

# all you need to know.

## Qualification Specification

NCFE Level 3 Diploma in Performance Skills  
(601/5481/0)

NCFE Level 3 Extended Diploma in Performance Skills  
(601/5815/3)

Issue 4 April 2018

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# 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 these qualifications and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 3 Diploma in Performance Skills and NCFE Level 3 Extended Diploma in Performance Skills.

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

To ensure that you are 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 [www.ncfe.org.uk](http://www.ncfe.org.uk).

If you advertise these qualifications 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 3 Diploma in Performance Skills or NCFE Level 3 Extended Diploma in Performance Skills.

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### About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 601/5481/0, 601/5815/3.

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

These qualifications are suitable for use within a Study Programme.

### UCAS points

These qualifications have UCAS points as follows:

- NCFE Level 3 Diploma in Performance Skills
    - Distinction\*: 42
    - Distinction: 36
    - Merit: 24
    - Pass: 12
  - NCFE Level 3 Extended Diploma in Performance Skills
    - Distinction\*: 56
    - Distinction: 48
    - Merit: 32
    - Pass: 16
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## Things you need to know

### Diploma

- Qualification number (QN): 601/5481/0
- Aim reference: 60154810
- Total Qualification Time (TQT): 340
- Guided learning hours (GLH): 305
- Level: 3
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

### Extended Diploma

- Qualification number (QN): 601/5815/3
- Aim reference: 60158153
- Total Qualification Time (TQT): 490
- Guided learning hours (GLH): 432
- Level: 3
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

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### 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.

## Aims and objectives of these qualifications

These qualifications aim to:

- develop learners' understanding of a variety of approaches to performance
- provide learners with a chance to give and receive feedback on aspects of their own and others' performance skills
- develop learners' understanding of the performance industry.

The objectives of these qualifications are to help learners to:

- develop their specialist knowledge and skills in a chosen area of performance
- pursue further training or employment in the performance industry.

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## Essential skills

While completing these qualifications, 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.

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### Entry guidance

These qualifications are designed for learners who want to go on to higher education or a professional career in Performing Arts. The units are flexible enough to allow learners to develop their own specialist subject skills, while exploring other options within the performance industry.

These qualifications are particularly relevant for those aged 16-18 who are undertaking a large programme of full-time study.

There are no specific recommended prior learning requirements; however, learners may find it helpful if they've already achieved a Level 2 qualification.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

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



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### Achieving these qualifications

To be awarded the NCFE Level 3 Diploma in Performance Skills, learners are required to successfully complete **all units** from Group A and a minimum of **4 units** from Group B.

#### Group A

- Unit 01 Rehearse and perform
- Unit 02 Prepare for an audition
- Unit 03 The healthy and safe performer

#### Group B

- Unit 04 Employment opportunities for performers
- Unit 05 Develop teaching skills in performance
- Unit 06 Develop solo performance skills
- Unit 07 Develop ensemble performance skills
- Unit 08 Performance in a chosen specialism
- Unit 09 Performing in musical theatre
- Unit 10 Plan and promote a performance
- Unit 11 Specialist research project

To be awarded the NCFE Level 3 Extended Diploma in Performance Skills, learners are required to successfully complete **all units** from Group A and a **minimum of 7 units** from Group B.

#### Group A

- Unit 01 Rehearse and perform
- Unit 02 Prepare for an audition
- Unit 03 The healthy and safe performer

#### Group B

- Unit 04 Employment opportunities for performers
- Unit 05 Develop teaching skills in performance
- Unit 06 Develop solo performance skills
- Unit 07 Develop ensemble performance skills
- Unit 08 Performance in a chosen specialism
- Unit 09 Performing in musical theatre
- Unit 10 Plan and promote a performance
- Unit 11 Specialist research project

The learning outcomes and assessment criteria for each unit are provided in Section 4 (page 36).

To achieve the NCFE Level 3 Diploma or Extended Diploma in Performance Skills, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification.

These qualifications are graded. For further information about grading and submitting these grades to NCFE, please see Section 3 (page 25).

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

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### Progression opportunities

Learners who achieve these qualifications could progress to:

- Level 4 Award in Commercial Skills for Creative Industry Professionals
- Level 4 HNC Diploma in Performing Arts
- Level 5 Diploma in Speaking in Public
- Level 5 Diploma in Music
- Level 5 Diploma in Professional Acting, Dance or Music Performance
- Employment/self-employment in the industry

They may also be useful to learners studying qualifications in the following areas:

- music
- acting
- dance
- technical theatre.

### Progression to Higher Level Studies

These qualifications aim to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting your points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse**, **draw conclusions**, **interpret** or **justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

### Complementary qualifications

These qualifications could be delivered as part of a study programme alongside other qualifications, including:

- NCFE Level 1 Award in Technical Theatre
- NCFE Level 1 Award in Stress Awareness
- NCFE Level 1 Award in Alcohol Awareness
- NCFE Level 1 Award in Sexual Health Awareness
- NCFE Level 1 Award in Mental Health Awareness
- NCFE Level 1 Award in Health and Safety Awareness
- NCFE Level 1 Certificate in Business Administration
- NCFE Level 2 Award in Developing Skills for the Workplace
- NCFE Level 2 Award in Substance Misuse
- NCFE Level 2 Award in Nutrition and Health
- NCFE Level 2 Award in Reflective Practice
- NCFE Level 2 Certificate in Business and Enterprise

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### 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.

### 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> and on our website 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 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/these qualification/s 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.

## Support for centres

There are a number of documents available on our website that centres might find useful. These are linked below:

- [www.ncfe.org.uk/resources/ncfe-resources/course-file-documents/](http://www.ncfe.org.uk/resources/ncfe-resources/course-file-documents/)
  - [www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas](http://www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas)
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## Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

## Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our 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 our website here: [www.ncfe.org.uk/centre-information/working-with-ncfe/policies-and-regulations](http://www.ncfe.org.uk/centre-information/working-with-ncfe/policies-and-regulations).

## 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 our website at [www.ncfe.org.uk](http://www.ncfe.org.uk)

## Training and support

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

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# Section 2

## Assessment and moderation



## Assessment and moderation

### How the qualifications are assessed

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

The NCFE Level 3 Diploma and Extended Diploma in Performance Skills are internally assessed and externally moderated.

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### Internal assessment

Each candidate is required to create a portfolio of evidence which demonstrates achievement of 100 per cent of the learning outcomes and assessment criteria associated with each unit. On completion of each unit candidates must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 4 (page 36).

The main pieces of evidence for the portfolio could include (in no particular order):

- candidate's proof of work
- Assessor observation – completed observational checklists and related action plans
- witness testimony
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL)

You'll also find a variety of assessment and moderation pro-formas here: [www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas](http://www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas).

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of these qualifications. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria relating to the unit being assessed, prior to deciding if candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

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### Supervision of candidates

Assessors are expected to supervise and guide candidates when carrying out work that is internally assessed.

Assessors should supervise the work carried out by candidates to:

- monitor their progression
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.

### Supporting candidates

Assessors are also responsible for supporting candidates through the assessment process to ensure that they are able to create and redraft/revise work independently.

Assessors may:

- help the candidate to understand the concept of work-related work, applied learning and vocational qualifications
- help the candidate to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the candidate to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the candidate to work consistently through the programme, including helping them work to deadlines
- encourage the candidate to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the candidate.

### Validity and reliability of assessment

All assessments should be valid, reliable, fair and fit for purpose.

For knowledge- and understanding-based learning outcomes and assessment criteria:

- the assessment activities should be sufficiently separated from the teaching and learning activities to give confidence that the candidate understands the subject matter. Assessment activities should be varied in context to ensure that learning is secure and transferable
- the assessment activities should be comparable from one instance to the next (eg between Assessors in different classes, or from one week to the next within a class)
- Assessors should explain the purpose of the assessment and give the candidate the opportunity to prepare for it.

For skills-based learning outcomes and assessment criteria, the Assessor should set tasks that:

- permit and encourage authentic activities where the candidate's own work can be clearly judged
- are accessible and likely to lead to objective assessment judgements
- encourage independent working and development of responsibility, including providing scope for achieving Merit and Distinction grades.

### Presenting evidence

#### Written evidence

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 candidate work can be authenticated.

### Recorded evidence

Where audio-visual evidence of multiple candidates is used, centres must ensure that each candidate being assessed is clearly visible and can be identified by the Moderator.

The recorded evidence should allow the candidate to demonstrate the assessment criteria 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 Moderator will need to be able to see how each candidate being assessed has contributed and met the assessment criteria.

To help our Moderators to identify clearly when a particular candidate is performing/participating we'd recommend including the following information:

- the exact timing of the start and finish times so that the Moderator can go straight to that spot on the tape/recording
- a running order list and a description of each candidate
- 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 Moderator to hear both the candidate(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 (blond 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 (blond hair, back row, 5th from left)

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

If candidates are not clearly identified, NCFE may not be able to moderate or examine the work.

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### Late submissions

Assessors should encourage candidates 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.

Candidates 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.

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### Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed (and, where relevant, graded) by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Moderator to ensure consistency with national standards. See our website [www.ncfe.org.uk](http://www.ncfe.org.uk) for further information on sampling.

Candidates may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally moderated, the grades should be submitted to NCFE. The first unit grades you submit for the qualification will trigger your first external moderation visit.

Following the external moderation visit the unit grades will either be accepted and banked by your External Moderator or, if the External Moderator disagrees with the grades, they will be rejected.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Moderator, candidates are permitted one opportunity to revise and redraft their work in order to achieve a higher grade. The additional work will need to be assessed, graded and internally moderated again, and the centre will be required to re-submit the updated grade to NCFE for further external moderation.

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### Why would the unit grades be rejected by an External Moderator?

This would occur if the External Moderator 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 candidate to the next. In either case, the centre would be required to assess, grade and internally moderate all candidates' work again.

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### Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

### Internal moderation

Internal moderation 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 Moderators to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting Assessors by offering advice and guidance.

The Internal Moderator will follow the centre's own sampling strategy in selecting the sample to be internally moderated. See the guidance on sampling on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

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

### External moderation

External moderation of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External moderation is carried out by External Moderators who are appointed, trained and monitored by NCFE. External Moderators are responsible for monitoring and sampling candidates' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Moderator's contact details on registration of candidates with NCFE.

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For further information on the responsibilities of Assessors and Internal and External Moderators, please refer to NCFE's Centre Support Guide.

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# Section 3

## Grading information

## Grading information

Grading has been introduced to make sure that these qualifications reward candidates with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit in these qualifications are graded using a structure of Not Yet Achieved, Pass, Merit, and Distinction. Due to the synoptic nature of these qualifications, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all units are weighted equally.

### Grading internally assessed units

The grading descriptors for each graded internally assessed unit have been included in this qualification specification. Grading descriptors have been written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the candidate. Assessors must make a judgement on the evidence produced by the candidate to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement in Section 6 (page 121) of this qualification specification.

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the work must meet 100 per cent of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

If the candidate has insufficient evidence to meet the **Pass** criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external moderation process. This is known as 'banking' units.

### Awarding the final grade

The final grade for these qualifications will be aggregated by combining the grades achieved for each unit.

The final grade will be issued to the centre by NCFE.

The final grade for the qualifications is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction\*.

A Distinction\* grade will be awarded to candidates who have consistently achieved a Distinction grade in every graded unit demonstrating the candidates' exceptional knowledge, understanding and skill at Level 3.

### Diploma

For the NCFE Level 3 Diploma in Performance Skills, candidates are required to successfully achieve **3** graded mandatory units, and **4** graded optional units. This equates to 7 grades to be aggregated. The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit grades							Final qualification grade
P	P	P	P	P	P	P	P
M	M	M	M	M	M	M	M
D	D	D	D	D	D	D	D*
P	P	P	P	P	P	M	P
P	P	P	P	P	P	D	P
P	P	P	P	P	M	M	P
P	P	P	P	P	M	D	P
P	P	P	P	P	D	D	P
P	P	P	P	M	M	M	P

Unit grades							Final qualification grade
P	P	P	P	M	M	D	P
P	P	P	P	M	D	D	M
P	P	P	P	D	D	D	M
P	P	P	M	M	M	M	M
P	P	P	M	M	M	D	M
P	P	P	M	M	D	D	M
P	P	P	M	D	D	D	M
P	P	P	D	D	D	D	M
P	P	M	M	M	M	M	M
P	P	M	M	M	M	D	M
P	P	M	M	M	D	D	M
P	P	M	M	D	D	D	M
P	P	M	D	D	D	D	M
P	P	D	D	D	D	D	M
P	M	M	M	M	M	M	M
P	M	M	M	M	M	D	M
P	M	M	M	M	D	D	M
P	M	M	M	D	D	D	M
P	M	M	D	D	D	D	M

Unit grades							Final qualification grade
P	M	D	D	D	D	D	D
P	D	D	D	D	D	D	D
M	M	M	M	M	M	D	M
M	M	M	M	M	D	D	M
M	M	M	M	D	D	D	M
M	M	M	D	D	D	D	D
M	M	D	D	D	D	D	D
M	D	D	D	D	D	D	D

### Extended Diploma

For the NCFE Level 3 Diploma in Performance Skills, candidates are required to successfully achieve **3** graded mandatory units, and **7** graded optional units. This equates to 10 grades to be aggregated.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit grades										Final qualification grade
P	P	P	P	P	P	P	P	P	P	<b>P</b>
M	M	M	M	M	M	M	M	M	M	<b>M</b>
D	D	D	D	D	D	D	D	D	D	<b>D*</b>
P	P	P	P	P	P	P	P	P	M	<b>P</b>
P	P	P	P	P	P	P	P	P	D	<b>P</b>
P	P	P	P	P	P	P	P	M	M	<b>P</b>
P	P	P	P	P	P	P	P	M	D	<b>P</b>
P	P	P	P	P	P	P	P	D	D	<b>P</b>
P	P	P	P	P	P	P	M	M	M	<b>P</b>
P	P	P	P	P	P	P	M	M	D	<b>P</b>
P	P	P	P	P	P	P	M	D	D	<b>P</b>
P	P	P	P	P	P	P	D	D	D	<b>P</b>
P	P	P	P	P	P	M	M	M	M	<b>P</b>
P	P	P	P	P	P	M	M	M	D	<b>P</b>

Unit grades										Final qualification grade
P	P	P	P	P	P	M	M	D	D	P
P	P	P	P	P	P	M	D	D	D	P
P	P	P	P	P	P	D	D	D	D	P
P	P	P	P	P	M	M	M	M	M	M
P	P	P	P	P	M	M	M	M	D	M
P	P	P	P	P	M	M	M	D	D	M
P	P	P	P	P	M	M	D	D	D	M
P	P	P	P	P	M	D	D	D	D	M
P	P	P	P	P	D	D	D	D	D	M
P	P	P	P	M	M	M	M	M	M	M
P	P	P	P	M	M	M	M	M	D	M
P	P	P	P	M	M	M	M	D	D	M
P	P	P	P	M	M	M	D	D	D	M
P	P	P	P	M	M	D	D	D	D	M
P	P	P	P	M	D	D	D	D	D	M
P	P	P	P	D	D	D	D	D	D	M
P	P	P	M	M	M	M	M	M	M	M
P	P	P	M	M	M	M	M	M	D	M
P	P	P	M	M	M	M	M	D	D	M

Unit grades										Final qualification grade
P	P	P	M	M	M	M	D	D	D	<b>M</b>
P	P	P	M	M	M	D	D	D	D	<b>M</b>
P	P	P	M	M	D	D	D	D	D	<b>M</b>
P	P	P	M	D	D	D	D	D	D	<b>M</b>
P	P	P	D	D	D	D	D	D	D	<b>D</b>
P	P	M	M	M	M	M	M	M	M	<b>M</b>
P	P	M	M	M	M	M	M	M	D	<b>M</b>
P	P	M	M	M	M	M	M	D	D	<b>M</b>
P	P	M	M	M	M	M	D	D	D	<b>M</b>
P	P	M	M	M	D	D	D	D	D	<b>M</b>
P	P	M	M	D	D	D	D	D	D	<b>M</b>
P	P	M	D	D	D	D	D	D	D	<b>D</b>
P	P	D	D	D	D	D	D	D	D	<b>D</b>
P	M	M	M	M	M	M	M	M	M	<b>M</b>
P	M	M	M	M	M	M	M	M	D	<b>M</b>
P	M	M	M	M	M	M	M	D	D	<b>M</b>
P	M	M	M	M	M	M	D	D	D	<b>M</b>
P	M	M	M	M	M	D	D	D	D	<b>M</b>



Unit Grades										Final qualification grade
P	M	M	M	M	D	D	D	D	D	<b>D</b>
P	M	M	M	D	D	D	D	D	D	<b>D</b>
P	M	M	D	D	D	D	D	D	D	<b>D</b>
P	M	D	D	D	D	D	D	D	D	<b>D</b>
P	D	D	D	D	D	D	D	D	D	<b>D</b>
M	M	M	M	M	M	M	M	M	D	<b>M</b>
M	M	M	M	M	M	M	M	D	D	<b>M</b>
M	M	M	M	M	M	M	D	D	D	<b>M</b>
M	M	M	M	M	M	D	D	D	D	<b>M</b>
M	M	M	M	M	D	D	D	D	D	<b>D</b>
M	M	M	D	D	D	D	D	D	D	<b>D</b>
M	M	D	D	D	D	D	D	D	D	<b>D</b>
M	D	D	D	D	D	D	D	D	D	<b>D</b>

### Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from a candidate at each grade.

Not Yet Achieved
The candidate will not have met all the assessment criteria and will not have enough work or evidence of progress available to allow a valid judgement to be made.
Pass
To achieve a Pass grade the candidate will be able to meet all the requirements as set out in the assessment criteria for each unit. The candidate will make some effort to apply knowledge, and will have a basic understanding of key concepts but may not be able to make links between them. The candidate will have a general understanding of processes, resources, techniques and materials but there may be some minor errors or one major error in application. The candidate's evidence will show some degree of planning, organisational and investigatory skills but may be lacking in structure. The candidate will have shown that they can complete the tasks to the minimum standard.
Merit
To achieve a Merit grade the candidate will be able to meet all the requirements as set out in the assessment criteria for each unit to a good standard. The candidate will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The candidate will have a clear understanding of processes, resources, techniques and materials with few errors in application. The candidate's evidence will show planning, organisation and investigatory skills in a clear and logical way. The candidate will have been able to complete the tasks in a manner exceeding the minimum standard.

### Overall qualification grading descriptors (cont'd)

#### **Distinction**

To achieve a Distinction grade the candidate will be able to meet all the requirements as set out in the assessment criteria for each unit to a high standard. The candidate will typically demonstrate mastery of appropriate processes, resources, techniques and materials. The candidate will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. The candidate will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. The candidate's evidence will make cross-curricular connections showing planning, organisation and investigatory skills in a well-structured and thorough way. The candidate will have shown a high degree of motivation, ability and commitment and will have been able to complete the tasks effectively in a manner far exceeding the minimum standard.

#### **Distinction\***

The candidate will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification.

# Section 4

## Structure and content

## Structure and content

This section provides details of the structure and content of these qualifications.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- level
- whether a unit is mandatory or optional
- whether a unit is graded or not.

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

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment)
- grading descriptors.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about these qualifications please contact our Research and Product Development team on 0191 239 8000.

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## Unit summaries

### Unit 01 Rehearse and perform (T/506/9447)

Learners will select material for a performance, plan the rehearsal process, and perform to an audience.

Guided learning hours: 46

Level: 3

This unit is **mandatory**

This unit is **graded**

---

### Unit 02 Prepare for an audition (A/506/9448)

Learners will understand what is required to prepare for an audition, and have an opportunity to perform in an audition situation.

Guided learning hours: 44

Level: 3

This unit is **mandatory**

This unit is **graded**

---

### Unit 03 The healthy and safe performer (F/506/9449)

This unit develops learners' understanding of how to work safely in the performance space, as well as maintain their own physical and emotional well-being.

Guided learning hours: 45

Level: 3

This unit is **mandatory**

This unit is **graded**

---

### Unit 04 Employment opportunities for performers (F/506/9452)

Learners will understand how to pursue a career in the performance industry, as well as the importance of continuous professional development.

Guided learning hours: 50

Level: 3

This unit is **optional**

This unit is **graded**

---

## Unit summaries (cont'd)

### Unit 05 Develop teaching skills in performance (D/506/9457)

This unit provides an opportunity for learners to become teachers, as they plan and deliver inclusive lessons in their own specialist subject.

Guided learning hours: 50

Level: 3

This unit is **optional**

This unit is **graded**

---

### Unit 06 Develop solo performance skills (T/506/9450)

Learners will create a plan to develop their solo performance skills and evaluate their own progress.

Guided learning hours: 38

Level: 3

This unit is **optional**

This unit is **graded**

---

### Unit 07 Develop ensemble performance skills (A/506/9451)

This unit enables learners to evaluate and develop their ensemble performance skills.

Guided learning hours: 41

Level: 3

This unit is **optional**

This unit is **graded**

---

### Unit 08 Performance in a chosen specialism (J/506/9453)

Learners will be able to plan, rehearse and evaluate a performance in their chosen specialism.

Guided learning hours: 42

Level: 3

This unit is **optional**

This unit is **graded**

---

## Unit summaries (cont'd)

### Unit 09 Performing in musical theatre (L/506/9454)

This unit develops learners' understanding of the content and context of musical theatre. Learners will prepare, rehearse and perform their own interpretation of a musical theatre role.

Guided learning hours: 42

Level: 3

This unit is **optional**

This unit is **graded**

---

### Unit 10 Plan and promote a performance (R/506/9455)

Learners will gain an insight into the practicalities of planning and promoting a performance. They will prepare a budget, define a target audience and produce their own promotional campaign.

Guided learning hours: 41

Level: 3

This unit is **optional**

This unit is **graded**

---

### Unit 10 Specialist research project (Y/506/9456)

Learners will select an appropriate specialist area for research, then use that research to inform a presentation and performance.

Guided learning hours: 43

Level: 3

This unit is **optional**

This unit is **graded**

---



## Unit 01 Rehearse and perform (T/506/9447)

The learner will:

- 1 Be able to choose material for a performance

The learner can:

- 1.1 Select and justify **material** for a performance
  - 1.2 Explain how the performance will engage with an audience
- 

The learner will:

- 2 Be able to plan rehearsal schedules

The learner can:

- 2.1 Plan rehearsal schedules, taking into account the demands of the performance
  - 2.2 Review and modify the rehearsal schedule as required
- 

The learner will:

- 3 Be able to demonstrate rehearsal skills

The learner can:

- 3.1 Rehearse the material, demonstrating improvement
  - 3.2 Demonstrate safe working practices during rehearsal
- 

The learner will:

- 4 Be able to evaluate the rehearsal

The learner can:

- 4.1 Evaluate own progress in the rehearsal
-

### Unit 01 Rehearse and perform (T/506/9447) (cont'd)

The learner will:

- 5 Understand the function of a technical rehearsal

The learner can:

- 5.1 Explain the function of **technical rehearsals**
- 

The learner will:

- 6 Be able to perform for an **audience**

The learner can:

- 6.1 **Perform** the material, showing technical skills
- 

The learner will:

- 7 Be able to evaluate the rehearsal and performance

The learner can:

- 7.1 **Evaluate** own and others' performance  
7.2 Evaluate the rehearsal process in relation to the performance
-

## Unit 01 Rehearse and perform (T/506/9447) (cont'd)

### Key words

- 1.1 **material:** should be appropriate for Level 3
- 5.1 **technical rehearsals:** taking into account the technical elements of a performance (eg lighting, sound, etc), rather than developing technical performance skills
- 6 **audience:** it's unlikely that the response of the audience can be gauged if there are fewer than 6 people in the audience
- 6.1 **perform:** the performance must be long enough to contain sufficient variety of content and sufficient range of skill and expertise so that a judgment can be formed. It's unlikely that a performance lasting less than 5 minutes could allow candidates to meet the criteria
- 7.1 **evaluate:** to include audience reaction/opinions

## Unit 01 Rehearse and perform (T/506/9447) (cont'd)

### Assessment guidance

**Type of evidence:** rehearsal log

**Assessment criteria:** 1.1, 1.2, 2.1, 2.2, 4.1, 7.2

**Additional information:** this can be captured in a candidate report, but could also be captured via a video or audio recording. The candidate's log can also include annotated texts, scripts, scores and/or choreographic notations, and should include rehearsal notes, copies of Tutor observations, peer observations, self-evaluations and feedback. Photographs and/or video footage are also encouraged.

Candidates should be advised to keep a rehearsal log informed by practical sessions, technical rehearsals and final performance. The log should include reflections on candidates' rehearsal process and performance role. Candidates are to be advised to capture the log as soon as the rehearsal process begins. Candidates should be advised to write up and evaluate each rehearsal in which they participate.

The log could include:

- reflections on the content of the sessions
  - evaluation of personal strengths and areas for development
  - discussions regarding the selection of material
  - discussions about professional conduct within sessions
  - discussions about professional conduct within rehearsals
  - a list of the roles and responsibilities associated with a performance role
  - final designs/images associated with the performance.
-

## Unit 01 Rehearse and perform (T/506/9447) (cont'd)

### Assessment guidance (cont'd)

**Type of evidence:** candidate report

**Assessment criteria:** 2.1, 2.2, 4.1, 5.1, 7.1

**Additional information:** the report could consider audience feedback, candidate evaluations, professional discussions, recorded production meetings. Candidates should consider their input as a member of a performance team; their professional practice within rehearsal and performance; their achievements, strengths and areas of development within performance; and their conduct within performance meetings. Audience feedback should also be considered at this point. The feedback can also be used as a basis for professional discussions and recorded for further evidence. Candidates are advised to make reference to this material within their evaluation as part of their rehearsal log.

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**Type of evidence:** production meeting notes

**Assessment criteria:** 2.1, 2.2, 4.1, 5.1, 7.1

**Additional information:** for every production meeting candidates could record minutes and produce a work tool for activities that need completion. Planning and revision of rehearsal schedules could also take place within the production meetings. Candidates could also consider the role of the audience within this process, and justification of decisions could specifically link to the engagement of the audience. The production meetings can also be filmed for observation and assessment purposes. The final production meeting could discuss audience feedback and areas of strength/weaknesses of the rehearsal/performance.

---

## Unit 01 Rehearse and perform (T/506/9447) (cont'd)

### Assessment guidance (cont'd)

**Types of evidence:** rehearsals – including observation, audio recording, video recording, peer observation and Tutor observation sheets

**Assessment criteria:** 3.1, 3.2

**Additional information:** it is advised that rehearsals are recorded throughout the process. It may be beneficial to record a number of rehearsals that mark the stages of the process – a few from the beginning, middle and end – to mark the candidate's journey. Peer and Tutor observation records can be complete in support of this process. The filming of the technical and dress rehearsal may also be beneficial and can be reflected upon in the supporting written documentation.

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**Type of evidence:** candidate report

**Assessment criteria:** 4.1, 7.1, 7.2

**Additional information:** candidates could produce a reflective evaluation of the overall process in relation to all roles covered throughout the rehearsal of the performance.

---

**Type of evidence:** performance

**Assessment criteria:** 6.1

**Additional information:** it is advised that all performances are recorded using an appropriate format.

During the performance candidates should:

- sustain concentration
  - demonstrate projection
  - demonstrate timing during the performance
  - engage the audience.
-

## Unit 01 Rehearse and perform (T/506/9447) (cont'd)

### Assessment guidance (cont'd)

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

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### Grading descriptors – Unit 01 Rehearse and perform (T/506/9447)

- Learning outcome 1 Be able to choose material for a performance
- Learning outcome 2 Be able to plan rehearsal schedules
- Learning outcome 3 Be able to demonstrate rehearsal skills
- Learning outcome 4 Be able to evaluate the rehearsal
- Learning outcome 5 Understand the function of a technical rehearsal
- Learning outcome 6 Be able to perform for an audience
- Learning outcome 7 Be able to evaluate the rehearsal and performance

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Select and justify material for a performance</b>	Candidates can select and justify material for a performance	Candidates can provide a detailed justification for the selected performance material	Candidates can provide a sophisticated justification for the selected performance material
<b>1.2 Explain how the performance will engage with an audience</b>	Candidates can explain how the performance will engage with an audience	Candidates can give a detailed explanation of how the performance will engage with an audience	Candidates can give a sophisticated explanation of how the performance will engage with an audience
<b>2.1 Plan rehearsal schedules, taking into account the demands of the performance</b>	Candidates can plan rehearsal schedules, taking into account the demands of the performance	Candidates can produce a comprehensive rehearsal schedule taking into account the demands of the performance	Candidates can produce a sophisticated rehearsal schedule taking into account the demands of the performance
<b>2.2 Review and modify the rehearsal schedule as required</b>	Candidates can review and modify the rehearsal schedule, as required	Candidates can review in detail and modify the rehearsal schedule, as required	Candidates can continually review and revise the rehearsal schedule, as required



**Grading descriptors – Unit 01 Rehearse and perform (T/506/9447) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Rehearse the material, demonstrating improvement</b>	Candidates rehearse the material, demonstrating improvement	Candidates experiment in their approach to rehearsing the material, demonstrating improvement	Candidates comprehensively explain their approach to rehearsing, demonstrating how improvements have been achieved
<b>3.2 Demonstrate safe working practices during rehearsal</b>	Candidates can demonstrate safe working practices during rehearsal	No Merit for this AC	No Distinction for this AC
<b>4.1 Evaluate own progress in the rehearsal</b>	Candidates can evaluate own progress in the rehearsal	Candidates can make an insightful evaluation of own progress in the rehearsal	Candidates can critically evaluate, and draw conclusions on, own progress in the rehearsal
<b>5.1 Explain the function of technical rehearsals</b>	Candidates can explain the function of technical rehearsals	Candidates can give a detailed explanation of the function of technical rehearsals	Candidates can give a sophisticated explanation of the function of technical rehearsals
<b>6.1 Perform the material, showing technical skills</b>	Candidates can perform the material, showing technical skills	Candidates can creatively perform the material, showing technical skills	Candidates can give a sophisticated performance of the material, showing advanced technical skills

**Grading descriptors – Unit 01 Rehearse and perform (T/506/9447) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>7.1 Evaluate own and others' performance</b>	Candidates can evaluate own and others' performance	Candidates can make an insightful evaluation of own and others' performance	Candidates can critically evaluate, and draw conclusions on, own and others' performance
<b>7.2 Evaluate the rehearsal process in relation to the performance</b>	Candidates can evaluate the rehearsal process in relation to the performance	Candidates can make an insightful evaluation of the rehearsal process in relation to the performance	Candidates can critically evaluate, and draw conclusions on, the rehearsal process in relation to the performance

## Unit 02 Prepare for an audition (A/506/9448)

The learner will:

- 1 Understand the audition process

The learner can:

- 1.1 Describe what might be required for a range of audition processes
  - 1.2 Prepare a range of audition of **materials**
- 

The learner will:

- 2 Be able to select suitable audition material

The learner can:

- 2.1 Explain the characteristics of suitable audition materials
  - 2.2 Research and select own **performance audition materials**
- 

The learner will:

- 3 Be able to plan the audition performance

The learner can:

- 3.1 Plan a performance in response to the requirements of the **audition**
  - 3.2 Rehearse audition performance **techniques**
- 

The learner will:

- 4 Be able to perform in the audition situation

The learner can:

- 4.1 Perform in the audition situation
  - 4.2 Perform in the interview situation
-

## Unit 02 Prepare for an audition (A/506/9448) (cont'd)

### Key words

- 1.2 materials:** eg showreel, references, DVDs, photographs, CV, portfolio, performance credits
- 2.2 performance audition materials:** a range of materials developed for auditions
- 3.1 audition:** material developed for an identified audition performance, can be real or simulated
- 3.2 techniques:** candidates should:
- take into account the limitations of a timed audition
  - demonstrate an awareness of what is required for an audition
  - make the most of the opportunity (sell themselves)
-

## Unit 02 Prepare for an audition (A/506/9448) (cont'd)

### Assessment guidance

**Types of evidence:** preparation and performance log

**Assessment criteria:** 1.1, 2.1, 2.2

**Additional information:** this can be captured in log or diary format, but could also be captured via a video or audio recording. The log could include annotated research surrounding aspects of maintaining physical health, copies of Tutor observations, peer observations, self-evaluations and feedback. Photographs and/or video footage are also encouraged.

Candidates could keep a preparation and performance log informed by practical sessions, preparatory stages and final audition. The log could cover the techniques and skills used to prepare the audition material, and consider both practical audition performance and interview, evaluating strengths and areas of development.

The log could include:

- reflections on audition techniques
- explanation of, and reflection on, the audition process and the aims and intentions for the audition situation itself
- formative feedback with action plan, to happen before final audition
- reflections on selection of appropriate audition material
- research surrounding chosen material
- evaluation of process, rehearsal, and performance of final audition material.

The log could include annotated texts, scripts, scores and/or choreographic notations and could include rehearsal notes, copies of Tutor observations, peer-observations, self-evaluations and feedback. Candidates could also include showreels, CVs, headshots, and other suitable promotional material.

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## Unit 02 Prepare for an audition (A/506/9448) (cont'd)

### Assessment guidance (cont'd)

**Types of evidence:** candidate notes/recordings of rehearsals, workshops and/or classroom sessions

**Assessment criteria:** 1.2, 3.1, 3.2

**Additional information:** rehearsals could be recorded throughout the process; it may be beneficial to record a number of rehearsals to mark the stages of the process. Workshops and classroom sessions could also be recorded at intervals to document the development of candidates' understanding of relevant audition processes, techniques and exercises. Direct professional discussions and candidate feedback during sessions would also be beneficial to record and monitor. Peer and Tutor observation records can be used to support this process. The technical and dress rehearsal could also be filmed and used for reflection.

---

**Type of evidence:** performance

**Assessment criteria:** 4.1

**Additional information:** it's advised that all performances are recorded using the correct format. The final audition can link to a complementary unit (rehearse and perform, develop solo skills, develop ensemble skills etc) or it can be a simulated event.

---

## Unit 02 Prepare for an audition (A/506/9448) (cont'd)

### Assessment guidance (cont'd)

**Types of evidence:** audition materials

**Assessment criteria:** 1.2

**Additional information:** these materials could be produced electronically or in physical form and could be submitted with annotation and an indication as to how the candidate wanted to perform the piece in practice.

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**Types of evidence:** interview/question and answer

**Assessment criteria:** 4.2

**Additional information:** the interview should ideally take place directly after the performance. Questions could consider candidates' understanding of their strengths and areas for development, their understanding of the audience, engagement with audition material, and the rehearsal and preparation process.

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

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### Grading descriptors – Unit 02 Prepare for an audition (A/506/9448)

- Learning outcome 1 Understand the audition process
- Learning outcome 2 Be able to select suitable audition material
- Learning outcome 3 Be able to plan an audition performance
- Learning outcome 4 Be able to perform in an audition situation

Assessment criteria	Pass	Merit	Distinction
1.1 Describe what might be required for a range of audition processes	Candidates can describe what might be required for a range of audition processes	No Merit for this AC	No Distinction for this AC
1.2 Prepare a range of audition materials	Candidates can prepare a range of audition materials	Candidates can prepare a comprehensive range of audition materials	Candidates can formulate a range of audition materials, and validate choices
2.1 Explain the characteristics of suitable audition materials	Candidates can explain the characteristics of suitable audition materials	Candidates can give a detailed explanation of the characteristics of suitable audition materials	Candidates can give a sophisticated explanation of the characteristics of suitable audition materials
2.2 Research and select own performance audition materials	Candidates research and select own performance audition materials	Candidates can research and select own performance audition materials, showing insight	Candidates can research and select own performance audition materials, showing originality



**Grading descriptors – Unit 02 Prepare for an audition (A/506/9448) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Plan a performance in response to the requirements of the audition</b>	Candidates can plan a performance in response to the requirements of the audition	Candidates can produce a plan, perceptively responding to the requirements of the audition	Candidates can produce a plan in response to the requirements of the audition, validating their decisions
<b>3.2 Rehearse audition performance techniques</b>	Candidates can rehearse audition performance techniques	Candidates can experiment in their audition rehearsal techniques	Candidates can comprehensively explain their audition rehearsal techniques
<b>4.1 Perform in the audition situation</b>	Candidates can perform in the audition situation	Candidates can perform with confidence in the audition situation	Candidates can give a confident and polished performance in the audition
<b>4.2 Perform in the interview situation</b>	Candidates can perform in the interview situation	Candidates can perform with some confidence in the interview situation	Candidates can perform with confidence and sophistication in the interview situation

### Unit 03 The healthy and safe performer (F/506/9449)

The learner will:

- 1 Understand health and safety requirements relating to the performance space

The learner can:

- 1.1 Design a scheme to monitor the condition and safety of the **performance space**
  - 1.2 Explain own responsibilities in relation to health and safety in the performance space
  - 1.3 Summarise legal implications for a performance space
- 

The learner will:

- 2 Be able to work safely in the performance space

The learner can:

- 2.1 Review potential hazards, taking appropriate action to minimise risk in the performance space
  - 2.2 Demonstrate safe practice when working in the performance space
- 

The learner will:

- 3 Understand how to maintain physical well-being in performance

The learner can:

- 3.1 Summarise the **physical requirements** of performing
  - 3.2 Explain the effect **lifestyle factors** have on health in performance
  - 3.3 Explain common injuries of which performers are at risk
-

### Unit 03 The healthy and safe performer (F/506/9449) (cont'd)

The learner will:

- 4 Understand how to manage the pressures of being a performer

The learner can:

- 4.1 Explain the **pressures** felt by performers
- 

The learner will:

- 5 Be able to develop a well-being programme for performance

The learner can:

- 5.1 Explain strategies performers use to be healthy
  - 5.2 Devise a programme for a performer to improve health and well-being
- 

#### Key words

- 1.1 **performance space:** to include the performance area, backstage and rehearsal space, and appropriate behaviour
  - 3.1 **physical requirements:** including the importance of warm-up and cool-down in performance
  - 3.2 **lifestyle factors:** eg working hours, social pressures, sleep, diet and hydration, exercise, mental health and well-being
  - 4.1 **pressures:** eg nerves, stress – positive and negative, time management
-

### Unit 03 The healthy and safe performer (F/506/9449) (cont'd)

#### Assessment guidance

**Types of evidence:** log book of health and safety in the performance space

**Assessment criteria:** 1.1–1.3, 2.1, 2.2

**Additional information:** it is advised that candidates capture the behind-the-scenes documentation of the space in which they could potentially perform. The log book should be more of a working document which contains a range of relevant backstage information surrounding the safety of the performance space.

The log book could include:

- risk assessments that monitor the safety of the performance space
  - legal criteria that must be adhered to within the performance space
  - consideration of potential hazards and how to maintain and eradicate such hazards within the performance space
  - roles and responsibilities within the performance space
  - consideration of behaviour appropriate for the performance space
  - maintenance of the rehearsal space.
-

## Unit 03 The healthy and safe performer (F/506/9449) (cont'd)

### Assessment guidance (cont'd)

**Types of evidence:** healthy performer diary/candidate report

**Assessment criteria:** 3.1–3.3

**Additional information:** this can be captured in log or diary format, but could also be captured via a video or audio recording. The diary can also include annotated research surrounding aspects of maintaining physical health, copies of Tutor observations, peer-observations, self-evaluations and feedback. Photographs and/or video footage are also encouraged.

The diary should be informed by practical sessions as well as maintenance of personal health. It should include specific individual talents and areas of development.

Guideline areas to cover could include:

- considerations surrounding the requirements of performing
  - explanation surrounding the importance of warming up and cooling down
  - reflections surrounding personal areas of strength and development
  - reflections surrounding beneficial techniques explored during practical sessions
  - a discussion of the roles and responsibilities associated with healthy performers
  - awareness of a healthy routine – diary of food eaten, exercises undertaken, reflections of the process overall etc.
-

### Unit 03 The healthy and safe performer (F/506/9449) (cont'd)

#### Assessment guidance (cont'd)

**Types of evidence:** candidate report/guidebook for the management of pressures in performance

**Assessment criteria:** 4.1

**Additional information:** candidates could produce a reflective and informative guidebook addressing the pressures a performer may experience. This should consider both onstage and behind-the-scenes pressure. Candidates could choose their own title for the guidebook (eg How to Survive the Pressures of Being a Performer, Help in the Industry, Navigating the World of the Performer etc).

Guideline areas to cover could include:

- discussion surrounding how pressure can affect performance
  - discussion of the working hours, social pressures, sleep, diet and hydration, exercise, mental health and well-being, nerves and time management
  - discussion of the impact of peer pressure – self, industry, peer and others
  - a suggestion of strategies useful to managing pressures in the performance environment
  - support available to performers experiencing pressures.
-

### Unit 03 The healthy and safe performer (F/506/9449) (cont'd)

#### Assessment guidance (cont'd)

**Type of evidence:** health programme

**Assessment criteria:** 5.1, 5.2

**Additional information:** candidates could create a programme which allows them to consider a range of practical activities that can be used to promote a healthy performer.

Guideline areas to cover could include:

- physical and vocal warm-up
- exercises looking at posture eg the Alexander Technique
- relaxation
- yoga and stretching
- developing the core through physical workout
- vocal exercises to strengthen the voice.

The session could be filmed and peer and Tutor feedback could be captured for support.

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### Grading descriptors – Unit 03 The healthy and safe performer (F/506/9449)

- Learning outcome 1 Understand health and safety requirements relating to the performance space
- Learning outcome 2 Be able to work safely in the performance space
- Learning outcome 3 Understand how to maintain physical well-being in performance
- Learning outcome 4 Understand how to manage the pressures of being a performer
- Learning outcome 5 Be able to develop a well-being programme for performance

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Design a scheme to monitor the condition and safety of the performance space</b>	Candidates can design a scheme to monitor the condition and safety of the performance space	Candidates can design an inventive scheme to monitor the condition and safety of the performance space	No Distinction for this AC
<b>1.2 Explain own responsibilities in relation to health and safety in the performance space</b>	Candidates can explain own responsibilities in relation to health and safety in the performance space	No Merit for this AC	No Distinction for this AC
<b>1.3 Summarise legal implications for a performance space</b>	Candidates can summarise legal implications for a performance space	No Merit for this AC	No Distinction for this AC
<b>2.1 Review potential hazards, taking appropriate action to minimise risk in the performance space</b>	Candidates can review potential hazards taking appropriate action to minimise risk in the performance space	Candidates can review in detail potential hazards, taking appropriate action to minimise risk in the performance space	Candidates can continually review potential hazards, taking appropriate action to minimise risk in the performance space



**Grading descriptors – Unit 03 The healthy and safe performer (F/506/9449) (cont'd)**

Assessment criteria	Pass	Merit	Distinction
<b>2.2 Demonstrate safe practice when working in the performance space</b>	Candidates can demonstrate safe practice when working in the performance space	No Merit for this AC	No Distinction for this AC
<b>3.1 Summarise the physical requirements of performing</b>	Candidates can summarise the physical requirements of performing	Candidates can give a detailed summary of the physical requirements of performing	Candidates can give a sophisticated summary of the physical requirements of performing
<b>3.2 Explain the effect lifestyle factors have on health in performance</b>	Candidates can explain the effect of lifestyle factors on health in performance	Candidates can give a detailed explanation of the effect lifestyle factors have on health in performance	Candidates can give a sophisticated explanation of the effect lifestyle factors have on health in performance
<b>3.3 Explain common injuries of which performers are at risk</b>	Candidates can explain common injuries of which performers are at risk	Candidates can give a detailed explanation of common injuries of which performers are at risk	Candidates can give a sophisticated explanation of common injuries of which performers are at risk
<b>4.1 Explain the pressures felt by performers</b>	Candidates can explain the pressures felt by performers	Candidates can give a detailed explanation of the pressures felt by performers	Candidates can give a sophisticated explanation of the pressures felt by performers

**Grading descriptors – Unit 03 The healthy and safe performer (F/506/9449) (cont'd)**

Assessment criteria	Pass	Merit	Distinction
<b>5.1 Explain strategies performers use to be healthy</b>	Candidates can explain strategies performers use to be healthy	Candidates can give a detailed explanation of strategies performers use to be healthy	Candidates can give a sophisticated explanation of strategies performers use to be healthy
<b>5.2 Devise a programme for a performer to improve health and well-being</b>	Candidates can devise a programme for a performer to improve health and well-being	Candidates can devise a comprehensive programme for a performer to improve health and well-being	Candidates can devise a sophisticated programme for a performer to improve health and well-being

## Unit 04 Employment opportunities for performers (F/506/9452)

The learner will:

- 1 Understand employment opportunities in the performance industry

The learner can:

- 1.1 Analyse employment opportunities in the performance industry
  - 1.2 Explain the recruitment practices in the performance industry
  - 1.3 Summarise what is needed for a **range** of jobs in the performance industry, including:
    - skills/qualifications
    - experience
    - training
- 

The learner will:

- 2 Understand career development in the performance industry

The learner can:

- 2.1 Summarise own **career goals**
  - 2.2 Complete a skills audit
  - 2.3 Compare own skills with career goals
  - 2.4 Explain opportunities for progression in the performance industry
- 

The learner will:

- 3 Understand continuing professional development in the performance industry

The learner can:

- 3.1 Explain the importance of **continually improving** own knowledge and practice in performance
-

## Unit 04 Employment opportunities for performers (F/506/9452) (cont'd)

The learner will:

- 4 Understand different forms of employment within the performance industry

The learner can:

- 4.1 **Compare** self-employment with being an employee in the performance industry

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### Key words

- 1.3 **range:** at least 5 roles in a variety of performance-related areas, eg performer, backstage, front of house, management, production, technical, stage management, choreography etc
  - 2.1 **career goals:** short-, medium- and long-term
  - 3.1 **continually improving:** eg improving own performance technique, ways to keep up to date with developments in the performance industry, sources of support for professional development in performance
  - 4.1 **compare:** including advantages and disadvantages of both, legal implications, financial considerations, record-keeping
-

## Unit 04 Employment opportunities for performers (F/506/9452) (cont'd)

### Assessment guidance

**Type of evidence:** presentation

**Assessment criteria:** 1.1–1.3, 4.1

**Additional information:** candidates could create a presentation that demonstrates knowledge of employment opportunities within the performance industry.

Guideline areas to cover could include:

- discussion surrounding the different opportunities available to performers in the industry (eg gigs, theatre employment, backstage work, etc)
  - explanation of the processes of recruitment (eg working alongside an agent, being self-employed, working for a theatre company, etc)
  - opportunities relevant to jobs in the performance industry
  - explanation of recruitment practices in the industry, summarising the skills, qualifications, experience and training needed for the candidate's chosen specialism (dance, music, drama, performing arts)
  - discussion of the differences between different types of employment (self-employed or working as an employee).
-

## Unit 04 Employment opportunities for performers (F/506/9452) (cont'd)

### Assessment guidance (cont'd)

**Type of evidence:** personal career pack

**Assessment criteria:** 2.1–2.4, 3.1

**Additional information:** candidates could create a pack of information that relates to their professional development, with links to a career plan.

The pack could contain such essentials as:

- CV
- showreel
- website
- skills audit
- summary of career goals and discussion of the importance to progress in the performing arts industry
- comparison of skills (from audit) with career goals
- list of developmental areas, and strategies and skills that can help with this.

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### Grading descriptors – Unit 04 Employment opportunities for performers (F/506/9452)

- Learning outcome 1 Understand employment opportunities in the performance industry
- Learning outcome 2 Understand career development in the performance industry
- Learning outcome 3 Understand continuing professional development in the performance industry
- Learning outcome 4 Understand different forms of employment within the performance industry

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Analyse employment opportunities in the performance industry</b>	Candidates analyse employment opportunities in the performance industry	No Merit for this AC	No Distinction for this AC
<b>1.2 Explain the recruitment practices in the performance industry</b>	Candidates explain the recruitment practices in the performance industry	Candidates can give a detailed explanation of the recruitment practices in the performance industry	Candidates can give a sophisticated explanation of the recruitment practices in the performance industry
<b>1.3 Summarise what is needed for a range of jobs in the performance industry, including:</b> <ul style="list-style-type: none"> <li>• skills/qualifications</li> <li>• experience</li> <li>• training</li> </ul>	Candidates summarise what is needed for a range of jobs in the performance industry, including: <ul style="list-style-type: none"> <li>• skills/qualifications</li> <li>• experience</li> <li>• training</li> </ul>	Candidates can give a comprehensive summary of what is needed for a range of jobs in the performance industry, including: <ul style="list-style-type: none"> <li>• skills/qualifications</li> <li>• experience</li> <li>• training</li> </ul>	Candidates can give a sophisticated summary of what is needed for a range of jobs in the performance industry, including: <ul style="list-style-type: none"> <li>• skills/qualifications</li> <li>• experience</li> <li>• training</li> </ul>

**Grading descriptors – Unit 04 Employment opportunities for performers (F/506/9452) (cont'd)**

Assessment criteria	Pass	Merit	Distinction
<b>2.1 Summarise own career goals</b>	Candidates can summarise career goals	No Merit for this AC	No Distinction for this AC
<b>2.2 Complete a skills audit</b>	Candidates can complete a skills audit	Candidates can complete a perceptive skills audit	Candidates can complete a sophisticated skills audit
<b>2.3 Compare own skills with career goals</b>	Candidates can compare own skills with career goals	Candidates can make critical judgements when comparing own skills with career goals	Candidates can critically analyse and compare own skills with career goals
<b>2.4 Explain opportunities for progression in the performance industry</b>	Candidates can explain opportunities for progression in the performance industry	Candidates can give a detailed explanation of opportunities for progression in the performance industry	Candidates can give a sophisticated explanation of opportunities for progression in the performance industry
<b>3.1 Explain the importance of continually improving own knowledge and practice in performance</b>	Candidates can explain the importance of continually improving own knowledge and practice in performance	Candidates can give a detailed explanation of the importance of continually improving own knowledge and practice in performance	Candidates can give a sophisticated explanation of the importance of continually improving own knowledge and practice in performance
<b>4.1 Compare self-employment with being an employee in the performance industry</b>	Candidates can compare self-employment with being an employee in the performance industry	Candidates can show critical judgement when comparing self-employment with being an employee in the performance industry	Candidates can critically analyse self-employment in comparison with being an employee in the performance industry



### Unit 05 Develop teaching skills in performance (D/506/9457)

The learner will:

- 1 Understand roles and responsibilities of a teaching and learning role

The learner can:

- 1.1 Explain the roles and responsibilities of teaching performance skills
  - 1.2 Summarise key aspects and responsibilities of a teaching and learning role
  - 1.3 Explain why it is important to identify and meet individual learners' needs
- 

The learner will:

- 2 Understand the importance of a safe and inclusive learning environment

The learner can:

- 2.1 Explain ways to maintain a safe and supportive learning environment
  - 2.2 Produce a set of principles to promote appropriate behaviour and respect for others
- 

The learner will:

- 3 Be able to plan a lesson for performance skills

The learner can:

- 3.1 Produce a teaching and learning plan for performance skills
  - 3.2 Justify own selection of **teaching and learning approaches**
-

### Unit 05 Develop teaching skills in performance (D/506/9457) (cont'd)

The learner will:

- 4 Know methods of assessment and feedback

The learner can:

- 4.1 Compare a range of ways to assess performance skills
  - 4.2 Summarise how different assessment methods can be adapted to meet individual learner needs
  - 4.3 Explain how constructive feedback contributes to the assessment process
  - 4.4 Explain key features and methods of delivering constructive feedback
- 

The learner will:

- 5 Be able to deliver inclusive teaching and learning

The learner can:

- 5.1 Devise a teaching and learning **plan** to meet individual learner needs
  - 5.2 Deliver a **microteach** that meets individual learner needs
- 

The learner will:

- 6 Be able to evaluate the delivery of inclusive teaching and learning

The learner can:

- 6.1 Evaluate the effectiveness of own delivery of inclusive teaching and learning
  - 6.2 Summarise areas for improvement in own delivery of inclusive teaching and learning
-

**Unit 05 Develop teaching skills in performance (D/506/9457)**  
**(cont'd)**

- 3.2 teaching and learning approaches:** resources and assessment methods in relation to meeting individual learner needs
  - 5.1 plan:** to include a justification of choices
  - 5.2 microteach:** to include resources designed to include all learners, evidence of communication skills and assessment methods
-

## Unit 05 Develop teaching skills in performance (D/506/9457) (cont'd)

### Assessment guidance

It is advised that this unit can be captured as a simulated experience or in line with placement/work experience.

**Types of evidence:** candidate report, teaching manual

**Assessment criteria:** 1.1–1.3, 2.1, 2.2, 4.1–4.4

**Additional information:** candidates could produce a manual or report in order to present their understanding of a range of important teaching considerations. External research alongside understanding of practical and taught sessions should be referenced throughout the manual. The format of this could be a 'how to' guide to teaching.

The manual could include:

- the roles and responsibilities of a teacher, especially in relation to performance
  - the key aspects of a safe learning environment
  - individual learning needs, and the importance of equality and diversity in the classroom
  - a discussion of the importance of inclusive learning
  - a set of guidelines to promote appropriate behaviour and respect in the classroom (this could also be captured in the delivery of a teaching session, where candidates themselves may want to produce classroom rules)
  - an explanation and critical comparison of different assessment methods
  - a discussion of constructive feedback and the different methods by which feedback can be delivered to a candidate.
-

### Grading descriptors – Unit 05 Develop teaching skills in performance (D/506/9457)

- Learning outcome 1 Understand roles and responsibilities of a teaching and learning role
- Learning outcome 2 Understand the importance of a safe and inclusive learning environment
- Learning outcome 3 Be able to plan a lesson for performance skills
- Learning outcome 4 Know methods of assessment and feedback
- Learning outcome 5 Be able to deliver inclusive teaching and learning
- Learning outcome 6 Be able to evaluate the delivery of inclusive teaching and learning

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Explain the roles and responsibilities of teaching performance skills</b>	Candidates can explain the roles and responsibilities of teaching performance skills	The candidate can give a detailed explanation of the roles and responsibilities of teaching performance skills	The candidate can give a sophisticated explanation of the roles and responsibilities of teaching performance skills
<b>1.2 Summarise key aspects and responsibilities of a teaching and learning role</b>	Candidates can summarise the key aspects and responsibilities of a teaching and learning role	Candidates can give a comprehensive summary of key aspects and responsibilities of a teaching and learning role	Candidates can give a sophisticated summary of key aspects and responsibilities of a teaching and learning role
<b>1.3 Explain why it is important to identify and meet individual learner needs</b>	Candidates can explain why it is important to identify and meet individual learner needs	Candidates can give a detailed explanation of why it is important to identify and meet individual learner needs	Candidates can give a sophisticated explanation of why it is important to identify and meet individual learner needs
<b>2.1 Explain ways to maintain a safe and supportive learning environment</b>	Candidates can explain ways to maintain a safe and supportive learning environment	Candidates can give a detailed explanation of ways to maintain a safe and supportive learning environment	Candidates can give a sophisticated explanation of ways to maintain a safe and supportive learning environment

**Grading descriptors – Unit 05 Develop teaching skills in performance (D/506/9457) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.2 Produce a set of principles to promote appropriate behaviour and respect for others</b>	Candidates can produce a set of principles to promote appropriate behaviour and respect for others	Candidates can produce a detailed set of principles to promote appropriate behaviour and respect for others	Candidates can produce a sophisticated set of principles to promote appropriate behaviour and respect for others
<b>3.1 Produce a teaching and learning plan for performance skills</b>	Candidates can produce a teaching and learning plan for performance skills	Candidates can produce a detailed teaching and learning plan for performance skills	Candidates can produce a sophisticated teaching and learning plan for performance skills
<b>3.2 Justify own selection of teaching and learning approaches</b>	Candidates can justify own selection of teaching and learning approaches	Candidates can provide a detailed justification for selection of teaching and learning approaches	Candidates can provide a sophisticated justification for selection of teaching and learning approaches
<b>4.1 Compare a range of ways to assess performance skills</b>	Candidates can compare a range of ways to assess performance skills	Candidate can critically compare a range of ways to assess performance skills	Candidate can critically analyse a range of ways to assess performance skills
<b>4.2 Summarise how different assessment methods can be adapted to meet individual learner needs</b>	Candidates summarise how different assessment methods can be adapted to meet individual learner needs	Candidates can give a comprehensive summary of how different assessment methods can be adapted to meet individual learner needs	Candidates can give a sophisticated summary of how different assessment methods can be adapted to meet individual learner needs

**Grading descriptors – Unit 05 Develop teaching skills in performance (D/506/9457) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>4.3 Explain how constructive feedback contributes to the assessment process</b>	Candidates can explain how constructive feedback contributes to the assessment process	Candidates can give a detailed explanation of how constructive feedback contributes to the assessment process	Candidates can give a sophisticated explanation of how constructive feedback contributes to the assessment process
<b>4.4 Explain key features and methods of delivering constructive feedback</b>	Candidates can explain key features and methods of delivering constructive feedback	Candidates can give a detailed explanation of key features and methods of delivering constructive feedback	Candidates can give a sophisticated explanation of key features and methods of delivering constructive feedback
<b>5.1 Devise a teaching and learning plan to meet individual learner needs</b>	Candidates can devise a teaching and learning plan to meet individual learner needs	Candidates can devise a detailed teaching and learning plan to meet individual learner needs	Candidates can devise a sophisticated teaching and learning plan to meet individual learner needs
<b>5.2 Deliver a microteach that meets individual learner needs</b>	Candidates can deliver a microteach that meets individual learner needs	Candidates can deliver a creative microteach that meets individual learner needs	Candidates can deliver a sophisticated microteach that meets individual learner needs

**Grading descriptors – Unit 05 Develop teaching skills in performance (D/506/9457) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>6.1 Evaluate the effectiveness of own delivery of inclusive teaching and learning</b>	Candidates can evaluate the effectiveness of own delivery of inclusive teaching and learning	Candidates can evaluate the effectiveness of own delivery of inclusive teaching and learning, showing some insight	Candidates can critically evaluate the effectiveness of own delivery of inclusive teaching and learning
<b>6.2 Summarise areas for improvement in own delivery of inclusive teaching and learning</b>	Candidates can summarise areas for improvement in own delivery of inclusive teaching and learning	Candidates can give an insightful summary of areas for improvement in own delivery of inclusive teaching and learning	Candidates can give a sophisticated summary of areas for improvement in own delivery of inclusive teaching and learning



## Unit 06 Develop solo performance skills (T/506/9450)

The learner will:

- 1 Be able to evaluate own solo performance skills

The learner can:

- 1.1 Compare a **variety** of **solo performances**
  - 1.2 Evaluate own solo performance skills
- 

The learner will:

- 2 Be able to develop solo performance skills

The learner can:

- 2.1 Explain the skills required for a proposed solo performance
  - 2.2 Develop solo performance skills, showing improvement
- 

The learner will:

- 3 Be able to appraise solo performance skills development

The learner can:

- 3.1 Evaluate progress in developing solo performance skills over time
  - 3.2 Identify own future development needs
- 

### Key words

- 1.1 **variety:** a minimum of 3

**solo performances:** must be relevant to learner's own specialism

---

## Unit 06 Develop solo performance skills (T/506/9450) (cont'd)

### Assessment guidance

**Types of evidence:** rehearsal and performance, including observation, audio recording, video recording, peer observation and Tutor sheets

#### Assessment criteria: 1.1

**Additional information:** it's advised that rehearsals are recorded throughout the process; it may be beneficial to record a number of rehearsals that mark the stages of the process of acquiring ensemble skills to mark the candidate's journey. Peer and Tutor observation records can be completed in support of this process. Filming of the performance will also be beneficial, and all can be reflected upon in supporting written documents.

---

**Type of evidence:** evaluation of rehearsal process for solo performance

#### Assessment criteria: 2.1, 3.1, 3.2

**Additional information:** candidates should begin with a comparison of a variety of solo performances, leading into an explanation of what skills might be required for their own solo performance. They could then provide a reflective evaluation of their own overall process and progress made in relation to solo performance. Rehearsals of the performance could be discussed, with reference to beneficial skills and techniques.

---

**Type of evidence:** personal development plan

#### Assessment criteria: 1.2

**Additional information:** candidates could create a personal development plan that covers areas for improvement and a time frame for managing improvement.

---

## Unit 06 Develop solo performance skills (T/506/9450) (cont'd)

### Assessment guidance (cont'd)

**Type of evidence:** practical performance

**Assessment criteria:** 2.2

**Additional information:** material for solo performance could include a monologue, a solo dance routine or a musical piece. It's advised that all performances are recorded using an appropriate format, and peer and Tutor feedback captured for supporting evidence.

During the performance candidates should:

- sustain concentration
- demonstrate projection
- demonstrate timing during the performance
- engage the audience.

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### Grading descriptors – Unit 06 Develop solo performance skills (T/506/9450)

- Learning outcome 1 Be able to evaluate solo performance skills
- Learning outcome 2 Be able to develop solo performance skills
- Learning outcome 3 Be able to appraise solo performance skills development

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Compare a variety of solo performances</b>	Candidates can critically compare a variety of solo performances	Candidates can apply critical judgement when comparing a variety of solo performances	Candidates can critically analyse a variety of solo performances
<b>1.2 Evaluate own solo performance skills</b>	Candidates can evaluate own solo performance skills	Candidates can make an insightful evaluation of own solo performance skills	Candidates can critically evaluate and draw conclusions on own solo performance skills
<b>2.1 Explain the skills required for a proposed solo performance</b>	Candidates can explain the skills required for a proposed solo performance	Candidates can give a detailed explanation of the skills required for a proposed solo performance	Candidates can give a sophisticated explanation of the skills required for a proposed solo performance
<b>2.2 Develop solo performance skills, showing improvement</b>	Candidates can develop solo performance skills, showing improvement	Candidates can experiment in the development of solo performance skills, showing improvement	Candidates can continually review and revise solo performance skills, showing improvement

**Grading descriptors – Unit 06 Develop solo performance skills (T/506/9450) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Evaluate progress in developing solo performance skills over time</b>	Candidates can evaluate progress in developing solo performance skills over time	Candidates can make an insightful evaluation of own progress over time	Candidates can critically evaluate, and draw conclusions on, own progress over time
<b>3.2 Identify own future development needs</b>	Candidates can identify own future development needs	Candidates can perceptively identify own future development needs	Candidates can critically analyse own future development needs

## Unit 07 Develop ensemble performance skills (A/506/9451)

The learner will:

- 1 Know ensemble skills

The learner can:

- 1.1 Compare a **variety** of **ensemble performance skills**
  - 1.2 Evaluate own ensemble performance skills
- 

The learner will:

- 2 Be able to develop performance skills in an ensemble role

The learner can:

- 2.1 Explain the ensemble skills required for a proposed performance
  - 2.2 Develop ensemble performance skills, showing improvement
- 

The learner will:

- 3 Be able to appraise ensemble performance skills development

The learner can:

- 3.1 Evaluate progress in developing ensemble performance skills over time
  - 3.2 Identify own future development needs
- 

### Key words

- 1.1 **variety:** a minimum of 3

**ensemble performance skills**, including:

- interpersonal skills
  - team work
  - a variety of skills required for their chosen specialism
-

## Unit 07 Develop ensemble performance skills (A/506/9451) (cont'd)

### Assessment guidance

**Type of evidence:** presentation

**Assessment criteria:** 1.1

**Additional information:** candidates could create a presentation that analyses and assesses the important aspects of ensemble work.

Guideline areas to cover could include:

- the importance of interpersonal skills
- the importance of team work
- a discussion surrounding the variety of skills required for different chosen specialisms.

---

**Type of evidence:** evaluation of rehearsal performance

**Assessment criteria:** 1.2, 2.1, 3.1

**Additional information:** candidates could produce a reflective evaluation of the overall process in relation to all roles covered throughout the rehearsal of the performance.

Guideline areas to cover include:

- reflections surrounding interpersonal skills
  - reflections surrounding team work
  - discussion of a variety of skills required for chosen specialism and how they were used in process and performance
  - discussion and appraisal of own ensemble skills used for performance
  - overall evaluation of progress in developing ensemble skills across the process.
-

## Unit 07 Develop ensemble performance skills (A/506/9451) (cont'd)

### Assessment guidance (cont'd)

**Types of evidence:** rehearsal and performance, including observation, audio recording, video recording, peer observation and Tutor sheets

#### Assessment criteria: 2.2

**Additional information:** it's advised that rehearsals are recorded throughout the process; it may be beneficial to record a number of rehearsals that mark the stages of the process of acquiring ensemble skills to mark the candidate's journey. Peer and Tutor observation records can be completed in support of this process. The filming of the performance will also be beneficial, and all can be reflected upon in supporting written documents.

---

**Type of evidence:** personal development plan

#### Assessment criteria: 3.2

**Additional information:** candidates could capture a personal development plan that covers areas for improvement and a time frame for managing that improvement in relation to ensemble skills.

---

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### Grading descriptors – Unit 07 Develop ensemble performance skills (A/506/9451)

- Learning outcome 1 Know ensemble skills
- Learning outcome 2 Be able to develop performance skills in an ensemble role
- Learning outcome 3 Be able to appraise ensemble performance skills development

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Compare a variety of ensemble performance skills</b>	Candidates can compare a variety of ensemble performance skills	Candidates can critically compare a variety of ensemble performance skills	Candidates can critically analyse a variety of ensemble performance skills
<b>1.2 Evaluate own ensemble performance skills</b>	Candidates can evaluate own ensemble performance skills	Candidates can make an insightful evaluation of own ensemble performance skills	Candidates can critically evaluate, and draw conclusions on, own ensemble performance skills
<b>2.1 Explain the ensemble skills required for a proposed performance</b>	Candidates can explain the ensemble skills required for a proposed performance	Candidates can give a detailed explanation of the ensemble skills required for a proposed performance	Candidates can give a sophisticated explanation of the ensemble skills required for a proposed performance
<b>2.2 Develop ensemble performance skills, showing improvement</b>	Candidates can demonstrate their development of ensemble performance skills, showing improvement	Candidates can experiment in the development of ensemble performance skills, showing improvement	Candidates can continually review and revise ensemble performance skills, showing improvement

**Grading descriptors – Unit 07 Develop ensemble performance skills (A/506/9451) (cont'd)**

Assessment criteria	Pass	Merit	Distinction
<b>3.1 Evaluate progress in developing ensemble performance skills over time</b>	Candidates can evaluate progress in developing ensemble performance skills over time	Candidates can make an insightful evaluation of own and others' progress over time	Candidates can critically evaluate, and draw conclusions on, own and others' progress over time
<b>3.2 Identify own future development needs</b>	Candidates can identify own future development needs	Candidates can perceptively identify own future development needs	Candidates can critically analyse own future development needs

## Unit 08 Performance in a chosen specialism (J/506/9453)

The learner will:

- 1 Understand performance requirements in their chosen specialism

The learner can:

- 1.1 Observe and compare performances by others in their **chosen specialism**
  - 1.2 Explain how observations will inform own performance
- 

The learner will:

- 2 Be able to prepare and rehearse for a performance in their chosen specialism

The learner can:

- 2.1 **Research** their chosen specialism
  - 2.2 Develop a performance based on research
  - 2.3 Rehearse the performance
- 

The learner will:

- 3 Be able to perform in the chosen specialism

The learner can:

- 3.1 Perform in the chosen specialism
- 

The learner will:

- 4 Be able to evaluate the effectiveness of the performance

The learner can:

- 4.1 **Evaluate** the effectiveness of the performance
  - 4.2 Evaluate how the research informed the performance
-

## Unit 08 Performance in a chosen specialism (J/506/9453) (cont'd)

The chosen specialism and material chosen should demonstrate skills and techniques appropriate to Level 3.

### Key words

**1.1 chosen specialism** could include:

- solo
- duet
- ensemble
- storytelling
- site-specific performance
- circus
- carnival
- magic
- stand-up comedy
- applied theatre
- community theatre
- street theatre
- ballet, tap, etc

**2.1 research:** performance should be linked to/developed from the observations/comparisons carried out in learning outcome 1

**4.1 evaluate:** eg self-assessment, peer assessment, audience research

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## Unit 08 Performance in a chosen specialism (J/506/9453) (cont'd)

### Assessment guidance

**Type of evidence:** presentation

**Assessment criteria:** 1.1, 1.2

**Additional information:** candidates could produce a presentation which outlines their intentions for performance and their understanding of the chosen specialism's requirements.

Guideline areas to cover could include:

- an explanation of the content and style of their chosen specialism and how they will capture this in their performance
- performance requirements in relation to their personal role in the specialist area.

---

**Type of evidence:** 'become an expert' log book

**Assessment criteria:** 2.1

**Additional information:** candidates could create a log book which documents the immediate social, cultural, historical and political research important for their chosen specialist area.

The log book could cover:

- important historical events which may have affected the development of the specialist area
  - important cultural events which may have affected the development of the specialist area
  - important political events which may have affected the development of the specialist area
  - important social events and conventions that are important to consider in relation to the specialist area
  - exploration of specialists in the chosen specialism eg playwright, composer, choreographer, company etc
  - reflections on important practical activities researched and applied to specialist area.
-

## Unit 08 Performance in a chosen specialism (J/506/9453) (cont'd)

### Assessment guidance (cont'd)

**Types of evidence:** rehearsals (including observation, audio recording, video recording, peer observation, Tutor observation sheets and audience feedback)

**Assessment criteria:** 2.1–2.3

**Additional information:** rehearsals are recorded throughout the process. It may be beneficial to record a number of rehearsals that mark the stages of the process – a few from the beginning, middle and end – to mark the candidate's journey. Peer and Tutor observation records can be completed in support of this process. The filming of the technical and dress rehearsal may also be beneficial and can be reflected upon in the supporting written documentation.

---

**Type of evidence:** performance

**Assessment criteria:** 3.1

**Additional information:** it's advised that all performances are recorded using an appropriate format.

During the performance candidates should:

- sustain concentration
  - demonstrate projection
  - demonstrate timing during the performance
  - engage the audience.
-

## Unit 08 Performance in a chosen specialism (J/506/9453) (cont'd)

### Assessment guidance (cont'd)

**Type of evidence:** evaluation

**Assessment criteria:** 4.1

**Additional information:** candidates could produce a reflective evaluation of the overall process in relation to their chosen specialist area.

Guideline areas to cover include:

- reflections surrounding role in performance
- reflections surrounding importance of research undertaken
- discussion of a variety of skills required for chosen specialism and how they were used in process and performance
- appraisal of personal skills in performance
- overall evaluation of progress in developing skills across the process
- indication of future areas of development and strategies used in order to develop
- discussion surrounding important audience feedback points.

---

**Types of evidence:** records of oral and/or written questioning (including audience feedback)

**Assessment criteria:** 4.2

**Additional information:** the question and answer session should ideally take place directly after the performance. Questions could cover the candidate's understanding of their own strengths and areas for development, as well as their understanding of the audience, engagement with audition material, and the rehearsal and preparation process. Audience feedback can be gathered – this could be delivered from the audience or questionnaires handed out after a performance.

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**Unit 08 Performance in a chosen specialism (J/506/9453)**  
**(cont'd)**

**Assessment guidance (cont'd)**

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

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### Grading descriptors – Unit 08 Performance in a chosen specialism (J/506/9453)

- Learning outcome 1 Understand performance requirements in their chosen specialism
- Learning outcome 2 Be able to prepare and rehearse for a performance in their chosen specialism
- Learning outcome 3 Be able to perform in the chosen specialism
- Learning outcome 4 Be able to evaluate the effectiveness of the performance

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Observe and compare performances by others in their chosen specialism</b>	Candidates can observe and compare performances by others in their chosen specialism	Candidates can observe and critically compare performances by others in their chosen specialism	Candidates can observe and critically analyse performances by others in their chosen specialism
<b>1.2 Explain how observations will inform own performance</b>	Candidates can explain how observations will inform own performance	Candidates can give a detailed explanation of how observations will inform own performance	Candidates can give a sophisticated explanation of how observations will inform own performance
<b>2.1 Research their chosen specialism</b>	Candidates can research their chosen specialism	Candidates can conduct detailed research into their chosen specialism	Candidates can conduct sophisticated research into their chosen specialism
<b>2.2 Develop a performance based on research</b>	Candidates can develop a performance based on research	Candidates can experiment when developing a performance based on research	Candidates can comprehensively review and revise their approach to developing a performance based on research

**Grading descriptors – Unit 08 Performance in a chosen specialism (J/506/9453) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.3 Rehearse the performance</b>	Candidates can rehearse the performance	Candidates can demonstrate a range of rehearsal techniques to improve the performance	Candidates can demonstrate a wide range of rehearsal techniques to improve the performance, showing originality
<b>3.1 Perform in the chosen specialism</b>	Candidates can perform in the chosen specialism	Candidates can creatively perform in the chosen specialism	Candidates can give a sophisticated performance in the chosen specialism
<b>4.1 Evaluate the effectiveness of the performance</b>	Candidates can evaluate the effectiveness of the performance	Candidates can make an insightful evaluation of the performance	Candidates can critically evaluate and draw conclusions on the performance
<b>4.2 Evaluate how the research informed the performance</b>	Candidates can evaluate how the research informed the performance	Candidates can insightfully evaluate how the research informed the performance	Candidates can critically evaluate, and draw conclusions on how the research informed the performance

## Unit 09 Performing in musical theatre (L/506/9454)

The learner will:

- 1 Understand performance requirements in musical theatre

The learner can:

- 1.1 Explain the content and style of a musical theatre **piece**
  - 1.2 Explain the **performance requirements** of a musical theatre role
- 

The learner will:

- 2 Be able to prepare and rehearse for a performance role in musical theatre

The learner can:

- 2.1 Research a musical theatre role for performance
  - 2.2 Develop a musical theatre role for performance based on research
  - 2.3 Rehearse the musical theatre role
- 

The learner will:

- 3 Be able to perform in musical theatre

The learner can:

- 3.1 **Perform** an interpretation of a musical theatre role
- 

The learner will:

- 4 Be able to evaluate the effectiveness of a musical theatre performance

The learner can:

- 4.1 Evaluate the effectiveness of own musical theatre performance
  - 4.2 Evaluate how the research informed the performance
-

## Unit 09 Performing in musical theatre (L/506/9454) (cont'd)

### Key words

- 1.1 **piece:** a whole show or substantial extract
  - 1.2 **performance requirements:** skills and techniques required of the performer
  - 3.1 **perform:** to include recitative/dialogue and song
-

## Unit 09 Performing in musical theatre (L/506/9454) (cont'd)

### Assessment guidance

**Types of evidence:** preparation and performance log

**Assessment criteria:** 1.1–4.2

**Additional information:** candidates could keep a preparation and performance log informed by practical sessions, preparatory stages and final performance. The log could cover the techniques and skills used to rehearse the performance material, paying regard to specific techniques and skills covered within the sessions and workshops. The log could consider practical performance, preparation, and strengths and areas for development relevant to the completed work. Candidates could write up and evaluate each rehearsal in which they participate.

The log could cover the following areas:

- explanation of, and reflection on, the selection of material
- explanation of the style and content of the selected musical theatre performance piece
- explanation of their role within the performance, and the demands and requirements they will need to meet throughout rehearsal and performance
- formative feedback with action plan, to happen before final performance
- reflections on final performance
- research surrounding chosen material and role within the performance piece
- discussion surrounding the demands of musical theatre
- discussion surrounding skills and techniques of a musical theatre performer
- evaluation of process, rehearsal, and performance of final material.

The candidate's log can also include annotated texts, scripts, scores and/or choreographic notations, and should include rehearsal notes, copies of Tutor observations, peer observations, self-evaluations and feedback. Photographs and/or video footage are also encouraged.

---

## Unit 09 Performing in musical theatre (L/506/9454) (cont'd)

### Assessment guidance (cont'd)

**Types of evidence:** recordings/observations of rehearsals, workshops and classroom sessions

**Assessment criteria:** 2.2

**Additional information:** a number of rehearsals could be recorded throughout the process, one of which could be a technical rehearsal. Workshops and classroom sessions could also be recorded at intervals to document the development of the candidate's understanding of relevant musical theatre processes, techniques and exercises. Direct professional discussions and candidate feedback during sessions would also be beneficial to record and monitor. Peer and Tutor observation records can be used in support of this process.

---

**Types of evidence:** performance

**Assessment criteria:** 3.1

**Additional information:** if the performance is recorded, centres should ensure it's in an appropriate format.

---

**Types of evidence:** interview/professional discussion

**Assessment criteria:** 4.1, 4.2

**Additional information:** candidates could take part in a professional discussion about the performance. Questions could cover the candidate's understanding of their strengths and areas for development, understanding of the audience, engagement with material, and the rehearsal/preparation process.

---

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

### Grading descriptors – Unit 09 Performing in musical theatre (L/506/9454)

- Learning outcome 1 Understand performance requirements in musical theatre
- Learning outcome 2 Be able to prepare and rehearse for a performance role in musical theatre
- Learning outcome 3 Be able to perform in musical theatre
- Learning outcome 4 Be able to evaluate the effectiveness of a musical theatre performance

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Explain the content and style of a musical theatre piece</b>	Candidates can explain the content and style of a musical theatre piece	Candidates can give a detailed explanation of the content and style of a musical theatre piece	Candidates can give a sophisticated explanation of the content and style of a musical theatre piece
<b>1.2 Explain the performance requirements of a musical theatre role</b>	Candidates can explain the performance requirements of a musical theatre role	Candidates can give a detailed explanation of the performance requirements of a musical theatre role	Candidates can give a sophisticated explanation of performance requirements of a musical theatre role
<b>2.1 Research a musical theatre role for performance</b>	Candidates can research a musical theatre role for performance	Candidates can make creative use of research in the development of a musical theatre role for performance	Candidates can make creative use of research in the development of a musical theatre role for performance, showing originality
<b>2.2 Develop a musical theatre role for performance based on research</b>	Candidates can develop a musical theatre role for performance based on research	Candidates can make creative use of research to develop a musical theatre role for performance	Candidates can make creative and original use of research in the development of a musical theatre role for performance and can comprehensively explain their approach

**Grading descriptors – Unit 09 Performing in musical theatre (L/506/9454) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.3 Rehearse the musical theatre role</b>	Candidates can rehearse the musical theatre role	Candidates can demonstrate a range of rehearsal techniques to improve the musical theatre role	Candidates can demonstrate a wide range of rehearsal techniques to improve the musical theatre role, showing originality
<b>3.1 Perform an interpretation of a musical theatre role</b>	Candidates can perform an interpretation of a musical theatre role	Candidates can creatively perform an interpretation of a musical theatre role, showing technical skills	Candidates can give a sophisticated performance of an interpretation of a musical theatre role, showing advanced technical skills
<b>4.1 Evaluate the effectiveness of own musical theatre performance</b>	Candidates can evaluate the effectiveness of own musical theatre performance	Candidates can make an insightful evaluation of the effectiveness of own musical theatre performance	Candidates can critically evaluate, and draw conclusions on the effectiveness of own musical theatre performance
<b>4.2 Evaluate how the research informed the performance</b>	Candidates can evaluate how the research informed the performance	Candidates can insightfully evaluate how the research informed the performance	Candidates can critically evaluate, and draw conclusions on how the research informed the performance



## Unit 10 Plan and promote a performance (R/506/9455)

The learner will:

- 1 Be able to plan a performance

The learner can:

- 1.1 Choose a **type of performance** to plan
  - 1.2 **Plan** the performance
  - 1.3 Analyse health and safety requirements of the performance
  - 1.4 Prepare a production **budget** for a performance
  - 1.5 Review plan against budget
- 

The learner will:

- 2 Understand techniques used for promoting a performance

The learner can:

- 2.1 Explore promotional techniques used in the industry
  - 2.2 Review the success of a particular **promotional campaign** for a performance
- 

The learner will:

- 3 Be able to produce a promotional campaign for a performance

The learner can:

- 3.1 Describe the **target audience** for a performance
  - 3.2 Explain how promotional material is used
  - 3.3 Design promotional material that addresses the target audience
-

## Unit 10 Plan and promote a performance (R/506/9455) (cont'd)

The learner will:

- 4 Be able to evaluate the promotional campaign for the performance

The learner can:

- 4.1 **Evaluate** the planning and promotional campaign for the performance

---

### Key words

- 1.1 **type of performance:** this should be a significant event, eg for which tickets might be sold, an audience invited
  - 1.2 **plan:** could include venue, stage management, sound, lighting, front of house, transport, specialist staff, equipment, scenery, props, royalties, licence applications, promotional material, costumes etc
  - 1.4 **budget:** to include accessing different methods of funding and financing a performance
  - 2.2 **promotional campaign:** specific activities designed to promote a performance.
  - 3.1 **target audience:** eg age, gender, financial status, socio-economic groups
  - 4.1 **evaluate:** feedback on the promotional campaign, review own contribution
-

## Unit 10 Plan and promote a performance (R/506/9455) (cont'd)

### Assessment guidance

**Type of evidence:** production/promotion log

**Assessment criteria:** 1.1, 3.1–3.3

**Additional information:** candidates should be advised to keep a production/promotion log informed by practical sessions, production meetings and ideas for the planned performance. Candidates should be advised to write up and evaluate each planning session and discussion about the planning of the performance.

Guideline areas could include:

- justifications of the type of performance
- reflections on the chosen performance and the challenges faced
- lists of the roles and responsibilities associated with the performance (including health and safety considerations)
- initial ideas/sketches/research on the chosen performance. This may include set sketches, poster ideas, costume ideas
- designs – include images/designs of the performance
- consideration of the different ways in which a performance can be promoted
- what ways you can promote a performance
- a range of considerations surrounding the promotion of a performance, paying attention to any challenges that may arise
- reflections on the importance of promoting an event
- defining a target audience and the appropriate considerations to be taken into account regarding the selected material.

---

**Type of evidence:** event plan

**Assessment criteria:** 1.2, 1.3, 1.4, 1.5, 4.1

**Additional information:** candidates could consider:

- the health and safety requirements of the planned performance
  - the role of the audience within the planned performance including audience engagement
  - production budgets relevant to the different areas of the event
  - the plan in relation to the budget
  - production meetings.
-

## Unit 10 Plan and promote a performance (R/506/9455) (cont'd)

### Assessment guidance (cont'd)

**Types of evidence:** presentation of ideas

**Assessment criteria:** 2.1, 2.2

**Additional information:** this can be captured via audio recording, video recording, peer observation and Tutor observation sheets. Candidates could be given a case study or conduct their own research into a real promotional campaign/event. The research could take into account the promotional materials and techniques used, and explore the strengths and weaknesses of the promotional campaign.

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

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### Grading descriptors – Unit 10 Plan and promote a performance (R/506/9455)

- Learning outcome 1 Be able to plan a performance
- Learning outcome 2 Understand techniques used for promoting a performance
- Learning outcome 3 Be able to produce a promotional campaign for a performance
- Learning outcome 4 Be able to evaluate the promotional campaign for the performance

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Choose a type of performance to plan</b>	Candidates can choose a type of performance to plan	No Merit for this AC	No Distinction for this AC
<b>1.2 Plan the performance</b>	Candidates can plan a performance	Candidates can propose a detailed plan for the performance	Candidates can propose a sophisticated plan for the performance
<b>1.3 Analyse health and safety requirements of the performance</b>	Candidates can analyse health and safety requirements of a performance	No Merit for this AC	No Distinction for this AC
<b>1.4 Prepare a production budget for a performance</b>	Candidates can prepare a production budget for a performance	Candidates can prepare a detailed production budget for the performance	Candidates can prepare a sophisticated production budget for the performance
<b>1.5 Review plan against budget</b>	Candidates can review the plan against the budget	Candidates can thoroughly review the plan for a performance against the budget	Candidates can critically review the plan for a performance against the budget

**Grading descriptors – Unit 10 Plan and promote a performance (R/506/9455) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1 Explore promotional techniques used in the industry</b>	Candidates can explore promotional techniques used in the industry	Candidates can perceptively explore promotional techniques used in the industry	Candidates can explore and critically analyse promotional techniques used in the industry
<b>2.2 Review the success of a particular promotional campaign for a performance</b>	Candidates can review the success of a particular promotional campaign for a performance	Candidates can comprehensively review the success of a particular promotional campaign for a performance	Candidates can critically analyse the success of a particular promotional campaign for a performance
<b>3.1 Describe the target audience for a performance</b>	Candidates can describe the target audience for a performance	Candidates can give a detailed description of the target audience	Candidates can give a sophisticated description of the target audience
<b>3.2 Explain how promotional material is used</b>	Candidates can explain how promotional material is used	Candidates can give a detailed explanation of how promotional material is used	Candidates can give a sophisticated explanation of how promotional material is used
<b>3.3 Design promotional material that addresses the target audience</b>	Candidates can design promotional material that addresses the target audience	Candidates can creatively design promotional material that addresses the target audience	Candidates can creatively design promotional material that addresses the target audience, showing originality
<b>4.1 Evaluate the planning and promotional campaign for the performance</b>	Candidates can evaluate the planning and promotional campaign for the performance	Candidates can make an insightful evaluation of the planning and promotional campaign for the performance	Candidates can critically evaluate, and draw conclusions on, the planning and promotional campaign for the performance

### Unit 11 Specialist research project (Y/506/9456)

The learner will:

- 1 Understand research tools and techniques

The learner can:

- 1.1 Consider a range of primary and secondary research sources
  - 1.2 Analyse a range of research tools and techniques
  - 1.3 Select and evaluate a range of appropriate tools and techniques for own research
- 

The learner will:

- 2 Know how to select suitable research material in own specialist area

The learner can:

- 2.1 Select and justify suitable research material in own specialist area
- 

The learner will:

- 3 Be able to carry out performance-related research

The learner can:

- 3.1 Produce a proposal that sets out:
    - the aims of the **research**
    - the methodology
    - timescales
  - 3.2 Carry out the research project
  - 3.3 Produce a **bibliography** that identifies a range of key sources
-

### Unit 11 Specialist research project (Y/506/9456) (cont'd)

The learner will:

- 4 Be able to devise ideas for a performance based on their research

The learner can:

- 4.1 Develop ideas for a **performance** based on their research
- 

The learner will:

- 5 Be able to present research project

The learner can:

- 5.1 Present the results of own research project
  - 5.2 Perform piece based on their research
  - 5.3 Explain the impact of their research on the performance
- 

### Key words

- 3.1 **research:** eg compare 2 or more different performances, or various versions, of the same material. Examples could include 2 contrasting interpretations of a play by Shakespeare, or 2 contrasting versions of Swan Lake – traditional and modern.
  - 3.3 **bibliography** – to include a variety of sources (eg books, journals, magazines, websites, film/television)
  - 4.1 **performance** could apply to choreography, directing, conducting, etc
-



## Unit 11 Specialist research project (Y/506/9456) (cont'd)

### Assessment guidance

Example of research project topic – an exploration of the ways in which contemporary factors influence the staging of a Shakespearean performance. For example, students might compare an RSC production of Romeo and Juliet with Baz Luhrmann's Romeo + Juliet. This would provide an opportunity to analyse how modern interpretations translate the work's original context (social, political, historical and cultural).

**Type of evidence:** guide to research strategies

**Assessment criteria:** 1.1–1.3, 2.1

**Additional information:** candidates could create a guide to research strategies, tools and techniques. This should explicitly link to their research project area and could include a discussion about the importance of a literature review, a bibliography specific to the research area, and an abstract defining the area of research. It could also include investigation into the benefits and limitations of field research, case studies, and interviews.

---

**Type of evidence:** presentation

**Assessment criteria:** 3.1

**Additional information:** based upon research, and in line with important sources established in their 'become an expert' log, candidates could produce a presentation that sets out:

- the aims of the research
- the methodology used to capture research
- timescales
- the aims and intentions of the performance, in which candidates explain how they will use their research and understanding of the areas of strength and development to create and devise their own version of the performance.

## Unit 11 Specialist research project (Y/506/9456) (cont'd)

### Assessment guidance (cont'd)

**Type of evidence:** 'become an expert' log book

**Assessment criteria:** 3.2, 3.3.

**Additional information:** candidates could create a portfolio that covers the important aspects of research in relation to their specialist area of performance.

Guideline areas to consider could include:

- important events eg historical, cultural, political and social events which may have affected the development of the specialist area
- an exploration of playwright(s), composer(s), choreographer(s), companies, to provide further contextual areas of research
- a bibliography of important sources
- a comparison of 2 different versions of a script, musical piece, routine, etc, in order to establish strengths and areas for development in each performance
- important elements to include in their devised version of the performance.

---

**Type of evidence:** presentation

**Assessment criteria:** 4.1, 5.1, 5.2

**Additional information:** candidates should create their own performance based on their research. Candidates need to demonstrate a progression and development from the initial idea to producing a final version for their specialist research project.

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## Unit 11 Specialist research project (Y/506/9456) (cont'd)

### Assessment guidance (cont'd)

**Type of evidence:** evaluation

**Assessment criteria:** 5.3

**Additional information:** candidates could produce a reflective evaluation of the overall process in relation to their chosen research area.

Guideline areas to cover include:

- reflections on the devised performance
- reflections on importance of research undertaken
- reflections on how the candidate has successfully embedded important aspects of research alongside practical performance
- overall evaluation of progress in developing skills across the process
- indication of future areas for development and strategies used in order to develop.

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

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### Grading descriptors – Unit 11 Specialist research project (Y/506/9456)

- Learning outcome 1 Understand research tools and techniques
- Learning outcome 2 Know how to select suitable research material in own specialist area
- Learning outcome 3 Be able to carry out performance-related research
- Learning outcome 4 Be able to devise ideas for a performance based on their research
- Learning outcome 5 Be able to present research project

Assessment criteria	Pass	Merit	Distinction
<b>1.1 Consider a range of primary and secondary research sources</b>	Candidates can consider a range of primary and secondary research sources	Candidates can show critical judgement when considering a range of primary and secondary research sources	Candidates can critically analyse a range of primary and secondary research sources
<b>1.2 Analyse a range of research tools and techniques</b>	Candidates can analyse a range of research tools and techniques	No Merit for this AC	No Distinction for this AC
<b>1.3 Select and evaluate a range of appropriate tools and techniques for own research</b>	Candidates can select and evaluate a range of appropriate tools and techniques for own research	Candidates can make an insightful evaluation of a range of appropriate tools and techniques for own research	Candidates can critically evaluate, and draw conclusions on, a range of appropriate tools and techniques for own research
<b>2.1 Select and justify suitable research material in own specialist area</b>	Candidates can select and justify suitable research material in own specialist area	Candidates can provide a detailed justification for the selected research material in own specialist area	Candidates can provide a sophisticated justification for the selected research material in own specialist area

**Grading descriptors – Unit 11 Specialist research project (Y/506/9456) (cont'd)**

Assessment criteria	Pass	Merit	Distinction
<b>3.1 Produce a proposal that sets out:</b> <ul style="list-style-type: none"> <li>the aims of the project</li> <li>the methodology</li> <li>timescales</li> </ul>	Candidates can produce a proposal that sets out: <ul style="list-style-type: none"> <li>the aims of the project</li> <li>the methodology</li> <li>timescales</li> </ul>	Candidates can produce a detailed project proposal that sets out: <ul style="list-style-type: none"> <li>the aims of the project</li> <li>the methodology</li> <li>timescales</li> </ul>	Candidates can produce an original project proposal that sets out: <ul style="list-style-type: none"> <li>the aims of the project</li> <li>the methodology</li> <li>timescales</li> </ul>
<b>3.2 Carry out the research project</b>	Candidates can carry out the research project	Candidates can show initiative when carrying out the research project	Candidates can show originality when carrying out the research project
<b>3.3 Produce a bibliography that identifies a range of key sources</b>	Candidates can produce a bibliography that identifies a range of key sources	No Merit for this AC	No Distinction AC
<b>4.1 Develop ideas for a performance based on their research</b>	Candidates can develop ideas for a performance based on their research	Candidates can develop ideas for a performance based on their research, showing some insight.	Candidates can formulate original ideas for a performance based on their research
<b>5.1 Present the results of own research project</b>	Candidates can present results of own research project	Candidates can deliver a perceptive presentation of the results	Candidates can deliver a sophisticated presentation of the results

**Grading descriptors – Unit 11 Specialist research project (Y/506/9456) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>5.2 Perform piece based on their research</b>	Candidates can perform piece based on their research	Candidates can demonstrate a fluent performance based on their research	Candidates can demonstrate a sophisticated performance based on their research
<b>5.3 Explain the impact of their research on the performance</b>	Candidates can explain the impact of their research on the performance	Candidates can give a detailed explanation of the impact of their research on the performance	Candidates can give a sophisticated explanation of the impact of their research on the performance

# Section 5

## Links to National Skills Standards

## Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing these qualifications could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of these qualifications.

The mapping is only at the level of the unit.

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### English

All units

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### Mathematics

Unit 01, Unit 02, Unit 04, Unit 05, Unit 07, Unit 08, Unit 09, Unit 10, Unit 11

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### ICT

All units

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### PLTS Independent Enquirers

All units

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### PLTS Creative Thinkers

All units

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### PLTS Reflective Learners

All units

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### **PLTS Team Workers**

All units

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### **PLTS Self-managers**

All units

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### **PLTS Effective Participators**

There are no specific opportunities to develop this skill

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For further information please contact a member of the Research and Product Development team.

# Section 6

## Grading criteria glossary of terms

## Grading criteria glossary of terms

This table has been provided as an aid to help you grade candidates' assessments. These are generic terms used across the Level 3 qualifications and may not all appear in this qualification specification.

Non-graded words can be used across all grades but must be accompanied with a grade-specific word.

Pass	
Advanced	Developed, refined and comprehensive
Analyse	Study or examine
Apply	Put into action in a relevant context
Appropriate	Relevant to the purpose or task
Clearly	Logically and without possibility of misunderstanding
Coherent	Logically connected
Critically compare	Examine and relate in order to give a judgement
Competent	Having the skill, knowledge and ability to complete a task to a given standard
Concise	Clear and succinct
Consider	Reflect or judge
Contrast	Identify differences
Critical understanding	The ability to deconstruct, analyse and evaluate, and express opinion
Distinguish	Identify differences
Effectively	To achieve a satisfactory solution
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess
Explain	Provide details or reasons
Explore	Search and investigate

### Grading criteria glossary of terms (cont'd)

Interpret	Translate or find meaning
Justify	Give reasons or evidence to support an opinion
Modify	Make changes
Realistic	Relevant and in context
Review	Consider or look at
Summarise	Make a brief account of the points
<b>Merit</b>	
Assess	Examine in order to judge or review
Comprehensive	All-encompassing
Confidently	With certainty in own ability
Continually review	Regularly consider or look at
Convincing	Persuasive and credible
Creativity	Originality, imaginatively expressed
Critical judgement	Application of a critical understanding informing decisions
Detailed	Thorough and in-depth
Experimentation	Trial of different methods and techniques
Fluently	Smoothly flowing and without apparent effort
Initiative	The ability to work without external direction
Insight	Intuitive perception
Inventive	Having creativity borne of original thought
Perceptively	Showing insight and understanding
Predict	Use evidence or experience to say what will happen

### Grading criteria glossary of terms (cont'd)

<b>Merit (cont'd)</b>	
Propose	Put forward an idea
Skilfully	In a manner underpinned by technical knowledge and a degree of mastery
Thorough	Completed fully, in some detail
<b>Distinction</b>	
Continually review and revise	Regularly consider or look at in order to make relevant amendments
Critically analyse	Study or examine to make a judgement
Draw conclusions	Make a judgement or decision based on research or analysis
Formulate	Draw up carefully and in detail
Originality	Ability to think or express oneself in an independent and individual manner
Sophisticated	Developed, refined, advanced
Synthesise	Create or combine to produce a more complex product
Validate	Confirm or prove legitimacy or accuracy
<b>Non-graded</b>	
Accurately	In a manner which provides a correct reading or measurement – deviating only slightly
Demonstrate	Explain or describe through actions
Range of	A variety, an assortment
Reflect	Review and evaluate
Relate	Link or establish connections
Sufficient	Adequate for the purpose; enough to meet a need or purpose
Technical skill	Technique requiring understanding and ability to produce work of a good-quality standard
Various	Of different kinds, several, many

# Section 7

## 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 NCFE's Equal Opportunities Policy is available on request.

### 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 moderation 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.

Candidates 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 our website:  
[www.ncfe.org.uk/centre-information/working-with-ncfe/policies-and-regulations](http://www.ncfe.org.uk/centre-information/working-with-ncfe/policies-and-regulations).

### Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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