



Qualification specification

**NCFE Level 2 Certificate in Performance Skills
QN: 500/9918/8**

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Summary of changes

This section summarises the changes to this qualification specification.

This document summarises the changes to this qualification specification since the last version (Version X.X Month Year). Please check the NCFE website for the most recent version.

| Version | Publication date | Summary of amendments |
|---------|------------------|---|
| V3.2 | March 2022 | <p>Information regarding the wellbeing and safeguarding of learners added to Section 1.</p> <p>'Progression opportunities' section altered for the purposes of accuracy.</p> |
| V4.3 | June 2022 | <p>Further information added to the achieving this qualification 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.</p> <p>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.</p> <p>Information added to the support for centres section about how to access support handbooks.</p> |

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 Level 2 Certificate 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 full regulated qualification title.

Things you need to know

| | |
|--------------------------------|--|
| Qualification number (QN) | 500/9918/8 |
| Aim reference | 50099188 |
| Total Qualification Time (TQT) | 210 |
| Guided Learning Hours (GLH) | 120 |
| Credit value | 21 |
| Level | 2 |
| Assessment requirements | internally assessed and externally quality assured portfolio of evidence |

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 500/9918/8.

The emphasis of the Level 2 Certificate in Performance Skills is on general performance skills.

This qualification can either be delivered covering a number of different performance specialisms or centres can choose on particular area to focus on (be it comedy, singing, circus, etc.). Tutors should be aware that learners' certificates will not show the specialisms.

This qualification has been supported by Creative and Cultural Skills the Sector Skills Council for the creative industries.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

Qualification purpose

This qualification is designed for learners who may be interested in working in the performance industry. The focus of the qualification is on the learner's ability and desire to perform.

The Level 2 Certificate in Performance Skills is an ideal qualification for learners who wish to obtain underpinning knowledge of processes and principles of performance skills.

This qualification will:

- focus on the study of the performance, within the arts, media and publishing sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Qualification objectives

The objectives of this qualification are to:

- develop learners' existing skills in performance
- help learners to acquire and develop fundamental practical skills, and focuses on learners' performance ability by developing their critical awareness
- provide an opportunity to develop existing skills relating to the performance industry. This qualification can be delivered using a wide variety of performance types, eg drama, dance, music, stand-up comedy and puppetry.

Support handbook

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.

Achieving this qualification

To be awarded the Level 2 Certificate in Performance Skills, learners are required to successfully complete 2 mandatory units and one optional unit. Learners may wish to complete the additional unit to gain extra credit and to facilitate progression; however, this unit will not contribute to the overall credit value of the qualification.

Mandatory units

| Unit number | Unit title |
|-------------|-----------------------------------|
| Unit 01 | Develop technique for performance |
| Unit 02 | Rehearse and perform |

Optional units

| Unit number | Unit title |
|-------------|------------------------------------|
| Unit 03 | Performing arts production process |
| Unit 04 | Design for performance |

Additional unit

| Unit number | Unit title |
|-------------|---|
| Unit 05 | Working in the performing arts industry |

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the Level 2 Certificate in Performance Skills, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

This qualification is designed for for learners who may be interested in working in the performance industry.

Due to the diagnostic nature of this qualification there are no formal entry requirements as it is not appropriate that learners should be required to have any specified level of literacy and/or numeracy. The focus of the qualification is on the learner's ability and desire to perform.

This qualification is suitable for learners aged pre-16 and above.

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 this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Music Technology qualifications
- Level 3 Performing Arts qualifications

It may also be useful to learners studying qualifications in the following sectors:

- theatre
 - stage design.
-

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.

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 expected 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 that 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 occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Resource requirements

To assist in the delivery of this qualification, learners should have access to a safe rehearsal and performance space.

Support for learners

Evidence Tracking Log

This document 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 this document – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download the NCFE website or can be requested by the customer support team on 0191 239 8000 or email customersupport@ncfe.org.uk.

Our customer support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

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.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

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.

The 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.

Links to National Skills Standards

For this qualification, we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment. This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework.

The Skills Mapping document for this qualification can be found on the qualification page on the NCFE website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- whether a unit is mandatory or optional.

Following the unit summary, there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment).

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 types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

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

Unit 01 Develop technique for performance (F/601/2341)

| | |
|------------------------------|---|
| Unit summary | This unit provides an opportunity to develop the practical skills required for the chosen art form. |
| Credit value | 5 |
| Guided learning hours | 30 |
| Level | 2 |
| Mandatory/optional | Mandatory |

Learning outcome 1

The learner will:

- 1 be able to demonstrate and develop technique for performance

The learner can:

- 1.1 assess present level of practical skill in chosen art form
 - 1.2 recognise current strengths and weaknesses
 - 1.3 demonstrate the ability to develop and apply new skills
 - 1.4 demonstrate safe working practices within chosen art form
-

Learning outcome 2

The learner will:

- 2 know how to use practise to improve

The learner can:

- 2.1 explain how participation in practice sessions can improve skills
 - 2.2 identify how to use action plans and schedules to acquire new skills
 - 2.3 evaluate present level of technical skill
-

Unit 01 Develop technique for performance (F/601/2341) (cont'd)**Delivery and assessment**

1.1–1.4, 2.2, 2.3 - Learners could produce a reflective practitioner diary. This should consist of both preparation for and reflections upon activities identified to develop technique. The diary can be in any format, written, audio or video and may use internet techniques such as blogs and websites. There should be an assessment of present strengths and weaknesses and an action plan for improvement and how progress can be evaluated.

The finished product should be used as a means of confirming that the learner's understanding of the process involved in developing techniques has been effectively applied. However, it should not be used in isolation as evidence of process and a video diary containing 2 or 3 clips of skills being developed would be ideal evidence for these learning outcomes. Safe working practices could also be evidenced in this way.

1.3, 1.4, 2.1–2.3 - The Tutor observation records should contain various pieces of information including the date the Assessor observed the learner, a record of the learning outcomes observed and brief comments on the learner's performance.

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre.

2.1–2.3 - From their practical work in this unit, learners should be able to demonstrate the skills required for good practice and understand that mere repetition does not always result in improvement. Learners should be encouraged to use timed action plans and schedules to acquire new skills, they should also identify other methods they may use to secure improvements. The use of video, observation and feedback are all relevant tools.

Types of evidence

Evidence could include:

- reflective practitioner diary (1.1–1.4, 2.2, 2.3)
- observation (1.3, 1.4, 2.1–2.3)
- practical work (2.1–2.3)

Unit 02 Rehearse and perform (J/601/2342)

| | |
|------------------------------|--|
| Unit summary | This unit develops the understanding and effectiveness of rehearsal processes and performance skills and discipline. |
| Credit value | 6 |
| Guided learning hours | 30 |
| Level | 2 |
| Mandatory/optional | Mandatory |

Learning outcome 1

The learner will:

- 1 be able to rehearse

The learner can:

- 1.1 identify the art form
- 1.2 research performance material for the chosen art form
- 1.3 investigate the requirements of the material before selection is made
- 1.4 plan a rehearsal schedule taking into account the demands of the performance
- 1.5 rehearse performance material using technical skills
- 1.6 demonstrate safe working practices during rehearsal and performance

Learning outcome 2

The learner will:

- 2 be able to perform

The learner can:

- 2.1 perform the material using technical and performance skills, this should include:
 - sustaining concentration
 - demonstrating projection
 - demonstrating timing during the performance
 - engaging the audience
- 2.2 evaluate performance and skills used with a view to improvement
- 2.3 describe the technical skills used

Unit 02 Rehearse and perform (J/601/2342) (cont'd)**Delivery and assessment**

1.1–1.6, 2.2, 2.3 - This should consist of both preparation for rehearsals and notes and suggestions developed during rehearsals. It should also contain reflections on the final performance and a description of the technical skills used.

The diary can be in any format, written, audio or video and may use internet techniques such as blogs and websites.

The finished product should be used as a means of confirming that the learner's understanding of the process involved in developing techniques has been effectively applied. However, it should not be used in isolation as evidence of process and a video diary would provide the ideal form of evidence for 1.5 and 1.6.

The choice of materials should take into account the performance skills of the learner but should also be substantial and complex enough to allow learners to demonstrate a consistent application of technical skills appropriate to a level 2 qualification.

2.1, 2.2 - The video could also be used to evidence the evaluation in the form of a post-performance discussion. The contribution of each learner must be clear on the recording.

Types of evidence

Evidence could include:

- rehearsal diary/notebook on performance skills (1.1–1.6, 2.2, 2.3)
- video/DVD of performance (2.1, 2.2).

Unit 03 Performing arts production process (Y/502/4811)

| | |
|------------------------------|---|
| Unit summary | The aim of this unit is to develop learners' understanding of the essential processes required for staging a performance including all technical and administrative procedures. It also fosters an understanding of the necessity for teamwork and cooperation. |
| Credit value | 10 |
| Guided learning hours | 60 |
| Level | 2 |
| Mandatory/optional | Optional |

Learning outcome 1

The learner will:

- 1 know how to carry out planning requirements for a performing arts product

The learner can

- 1.1 identify the necessary planning requirements for a performing arts product
- 1.2 identify appropriate materials/equipment suitable for a performing arts product

Learning outcome 2

The learner will:

- 2 be able to take part in the developmental process for a performing arts product

The learner can:

- 2.1 communication with other team members and/or event personnel as appropriate
- 2.2 carry out a role in the development process showing a grasp of the task requirements and with some commitment

Unit 03 Performing arts production process (Y/502/4811) (cont'd)

Learning outcome 3

The learner will:

- 3 understand the purpose of the planning and preparation process in the creation of a performing arts product

The learner can:

- 3.1 evaluate the main strengths and weaknesses of the product with reference to the planning and preparation process
-

Unit 03 Performing arts production process (Y/502/4811) (cont'd)**Delivery and assessment**

1.1, 1.2, 2.1, 2.2, 3.1 - Assignments that require the learner to encounter different performing arts productions that require challenges to competence are to be encouraged. Working with peers and guests in the rehearsal and performance aspects of this unit should be encouraged and suitable documentation kept which could include checklists, rough notes, equipment/materials request forms, reports and reflective diaries.

1.1 - Evidence should include, plans, minutes, task lists, schedules etc. Evidence that shows interaction with others and an understanding of deadlines is particularly important.

1.2 - Depending on the role undertaken, evidence could include, orders, parts-lists, materials request forms, minutes, notes on suggestions etc. Taking part in team activities, such as planning for a set construction, or discussing performer roles and responsibilities is also valuable.

2.2 - Depending on the role undertaken, evidence could include successful completion of the assignment undertaken, such as a performance. Commitment will be shown through tenacity to complete to timescales, quality and to satisfy the full range of activities required. Learners who demonstrate they can carry out their role within a team which demonstrated poor communication or coordination should not be penalised although they should be able to show they have worked with others and not hampered any processes or effort to resolve those issues.

3.1 - Learners are required to evaluate the strengths and weaknesses of productions, which could also take the form of a class discussion, debate or more formal review. Learners should also be able to take part in professional discussions relating to the performing arts, preparation, rehearsal and performance.

2.1 - The Tutor observation records should contain various pieces of information including the date the Assessor observed the learner, a record of the learning outcomes observed and brief comments on the learner's performance. Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance and the notes should make it clear if and how the learning outcome was achieved.

Evidence that shows good communication could include informal material such as notes and video evidence of meetings, conversations or discussions. More formal material could include evidence of meetings, minutes and agendas. Production meetings could be videoed and individual learners highlighted. The Assessor could also take the opportunity to question the learner to confirm understanding, especially in relation to issues of health and safety.

Types of evidence

Evidence could include:

- projects or assignments (1.1, 1.2, 2.1, 2.2, 3.1)
- observation (2.1)

Unit 04 Design for performance (D/502/4843)

| | |
|------------------------------|--|
| Unit summary | The aim of this unit is to develop learners' knowledge of costume, prop and set design and production skills. The learner will develop design production skills that will enable them to make a set, costume, prop, lighting or sound design contribution to a production. |
| Credit value | 10 |
| Guided learning hours | 60 |
| Level | 2 |
| Mandatory/optional | Optional |

Learning outcome 1

The learner will:

- 1 know the characteristics of performance environments

The learner can:

- 1.1 describe characteristics of performance environments
-

Learning outcome 2

The learner will:

- 2 be able to implement design production skills

The learner can:

- 2.1 demonstrate design production skills, materials and processes
-

Learning outcome 3

The learner will:

- 3 be able to realise design ideas

The learner can:

- 3.1 use production skills, materials and processes to realise design ideas
-

Unit 04 Design for performance (D/502/4843) (cont'd)

Learning outcome 4

The learner will:

4 understand own design production work

The learner can:

4.1 explain own design production work

Unit 04 Design for performance (D/502/4843) (cont'd)**Delivery and assessment**

1.1, 4.1 - The Tutor observation records should contain various pieces of information including the date the Assessor observed the learner, a record of the learning outcomes observed and brief comments on the learner's performance. Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

1.1 - Learners should be able to use the appropriate language and be able to describe the characteristics of performance environments. Learners could debate the requirements of performances and designs and use appropriate definitions and language throughout their learning. Evidence of material should always be recorded either on audio or video.

4.1 - Learners should also be able to explain their own designs using language, plans, drawings or sketches and use the appropriate language and terminology. Essentially, learners should begin to review their work and self-assess their progress and show shortcomings.

The Assessor could also take the opportunity to question the learner to confirm understanding, especially in relation to issues of health and safety.

2.1, 3.1 - Assignments that require the learner to encounter different design and production scenarios that require challenges to competence are to be encouraged. Working with peers and guests in the development, rehearsal and performance aspects of this unit should be encouraged and suitable documentation kept which could include checklists, rough notes; equipment/tools/materials request forms, reports and reflective diaries.

2.1 - Learners will take part throughout the production process and evidence of meetings, sketches, suggestions, models, lighting maps or similar would provide good evidence of participation. Learners should show their understanding of materials and the skills required to manipulate those materials to achieve a design outcome.

3.1 - Learners are also required to realise design ideas and use their skills to manipulate suitable materials in the realisation. Although learners may demonstrate skills in a workshop context, they should also be required to produce a completed output from the process and be able to show they have the skills required to produce outputs of a suitable quality.

Learners should also be able to take part in professional discussions relating to the performing arts, preparation, rehearsal and performance.

Types of evidence

Evidence could include:

- observation (1.1, 4.1)
- projects or assignments (2.1, 3.1)

Unit 05 Working in the performing arts industry (D/502/4809)

| | |
|------------------------------|--|
| Unit summary | This unit aims to provide learners with knowledge of employment opportunities within the performing arts industry and the jobs undertaken by those who work in it. |
| Credit value | 5 |
| Guided learning hours | 30 |
| Level | 2 |
| Additional | Additional |

Learning outcome 1

The learner will:

- 1 know different types of organisations in the performing arts industry

The learner can:

- 1.1 describe a performing arts organisation, its function and relation to other areas of the industry

Learning outcome 2

The learner will:

- 2 know job roles in the performing arts industry

The learner must know about/demonstrate/consider:

- 2.1 describe a job role from the performance area of employment and how it relates to other roles in the same and different areas of the industry
- 2.2 describe a job role from the arts administration or production area of employment and how it relates to other roles from the same and different areas of the industry

Unit 05 Working in the performing arts industry (D/502/4809) (cont'd)**Delivery and assessment**

1.1, 2.1, 2.2 - The presentation can be delivered in any appropriate format, eg oral, videoed or written, or a mixture of more than one method. The presentation should contain:

- the range of jobs available in the organisation
- case study of a job role within the organisation, including:
 - pay scales and required training
 - overview of the key skills and qualities required
 - relationship of the job role to the rest of the organisation
 - relationship of the job role to the wider industry.

1.1 - Learners should be able to describe an arts organisation, showing some insight into the way it is structured and how it works in its day-to-day operation. The relationship between other organisations could be illustrated by a flow chart or functions map and may be presented in any suitable format.

2.1 - Where describing a performance role, learners should be able to outline the day-to-day activities, quality criteria, union support and structure and the pressures and requirements on the individual.

2.2 - Where describing an administration role, learners should be able to outline the day-to-day responsibilities, hierarchical structure, line management and progression opportunities.

Types of evidence

Evidence could include:

- simulated activity – learner presentation (1.1, 2.1, 2.2).

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 2 Certificate in Performance Skills is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner and against the achievement descriptors for each learning outcome.

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.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. 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 Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

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 Tutor 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 portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
 - permit and encourage authentic activities where the learner's own work can be clearly judged
-

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to 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.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

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.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner 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 Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

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

- the exact start and finish times so that the 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 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: Assessors, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

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

Quality assurance

Internal quality assurance

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 will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

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

External quality assurance of internal assessments is carried out at least once a year 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 learners' 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.

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

| | |
|--|--|
| Apply | Link existing knowledge to new or different situations. |
| Assess | Consider information in order to make decisions. |
| Classify | Organise according to specific criteria. |
| Compare | Examine the subjects in detail looking at similarities and differences. |
| Define | State the meaning of a word or phrase. |
| Demonstrate | Show an understanding of the subject or how to apply skills in a practical situation. |
| Describe | Write about the subject giving detailed information. |
| Differentiate | Give the differences between two or more things. |
| Discuss | Write an account giving more than one view or opinion. |
| Distinguish | Show or recognise the difference between items/ideas/information. |
| Estimate | Give an approximate decision or opinion using previous knowledge. |
| Explain | Provide details about the subject with reasons showing how or why. Some responses could include examples. |
| Give (positive and negative points....) | Provide information showing the advantages and disadvantages of the subject. |
| Identify | List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking). |
| Illustrate | Give clear information using written examples, pictures or diagrams. |

Explanation of terms (cont'd)

| | |
|----------------|---|
| List | Make a list of key words, sentences or comments that focus on the subject. |
| Perform | Do something (take an action/follow an instruction) which the question or task asks or requires. |
| Plan | Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format. |
| Provide | Give relevant information about a subject. |
| Reflect | Learners should look back on their actions, experiences or learning and think about how this could inform their future practice. |
| Select | Choose for a specific purpose. |
| Show | Supply sufficient evidence to demonstrate knowledge and understanding. |
| State | Give the main points clearly in sentences. |
| Use | Take or apply an item, resource or piece of information as asked in the question or task. |

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 throughout the 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 Tutor, 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.

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

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Version 3.3 June 2022

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