



Internal Synoptic Project

NCFE Level 1/2 Technical Award in Performance Skills (603/2960/9)

SAMPLE

Version 1 September 2018

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Introduction

The internal synoptic project is a formal assessment that requires the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The internal synoptic project will contribute 60% towards the overall qualification grade and therefore it is important that the learner produces work to the highest standard that they can. The learner therefore, should not be entered for the internal synoptic project until they have been taught the full course of study, to ensure that they are in the best position to complete the internal synoptic project successfully.

What is 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.

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

Information for learners

The internal synoptic project is a formal assessment that will contribute 60% towards your overall qualification grade and therefore it is important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief set in a real-world-situation.

The internal synoptic project will be assessed holistically against five integrated assessment objectives. These assessment objectives and their weightings are shown below.

You should not start your internal synoptic project until you have been taught the full course of study. This will ensure that you are in the best position to complete the internal synoptic project successfully.

Assessment Objective
AO1 – Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. 10%
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. 15%
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. 20%
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. 45%
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. 10%



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To be given to learners on or after 17 December 2018.

Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify and label all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each timed session.

Learner information

- This internal synoptic project will assess your knowledge and understanding from across the qualification.
- The suggested completion time for this internal synoptic project is 21 hours.
- All of the work you submit **must** be your own.

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Centre number

Learner number

Learner signature _____

Project Brief

You have been asked by a local theatre to plan and realise a live performance event with the theme of '**Home**'.

The theatre have asked that the performance demonstrates your abilities in undertaking pre-production, solo performance and ensemble performance roles. Each performance should be between 2-5 minutes in length.

In advance of the performance, the theatre would like you to provide them with the following:

- a response to the brief
- a technical plan for the production
- a promotion plan and promotional material.

In order to ensure you are prepared for the performance, you will need to produce a personal rehearsal plan.

Learner log and project evaluation

As you work through the project, you are **required** to keep a learner log to record your approach to each task, including:

- how you prepared
- what resources you used
- how you managed your time.

You **must** use your completed learner log to carry out an evaluation of the project.

Evidence

You are required to submit the following for assessment:

- your response to the brief
- a technical plan for the production
- promotional material and a promotion plan
- your personal rehearsal plan
- a recording of your solo and ensemble performances (a maximum of 5 minutes of video should be submitted for each)
- your learner log
- your evaluation.



Types of evidence

Below is a list of suggested types of evidence that you could include:

- written/word-processed documents
- presentations
- diagrams
- annotated evidence
- posters
- leaflets
- video/audio evidence
- witness statements (as supporting evidence)
- observation records.

During the project, you will need to refer to the 'Project Brief' to obtain information.

This is the end of the internal synoptic project.

Grading of Learner Evidence

The internal synoptic project is assessed holistically against five integrated assessment objectives. The assessment grids for each assessment objective (AO) have been designed to award a learner's response to the internal synoptic project holistically, looking at the overall quality, and should follow a best-fit approach. The assessment grid for each AO is broken down into bands, with each band having an associated descriptor indicating a learner's performance at that band.

Assessors must make a judgement using all of the evidence produced by the learner to determine the assessment decisions for the internal synoptic project.

The weighting for each AO is detailed on page 4 of this document.

The internal synoptic project requires effective use of integrated knowledge, understanding and skills from across the full breadth of the qualification content.

AO1 Recall knowledge and show understanding	
Band	Descriptors
3	Learners recall and communicate a comprehensive knowledge and understanding of performance skills.
2	Learners recall and communicate appropriate knowledge and understanding of performance skills.
1	Learners recall and communicate basic knowledge and understanding of performance skills.
NYA	No rewardable material.

AO2 Apply knowledge and understanding	
Band	Descriptors
3	Learners accurately apply knowledge and understanding of the principles of performance and performance and production skills to a context and situation.
2	Learners mostly accurately apply knowledge and understanding of the principles of performance and performance and production skills to a context and situation.
1	Learners apply limited knowledge and understanding of the principles of performance and performance and production skills to a context and situation.
NYA	No rewardable material.

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

AO4 Demonstrate and apply technical skills and processes	
Band	Descriptors
3	Learners make a critically informed selection and use of appropriate equipment, materials and techniques, and relevant performance skills. Learners demonstrate and apply performance and production skills and processes to develop a complete and effective solution.
2	Learners make a reasonable selection and use of mostly appropriate equipment, materials and techniques, and mostly relevant performance skills. Learners demonstrate and apply performance and production skills and processes to develop a mostly complete and working solution.
1	Learners make a basic selection and use of straightforward equipment, materials and techniques, and performance skills. Learners demonstrate and apply performance and production skills and processes to develop a partially complete solution of some requirements .
NYA	No rewardable material.

AO5 Manage and evaluate the project	
Band	Descriptors
3	Learners manage the project, including preparation and planning of a range of project stages, time frames and resources, using performance terminology. Learners evaluate a range of their approaches, skills and accomplishments.
2	Learners manage the project, including preparation and planning of some project stages, time frames and resources, using some performance terminology. Learners evaluate some of their approaches, skills and accomplishments.
1	Learners manage the project, including preparation and planning of basic project stages, time frames and resources. Learners comment on some of their approaches, skills and accomplishments.
NYA	No rewardable material.



External Quality Assurance

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.

For further guidance on evidence submission and the internal and external quality assurance processes, please refer to the guidance on our dedicated qualification website www.qualhub.co.uk.

Internal submission attempts

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

First submission:

Learners should submit their evidence when the project has been completed in full. 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 grade should be submitted to NCFE via the Portal. This will be classed as the first submission. The submitted 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 completed internal synoptic projects from which to sample assessment decisions and determine whether the 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 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:

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



Documentation

Declaration of authenticity

Learner name:	
Task(s) submitted:	
First/second submission:	
Learner declaration:	
I certify that the work submitted for this internal synoptic project is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	
Date:	

Assessor name:	
Assessor declaration:	
I certify that the work submitted is the learner's own. The learner has clearly referenced any sources used in the work. I confirm that all work was conducted under conditions designed to assure the authenticity of the learner's work.	
Assessor signature:	
Date:	

Record of learner observation

Qualification:		Learner name:	
Date & time of observation:		Assessor name:	

Description of the learner's activity. Please include: <ul style="list-style-type: none">• people present• what was observed• what the learner did.	Assessment objective/tasks met:

Assessor signature:		Date:	
Learner signature:		Date:	

Assessor feedback to learner

Learner name:		Qualification no & name:	
Assessor name:		Task(s):	
Please list the tasks and assessment objectives which were achieved:			
Feedback from Assessor to learner:			
Comments from learner:			
Has the learner achieved or not yet achieved?			

Any further actions? (please initial and date once actions have been completed):			
Learner signature:		Date:	
Assessor signature:		Date:	

Marking Guide			
/\ word missing	sp spelling	p punctuation	gr grammar
ex poor expression	T wrong tense	? meaning unclear	
Cp capital letter	// new paragraph	! not sure what this is—incoherent	