3.3   Produce promotional material
The learner will know and understand how to produce promotional material. This must include:
- Content - producing content to promote the live performance event
- Format - producing material in a format to meet the requirements of the brief
  - social media content
  - webpage
  - flyer
  - poster.

Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.

Suggested teaching approach
In this section, we provide some useful advice and guidance to support the delivery of the teaching content. It is important that learners are given the opportunity to gain knowledge and understanding about planning, pre-production and promotion of live performance productions, through a combination of class-based and practical learning. For example: • Learners should be encouraged to put their 'pitch' into practice and plan out their performance. Many of the tasks set by the Teacher may involve group work and peer learning, but learners must produce an individual copy of each planning document and an account of their contribution. • The learner should participate within production meetings and keep records as formative development, acting as a solo performer, member of an ensemble and in their selected pre-production role. • Learners could produce tech specifications, rehearsal plans and promotional material for their solo performance and communicate their requirements with others. • Promotional material should be designed in line with the brief, material, target audience, content and format - all of which should be discussed and justified. • A stage plan, production meeting schedule, risk assessment and event itinerary/running order can be negotiated as a whole group production activity, but learners will be required to produce individual documentation to ensure that all aspects of knowledge are applied. **Resources:** Classroom teaching pack (In development): • PowerPoint(PPT) • lesson plans • scheme of work • worksheets. **Useful websites:** • www.theatredesign.org.uk • www.entertainmentdesigner.com • www.thestage.co.uk *See website disclaimer in Section 5 of this qualification specification.*

Learning outcome 3: Understand rehearsal and development of material as a performer for a live performance production

Teaching content
Information in this section must be covered by the Teacher during the delivery of the unit. In this learning outcome the learner will know and understand how to be able to plan and take part in rehearsals as a performer. **3.1   Rehearsal of Material** Learners will know and understand how to document the rehearsal requirements of a live performance production and develop material, during rehearsal in at least one solo and one ensemble performance role identified below: - Ensemble performer - working with others as part of a group   - actor   - singer   - dancer   - musician   - musical theatre performer.   - Solo performer - performing as an individual or with accompaniment   - actor   - singer   - dancer   - musician   - musical theatre performer.   **3.1.1   Rehearsal planning** The learner will know and understand how to plan and document the rehearsal process. This must include: - Baseline skills assessment   - SWOT analysis (strengths, weaknesses, opportunities and threats)   - Action planning (setting of milestones)   - Study of audio/video performances.   **3.1.2   Work with others in rehearsal** The learner will know and understand how to implement the skills required to work with others in a rehearsal environment. This must include: - Interpersonal skills   - people management   - working with direction.   - Professional skills   - time management   - language   - attitude.   - Communication skills   - verbal communication   - non-verbal communication (gesture, eye contact, facial expression, body language, posture).

3.1.3 Develop material through rehearsal

The learner will know and understand how to develop material with reference to stylistic and creative considerations during rehearsal. This must include:

- Stylistic considerations
  - genre and style
  - work of other performers.
- Creative considerations
  - interpretation
  - devising and composing
  - improvisation.

3.1.4 Health and safety

The learner will know and understand how to undertake safe working practices during rehearsal. This must include:

- Risk assessment
  - identify hazards (condition and safety of space, condition and safety of equipment)
  - assess risks
  - control measures.
- Warm-up exercises
- Cool down exercises.

Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.

Suggested teaching approach
In this section, we provide some useful advice and guidance to support the delivery of the teaching content. It is important that learners are given the opportunity to gain knowledge and understanding about rehearsal and development of material as a performer for a live performance production, through a combination of class-based and practical learning. For example: • Teachers could provide case studies of others performances to critique. This would allow learners to reflect upon the generic rehearsal and performance skills. • Learners should rehearse the material for a solo performance and an ensemble performance, and link this with a planned live performance event to follow through planning undertaken in LO1 and LO2. • Learners should be encouraged to view themselves as professionals in the making; referencing the material selected in LO1 and the rehearsal planning undertaken in LO2, learners can critique their skills to create a baseline assessment, SWOT analysis and action plan. • An action plan should include individual warm-up and cool down activities, and a risk assessment of the space and equipment. The action plan should include SMART skill-based targets. The plan should act as a working document as skills are developed and milestones achieved through rehearsal. • Learners should provide independently generated commentary on how skills and milestones have been achieved, and how the material has changed or modified in relation to creative and stylistic approaches. It is suggested that ongoing video is created and reviewed by the learner to inform their individual development. Evidence could be collected on learner's telephones/recording equipment and presented as a developmental blog or diary. The focus of the blog/diary should be on skill development and knowledge acquisition and not solely as a description of the activity undertaken. The recordings could also capture how the learner has interacted with others during the process, and inform professional interactions between performers and those working in technical roles. • The Teacher should use peer and self-assessment strategies to allow learners to reflect, develop and modify transferable skills. Teachers should encourage learners to record and review their performances during rehearsal and critique their delivery of technical, creative, expressive and communicative skills to prepare for performance. **Resources:** Classroom teaching pack (In development): • PowerPoint(PPT) • lesson plans • scheme of work • worksheets. **Useful websites:** • uktheatre.org/ • www.thestage.co.uk *See website disclaimer in section 5 of this qualification specification

Learning outcome 4: Understand how to present live performance productions to an audience

Teaching content
Information in this section must be covered by the Teacher during the delivery of the unit. In this learning outcome the learner will know and understand how to participate in a live event to an audience. **4.1   Performance Role** Learners will know and understand how to demonstrate to an audience, skills in at least one solo and one ensemble performance role during a live event. Ensemble Performer - working with others as part of a group. This must be in one of the following disciplines: - Actor   - Singer   - Dancer   - Musician   - Musical Theatre Performer.   Solo Performer - performing as an individual or with accompaniment. This must be in one of the following disciplines: - Actor   - Singer   - Dancer   - Musician   - Musical Theatre Performer.   **4.1.1   Performance Skills** The learner will know and understand how to demonstrate technical, communicative, expressive and creative skills as a performer during the production. This must include: - Technical   - accuracy   - fluency and control.   - Communicative   - timing and rhythm   - clarity   - audience engagement   - projection.   - Expressive   - dynamics   - phrasing.   - Creative   - interpretation   - stylistic awareness.   **Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.**

Suggested teaching approach
In this section, we provide some useful advice and guidance to support the delivery of the teaching content. It is important that learners are given the opportunity to gain knowledge and understanding of presenting live performances to an audience in the context of a production event. For example: - Learners should be given opportunities to perform to audiences. It is suggested that the learners' skills and confidence could be built through undertaking a series of mini performances in a range of spaces and audiences, leading to a fuller performance event.   - Learners should develop the ability to present their skills in solo and ensemble performances. When working in ensembles, learners must be able to work in context. For example, if part of a play, learners must be seen engaging/speaking with others while onstage and demonstrating performance skills. In a dance number, learners may be required to blend in with a chorus number, be in sync with others, and actively engage with the material.   - Learners may work with others and/or technology in presenting solo performances, for example, a musician may use a musical accompanist or recorded backing. During a solo performance the focus should be firmly on the soloist and learners should be aware of material, skills and presentation in this respect.   - Teachers should record performances to allow developmental discussion and evaluation. It is important that learners are encouraged to undertake performances positively, and Teachers should employ the skills of coaching to allow less confident performers to engage with an audience as necessary.   **Resources:** Classroom teaching pack (In development):   - PowerPoint(PPT)   - lesson plans   - scheme of work   - worksheets   - revision workbook.   *See website disclaimer in Section 5 of this qualification specification.

Learning outcome 5: Understand how to review live performance productions

Teaching content
Information in this section must be covered by the Teacher during the delivery of the unit. **5.1   Review the Performance** **5.1.1   Review a recording of the performance** The learner will know and understand how to review the live performance event. This must include: - Review technical, communicative, expressive and creative skills as a performer   - Review the success of production against the brief   - Review the rehearsal process as a performer   - Review working practices   - working safely (the learner will work safely in performance roles during the event)   - work to plan (the learner will work to itinerary/call sheets in performance roles during the event)   - work with others (the learner will work with others in performance roles during the event).   **5.1.2   Draw conclusions** The learner will know and understand how to draw conclusions based on the review. This must include: - Response to brief   - Strengths and weaknesses   - Ways to improve.   **Anything within this section of the unit is what must be taught as part of the area of content. These are subject to assessment.**

Suggested teaching approach
In this section, we provide some useful advice and guidance to support the delivery of the teaching content. It is important that learners are given the opportunity to gain knowledge and understanding about reviewing a live performance production, through a combination of class-based and practical learning. For example: • Learners could review existing or previous performances and briefs with Teacher guidance to reflect upon the outcome and process. • Learners should be taught to review the performance material in relation to technical, expressive and communicative skills displayed by performers in a variety of contexts. • Learners should use reflections to inform conclusions on approaches to given briefs, strengths, weaknesses and areas for improvement. • Once the learners have viewed the rehearsal and performance footage, learners should engage within Teacher, peer and self-assessment strategies to achieve a triangular approach on the product and process. This method will allow learners to view the process from beginning to end from different perspectives, to inform eventual work upon the synoptic project assessment. **Resources:** Classroom teaching pack (In development): • PowerPoint(PPT) • lesson plans • scheme of work • worksheets • revision workbook. *See website disclaimer in Section 5 of this qualification specification.

Section 4
Assessment and Quality Assurance

Assessment and Quality Assurance

External assessment

Each learner is required to undertake an external assessment.

External assessments are set and marked by NCFE. The assessment assesses learners' knowledge, understanding and skills across Unit 01 of the qualification.

The external assessment will take place at the end of the Unit 01 after all the teaching content has been delivered.

Any stimulus material used by the centre or work completed during the teaching of the unit cannot be used as evidence in the external assessment.

The external assessment for this qualification consists of 1 exam.

The external assessment is as follows:

- Written exam – 1 hour 30 minutes invigilated external assessment

The external assessment must be conducted under timed external assessment conditions and must be invigilated in accordance with our Regulations for Conduct of External Assessments, which can be found on the NCFE website.

The external assessment must not be altered in any way by the centre.

Sample papers and mark schemes for the external assessment will be made available on the qualification webpage under 'Support Materials'. We'll update the website with the latest past paper soon after a live assessment has been sat.

There are 2 specific assessment dates during the year. The examination windows are expected in **March** and **November** every year; however, these are subject to change so please refer to the **Assessment Window Guide** available on the NCFE website for specific dates.

Learners will have **one** opportunity to resit. Resits of the external assessment will be **different** from the original assessment.

To access the external assessment, centres must have entered learners using the NCFE Portal. When you make your registrations in the NCFE Portal you will be prompted to select an assessment date for your learners. NCFE will issue external assessment papers to the learner for the assessment date selected at registration. If you want your learners to sit the external assessment in a different assessment date you will need to contact your Customer Support Assistant and arrange a transfer of entry.

External Quality Assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Centres must enter learners at least 10 working days in advance of the assessment date. Late entries will be considered on a case-by-case basis and will incur a late entry fee.

The external assessment material will be sent out in time for the assessment date. The material must be kept secure at all times throughout the assessment period.

You must return the External Assessment Register and all learner work to NCFE one working day after the external assessment date. The last date that NCFE will accept learner work is the next working day from the exam being sat. Any late returns will incur a fee. Please refer to the Assessment Arrangements document on the NCFE website for confirmation of this date.

Learners are entitled to one resit of the external assessment, which will be chargeable. This means that learners can have a total of 2 attempts at the external assessment. Resits of the external assessment will be different from the original assessment. '**Did Not Attend**', **will not** be classed as an attempt at the external assessment. If you know before the assessment date that a learner is no longer able to sit the external assessment, please contact NCFE to cancel or transfer the entry.

For guidance on conducting external assessments, please refer to our Regulations for Conduct of External Assessments, which can be found on the NCFE website or contact the Quality Assurance team on 0191 239 8000.

Internal assessment

Internally assessed work should be completed by the learner in accordance with the qualification specification and synoptic internal project brief. Information on delivery guidance and assessment hours for the internal assessment will be available in the synoptic internal project brief. To support with this, we have also created a sample synoptic project brief, which is available on the qualification page under support materials. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Teacher.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work and must be authenticated and attributable to the learner. The Teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the synoptic internal project will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internally assessed synoptic component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

Delivery guidance

This guidance aims to offer support and information on how to administer the internal synoptic project assessment for all Level 1/2 Technical Awards.

Remember: Assessment must evidence a learner's own knowledge, understanding and skills within their chosen subject. Evidence must be gathered through effective and reliable internal assessment and this guidance document is designed to support Teachers and deliverers of each of the above qualifications in doing so, to ensure the integrity of all internal assessments. The learner should not undertake the internal synoptic project assessment until **'all teaching content'** has been delivered from Unit 01 and Unit 02. This is to ensure that learners are in a position to complete the synoptic project successfully by selecting and applying their knowledge and skills in a fully integrated and synoptic way.

Timings and planning

The assessment must not take place until the Teaching and Learning of all content from Units 01 and 02 has been delivered to the learners.

The internal synoptic project is recommended to be completed within approximately 21 hours. Centres can administer the timings as they find suitable for the learner whilst ensuring the supervised conditions are met.

Resources

Learners must have access to the appropriate resources required to complete the internal synoptic project. These include the following:

- research materials
- learner log.

This list is not exhaustive and you must make reference to the Qualification Specific Information Document (QSID) available on the NCFE website.

Health and safety

All learners must be informed and aware of any relevant health and safety considerations that need to be made to ensure they carry out their work in a safe manner.

Learners must be supervised at all times to ensure health and safety practices are observed. Where learners are seen to be working in an unsafe manner, at the discretion of the Teacher, the learner may be removed from the assessment and the remaining time rescheduled.

Observation

Where an observation of learner performance is required, NCFE have provided an observation report. This is to be completed at the time of observation taking place. The observation report must capture what the learner has done to meet the assessment objectives. This must be signed by both the teacher and the learner directly after the observation has taken place alongside immediate feedback.

Learners must be made aware in advance of when they will be observed and an agreed time and date set and must be carried out in accordance with the **supervised conditions for internal assessment.**

Submitting evidence

Any evidence submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. In practice, this means that all of the synoptic internal project can be completed in normal class time within scheduled assessment hours but must be kept separate from any teaching and learning hours.

The learners will be provided with examples of types of evidence that they are to submit. For further information regarding these evidence types and what electronic evidence is allowed for this qualification, please refer to the Qualification Specific Information Document (QSID) found on the NCFE website.

Learners are allowed to rework any evidence that they have produced for this internal synoptic project but only during the timed supervised sessions. This rework **must not** be as a result of Teacher feedback, but that the learner has identified areas for improvement on their own. Once the evidence has been submitted for assessment, no further amendments to the evidence can be made until after the External Quality Assurance (EQA) visit. Once the EQA process has been completed, learners will have the opportunity for a second and final resubmission.

Authentication of learner work

Learners are required to sign declarations of authenticity, as is the Teacher/Assessor. The relevant form is included in this assignment pack. This is to ensure authenticity and to prevent potential malpractice and maladministration. Learners must be made aware of the importance of this declaration and the impact this could have on their overall grade, if the evidence was found not to be that of the learner.

Any evidence created by the learner as part of this synoptic project must be securely stored at all times. Where evidence is completed across multiple timed sessions, all evidence must be collected in, after each session and stored securely to ensure learners and others do not have access to this.

Accessibility and fairness

To promote accessibility and fairness for all learners and to ensure diversity and equality, we expect centres to be aware of and meet the requirements of relevant NCFE policies and government legislation. You must ensure that:

- all of your processes concerned with assessment are carried out in a fair and objective manner
- you continue to adhere to current equal opportunities legislation
- you continue to operate an effective equality and diversity policy, with which learners are familiar and which applies to all learners using our products and services
- you continue to operate an effective appeals procedure, with which learners are familiar and which applies to all learners using our products and services.

To promote accessibility, a learner may request a reasonable adjustment. Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the assessment activity. A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation, without having an effect on the integrity of what is being assessed. Where a learner may wish to request a reasonable adjustment and/or a special consideration, you should refer to the guidance documents. For this and all of our policies please go to the NCFE website.

Differentiating between teaching and learning

Teaching and learning and your role as a Teacher

- Teaching and learning occurs in experiences both inside and outside the classroom where learner skills, knowledge and understanding are developed
- Support materials to aid learning can be provided
- Instructions on completing tasks can be given to learners
- Intervention by teachers to ensure learning is appropriate
- Informal assessment can be used to assess and track progress
- Feedback and guidance on how to improve work can be given.

The role of the Teacher is to deliver the course material in line with the qualification specification, through teaching and learning, to develop the learner's understanding, knowledge and skills. Remember, work created by the learners as part of teaching and learning or for use as formative assessment by the Teacher, cannot be used as evidence in an assessment.

Assessment and your role as an Assessor

- Assessment is carried out in a controlled environment under the supervision of an assessor (usually the teacher)
- The assessor may not offer guidance on how to meet the tasks, assessment objective and grading descriptors
- Group work and how learners interact with each other is clearly defined
- Steps to prevent plagiarism are taken
- Templates and other scaffolding techniques may not be provided to learners
- No work completed during teaching and learning is allowed to be submitted as part of the assessment
- Specific, detailed feedback on how to improve may not be provided to learners

- Assessments must not be completed by learners at home.

The role of an Assessor is to administer the internal assessment, assess the learner evidence produced against the assessment objectives and to provide feedback to the learner regarding their achievement.

It is always worth reminding your learners of your varying roles as a Teacher and an Assessor, so they know what to expect during both teaching and learning and assessment.

Conditions for supervised assessment

The internal synoptic project must be administered in line with the conditions for supervised assessment, these are highlighted below to include the following:

- how the delivery of an assessment must look
- feedback during the assessment
- feedback after the assessment.

Further guidance on how to administer the internal synoptic project and on providing feedback during teaching and learning and each stage of the assessment can be found in the Internal assessment writing and delivery: Guide for centres on the NCFE website.

How the delivery of an assessment must look

At the start of the internal assessment taking place Assessors should:

- provide the learner with information regarding the time available for the internal assessment brief, to include the submission deadline
- make the learner aware that you are now the assessor and not the teacher
- make the learner aware that you can no longer provide guidance and support including feedback, on what to do in order to complete and achieve this assessment
- make the learner aware that the project they will be completing is an assessed piece of work that will go towards their final grade
- ensure that each learner is aware of the assessment objectives that are being met. these should be available to the learner throughout the assessment
- brief the learners on plagiarism and explain that it must be their own work or clearly referenced if sourced research material is used
- explain to the learner when and who will mark/assess their work and when they will receive feedback*
- provide the learner with information regarding the IQA and EQA processes
- raise the centre appeals procedure with the learners and make sure they are aware of this in the event that they disagree with your mark
- the assessor must ensure that all the **conditions for supervised assessment** are met.

During the administration of the internal assessment:

- All work must be completed within supervised timetabled sessions
- Work must not be carried out at home
- All work must be locked away securely and learners must not be allowed access to their work outside of the timetabled sessions
- Specific, detailed feedback must not be provided to learners.

*Usually, the Teacher and the Assessor is the same person, it is really important to ensure your learners are aware of this and the difference in roles.

Feedback during the assessment

Once the learner begins working on the internal assessment, the Teacher/Assessor **must not** provide any specific feedback on the evidence produced by the learner until the work has been assessed. Learners must demonstrate themselves that they can provide evidence for the assessment brief independently, using their knowledge, skills and understanding gained through the teaching and learning of the qualification delivery.

We understand it is important to continue giving general feedback and support during assessment, which could include:

- referring the learners to the assessment objectives and descriptors to keep them on track
- clarification of what the project brief requirements are
- general feedback on timekeeping, attendance and punctuality, attitudes and behaviours.

However it is not appropriate for Teachers/Assessors to:

- coach learners on how to produce the evidence or what evidence to produce (unless the brief specifically states what the evidence should be)
- give them a specific list of actions they need to take in order to achieve a particular grade.

Remember: the Assessor **must not** provide feedback or guidance on how to improve the evidence to achieve higher grades at this point; this will happen when the learners are given feedback after their work has been assessed. Feedback will not coach the learner.
All work must be completed independently by the learner and must not be a product of Teacher guided feedback.

Feedback after the assessment

Giving feedback following assessment must include feedback on improvement and progression and not coaching to achieve a specific grade. Feedback should be clear and constructive on the tasks/assessment objectives the learner has achieved or not achieved.

Provide justification and explanation of the assessment decisions that have been made, make reference to the assessment objectives and where appropriate the grading descriptors. It is also good practice to give general feedback on timekeeping, attendance and punctuality, attitudes and behaviours.

Remember: Teachers **must not** give explicit instructions or step by step guidance on how to improve a grade.

You should:

- focus on what the learner has done well and why
- encourage the learner to work out how to apply successful techniques elsewhere
- make all comments general so that the learner can apply them to new situations
- encourage self-regulation and criticism (eg 'you know the key features of making an evaluation, check whether these are included in your own work')
- reference learning points (eg 'your answer might be better if you included strategies we discussed earlier in unit 01')
- limit your comments to 1 or 2 key areas
- always refer to the assessment objective
- provide justification for your decision
- always record feedback given to individual learners.

You must not:

- provide templates or model answers
- give feedback on specific elements of tasks
- give specific feedback on how to achieve a higher grade
- list negative points for correction.

Remember: if a learner has not yet achieved an assessment objective you must submit this grade as the learners first attempt and discuss with them any resubmission opportunities. Learners are allowed two attempts at the synoptic internal assessment.

For further guidance on evidence submission and the internal and external quality assurance processes, please refer to the guidance on the NCFE website.

Guidance on grading of learner evidence

It is reasonable to establish a consistent approach to the way in which learner's work is graded so that learners feel valued and have a clear understanding of how well they are doing, and what the next steps are in their learning. The colour of the pen does not matter so long as it is in contrast to the learner's writing.

The internal synoptic project assesses learner's knowledge from across 100% of the qualification's content.

The project is graded against each assessment objective (AO). For each AO there are descriptors which demonstrate the level and standard of evidence to be submitted by the learner to achieve that band and support the assessment decisions for that assessment objective.

When making assessment decisions these must be recorded and reported to learners. The Assessor must ensure:

- they clearly identify and record the band awarded per AO using the descriptors
- indicate and record which AOs have been achieved and the evidence that has attributed to this
- indicate which AOs have not been achieved where applicable
- they provide formal feedback** to learners.

Once the work has been assessed, graded and internally quality assured, the grade should be submitted to NCFE. This will be classed as the first submission. The submitted grade will trigger your first external quality assurance visit. It is recommended that you schedule your visit in plenty of time to ensure you get the date you require.

Please refer to the External Quality Assurance section for guidance on first and second submissions.
** For information on how and when to provide appropriate feedback please see the conditions for supervised assessment.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Late submissions

Teachers and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Assessment: The internally assessed unit must be assessed and graded by a centre's Assessor. It is the responsibility of the Assessor to make informed judgements about the range of evidence the learner has produced, which should demonstrate their competence to meet the assessment objectives (AOs) and descriptors as detailed in the qualification specification.

Internal Quality Assurance: A reasonable sample of portfolios must then be checked by an Internal Quality Assurer to ensure consistency with national standards. See the NCFE website for further information on sampling.

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External Quality Assurance: Learners may revise and redraft work, within the controlled conditions of the internal assessment, up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grade should be submitted to NCFE. This will be classed as the first attempt.

External quality assurance of internal assessment work is carried out to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learner evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Following the external quality assurance visit the unit grade will either be accepted and banked by your External Quality Assurer or, if they disagree with the grade, they will be rejected. If the grade is rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, re-grade and internally quality assure the work and resubmit the new unit grade.

Once the grades for the internally assessed unit of the qualification have been accepted and banked by your External Quality Assurer, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the External Quality Assurer did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

Presenting evidence

Written

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

The use of word frames/templates provided by Teachers which give learners an advantage in meeting the learning outcomes must be avoided. If you're unsure whether a word frame/template does give learners an advantage, please contact your External Quality Assurer for advice prior to using it. If, on your external quality assurance visit, your External Quality Assurer identifies that a word frame/template has been used which gives learners an advantage in achieving the learning outcomes, then the evidence will not be accepted and the unit grade may be rejected.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner that is being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Examiner/Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Examiners and Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the learner clearly identifies themselves at the start of any recording
- the exact timing of the start and finish times so that the Examiner/Quality Assurer can go straight to that spot on the tape/recording
- a running order list **and** a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Examiner/Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence starts: 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.
Venue: School hall
Audience: Teachers, parents and friends

Band 1:
Lead singer – James Doyle (blonde hair, front of stage)
Drummer – Diana Nisbett
Guitar 1 – Deepak Lahiri (black hair, blue jumper)
Guitar 2 – Deb Antani (brown hair, left hand side)

Performance of XXX:
Lead male – Su Jin
Lead female – Maya Solomon

Choir:
Caterina Petracci (black hair, back row 3rd from left)
Leonard Kalymniou (brown hair, back row 5th from left)
Luke Falconer (blonde hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant expertise and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Resource requirements

Although NCFE does not specify the resource requirements for this qualification, centres are expected to have appropriate equipment to allow learners to cover all of the learning outcomes. NCFE does not stipulate the equipment centres should use. However, centres must offer learners access to equipment appropriate to Performance Skills. These might typically include (as available within centres):

- recording equipment (video and audio)
- musical equipment.

This qualification has been developed for learners aged 14–16. Resources and materials used in the delivery of this qualification, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your Institute's safeguarding policy when developing or selecting delivery materials

Support for learners

Evidence and Grading Tracker

The Evidence and Grading Tracker can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the Evidence and Grading Tracker – you can devise your own evidence-tracking document instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment points and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Quality Assurers to authenticate evidence and achievement for each unit.

Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

Support handbooks

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current fees and pricing guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on the NCFE website for more information and to see what is available for this qualification.

Delivery Guide

NCFE has produced a Delivery Guide to help Teachers understand how the qualification could be delivered.

For all supporting documents, please visit the NCFE website for more information. All learning resources and delivery guides will be available on the qualification webpages under the 'support materials' section.

iAchieve

iAchieve is an online learning solution and our endorsed provider, supporting the delivery of V Cert technical qualifications that count in group 3 of the current Key Stage 4 performance measures.

Each iAchieve course contains engaging learning and assessment materials that cover all of the learning outcomes and assessment criteria needed to achieve the qualification. iAchieve is a simple way to deliver, track and manage technical options.

iAchieve courses include:

- business and enterprise
- performance skills
- food and cookery
- engineering studies
- child development and care.

For more information about iAchieve, please visit www.iachieve.org.uk/.

Work experience

Work experience can be very valuable to learners to gain a realistic insight into the career or job they may be interested in. The following websites provide useful information and guidance:

- www.bbc.co.uk/careers/work-experience/
- www.creativeskillset.org/
- www.hse.gov.uk/youngpeople/workexperience/index.htm

Performance measures

Claiming certificates for qualifications to count in Progress 8

There are 2 key submission dates for awarding organisations to submit data on vocational qualifications to count in Progress 8 performance measures:

- 1 August is the regular summer vocational submission date
- 25 August is the summer delayed awards deadline

For achievements to count in Progress 8 performance measures, you should ensure the following is completed before the **1 August**:

- all applicable external assessments have been completed and the results are showing on the NCFE Portal
- all EQA visits have been completed and the internal unit grade banked on the NCFE Portal
- all certificates have been claimed on the NCFE Portal
- please refer to the published results deadline and consider the EAR request timescales when planning for the submission dates. As published in our **Enquires about Results policy**:
  - for a clerical check, within 10 working days from receipt of external assessment results
  - for a reassessment, within 10 working days from receipt of external assessment results or if a clerical check has been previously requested within 5 working days of receiving the result of the clerical check.
  - NCFE will aim to review your request within a day of it being received. If this is not possible it will be acknowledged within 1 working day of receipt with notification provided of what action will be taken.
  - NCFE aims to conclude:
    - clerical check requests within 5 working days upon receipt of a fully completed request
    - re-assessment within 30 working days upon receipt of a fully completed request.

These steps should be completed by 1 August for our first submission. Any certificates claimed after that date will be included in our final submission on 23 August.

It's worth noting that qualifications awarded after 25 August could still count towards the Progress 8 performance measures, but would have to be added via the September school checking exercise.

School accountability measures (performance points)

This V Cert qualification has been developed to meet the criteria set by the DfE to be included in the Key Stage 4 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website register.ofqual.gov.uk/ for further information.

Discounting

If a learner is taking a GCSE and a V Cert in the same year, that both have the same discount code (eg an Art GCSE and our Craft V Cert), then **technically** the first entry should count which would be our V Cert as the external assessment is first. However, because we don't upload V Cert data until August to the Department for Education (DfE), the exam entry for the V Cert is classed as the date the centre claims the certification.

- If the centre delivers the Art GCSE exam first and then claims the V Cert afterwards, the Art GCSE will count.
- If the centre delivers the V Cert first and claims the certificate before the Art GCSE exam is sat, then the V Cert will count.
- If the centre delivers the GCSE and the exam is sat on the same day the V Cert certificate is claimed, then it is the best result which counts.

If a GCSE and a V Cert are taken together and they do **not** have the same discount code (eg an Art GCSE and our Business V Cert), then the best result will be counted. This only applies to bucket 3 of the Progress 8 measure.

Discount codes for V Cert qualifications can be found on the NCFE website. We advise centres to refer to the Discounting and early entry guidance document provided by the DfE. For more information on discounting please contact the DfE directly.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications https://register.ofqual.gov.uk if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Where a qualification has an external assessment this can only be taken up to the last assessment date set by us. No external assessments will be permitted after this date so learners will need to be entered in sufficient time.

Section 5
General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Teacher who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Website disclaimer

The information contained in the referenced websites within the unit 'useful websites' section is for general information purposes only. We make no representations or warranties of any kind, express or implied, about the completeness, accuracy, reliability, suitability or availability with respect to those referenced websites or the information, products, services, or related graphics contained on the website for any purpose. Any reliance you place on such information is therefore strictly at your own risk.

Through the referenced websites you are able to link to other websites which are not under the control of NCFE. We have no control over the nature, content and availability of those sites. The inclusion of any links does not necessarily imply a recommendation or endorse the views expressed within them.

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk
Website: www.ncfe.org.uk

** To continue to improve our levels of customer service, telephone
calls may be recorded for training and quality purposes.*