

**Jersey
Progression
Qualification
in
Performing
Arts**

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College

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States of Jersey and Highlands College

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Section A

Qualification:

Context and

Regulations

Introduction

The Jersey Progression Qualification (JPQ) was introduced at Highlands College in September 2016 as a pilot project. The development of this qualification at level 2 has significantly improved the life chances of young people by ensuring that a greater proportion of school leavers progress from level 1 achievement at school to level 2 courses in the college. In 2014, 20.4% of full-time students were enrolled on level 1 or entry level qualifications. In 2017, since the introduction of the Jersey Progression Qualification, this has reduced significantly to 5.9% of full-time students on level 1/entry courses.

The Jersey Progression Qualification provides a coherent framework for teaching, learning and assessment that will inspire and motivate young people, post 16, who have not met the minimum school leaving attainment level of GCSE grade C or grade 4 or above in five subjects (or an equivalent pass or higher in a comparable level 2 vocational qualification). For the majority of jobs in occupations which require a technical qualification, the minimum requirement is a level 2 technical qualification. For higher education and those occupations requiring a general qualification, the minimum requirement is a level 3 general qualification.

The primary purpose of the **Jersey Progression Qualification** is to enable young people aged 16-18 to develop the knowledge and skills, commensurate with the school leaving threshold of level 2, that will enable them to progress to the industry standard qualifications in a technical, professional or academic subject area. Students that have yet to achieve a result at level 2, continue with English and maths at GCSE level alongside the Jersey Progression Qualification.

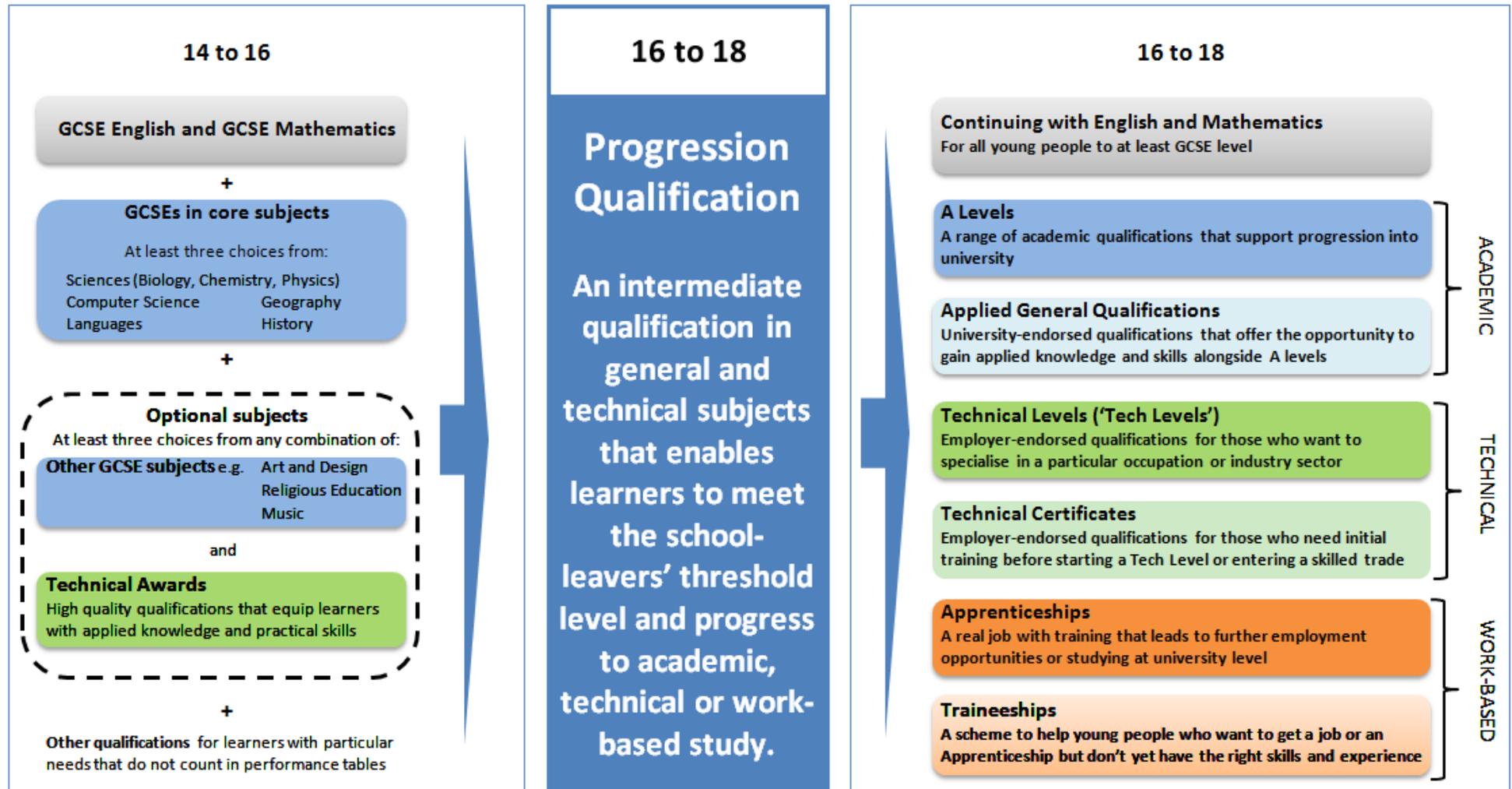
The Jersey Progression Qualification is designed as a 'bridging course', between school leaving qualifications and recognised post-16 qualifications, that have transportability, both on and off the island, to further training, employment or higher education. The development and implementation of the **Jersey Progression Qualification** pre-empted the recommendation of the Sainsbury Report into Technical Education ¹ to introduce a *transition year* that will serve a very similar purpose in England from 2020. At Key Stage 4, the Jersey Curriculum has adopted and adapted the English National Curriculum and this approach has followed through into Key Stage 5.

The Jersey Progression Qualification has been developed with the support of the States of Jersey Department of Education and in partnership with the awarding body NCFE. It is intended to develop transferable skills and knowledge through an applied subject and with reference to a realistic working environment. The qualification will provide the means by which young people can develop the level of knowledge, skills and understanding necessary in order to progress to one of the recognised further education routes outlined in the diagram on the following page.

1

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536046/Report_of_the_Independent_Panel_on_Technical_Education.pdf

New Routes to University, an Apprenticeship or Employment



About this qualification

The Level 2 Jersey Progression Certificate and Jersey Progression Diploma is regulated by the States of Jersey Education Department and accredited by the NCFE awarding body.

- The Progression Certificate is equivalent to **two** GCSEs at grades A* to C (or grades 4 to 9) in terms of standard, level of content and period of study (240 guided learning hours).
- The Progression Diploma is equivalent to **four** GCSEs at grades A* to C (or grades 4 to 9) in terms of standard, level of content and period of study (480 guided learning hours).

The Jersey Progression Qualification has fourteen subject lines which are in:

- 1) Automotive Studies
- 2) Art and Design
- 3) Building Services
- 4) Building Trades
- 5) Business
- 6) Childcare and Education
- 7) Computing
- 8) Culinary Skills and Restaurant Service
- 9) Hair and Beauty
- 10) Health and Social Care
- 11) Mechanical Engineering and Welding Studies
- 12) Media
- 13) Performing Arts
- 14) Sport.

Qualification purpose

The Jersey Progression Qualification enables learners to develop skills, knowledge and understanding in a technical or general vocational subject area. It is for learners who are motivated and challenged by learning through hands-on experiences. The qualification will allow learners to gain practical skills in one of 14 subject areas as well as gain and interpret knowledge of that subject area. It is aimed at school leavers, with an interest in the subject, as a way of extending their general level of education and motivating them to succeed as independent learners.

The Jersey Progression Qualification provides an introduction to an industry-related sector and enables learners to acquire, develop and apply the skills and knowledge required for further academic and/or technical study. Transferable skills that prepare young people for satisfying working and social lives are a core component in the way that the qualification is delivered. Throughout the course learners will be:

- reviewing their own and others' work
- developing and honing their communication skills
- gaining valuable work experience
- developing their personal and social skills
- planning and experimenting with ideas
- working collaboratively with others
- fully aware of health and safety requirements.

The Jersey Progression Qualification is designed so that learners can improve their level of general qualification through a work-related subject. It will enhance their cognitive skills and develop their practical skills so that they are more likely to be successful in achieving level 2/3 technical qualifications or level 3 general qualifications when they progress. Learners without at least a grade C or grade 4 in maths and English at GCSE will take these subjects alongside the Progression Qualification.

Entry guidance

There are no specific recommended prior learning requirements for this qualification. It should be accessible for post-16 learners who are able to demonstrate an aptitude for and an interest in the particular technical and professional area. An indicator for learners likely to achieve the Diploma within one year is prior achievement in at least 5 GCSEs at grades E to C (or 2 to 4) and/or level 1 (120 guided learning hours) vocational equivalent qualifications. Learners with a mixture of GCSE grades from D to G are more likely to achieve the Certificate in one year.

Qualification structure

The Jersey Progression Certificate and **Jersey Progression Diploma** reflect the range and depth of subject matter and skills that need to be taught at pre-technical level or pre-advanced general level.

The Jersey Progression Qualification is structured so that the smaller **Jersey Progression Certificate** is “nested” within the larger **Jersey Progression Diploma**.

The Jersey Progression Certificate requires learners to achieve **five units**, **two** of which must be **core** units and **the Jersey Progression Diploma** requires learners to achieve a further **five units**, **two** of which must be **core** units.

The Jersey Progression Certificate is a standalone five-unit qualification. The **Jersey Progression Diploma** is a ten-unit qualification which has the Jersey Progression Certificate ‘nested’ within it.

The sequencing of units is at the discretion of the course team, but the synoptic units (units 1 and 3) should normally be taught and assessed subsequent to the teaching and assessment of the other units.

The content and assessment of a unit is designed to be covered in 48 guided hours. **The Jersey Progression Certificate**, structured around five units, requires **240 guided hours** of teaching and assessment. There is an assumption that a further **160 hours of learning** will take place in addition to the 240 hours of teaching and assessment in the form of research, private study, workshop practice, rehearsals and assignment or project preparation and writing. The 240 guided hours gives equivalency to two GCSEs in terms of the time required to acquire knowledge, understanding and skills at level 2.

The Jersey Progression Diploma builds on the five-unit structure of the Jersey Progression Certificate and requires a further **240 guided hours** of teaching and assessment. There is an assumption that a further **160 hours of learning** will take place in addition to the 240 hours of teaching and assessment in the form of research, private study, workshop practice, rehearsals and assignment or project preparation and writing. The 240 guided hours from the Jersey Progression Certificate plus the additional 240 guided hours that make up the Jersey Progression Diploma (total 480 guided hours) gives equivalency to four GCSEs in terms of the time required to acquire knowledge, understanding and skills at level 2.

JERSEY PROGRESSION QUALIFICATION STRUCTURE							
1 or 3	CORE UNIT	48 hours	P L U S	1 or 3	CORE UNIT	48 hours	
2 or 4	CORE UNIT	48 hours		2 or 4	CORE UNIT	48 hours	
5	Any THREE option units	48 hours		8	Any THREE option units	48 hours	
6		48 hours		9		48 hours	
7		48 hours		10		48 hours	
Total Guided Hours		240		Total Guided Hours		240	
JERSEY PROGRESSION CERTIFICATE				JERSEY PROGRESSION DIPLOMA			

The assessment opportunities in the **Jersey Progression Certificate** and **Jersey Progression Diploma** are designed to enable learners to demonstrate that they:

- a) have acquired the taught skills to an expected minimum level
- b) have gained sufficient practical and theoretical knowledge of the technical and professional area
- c) can demonstrate their understanding of the subject content
- d) are aware of what is required by the sector in which they are interested
- e) can behave appropriately when working within the specific technical and professional area.

To be awarded the **Level 2 Jersey Progression Certificate**, learners are required to successfully complete **two core units** and **three option units**. Learners must successfully demonstrate their achievement of all learning outcomes in the required units as detailed in this qualification specification. Unit certificates can be awarded to learners who have not achieved the full qualification, but who have achieved at least one unit.

To be awarded the **Level 2 Jersey Progression Diploma**, learners are required to successfully complete a further **two core units** and a further **three option units**. Learners must successfully demonstrate their achievement of all learning outcomes in the required units as detailed in this qualification specification.

Grading

The Jersey Progression Certificate and Diploma are graded qualifications. The grades for individual units are recorded on the final certificate, but there is **one** overall grade of Pass, Merit, Distinction, or Distinction* awarded for the Certificate and a **second** overall grade of Pass, Merit, Distinction, or Distinction* awarded for the Diploma. The grade of Distinction* is awarded if all the units are achieved at Distinction level.

Grading descriptors for each learning outcome and each unit have been included in this qualification specification. Assessors must be confident that all the learning outcomes have been evidenced and met by the learner in order to pass the unit. Assessors will judge the evidence produced by the learner to determine the grade for the unit.

Pass, Merit and Distinction Grades are awarded for the **Jersey Progression Certificate** at unit level and these are converted to **one** overall grade for the five units (2 core and 3 option) that contribute to the award of this qualification.

Similarly, Pass, Merit and Distinction Grades are awarded for the remaining five units that make up the **Jersey Progression Diploma** at unit level and these are converted to a **second** overall grade for the qualification for the remaining five units (2 core and 3 option) that contribute to the award of this qualification.

The Jersey Progression Certificate is awarded with **one** overall grade of Pass, Merit, Distinction or Distinction*.

The Jersey Progression Diploma is awarded with the **one** overall grade of Pass, Merit, Distinction or Distinction* achieved through the units that make up the Certificate and a **second** overall grade of Pass, Merit, Distinction or Distinction* achieved through the remaining units that make up the Diploma.

Distinction* is only awarded where all units are achieved at Distinction level.

Unit grading

The grading descriptors for each unit are included in the qualification specification. Grading descriptors are 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 learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. Grading is initially carried out at the learning outcome level.

Assessors must firstly be confident that all the Pass descriptors have been met for a learning outcome.

For example:

Pass:	LO1: Describes some characteristics and benefits of good customer service and some elements of legal requirements
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Assessors can then move on to decide if the Merit descriptors have been met for the learning outcome.

For example:

Merit:	LO1: Describes a range of good customer service characteristics and benefits citing some examples and a range of legal requirements
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If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met for the learning outcome.

For example:

Distinction:	LO1: Describes a wide range of good customer service characteristics, benefits and legal requirements citing examples for each one
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Each unit has three grades which are equally weighted. If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved (NYA) must be awarded for the unit.

Overall unit grade

The overall unit grade is determined by the highest average grade across the three learning outcomes. The overall unit grade will be determined from the following table:

LO1	LO2	LO3	Overall
P	P	P	P
P	P	M	P
P	P	D	M
P	M	P	P
P	M	M	M
P	M	D	M
P	D	P	M
P	D	M	M
P	D	D	M
M	P	P	P
M	M	M	M
M	M	P	M
M	M	D	M
M	D	D	D
M	P	M	M
M	P	D	M
M	D	D	D
D	P	P	M
D	M	M	M
D	M	P	M
D	M	D	D
D	D	M	D
D	D	D	D
D	P	M	M
D	P	D	M
Pass is a minimum requirement for all learning outcomes			

Pass only criteria

When a learning outcome is **PASS** only, for example LO1, the criterion for LO1 applies to MERIT and DISTINCTION and the grade for LO1 defaults to the highest grade achieved for LO2 or LO3 in order to determine the overall unit grade.

For example:

	PASS	MERIT	DISTINCTI	Grade
LO 1	PASS ONLY	PASS ONLY	PASS ONLY	Defaults to DISTINCTION
LO 2			Meets Distinction	DISTINCTION
LO 3		Meets Merit		MERIT
LO1 = D; LO2 = D; LO3 = M (DDM = D)				DISTINCTION

A further example, where LO3 is pass only:

	PASS	MERIT	DISTINCTI	Grade
LO 1		Meets Merit		MERIT
LO 2		Meets Merit		MERIT
LO 3	PASS	PASS	PASS	Defaults to MERIT
LO1 = M; LO2 = M; LO3 = M (MMM = M)				MERIT

Qualification grading

The final grade for the qualification is based on the unit grades - Pass, Merit, and Distinction. It is arrived at according to the table below which shows how the combination of unit grades is aggregated to form the overall qualification grade for the Certificate and the Diploma.

An awarding panel will meet before the final grades are submitted to NCFE to consider special considerations and extenuating circumstances.

The **highest** possible grade is determined first. Units 1, 2, 3 and 4 are the **core** units of the qualification. Units 1 and 3 contain synoptic elements, unit 2 contains essential knowledge and skills and unit 4 is the **Working in the Industry** unit which is common to all subject strands. Units 5 and above are all option units. The **highest** overall grade is determined by:

1. Selecting the highest grade achieved for unit 1 or 3
2. Selecting the highest grade achieved for unit 2 or 4
3. Selecting the **three** highest grades achieved from the option units.

For example:

This is a candidate grade profile for all 10 units:

1	2	3	4	5	6	7	8	9	10
P	M	M	D	P	M	P	D	D	M

1. Between units 1 and 3, the highest grade achieved is for Unit 3: **MERIT**
2. Between units 2 and 4, the highest grade achieved is for Unit 4: **DISTINCTION**
3. The **three** highest grades achieved from the option units are for Units 8, 9 and 6 or 10: **DISTINCTION; DISTINCTION; MERIT.**

The five **highest** grades achieved in this example (arranged in the order with lowest grades first) are:

A	B	C	D	E
M	M	D	D	D

The final **highest** overall grade is aggregated according to the table below:

Unit A	Unit B	Unit C	Unit D	Unit E	Final overall grade
P	P	P	P	P	P
M	M	M	M	M	M
D	D	D	D	D	D*
P	P	P	P	M	P
P	P	P	P	D	P
P	M	M	M	M	M
M	M	M	M	D	M
P	D	D	D	D	D
M	D	D	D	D	D
P	P	P	M	M	P
P	P	P	D	D	M
P	P	M	M	M	M
M	M	M	D	D	M
P	P	D	D	D	M
M	M	D	D	D	D
P	P	P	M	D	M
P	M	M	M	D	M
P	M	D	D	D	M
P	P	M	M	D	M
P	P	M	D	D	M
P	M	M	D	D	M
These two grade profiles are only one grade different from the higher grade and should be reviewed at awarding.					

From the table above, the example of a grade profile of **MMDDD** works out as an overall grade of **Distinction**.

A	B	C	D	E	OVERALL GRADE
M	M	D	D	D	D

Where **five** appropriate units have been achieved but less than 10 units have been fully achieved, just the Jersey Progression Certificate is awarded and the highest grade (Distinction, in this example) will be recorded on the certificate. A unit certificate for any additional units above the five used to grade the Certificate but fewer than five to contribute towards a Diploma will be issued. Where fewer than five units overall have been achieved, just a unit certificate will be awarded for the units achieved.

Once the **highest** overall grade has been determined, the remaining five units can be used to determine the **second overall grade** for the **Jersey Progression Diploma**. Using the example from above, the remaining unit grades that can be used to calculate the second overall grade are:

1	2	5	7	10
P	M	P	P	M

Rearranged in grade order, with the lowest first, gives a grade profile of **PPPM**. Using the final overall grade table from above, the **second overall grade** is a **Pass**.

Unit A	Unit B	Unit C	Unit D	Unit E	Final overall grade
P	P	P	M	M	P
These two grade profiles are only one grade different from the higher grade and should be reviewed at awarding.					

From the overall grade table, it will be noted that this particular profile is highlighted in red because it is a borderline grade. At the awarding stage there is an opportunity to review the grades for the units with a pass to ensure that the assessment is secure.

Where the learner has achieved ten units, as in the example above, they will receive **one overall grade** for the **Jersey Progression Certificate** and a **second overall grade** for the **Jersey Progression Diploma**. In the example above, the overall grades are Pass and Distinction. Where one grade is higher than the other, the lower grade should be assigned to the Jersey Progression Certificate (Pass) and the higher grade to the Jersey Progression Diploma (Distinction).

Distinction* (star) is awarded where all of the grades for the Certificate are Distinction. Double Distinction*(star) is awarded where all 10 units are graded Distinction.

Overall grading descriptors

Not Yet Achieved

The learner will not meet all the learning outcomes 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 learner will meet all the requirements as set out in the assessment criteria for each unit. They will make some effort to apply knowledge, and have some understanding of key concepts, but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials, but this may be uneven in application. Their evidence will show some degree of planning, organisational and investigatory skills, but may be lacking in structure.

The learner will have completed the tasks to the minimum standard for a level 2 qualification.

Merit

To achieve a Merit grade the learner will meet all the requirements as set out in the assessment criteria for each unit to the required standard. They 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 learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. Their evidence will show planning, organisation and investigatory skills in a clear and logical way.

The learner will have completed the tasks in a manner exceeding the minimum standard for a level 2 qualification.

Distinction

To achieve a Distinction grade the learner will meet all the requirements as set out in the assessment criteria for each unit to a high standard. They will demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. They will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. Their evidence will be appropriately contextualised showing planning, organisation and investigatory skills in a well-structured and thorough way.

The learner will have shown a high degree of motivation, ability and commitment and will have completed the tasks effectively in a manner far exceeding the minimum standard for a level 2 qualification.

Distinction* (Star)

The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work for a level 2 qualification.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification. The assessment for the **Jersey Progression Qualification** is unit based. Each unit requires the learner to demonstrate that they have met the learning outcomes. Learning outcomes are assessed through a portfolio of evidence which can take a number of different forms. The assessment methods used are appropriate to the type of learning activity and tasks prescribed in the unit.

Assessment methods include:

- Assignments
- Project based work
- Written tests or examinations
- Practical tests or examinations
- Lecturer/assessor observation
- Audio/video recorded activities
- Interviews or a viva
- On-line assessment
- Portfolio of documentation
- Sketchbooks
- Video/audio diaries
- Workbooks
- Use of blogs or discussion forums
- Employer or customer/client feedback.

Course-based assessment

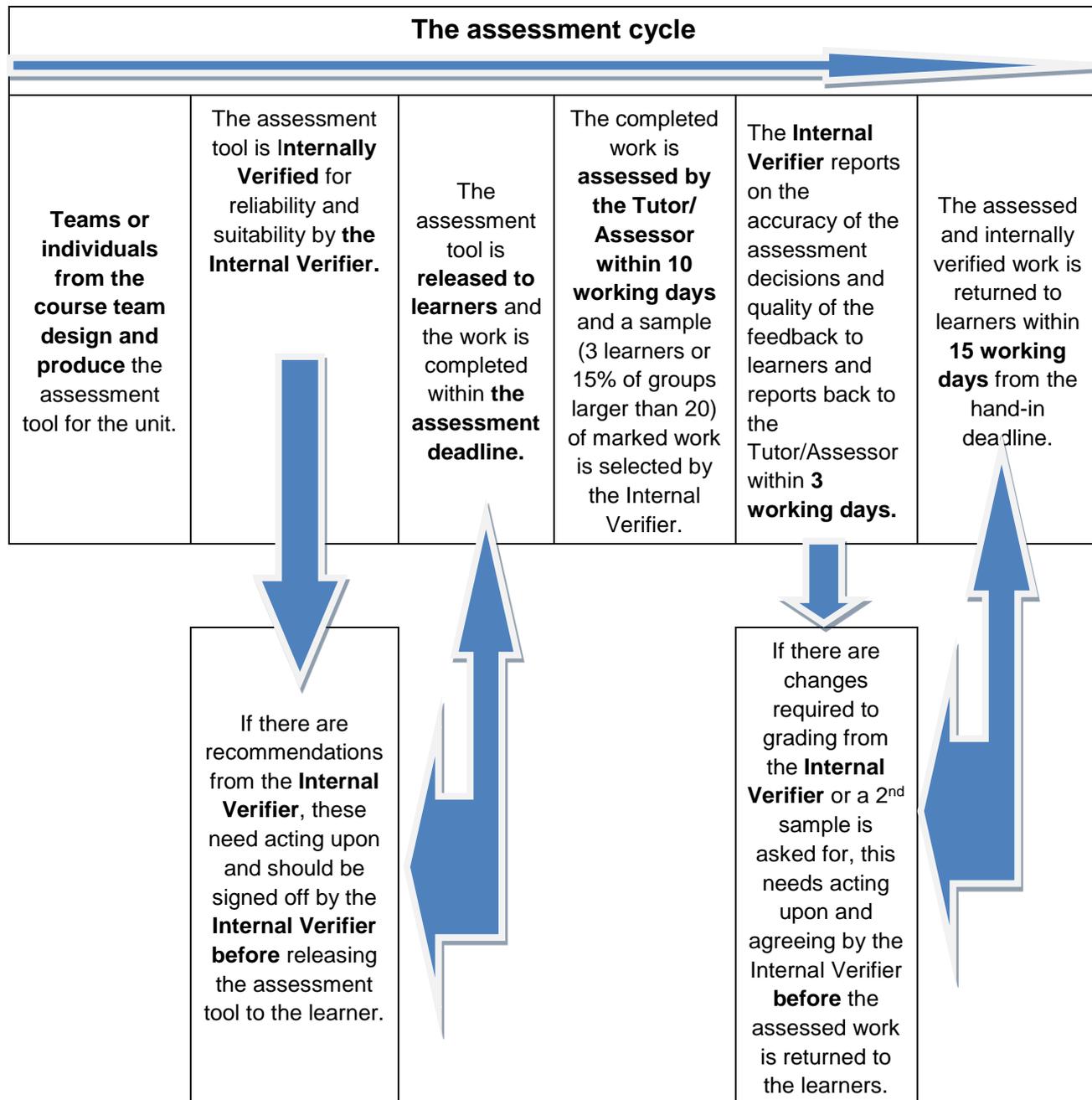
The assessment tool or activity for each unit is designed and set by each course team or an individual member of the team. A unit may have more than one assessment type to cover all of the learning outcomes but this will not *normally* exceed more than one per learning outcome. Where possible, a single assessment activity per unit is advised. Whilst **all** of the content of a unit must be taught, course teams can be **selective** about which aspects of the content may be assessed, particularly where assessment tests or assignments are unseen prior to the learner taking them.

Once the assessment tool is designed and written it is given to an **Internal Verifier** to verify prior to being released to learners. The **Internal Verifier** must be independent from the design and production process of the assessment tool. The role of the **Internal Verifier** is to check the reliability and appropriateness of the assessment tool. The Internal Verifier will complete a pro-forma and feedback to the assessment tool writer/designer who will act upon any recommendations or required changes before issuing the assessment tool to learners.

Each learner will complete the appropriate assessment task or tasks for each unit to a given deadline. On completion of each unit learners will declare that the work produced is their own unaided work (except in the case of examinations or tests taken under timed and supervised conditions). The tutor/assessor will countersign this declaration to confirm that the work carried out is the learner's own and unaided work. Learners may carry out research activities outside of the supervised sessions, but any work submitted for assessment must be authenticated and attributable to the learner. Learners should ensure that any work by others or research material used in their assessed work is properly referenced and the source acknowledged.

Learner work will be assessed by the tutor/assessor using the grading criteria from each unit. The **Internal Verifier** will sample the assessed work and feedback to

the tutor/assessor on the accuracy of their assessment decisions using an Internal Verification pro-forma. The Tutor/Assessor must act on the feedback from the Internal Verifier and amend their assessment decisions accordingly. A further sample may be asked for where there are inaccuracies in the marking. A minimum of **three** different learners' work or **15%** of the cohort (whichever is the greater) should be sampled by the Internal Verifier for each assessment task. Across all units, all learners should be sampled where possible.



Standardisation

To ensure that standards are maintained across the whole Jersey Progression Qualification and within each subject strand, a **Lead Internal Verifier** will sample at least **three** different internally verified Assessment Tools within each subject strand. The **Lead Internal Verifier** will provide each Course Team and their Internal Verifiers with a brief report that highlights areas of good practice and identifies any areas for improvement. The **Lead Internal Verifier** will also report to an annual **Jersey Progression Qualification Review Board** on the standard, quality and consistency of the assessment tools being used across the qualification and make recommendations for improvements year on year.

The **Lead Internal Verifier** will also sample at least **three** internally verified assessment decisions from each subject strand. They will compare standards across and between each subject strand. This will ensure that assessment and grading decisions are being arrived at consistently in terms of the types and quality of evidence being presented for assessment purposes and the application of grading descriptors. The **Lead Internal Verifier** will also carry out standardisation exercises within subject strands and between different subject strands. The **Lead Internal Verifier** will produce a brief report for each course team that highlights good practice and provides recommendations that will ensure consistency and fairness of marking. The **Lead Internal Verifier** will also report to an annual **Jersey Progression Qualification Review Board** on the reliability and consistency of assessment decisions within each programme and across the Jersey Progression Qualification as a whole.

External verification

To further assure the quality and consistency of assessment across all subjects of the Jersey Progression Qualification, there is an external verification process that mirrors that of the Lead Internal Verification process. External verification is carried out by an external verifier who is appointed, trained and monitored by NCFE. The external verifier is responsible for monitoring and sampling learners' evidence to ensure that assessment decisions are valid, reliable, fair and consistent. The issuing of certificates by NCFE is subject to the External Verifier reporting that all of the conditions of accreditation have been met.

Awarding

An annual **Award Board** is held in late June/early July once all of the assessments are completed across all subject areas and the grades for each student are verified and recorded. The College Registrar is responsible for running these meetings and ensuring that the correct grades are recorded and reported to NCFE. **The Award Board** is made up of the Chair (normally the College Registrar), a member of the College Leadership Team, the Lead Internal Verifier and a Minutes Secretary.

Attendance at the Award Board

- The Head of Department or Director for the named qualification
- The Subject Co-ordinator for the named qualification
- The internal verifier(s) of all units for the named qualification
- Attendance of **unit assessors** at the awarding meeting is **optional**

Required documentation for the Award Board

- Copies of all completed Extenuating Circumstances forms (if any)
- Copies of all completed Candidate Appeals forms (if any)
- Copies of documentation related to compensation for missing marks (if any)
- Completed grading sheets for all candidates showing all unit grades and the proposed final overall grade for the Jersey Progression Certificate and for the Jersey Progression Diploma.

Agenda for the awarding meeting²

1. Welcome by the Chair and record of attendees made
2. Consideration of any Extenuating Circumstances
3. Decisions regarding individual candidates and extenuating circumstances documented and implemented **prior** to awarding³
4. Consideration of any Appeals
5. Decisions regarding individual appeals documented and implemented **prior** to awarding
6. Review of any candidates who have failed to complete the Certificate or the Diploma (or Unit 4: Working in the Industry) where there are no extenuating circumstances and/or an appeal has not been upheld
7. Chair records decisions related to non-completers which will be **one** of the following:
 - a. The candidate is allowed to resubmit work by a set date
 - b. The candidate is unable to resubmit work and achievement at unit only level will be recorded
8. Review of grade boundaries (at unit level for unit 4; at whole qualification level for named qualifications awarding).⁴
 - a. For unit 4: The Unit Leader will talk the panel through the Minimum Mark Setting Process for the unit and verify how the grade boundary decisions for the unit were reached. Comparison with the previous year's grade boundaries also to be taken into consideration.
 - b. All candidates with grades **PPM** (which equates to an overall **Pass** grade) to be reviewed. This is to ensure that the team is satisfied that all of the units graded Pass are securely assessed. If any of the units graded at Pass are close to the Pass/Merit boundary, this work may be recommended for re-assessment. If one of the pass units is re-assessed at Merit, the overall grade to be awarded at **Merit**.

² Unit 4: Working in the Industry is common to all named qualifications. There will be a separate awarding meeting for this unit which will happen before the subject panels. The agenda for this meeting will relate solely to the unit and the decisions for this unit will be carried forward to each subject awarding meeting.

³ Where decisions related to Extenuating Circumstances and/or appeals cannot be resolved at this stage, the panel will reconvene to determine the outcomes for the individual candidates concerned. Decisions related to candidates where there are no appeals or extenuating circumstances will be made as part of items 6 and 7.

⁴ Where the Unit 4 result is the reason for a candidate's overall grade being on the Pass/Merit or Merit/Distinction grade boundaries and that candidate's unit 4 grade is within 1 mark of the learning outcome grades for the unit, their work will be reviewed.

- c. All candidates with grades **MMMDD** (which equates to an overall **Merit** grade) to be reviewed. This is to ensure that the team is satisfied that all of the units graded Merit are securely assessed. If any of the units graded at Merit are close to the Merit/Distinction boundary, this work may be recommended for re- assessment. If one of the Merit units is re-assessed at Distinction, the overall grade to be awarded at **Distinction**.
9. Confirmation of the award of the Jersey Progression Certificate and the Jersey Progression Diploma for each candidate in the named qualification pathway.
10. Summary of Actions from the meeting.
11. AOB.

The Chair will make it clear at the outset of each Awarding Meeting that the results remain confidential until the External Verifier has submitted their final report for the year.

Assessment regulations

To achieve the **Jersey Progression Qualification** learners will successfully pass the units associated with the qualification. The assessment schedule for each unit will be identified at the start of the course and may include a range of different tasks such as practical activities, skill tests, in-class tests, course work, written reports and formal examinations, amongst others. A submissions calendar for all assessed work will be made available at the beginning of the academic year.

Deadlines for assessment are an important part of the **Jersey Progression Qualification** as by meeting these, learners develop the important employability skill of good time management. It is also important not to advantage learners by accepting late work. This allows individuals extra time to complete assignments, which is unfair. If there are extenuating circumstances for late submission the learning needs to complete the appropriate form and submit it for consideration at the Award Board. Assessments which are not submitted by the original specified assessment deadline but are received within five working days afterwards will be marked but will only be able to receive a maximum grade of **Pass**. Late work will have limited written feedback.

Normally only one opportunity will be given to provide final formative assessment feedback on assessed work. Feedback will focus on enhancing the learners' understanding and knowledge to allow them to further develop their answers. It is not intended that tutors write or provide information that can be directly incorporated into an assessment.

Following formative assessment and feedback, learners are able to:

- Revisit work to add to the original evidence produced to consolidate a Pass grade or to enhance their work to achieve a higher grade
- Submit evidence for summative assessment and the final unit grade.

Summative assessment is a final assessment decision on an assessment task in relation to the assessment criteria of each unit. It is the definitive assessment and it is recorded on the learner's profile. Should the learner not achieve at least a Pass grade, the submitted work will be recorded as 'Not Yet Achieved'.

Reassessment

The decision on whether to offer the learner the opportunity for reassessment will be made by the Course Team, in consultation with the Lead Internal Verifier, prior to the Award Board. Reassessment can either be through:

- Resubmission – revision of the work originally submitted; or
- Retake – submission of a new piece of work.

Extenuating circumstances

The purpose of this policy is to outline the support available for learners who, during their studies, experience exceptional unforeseen circumstances beyond their control which severely affect their ability to successfully complete an assessment, meet an assignment deadline or sit an examination. The table below gives an indication of what might be considered valid extenuating circumstances and circumstances which would not be considered valid.

This list is not exhaustive and learners should not make assumptions regarding extenuating circumstances but should ask for advice from their tutor or staff from Student Life to confirm what might be an appropriate claim.

Each claim for extenuating circumstances must be accompanied by a completed Extenuating Circumstances Form (see Appendix I) and independent supportive evidence which is signed and dated by the appropriate individual, e.g. the doctor. Examples of corroborating evidence likely to be acceptable include an original copy of a medical certificate, the doctor's or counsellor's letter on headed paper, or a hospital appointment letter. Every claim for extenuating circumstances will be considered by the Course Team, in consultation with the Lead Internal Verifier, on a case by case basis.

Applications for extenuating circumstances should always be made as soon as possible **before** the assessment deadline. Claims made after the assignment is due will not normally be considered unless there are exceptional reasons for not doing so. Evidence and a completed claim form must be provided within five working days of the assessment deadline to support any such claims. If a claim is considered valid, an extension of a maximum of **ten working days** will normally be granted and the assessment must be submitted before this revised deadline. Any late submission of work for which there is no valid claim for extenuating circumstances but which is submitted within five working days of the initial deadline will receive a maximum grade of Pass.

Compensation

To be awarded the Jersey Progression Certificate it is expected that the learner achieves two core units and three option units and for the Jersey Progression Diploma a further two core units and three option units. However, it may be possible to award **compensation** for one incomplete unit in the Certificate and one incomplete unit in the Diploma if there are valid extenuating circumstances. This equates to a maximum of 20% compensation for each qualification. The decision to award compensation rests with the Award Board. Where a unit is compensated, this will be shown on the learner transcript.

Valid extenuating circumstances
Medical illness or serious injury which has a severe impact on work and can be evidenced by a GP/Doctor
Extreme personal problems
Bereavement of a close family member or close friend
Not valid
Coughs, colds, sore throats or other minor illnesses
Illness affecting relatives or friends would not be considered a valid reason unless it is serious or you are the main carer
Making personal arrangements such as holiday arrangements, medical appointments, etc., which conflict with the examination and assessment timetable
Transport problems
Computer problems including submission of the wrong file, computer malfunction, etc.
Alarm clock not going off
Misreading the timetable and/or failing to attend at the right time and in the right place
Non-submission of work
Lateness or absence from assessment sessions
Moving house
Sanctions imposed for being in breach of college regulations.

Student academic appeal procedure

If a learner disagrees with an assessment decision the procedure outlined below will be followed. Please note an appeal can only be based on the achievement/non-achievement of the specific criteria related to that assessment.

Stage One: Informal

If a learner disagrees with the assessment decision of an assessor, the learner must discuss this with the assessor within a period of five working days following the assessment decision. If the matter is unresolved then the issues should be documented on a Candidate Appeal Form (see Appendix II) before moving to Stage Two.

Stage Two: Formal

The internal verifier should review the assessment decision within five working days and notify the learner in writing. The learner agrees or disagrees with the outcome, in writing, within a period of five working days and if the matter is unresolved Stage Three takes effect.

Stage Three: Appeal Hearing

The College Registrar or their nominee will hear the appeal within a period of ten working days. The panel at the Appeal Hearing will also include the Head of Department, the original assessor and the internal verifier. The learner can choose to be accompanied by a friend, parent or guardian. The panel will inform the learner of the outcome of the hearing, both orally and in writing, within five working days.

Academic malpractice policy

Academic malpractice can be defined as any attempt to gain unfair advantage in the assessment process of a qualification and therefore manipulate the grades which might be achieved. Malpractice may be intentional or unintentional, however, the college policy on malpractice does not consider whether there is intention to deceive or not.

Examples of malpractice include:

- allowing someone else to complete the assignment;
- copying another learner's work (with or without their permission);
- copying anything from the internet or from an article or book without acknowledging the author; or
- failure to reference sources correctly.

All assessed work must be solely the own work of the learner and learners must sign an assessment cover sheet before submission to confirm this.

The College supports learners in the avoidance of malpractice by helping them to develop appropriate academic skills through the initial part of their studies. This includes tuition on how to carry out and record research, writing skills and referencing.

The College takes academic malpractice very seriously and has produced a full policy which outlines what is deemed as malpractice, the process the college will use to investigate its occurrence and the sanctions which may be imposed if malpractice is proven. The policy and guidelines relating to academic malpractice can be found on the College Intranet.

Access arrangements and reasonable adjustments

The College takes its commitments under the Discrimination (Jersey) Law 2013 very seriously and works to create equal access for learners through the provision of information, advice, guidance and, where appropriate, additional support to meet individual needs and situations.

If you have a recognised learning need, medical condition or disability which affects your ability to study, complete assessments or sit examinations, you must bring this to the attention of your tutor. They will advise you on the best course of action in accordance with the Highlands College Special Educational Needs and Equality, Diversity and Inclusiveness policies. These College policies have been developed to take account of the published policies and regulations of the Joint Council for Qualifications. Under these policies you may qualify for access arrangements, reasonable adjustments or additional support when studying or undertaking assessed work. Any such claims must be made in a timely manner and supported by appropriate evidence and documentation.

Section B

Unit Content

and

assessment

guidance

Structure of the Jersey Progression Qualification in Performing Arts

Unit No.	Unit Title	Core/Option
1	Devising an Independent Performance	Core
2	Developing a Performance Skill	Core
3a	Performing a Scripted Work	Core
3b	Producing an Audio-Visual Media Product	
4	Working in the Industry	Core
<p>The Jersey Progression Certificate requires learners to achieve unit 1 or 3 and unit 2 or 4.</p> <p>The Jersey Progression Diploma requires learners to achieve the remaining two core units.</p>		
5	Devising & Producing a Performance	Option
6	Acting Techniques in Context	Option
7	Dance Performance Techniques	Option
8	Music Performance Techniques	Option
9	Digital Video Production	Option
10	Digital Audio Production	Option
<p>The Jersey Progression Certificate requires learners to achieve unit 1 or 3 and unit 2 or 4 and a further three option units.</p> <p>The Jersey Progression Diploma requires learners to achieve the remaining two core units and a further three different option units from those achieved for the Certificate.</p>		

Unit 1 – Devising an Independent Performance

Unit summary	This unit involves creating a piece of original performance work in response to stimulus material or a client brief. It will enable you to apply the skills learnt through other units to create an original work for performance.
Guided learning hours	48 hours
Level	2
<ul style="list-style-type: none">• This is a synoptic unit• This is a core unit	
Learning outcome 1	
The learner will: Select and develop material for a devised performance.	
The learner must know about: <ul style="list-style-type: none">• Using stimulus material for example, text, images, video recordings, audio and discussions to develop a performance• Developing ideas for a devised performance that may include scripting, dance notation or musical scores.• Working with a target audience and or/commissioning client	
Learning outcome 2	
The learner will: Rehearse & perform a devised performance.	
The learner must demonstrate: <ul style="list-style-type: none">• Rehearsal techniques that are appropriate for the performance work• Performance skills that are appropriate for their chosen discipline (acting/dance/music)• Communication skills appropriate for a live performance in front of an audience	
Learning outcome 3	
The learner will: Review the effectiveness of the devised performance.	
The learner must consider: <ul style="list-style-type: none">• Audience response and the effectiveness by which themes/ideas were communicated.• Effectiveness of the planning & rehearsal process• What worked and what could be improved.• Own contributions to the creative process• Suggestions for own future development	

Grading descriptors

Pass:

LO1: Select and develop material for a devised performance.

- Identify some possible solutions to artistic and technical problems
- Contribute some suggestions and ideas that are mostly relevant to the work.
- Engage in a limited way with the client and/or audience

LO2: Rehearse & perform a devised performance.

- Select and use appropriate rehearsal techniques with variable consistency.
- Develop and present a performance role that meets the requirements of the work and use musical, vocal and/or physical skills with some degree of accuracy.
- Show some degree of success in communicating their intentions to the audience.

LO3: Review the effectiveness of the devised performance.

- Comment on audience response and effectiveness of communication
- Outline the effectiveness of the planning and rehearsal processes
- Identify some strengths and weaknesses of the performance with some evidence.
- Reflect on own contribution with limited suggestions for development

Merit:

LO1: Select and develop material for a devised performance.

- Identify and apply effective solutions to artistic and technical problems.
- Develop suggestions and ideas that focus on communicating the artistic intentions of the work.
- Engage consistently with the client and/or audience

LO2: Rehearse and perform in a devised performance.

- Select and use appropriate rehearsal techniques consistently.
- Develop and present a performance role that, at times, shows an appropriate response to the requirements of the work, and use musical, vocal and/or physical skills in a controlled and consistent manner.
- Be effective in communicating intentions to the audience most of the time.

LO3: Review the effectiveness of the devised performance.

- Review audience response and effectiveness of communication with some appropriate evidence
- Review the effectiveness of the planning and rehearsal processes with some appropriate evidence.
- Identify most strengths and weaknesses of the performance supported by appropriate evidence
- Reflect honestly on own contribution with appropriate suggestions for development linked to evidence.

LO1: Select and develop material for a devised performance.

- Plan and clearly articulate their solutions to artistic and technical problems.
- Consistently make positive contributions that focus on developing and shaping the work with a sense of structure.
- Collaborate effectively with the client and/or audience throughout the production

LO2: Rehearse and perform in a devised performance.

- Select and use appropriate rehearsal techniques in a focussed and effective way.
- Develop and present a role that shows an imaginative response to the requirements of the work and use vocal, physical and/or vocal skills assuredly and inventively.
- Communicate intentions to the audience with clarity and in an engaging manner.

LO3: Review the effectiveness of the devised performance.

- Thoroughly evaluate audience response and communication with reference to clear and specific examples.
- Thoroughly evaluate the planning and rehearsal processes.
- Provide a detailed and insightful evaluation of the strengths and weaknesses of the devised work consistently supported by appropriate examples.
- Demonstrate insightful evaluation of own contribution with clear and achievable targets for future development.

Assessment and types of evidence

The controlled assessment for this unit consists of:

- Performance log in the form of blog posts containing outline plans, scenarios, scripts and an account of the individual's contribution. This will be compiled under timed and controlled conditions lasting 90 minutes and will be evidence for LO1.
- A scheduled performance of the devised work that will be observed and assessed by an external verifier. This will be partial evidence for LO1 and complete evidence for LO2.
- An evaluation of the process, own contribution and performance with considered further developments will be through a Viva Voce or blog posts. This will be evidence for LO3 after the performance has taken place.

Delivery guidance

The delivery of the unit will focus on preparing the learners for the requirements of the synoptic assessment. Performance (acting, dance and/or music), improvisation and research skills, knowledge of forms and genres and how to structure performance work will all be covered in units from across the course. The focus of this unit is on how to apply these skills to stimulus material in order to create a piece of original devised performance work. Around one third of the time for this unit requires teacher input to provide learners with strategies that learners can use to respond to stimulus material and explore its performance potential. This might consist of a series of practical workshops in which learners are made aware of structure (exposition, development, denouement, climax, resolution); character development; forms and genre (e.g. naturalism; musicals, minimalism; physical theatre); stagecraft (e.g. use of space, props, costume, lighting, proxemics) and ways of communicating ideas, feelings and themes.

Part of the teaching time should be spent on preparing learners for the assessment requirements of the unit so that they are aware of how to complete the portfolio and what they need to do to complete the portfolio. Learners will also require support in how to plan and use their time effectively during the development time leading up to the performance. Learners will need to be aware of how to allocate tasks and how to distribute shared and individual responsibilities during the devising process.

Once the group has been given the pre-release material the tutor's role is to act as an advisor and to respond to requests or questions from individuals and the group.

Unit 2 – Developing a Performance Skill

Unit summary

This unit is an introduction to combining the performance skills of acting, dance and music. You will assess your current ability in one discipline and demonstrate a personal improvement. This has to be a skill that you need to develop further.

Guided learning hours

48 hours

Level

2

This core unit is a controlled assessment.

Learning outcome 1

The learner will: Recognise the key requirements of one performance discipline.

The learner must know about one discipline from:

- **Acting** involving vocalization, accents, learning lines and characterisation
- **Dance** involving rhythm, learning moves, specific style techniques for contemporary dance
- **Music** involving playing technique of a chosen instrument or singing

Learning outcome 2

The learner will: Demonstrate development in performance skills.

The learner must demonstrate skills in one discipline from:

- **Acting skills** using confident vocal projection, speaking in an accent not their own, learnt lines, using appropriate facial/ body gestures and engaging with an audience.
- **Dance skills** using accurate control of body movements, memorized sequence and engaging with the audience.
- **Musical skills** using accurate breath control and/or finger control, accurate pitching and able to engage with the audience.

Learning outcome 3

The learner will: Review own development in performance skills.

The learner must consider:

- **Setting own targets** that should be both short and long term goals to improve specific skills
- **Progress tracking** to show improvements on a regular basis using a log of practice sessions.

Grading descriptors

Pass:	<p>LO1: Recognise the key requirements of a performance discipline.</p> <ul style="list-style-type: none"> • Correctly identify one requirement for a performance discipline. <p>LO2: Demonstrate development in performance skills.</p> <ul style="list-style-type: none"> • Show some improvement and development in performance skills acquisition in a discipline. <p>LO3: Review own development in performance skills.</p> <ul style="list-style-type: none"> • Identify the main areas for improvement. • Review the progress made in general terms.
Merit:	<p>LO1: Recognise the key requirements of a performance discipline.</p> <ul style="list-style-type: none"> • Correctly outline one requirement for a performance discipline. <p>LO2: Demonstrate development in performance skills.</p> <ul style="list-style-type: none"> • Show noticeable improvement and development in performance skills acquisition in a discipline. <p>LO3: Review own development in performance skills.</p> <ul style="list-style-type: none"> • Review the main areas for improvement. • Review the progress made in some detail.
Distinction:	<p>LO1: Recognise the key requirements of a performance discipline</p> <ul style="list-style-type: none"> • Correctly analyse one requirement for a performance discipline with some insight. <p>LO2: Demonstrate development in performance skills.</p> <ul style="list-style-type: none"> • Show considerable improvement and development in performance skills acquisition in a discipline. <p>LO3: Review own development in performance skills.</p> <ul style="list-style-type: none"> • Review in detail the main areas for improvement. • Review the progress made in significant detail.

Assessment and types of evidence

This unit is a controlled assessment. The evidence and assessment for this unit consists of:

- One practical demonstration related to one performance discipline from acting, dance and music. carried out at the start of the unit and recorded. The same exercise will be repeated at the end of the unit and recorded. LO2 will be assessed by comparing the two performances.
- LO1 will be assessed during the second recorded performance as a presentation.
- LO3 will be assessed through the completion of a target setting and progress tracker completed under supervision conditions at three milestone points during the unit.

Delivery guidance

This unit begins with a skills audit test for each learner in one discipline from dance, drama and music. The test chosen for the discipline should be at a difficulty level commensurate with level 2 and should be a solo piece. For the music component, learners should make their own choice between singing or instrumental music (which can be acoustic or electronic, tuned or percussion). For the dance component, learners can have a choice of dance style (e.g. ballet, jazz, tap, street dance). For the acting component, the choice is limited to verse or prose dialogue and the challenge can be to perform it in an accent other than the learner's own. The exercise should be no longer than 90 seconds in duration. Learners can have a set time to learn the piece and ask for guidance in the lesson prior to the initial assessment.

The teaching of this unit can run in tandem with the specialist technique units for each discipline (Acting, Dance Performance and Music Performance) but this unit is aimed at focusing on the discipline(s) that is not a learner's preferred or most experienced area of work so that they can broaden their range of performance skills. Through this unit, learners can be introduced to the language and terminology of each of the disciplines and come to an understanding of their similarities and differences. For example, a session can be devoted to a concept such as rhythm or characterisation and learners can explore in practical ways how they have both related and specific meanings within acting, dance performance and music performance. Learners will need to assess the distance they need to travel for each of the disciplines and work out a practice plan for each of the exercises so that they can hone their individual skills.

They have three milestone opportunities to review their progress as they work on each of the exercises in each discipline and they can ask for help and guidance throughout the improvement process. The tutor should ensure that each learner in the group receives an equal amount of attention and support, which can be done by scheduling regular individual feedback sessions for each learner.

Unit 3a – Performing a scripted work

Unit summary	This unit brings together all of the knowledge and skills developed throughout the course by enabling you to take part in the rehearsal and performance of an existing work that has been written, composed and/or choreographed by others.
Guided learning hours	48 hours
Level	2
This core unit is a synoptic and controlled assessment.	
Learning outcome 1	
The learner will: Understand the requirements of a role for live performance.	
The learner must know about:	
<ul style="list-style-type: none">• Identifying interpretative performing skills most suitable for the role	
Learning outcome 2	
The learner will: Demonstrate performing skills in a live performance.	
The learner must demonstrate:	
<ul style="list-style-type: none">• Rehearsal discipline to include commitment, attendance, learning material and taking direction• Acting skills, Dance skills and/or Musical skills that are confident and in control.• Being able to convey meaning to the audience	
Learning outcome 3	
The learner will: Review performing skills from a live performance.	
The learner must consider:	
<ul style="list-style-type: none">• How own role for the performance was developed• How to respond to the audience's reaction to the performance• The strengths and weaknesses of own performance and how could this have been improved?	

Grading descriptors

Pass:

- LO1:** Understand the requirements of a role for live performance.
- Identify basic interpretative performance skills for a live performance
- LO2:** Demonstrate performing skills in a live performance.
- Correctly apply rehearsal discipline with variable consistency during the rehearsal process
 - Perform a role that communicates meaning to the audience in a straightforward way.
 - Present a basic interpretation.
- LO3:** Review performing skills from a live performance.
- Give a basic explanation of how the role was developed for a performance
 - Identify how you responded to the audience reaction during the live performance with appropriate evidence
 - Review what the strengths and weaknesses were for your performance in a straight forward way and suggest an area for development.

Merit:

- LO1:** Understand the requirements of a role for live performance.
- Describe in some detail interpretative skills for a live performance
 - Correctly apply performing and interpretative skills in a mostly focused way during the rehearsal process.
- LO2:** Demonstrate performing skills in a live performance.
- Correctly apply rehearsal discipline consistently during the rehearsal process
 - Perform a role that communicates meaning in an engaging way.
 - Present a thoughtful interpretation which has moments of insight and spontaneity.
- LO3:** Review performing skills from a live performance
- Explain clearly how the role was developed for a live performance
 - Identify how you responded to the audience reaction during the live performance in some detail and with appropriate evidence
 - Review what the strengths and weaknesses were for your performance in some detail and suggest an area for development in some detail.

LO1: Understand the requirements of a role for live performance.

- Explore in considerable detail interpretative performance skills for a live performance

LO2: Demonstrate performing skills in a live performance.

- Correctly apply rehearsal discipline focused and effectively during the rehearsal process
- Perform a role that communicates meaning to the audience that is consistently engaging and focused.
- Present a confident interpretation which has energy, commitment and real insight.

LO3: Review performing skills from a live performance.

- Explain in detail how the role was developed for a live performance
- Identify how you responded to the audience reaction during the live performance in significant detail and with appropriate evidence
- Review what the strengths and weaknesses were for your performance in significant detail and suggest areas for development in significant detail.

Assessment and types of evidence

This unit is synoptic and a controlled assessment. The controlled assessment for this unit consists of:

- A Director's report supporting rehearsal commitment and development of characterisation. The attendance register for rehearsals will be a key source of evidence. This will be evidence for LO1 and 2
- A public performance of the performed scripted work that will be assessed. A video recording of the assessed performance will be made for evidence purposes. This will be evidence for LO2
- An individual and/or group viva immediately following the performance to confirm the assessor's live assessment for LO3.

Delivery guidance

The delivery of this unit is in line with the professional approach required to rehearse and perform a scripted play to an audience. The key to the successful delivery of the unit is the choice of play that will provide a balanced experience and challenge to each individual in the group. The teacher can be the director of the play, and the production should aim to be fully staged with set, lighting, costumes and stage management which can be provided by learners other than the assessed candidates.

Once the play(s) is selected by the teacher/director, the scripts should be handed out to each individual for them to read in their own time to gain an understanding of the performance opportunities and requirements of the play. A pre-audition meeting may be held, so that learners can ask questions about the play and gain an insight into what the director is looking to achieve with the production. Casting can be carried out through workshops and/or individual auditions prior to rehearsals commencing.

Learners should be reminded they will need to apply the vocal, physical and acting techniques learned in other units to the rehearsal process to develop their role. Learners should come to each rehearsal prepared with research material into their role, warmed-up ready to work, wearing appropriate clothing and having learned their lines. Learners will be required to do as much work individually and in groups outside of the scheduled rehearsals as they will be required to undertake in rehearsal with the Director. Learners will need to be in tune with the directorial approach to working on the play and adapt their rehearsal technique accordingly.

It is suggested that the rehearsal period should be no longer than 10 weeks with at least the 2 weeks leading up to the performance dates being exclusively given over to rehearsing the show and practicing individual roles to achieve a satisfactory level of performance standard commensurate with a vocational course in Performing Arts.

Unit 3b – Producing an Audio-Visual Media Product

Unit summary

In this unit you will combine the skills that you have developed in other units in order to produce an audio visual media product in response to brief.

Guided learning hours

48 hours

Level

2

This is a core unit.

This is a synoptic unit.

Learning outcome 1

The learner will: Plan an audio visual product in response to a brief.

The learner must know about:

- Pre-production paperwork including;
 - Script
 - Storyboard
 - Risk assessment
 - Location assessment
- Equipment & resources

Learning outcome 2

The learner will: Produce an AV media product in response to a brief.

The learner must demonstrate:

- Ability to film footage using appropriate equipment safely and
- Ability to safely record audio that is fit for purpose.
- Appropriate presentation techniques in an AV production.
- Ability to edit audio & video into a completed AV product, export in an appropriate format and complete work to a deadline.

Learning outcome 3

The learner will: Submit the completed AV product in an appropriate format accompanied by a review of the performance on the project.

The learner must consider:

- Suitability of AV product in relation to the brief.
- Quality of content (e.g. filming, audio recording, presentation skills, editing).
- Specific actions in order to improve future outcomes.

Grading descriptors

Pass:

LO1: Plan an audio-visual product in response to a brief.

- Produce a proposed design for a publication that meets some of the requirements of the brief and shows some understanding of graphic design principals.
- Make suggestions for content that are sometimes appropriate and meet some of the requirements of the brief
- Use some technical language mostly accurately.

LO2: Produce an AV media product in response to a brief.

- Produce appropriate written material that is mostly accurate in terms of content, but limited in vocabulary and use of stylistic devices and with some grammatical errors.
- Produce appropriate photographs of a reasonable standard and use software and design skills and techniques competently.
- Meet the deadline with some elements of the product.

LO3: Submit the completed AV product in an appropriate format accompanied by a review of the performance on the project

- Outline how the product meets the brief with general observations and some supporting evidence.
- Identify some basic strengths and areas for development.
- Make some recommendations for improvement.

LO1: Plan an audio-visual product in response to a brief.

- Produce a proposed design for a publication that meets most of the requirements of the brief and makes clear use of graphic design principals.
- Make suggestions for content that are appropriate and meet most of the requirements of the brief
- Use technical language consistently and accurately.

LO2: Produce an AV media product in response to a brief.

- Produce appropriate written material that is accurate in terms of content and vocabulary, uses some stylistic devices and is largely error free.
- Produce well-composed photographs of a good technical standard, and use software and design skills and techniques appropriately and with some imagination.
- Meet the publication deadline.

LO3: Submit the completed AV product in an appropriate format accompanied by a review of the performance on the project

- Explain clearly how the product meets the brief with supporting evidence.
- Outline key strengths and areas for development thoroughly and with some insight.
- Make clear recommendations for development in most areas that require improvement.

LO1: Plan an audio-visual product in response to a brief.

- Produce a proposed design for a publication that meets all of the requirements of the brief and makes clear and imaginative use of graphic design principals.
- Make suggestions for content that show a good understanding of the brief and the audience as well as showing creativity and flair.
- Demonstrate thorough understanding and consistent use of appropriate technical language.

LO2: Produce an AV media product in response to a brief.

- Produce written material that meets all of the requirements of the brief and shows confident use of appropriate vocabulary and consistent and effective use of stylistic devices.
- Produce well-composed imaginative photographs of a high technical standard, and use software and design skills and techniques confidently with flair and imagination.
- Meet the publication deadline.

LO3: Submit the completed AV product in an appropriate format accompanied by a review of the performance on the project.

- Explain clearly and in detail how the product meets the brief with supporting evidence.
- Outline the strengths and areas for development in detail and with insight and self-reflection.
- Make detailed recommendations for improvement in all areas for development.

Assessment

This is a synoptic unit the assessment of which will be through a set brief.

The assessment should be undertaken under controlled conditions in order to provide learners with the opportunity to demonstrate their ability to work independently.

The assessment for this outcome consists of:

- Planning materials for an AV product in response to a set brief which should include:
 - Script
 - Storyboard
 - Risk assessment
 - Location assessment
 - A list of equipment and resources
- A completed AV product exported in an appropriate format and submitted to deadline.
- Completion of a review of the project evaluating performance and outcomes on a template (provided).

Delivery guidance

Delivery of the skills required by this unit will take place during Unit 8, Unit 9 and Unit 10. There should be no new learning involved in this unit, instead it should be used as an opportunity for learners to combine skills that they have learned elsewhere on the course and to work independently on a solution to a realistic brief.

Time allocated to this unit could be, in part, assigned as additional contact time for the three units above or alternatively it could be used for supported skills development or extension tasks prior to the assessment itself.

Learners should have the opportunity to engage in practice tasks linked to the types of task required by the assessment and, in particular, should be given the opportunity to work to deadlines in order to prepare them for the timed nature of the formal assessments. This can take place during discreet learning sessions and/or as part of the learning for units 8, 9 and 10.

Where learners are working under controlled conditions, they will be supervised by an invigilator and where they are engaged in independent study they will have access to all appropriate equipment and technical support but will not have access to any other form of advice or support.

Unit 4 – Working in the Industry

Unit summary	This unit will develop your readiness for the world of work. Through research activities you will develop an awareness of your industry sector and the opportunities that may be open to you. You will assess your current employability skills, plan for a placement and subsequently embark on work experience. This unit concludes with an opportunity to re-assess your skill set and the progress made.
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Guided hours	48 hours
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Level	2
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Learning outcome 1

The learner will: Identify current employability skills and plan for an industry relevant work placement.

The learner must know about:

- Employability skills and employment opportunities in their industry.
- Curriculum vitae (CV) and covering letters.
- Interview skills.

Learning outcome 2

The learner will: Carry out an industry relevant work placement.

The learner must demonstrate:

- Planning skills
- Communication skills
- Self-management skills
- Team work skills
- Problem solving skills
- Decision making skills

Learning outcome 3

The learner will: Review the progress made in developing employability skills during the placement period and how this has influenced their plans for the future.

The learner must consider:

- Their current employability skills
- The progress made from their work experience
- The impact of their work experience on improving their employability skills
- How their work experience placement has influenced their plans for the future

Grading descriptors

Pass:	<p>LO1: Identify current employability skills and plan for an industry relevant work placement.</p> <ul style="list-style-type: none"> • Identify current employability skills, their strengths and areas for development. • Identify three employment options in the sector • Complete preparation for an appropriate work placement including a basic C.V., covering letter and demonstration of adequate interview skills. <p>LO2: Carry out an industry relevant work placement.</p> <ul style="list-style-type: none"> • Complete an appropriate work placement with a satisfactory outcome. • Complete a daily work placement portfolio demonstrating some degree of accuracy against the brief. <p>LO3: Review the progress made in developing employability skills during the placement period.</p> <ul style="list-style-type: none"> • Identify a range of strengths and areas for development in employability skills and provide evidence to support this. • Outline basic ways to improve the employability skills. • Outline how their placement has influenced their plans for the future
Merit:	<p>LO1: Identify current employability skills and plan for an industry relevant work placement.</p> <ul style="list-style-type: none"> • Identify current employability skills, strengths and areas for improvement with explanations of these. • Identify and describe the job roles of at least 3 employment options in the sector • Complete tailored preparation for an appropriate work placement including a tailored C.V., appropriate covering letter and demonstration of good interview skills. <p>LO2: Carry out an industry relevant work placement.</p> <ul style="list-style-type: none"> • Complete an appropriate work placement with a satisfactory outcome. • Complete a daily work placement portfolio demonstrating mostly accurate information against the brief. <p>LO3: Review the progress made in developing employability skills during the placement period.</p> <ul style="list-style-type: none"> • Identify a range of strengths and areas for development in employability skills and provide evidence to support this. • Outline advanced ways to improve the employability skills. • Describe how their placement has influenced their plans for the future

Grading descriptors

Distinction:

LO1: Identify current employability skills and the appropriate employability options in the industry.

- Identify current employability skills, outline strengths and areas for improvement with detailed explanations of each.
- Identify and evaluate several employment options in the sector.
- Complete thorough and appropriate preparation for a work placement including a detailed C.V., covering letter and demonstration of excellent interview skills.

LO2: Carry out an industry relevant work placement.

- Complete an appropriate work placement with a satisfactory outcome.
- Complete a daily work placement portfolio with accurate information against the brief.

LO3: Review the progress made in developing employability skills during the placement period.

- Identify a range of strengths and areas for development in employability skills, recognise their relative importance and provide evidence to support this.
- Describe advanced ways and develop ideas to improve the employability skills.
- Give detailed account of how their placement has influenced their plans for the future

Assessment

The assessment for this unit requires the completion of:

1. an online employability skills assessment via “Navigate” under controlled conditions. This will be completed during the first week of course.
2. pre-placement planning and preparation including a C.V., covering letter.
3. allocated days of work placement at a time appropriate for industry, the course and the learner.
4. a daily work placement journal.
5. a second online employability skills assessment (following placement) via “Navigate” under controlled conditions demonstrating the progress made since the first employability skills assessment.
6. A review task in the form of an interview under controlled conditions

Timing of assessment tasks:

- Employability skills assessment
- Completion of pre-placement paperwork
- Completion of work placement (minimum 5 days)
- Maintenance of work placement journal
- Reassessment of employability skills post placement under controlled conditions
- Controlled assessment in the form of interview to reflect on unit, work experience and plans for the future.

Types of evidence

The evidence for this unit consists of:

1. The results of an online employability skills assessment.
2. Pre-placement planning and preparation including a C.V., covering letter, and evidence of interview skills.
3. Completion of allocated days of work placement.
4. A daily work placement journal.
5. The results of a second online employability skills assessment (following placement).
6. An observed interview carried out by an examiner.

Delivery guidance

The focus of this unit is the professional approach required by learners when applying for any form of employment, work experience or voluntary position. Learners will be given the opportunity to complete sufficient time in a placement to ensure that they have been able to develop their employability skills and knowledge of the industry/work place. This unit will be delivered by a combination of e-learning through the online platform Navigate, tutor input, visiting speakers from the industry and work placement supervisors.

Learners will need to know about their current employability skills. They will complete an online skills questionnaire and set targets on Navigate. These will be discussed with their tutor. Learners will research into employment opportunities, both on and off the island, through tutor taught sessions, visiting speakers from the industry and research on line. Research should include knowledge of specific recruitment methods for industry and the part social media plays in job searching. Learners will identify appropriate opportunities linked to personal analysis through a career planning computer package e.g. Adult Directions accessed through Navigate and e-learning sessions.

Learners will prepare for their placement through taught sessions and Navigate. They will identify appropriate placement organisations, matching job description and person specification to skills, abilities and qualities. They will learn how to develop a relevant CV, complete an application form and produce an effective covering letter. They will demonstrate effective interview techniques and develop a knowledge of expectations and appropriate behaviours for placement.

Learners will complete a relevant and appropriate work placement and produce a daily placement journal through Navigate which will be verified by the placement supervisor and personal tutor. After the placement, learners will complete: an online placement review; a review of skills; and an updated C.V. They will identify their strengths and areas for development appropriate to employment in the industry.

Unit 5 – Devising and producing a performance

Unit summary	<p>This unit will develop the creative skills that performers require to create original performance work using dance, drama and/or music. The creating process will help to build your confidence and develop your imagination when responding to stimulus material and ideas.</p> <p>You will be introduced to the backstage elements that support a performance. You will gain an understanding of the requirements for stage management, lighting and sound, and you will carry out an operational role for one of the devising groups performance.</p>
Guided learning hours	96 hours
Level	2
Learning outcome 1	
The learner will: Use stimulus material to develop a devised performance and produce a 'prompt copy' for the devised performance	
The learner must know about:	
<ul style="list-style-type: none">• Using stimulus material develop a devised performance using techniques that could include scripting and/or dance notation and /or musical composition• The correct terminology for stage directions, sound and lighting cues to be used on a 'prompt copy'	
Learning outcome 2	
The learner will: Present created devised performance work and undertake a stage operative role.	
The learner must demonstrate:	
<ul style="list-style-type: none">• Improvisation skills during rehearsals that could include acting, dance and music.• Performance skills that are technically accurate for either acting, dance and/or music and can convey their meaning to an audience• Technical operation of a lighting desk or follow spot, sound mixer or stage management (record timings for show report)• Using a prompt copy or cue sheets	
Learning outcome 3	
The learner will: Review devised performance and the technical operation process.	
The learner must consider:	
<ul style="list-style-type: none">• What material used for the performance was the most effective• The strengths and weaknesses of the performance and what did the audience take away.• Identifying which operations/cues are most effective and how any errors might be avoided in the future	

Grading descriptors

Pass:

LO1: Use stimulus material to develop a devised performance and produce a 'prompt copy' for the devised performance

- Create performance material in basic ways by contributing workable suggestions and ideas
- Use some accurate terminology and some basic instructions to follow in the 'prompt copy'

LO2: Present created devised performance work and undertake a stage operative role.

- Develop a basic performance role in line with the created material.
- Use acting, dance and/or musical skills at a basic level
- Communicate intentions to the audience in a straight forward way
- Carry out technical operations with some accuracy
- Show a grasp of the process which is basic

LO3: Review devised performance and the technical operation process.

- Identify which material worked the most effectively
- Identify strengths and weaknesses of the created work with some supporting evidence
- Identify what the audience would have taken away with some supporting evidence
- Identify the most effective operation cues and technical processes
- Identify any weaknesses of operation cues/technical processes and suggest how these could be improved in a straight forward way using supporting evidence.

LO1: Use stimulus material to develop a devised performance and produce a 'prompt copy' for the devised performance

- Create performance material effectively by contributing in some detail suggestions and ideas
- Use mostly accurate terminology and mostly clear and concise instructions to follow in the 'prompt copy'

LO2: Present created devised performance work and undertake a stage operative role.

- Develop a performance role in line with the created material that shows some competency
- Use acting, dance and/or musical skills with some confidence and consistency
- Communicate intentions to the audience with some effectiveness and control
- Carry out technical operations with mostly accuracy producing no more than one missed or wrong cues
- Show a grasp of the process which is competent

LO3: Review devised performance and the technical operation process.

- Explain which material worked the most effectively
- Describe the strengths and weaknesses of the created work with appropriate supporting evidence.
- Describe what the audience would have taken away with appropriate supporting evidence
- Describe any weaknesses of operation cues/technical processes and suggest how these could be improved in some detail using appropriate supporting evidence.

Distinction:

LO1: Use stimulus material to develop a devised performance and produce a 'prompt copy' for the devised performance

- Create inventive performance material consistently and effectively by contributing in significant detail suggestions and ideas.
- Use consistently accurate terminology with clear and concise instructions to follow in the 'prompt copy'

LO2: Present created devised performance work and undertake a stage operative role.

- Develop a performance role in line with the created material effectively and consistently well.
- Use acting, dance and/or musical skills assuredly and inventively.
- Communicate intentions to the audience with consistently confident control.
- Carry out technical operations with accuracy producing no missed or wrong cues.
- Show a grasp of the process which is consistently competent and effective.

LO3: Review devised performance and the technical operation process.

- Analyse which material worked the most effectively.
- Review in detail the strengths and weaknesses of the created work with insightful and perceptive supporting evidence.
- Review in detail what the audience would have taken away with insightful and perceptive supporting evidence
- Review any weaknesses of operation cues/technical processes and suggest how these could be improved in significant detail using insightful supporting evidence

Assessment & types of evidence

The assessment for this unit consists of:

- A tutor report of the learner's contribution to the development of the performance work.
- Completion of a Learner blog containing records of rehearsals and workshops and reflections on the creative process of both the devised performance and the technical processes (a written or video diary or a combination on both).
- Participation in a performance of a 10 – 20 minutes devised work to an audience and working in a group of 3 – 6 learners.
- A 'prompt copy' for one of the devised groups.
- Completion of a practical assessment in the role of lighting operator, sound operator or stage manager during the running of a dress rehearsal.

Delivery Guidance

The initial tutor-led sessions for this unit will provide the learners with the opportunities to respond to different types of stimulus material and to experiment with ways of expressing their ideas through music, dance or drama.

Some lessons should be devoted to providing learners with strategies to create structures and the skills to record, shape and edit raw material for performance. Basic script writing techniques, notating music or dance and transcribing material from recorded outcomes of improvisation sessions are helpful tools to enable learners to structure their own work. Workshops on structural elements of creative work such as different kinds of openings to a work and different kinds of entrances and exits will provide the learners with techniques to think about and use when they are creating their own work.

For at least a third of the unit, the tutor should encourage the learners to be playful and responsive to a range of different kinds of stimulus before settling down to work on their final piece for assessment. Once the learners are in the roles of writers, directors, choreographers, composers, musicians, dancers and/or actors, the tutor's role is to be a facilitator and to observe the creative process. The creative process is essentially collaborative and, although individuals can write scenes, compose music or songs, or choreograph dances they are contributing to a collective piece of work. For the purposes of this unit the group sizes need to be manageable and it is recommended to organise the work in groups of between 3 and 6 contributors and to focus on creating a work lasting between 10 and 20 minutes.

Learners will also require support in knowing how to plan their time effectively. The tutor should guide learners about how to achieve a balance between experimenting and refining ideas and allowing sufficient time to learn and rehearse the material that emerges as the final performance. Although learning outcome 3 is assessed at the end of the project, learners should be directed to reflect throughout the making process so that they can consider why ideas were shaped, shelved or developed further and upon their own contribution.

There are four identified areas of learning for technical operations and processes of this unit:

- The recording of cues into a prompt copy of a script
- operation of a lighting desk (using faders and sub masters)
- operation of a sound desk (this may include live sound through mics, pre-recorded sound, sound effects)
- operation of a stage management which will include using wireless headphones to be able to communicate with the sound and lighting technicians

Learners should work in a stage space and become familiar with the conventions of recording stage directions. They should be shown examples of made up prompt copies so they understand the purpose of different annotations and the layout of cues. The tutor can take the role of director providing stage directions and learners can take it in turn to play the roles of actor (to follow directions) and stage manager (to record actor movements).

Workshop sessions will be provided to enable learners to learn how to use a lighting desk, a sound desk and the stage management desk. The lighting settings and

requirements and the sound effects, music and use of microphones for the script can be predetermined by the tutor/director. Learners will need to take it in turns to use the lighting desk, sound desk and stage management desk so that they are familiar with their operation and gain experience of responding to cues.

For the purposes of assessment for LO1, all learners will be instructed where, when and what moves occur in the script and where, when and what sound and lighting cues happen. After an opportunity to practise making up a prompt copy, learners will complete their own. Any play text can be used but it needs to be one where there is scope to record 6 to 10 stage moves, 6 to 10 lighting cues and 6 to 10 sound cues. For assessment purposes of LO2 and LO3, learners will choose one of three roles and work in teams to operate the simulated production, while the rest of the group contribute in the role of actors. Learners should be given at least one practice opportunity before carrying out the assessed practical.

Unit 6 – Acting techniques in context

Unit summary	<p>This unit provides some essential strategies for the actor to develop and improve their skills when approaching the interpretation of a role in a play. This unit enables you to work on both the technical and imaginative aspects of acting.</p> <p>This unit will also include understanding the historical, social and cultural context in which performance works are created and performed. You will also consider the continuing relevance of performance work through the study of the play extract you will be performing in.</p>
Guided learning hours	96 hours
Level	2

Learning outcome 1

The learner will: Understand how to develop performance material as an actor and understand the social and historical conditions in which performance works are created and performed.

The learner must know about:

- Interpretation of a role for a play
- How to apply techniques for acting on the stage
- The historical and social context of a performance work
- The genre of a performance work to include knowledge of the structure and stylistic elements

Learning outcome 2

The learner will: Demonstrate the application of acting techniques.

The learner must demonstrate:

- Rehearsal techniques that are standard practise
- Technical skills for acting on stage
- Creative skills in the interpretation of their character within context of the play
- Communication skills in how the character conveys meaning to the audience

Learning outcome 3

The learner will: Review and adapt acting techniques to the performance material and reflect on the contemporary significance of a chosen performance work.

The learner must consider:

- Response to the text and how acting techniques were experimented with during the rehearsal process
- How their character role was developed and refined for the final live performance
- The relevance of the performance work for today's audience and how the work might be adapted for a modern audience.

Grading descriptors

Pass:

LO1: Understand how to develop performance material as an actor and understand the social and historical conditions in which performance works are created and performed.

- Explore some aspects of how to interpret a role within the context of the performance work
- Identify acting techniques to use for a given role on the stage
- Identify the historical and social context of a performance work
- Identify the genre of a performance work and the structure and stylistic elements used within a performance work

LO2: Demonstrate the application of acting techniques.

- Applying acting techniques and rehearsing the text that are variable in consistency.
- Perform a role making few technical errors.
- Develop a straightforward and basic interpretation of the role
- Convey a basic understanding of the text

LO3: Review and adapt acting techniques to the performance material and reflect on the contemporary significance of a chosen performance work.

- Respond to the play text showing some evidence of basic experimentation with techniques and ideas.
- Refine the acting performance and show evidence of some progress. Identify some of the ways in which the performance work has contemporary significance and how this could be adapted for a modern audience

LO1: Understand how to develop performance material as an actor and understand the social and historical conditions in which performance works are created and performed.

- Explore a role in some detail, applying acting techniques and rehearsing the text consistently.
- Develop an interpretation of the role which shows some insight and inventiveness.

LO2: Demonstrate the application of acting techniques.

- Applying acting techniques and rehearsing the text that are mostly focused and consistent.
- Perform a role in a mostly technically secure way.
- Develop a considered interpretation of the role that reflects the context.
- Convey the text to an audience, showing some moments of artistry.

LO3: Review and adapt acting techniques to the performance material and reflect on the contemporary significance of a chosen performance work.

- Respond to the play text showing evidence of experimentation with techniques and ideas.
- Refine the acting performance and show evidence of progress in some detail.
- Describe some of the ways in which the performance work has contemporary significance and how this could be adapted for a modern audience

LO1: Understand how to develop performance material as an actor and understand the social and historical conditions in which performance works are created and performed.

- Explore a role in detail, applying acting techniques and rehearsing the text thoroughly.
- Develop an interpretation of the role which is consistently insightful and inventive.

LO2: Demonstrate the application of acting techniques.

- Applying acting techniques and rehearsing the text that are effectively focused and consistent.
- Perform a role in a consistently technically secure way.
- Convey a comprehensive understanding of the text, showing a consistently confident level of artistry.

LO3: Review and adapt acting techniques to the performance material and reflect on the contemporary significance of a chosen performance work.

- Respond to the play text showing evidence of significant experimentation with techniques and ideas.
- Refine the acting performance and show evidence of significant progress and inventiveness.
- Describe in detail some of the ways in which the performance work has contemporary significance and how this could be adapted for a modern audience

Assessment and types of evidence

The assessment for this unit consists of:

- Completion of an Actor's blog that would include; research about the social and historical context of a performance work, genre, development of role, acting techniques suitable etc. This will be evidence for LO1
- An observed and recorded performance in a play extract. The play extract can be between 10 and 30 minutes in a group of between 2 and 8 actors. This will be evidence for LO2.
- A review of the live performance including how contemporary or not the play is and reflecting on character development throughout the rehearsal process

Delivery guidance

The tutor input should provide learners with a range of strategies to approach a play script. Using Theatre Games, Stanislavski and Brechtian acting exercises can form the basis of a repertoire of techniques that learners can apply to different texts. During the teaching sessions, learners can explore different styles and genres of plays so that they can compare different ways of approaching characters and roles according to the requirements of the text. For example, comparing Brecht's *Caucasian Chalk Circle* with Pinter's *Birthday Party* can provide an experience of working with different types of language as well as acting styles.

The taught sessions should also demonstrate ways of recording work that learners do on exploring a text and character either in note form or through annotating images taken during the process. Learners should also be encouraged to highlight and annotate their own copies of their script to show their thoughts about actions, motivation and meaning.

The choice of play for the assessment of the unit will depend on the makeup of the group and the number of players. The rule of thumb is to allow 5 minutes per learner which means the shortest assessment will be 10 minutes for a two-hander, 15 minutes for a three-hander and up to 30 minutes for a six-hander. The extract can be edited from a whole play, to provide balanced roles, and can be selected by the tutor. The tutor may provide advice and guidance but must not direct the extract as it is intended as a vehicle for learners to demonstrate their process as actors in developing a role.

For the purpose of this unit, "a performance work" is any published work of dance, drama, music or a work that combines any or all of these disciplines. Learners are required to know a performance text in some detail in order to gain an understanding of the historical and cultural influences on a work, its structural and stylistic elements and considerations of contemporary relevance. The choice of work or works for study and assessment is therefore crucial to the success of this unit.

The work needs to be substantial and to have been performed at least a decade ago to ensure some critical distance and it should be one that has received some significant critical attention. Classical Greek Drama or the plays Shakespeare and his contemporaries are clear examples of texts for study but the choice can extend to musical theatre works such as *West Side Story* or *Oh What a Lovely War* or to choreographic works such as *The Rite of Spring* or *Swan Lake*. Any musical work (for example, a Mozart piano concerto, or Britten's *A Young Person's Guide to the Orchestra*) or a concept album such as Pink Floyd's *Dark Side of the Moon* or Muse's *Absolution* are possible examples. Learners will need access to the text, score and/or a recording of the performance work.

The delivery of this unit should be a balance between theory and practical lessons. Theory lessons on a work can involve lecture material on the social and historical context of the piece as well as seminars based on the research carried out by the learners. Although the assessment of the unit is through a written project or a presentation, learners should have the opportunity to explore the work practically.

This will help them to appreciate the structural and stylistic elements from the point of view of a practitioner (e.g. actor, musician, dancer, choreographer, director, designer) as well its possible interpretation for a contemporary audience. Viewing a filmed or live performance of a work followed by a discussion would also encourage a wider understanding of the historical and cultural influences on a performance work as well appreciating the structural and stylistic features of the work.

Unit 7 - Dance Performance Techniques

Unit summary	This unit introduces you to a number of dance techniques. It develops physical skills to enable you to become stronger and more flexible. It extends the technical work developed through the movement unit by applying it to the development of a role in a choreographed work.
Guided learning hours	48 hours
Level	2

Learning outcome 1

The learner will: Understand performance material as a dancer.

The learner must know about:

- Interpretation and application of techniques using dance material

Learning outcome 2

The learner will: Demonstrate the application of dance performance techniques.

The learner must demonstrate:

- Rehearsal techniques
- Technical skills of the chosen dance genre that are confident and accurate
- Communication skills of competent artistry when conveying the meaning to the audience

Learning outcome 3

The learner will: Review and adapt dance performance techniques to the performance material.

The learner must consider:

- Response to the material and how ideas were experimented with
- How the performance was refined, giving significant details of how progress was made

Grading descriptors

Pass:

- LO1:** Understand how to develop performance material as a dancer.
- Develop a straightforward and basic interpretation.
- LO2:** Demonstrate the application of dance performance techniques.
- Apply dance techniques and rehearse the choreography.
 - Perform making few technical errors.
 - Convey a basic understanding of the dance material, showing some moments of artistry.
- LO3:** Review and adapt acting techniques to the performance material.
- Respond to the dance material showing some evidence of experimentation with techniques and ideas.
 - Refine the dance performance and show evidence of some progress.

Merit:

- LO1:** Understand how to develop performance material as a dancer.
- Develop an interpretation which shows some insight and inventiveness.
- LO2:** Demonstrate the application of dance performance techniques.
- Apply dance techniques and rehearse the choreography mostly consistently.
 - Perform making with no noticeable technical errors.
 - Convey an often detailed understanding of the dance material, showing arresting moments of artistry.
- LO3:** Review and adapt acting techniques to the performance material.
- Respond to the dance material showing evidence of significant experimentation with techniques and ideas.
 - Refine the dance performance and show evidence of significant progress.

Distinction:

- LO1:** Understand how to develop performance material as a dancer.
- Develop an interpretation which is consistently insightful and inventive.
- LO2:** Demonstrate the application of dance performance techniques.
- Apply dance techniques and rehearse the choreography thoroughly.
 - Perform technically secure way.
 - Convey a comprehensive understanding of the dance material, showing a consistently confident level of artistry.
- LO3:** Review and adapt acting techniques to the performance material.
- Respond to the dance material showing considerable evidence of experimentation with techniques and ideas.
 - Refine the dance performance and show evidence of considerable progress and inventiveness.

Assessment and types of evidence

The assessment for this unit consists of:

- The completion of a Dancer's blog that records how dance material was developed and the rehearsal process of a dance performance piece This is evidence for LO1.
- An observed and recorded dance performance to an invited audience. The dance performance can be between 1 minute and 8 minutes and be a solo or in a group of up to 8 dancers. This is evidence for LO2
- A reflection of the developmental process in rehearsals and the final live performance. This is evidence for LO3

Delivery guidance

The tutor input should include regular dance technique classes with learners working on their individual technique as well as working with other dancers on collaborative techniques. Techniques will be used to develop: accuracy, actions, agility, attack, balance, breath control, contractions, co-ordination, core stability, elevation, extensions, facial expressions, flexibility, isolations, lifts, musicality, placement of weight, patterning, posture, spatial awareness, stamina, strength, and travelling.

During these sessions, learners will explore a range of dance styles as well as looking at the work of other choreographers and restaging their work. Any styles or techniques of dance are suitable vehicles to teach this unit but it is best to focus on three styles at most. The tutor can choreograph original work for the unit or the learners can create their own work. Live or recorded music can accompany the dance and form the basis of the final choreographed work.

The taught sessions should also demonstrate ways in which learners can capture their ideas or the detail of sequences they need to work on. Learners should be encouraged to use sketches, diagrams, photographs or filmed excerpts taken during the development and rehearsal process to record their interpretations and ideas.

The choice of dance piece(s) for the assessment will depend on the makeup of the group and the techniques covered in the unit. The time allowance for each dancer is 1 minute, which means the shortest assessment will be 2 minutes for a duet and the longest will be 8 minutes for an ensemble of 8. The tutor may act as choreographer but must step away from the piece once it is set and only offer guidance if and when learners ask for it. The dance performance piece is intended to showcase the learners' dance techniques and their ability to polish their own dance performance.

Unit 8 – Music Performance Techniques

Unit summary	This unit provides the opportunity for you to build upon your existing skills as an instrumentalist or as a singer. It enables you to improve your technique through practice and by applying your skills to the preparation of work for a performance and/or recording.
Guided learning hours	48 hours
Level	2

Learning outcome 1

The learner will: Understand how to develop performance material as a musician.

The learner must know about:

- Interpretation of a genre or form of music
- Musicality skills for either instrumental or vocal

Learning outcome 2

The learner will: Demonstrate the application of music performance techniques.

The learner must demonstrate:

- Rehearsal techniques
- Technical skills for either instrumental or vocal performance
- Communication skills e.g. musicality; relationship and communication with other musicians and/or the audience; stage presence.

Learning outcome 3

The learner will: Review and refine music performance techniques.

The learner must consider:

- Responding to the material and experimenting with ideas
- Refining the performance and how progress was made

Grading descriptors

Pass:	<p>LO1: Understand how to develop performance material as a musician.</p> <ul style="list-style-type: none">• Identify how to develop a straightforward and basic interpretation.• Identify the musicality skills needed to develop a performance <p>LO2: Demonstrate the application of music performance techniques.</p> <ul style="list-style-type: none">• Practise the music and make some improvement in playing/singing skills• Perform with some technical errors.• Convey a basic understanding of the music.• Communicate with the other musicians and the audience with some confidence. <p>LO3: Review and refine music performance techniques.</p> <ul style="list-style-type: none">• Respond to the music showing evidence of some experimentation with techniques and ideas.• Refine the performance and show evidence of some progress.
Merit:	<p>LO1: Understand how to develop performance material as a musician.</p> <ul style="list-style-type: none">• describe how to interpret the music which shows some insight and inventiveness.• Describe the musicality skills needed with some insight and inventiveness <p>LO2: Demonstrate the application of music performance techniques.</p> <ul style="list-style-type: none">• Practice the music regularly and make notable improvement in playing/singing skills.• Perform making few technical errors.• Convey a good understanding of the music.• Communicate with the other musicians and the audience mostly confidently. <p>LO3: Review and refine music performance techniques.</p> <ul style="list-style-type: none">• Respond to the music showing evidence of significant experimentation with techniques and ideas.• Refine the performance and show evidence of significant progress.

Distinction:

LO1: Understand how to develop performance material as a musician.

- Analyse an interpretation which is consistently insightful and inventive.
- Analyse the musicality skills which is consistently insightful and inventive

LO2: Demonstrate the application of music performance techniques.

- Practise the music effectively and make significant improvement in playing skills.
- Perform in a technically secure way.
- Convey a sophisticated understanding of the music.
- Communicate skilfully and confidently with the other musicians and the audience.

LO3: Review and refine music performance techniques.

- Respond to the music showing evidence of considerable experimentation with techniques and ideas.
- Refine the performance and show evidence of considerable progress and inventiveness.

Assessment and types of evidence

The assessment for this unit consists of:

- Completion of a Musician's Notebook (which can be written and/or electronic) that records the rehearsal process of a solo and/or ensemble music performance (LO1 and LO3).
- An observed and recorded "live" music performance. The performance can be a 1 ½ -3 minute solo piece or a combination of a solo piece and playing as part of an ensemble or just ensemble playing. An ensemble or band can consist of between 2 and 5 players with a maximum time allowance of 1 ½ minutes per player. This observe performance will take the form of a recital or gig and to an invited audience and will be recorded for internal verification purposes. (LO2 and LO3).

Delivery guidance

Tutor input can include any individual music lessons as well as opportunities for learners to work with other musicians. Learners require the discipline of regular practice sessions to perfect their technique. The taught sessions offer the opportunity to introduce learners to a range of musical styles and for them to interpret the music through their own musical sensibilities. Playing with other musicians will help learners to interact with other performers and develop their listening skills.

The taught sessions should also demonstrate ways in which learners can highlight passages of the music that they need to work on or which they find challenging. They should be encouraged to use notation, diagrams, recorded extracts or written notes during the development and rehearsal process to record their interpretations and ideas. The choice of music for the assessment of the unit will depend on the makeup of the group and the instrumentation available. The time allowance for each musician is 3 to 4 minutes and the recital/gig can be solo or ensemble or a combination of the two. The largest ensemble is 5 players which longest recital will be 20 minutes. The tutor may offer advice and guidance, when asked, but the focus of the unit is on the learners' music performance techniques and their ability to interpret, practice and perform musical repertoire.

For the Musician's Notebook, learners will need to think about how they approach a piece of music and may listen to other musician's performances as a starting point. The focus of the unit is on performance techniques, so time needs to be spent learning how to play existing music rather than on improvisation or creating original compositions.

Unit 9 – Digital Video Production

Unit summary

In this unit you will investigate the role of video in media production. You will learn how to use video equipment and software as well as develop the skills and techniques required to create your own video products.

Guided learning hours

48 hours

Level

2

Learning outcome 1

The learner will: Describe different types of video product and formats, the equipment and software used to create them,

The learner must know about:

- Video equipment and software
- Video products and formats

Learning outcome 2

The learner will: Plan and produce a video production for a specified purpose demonstrating the use of safe working practices.

The learner must demonstrate:

- Production of appropriate planning and pre-production material.
- Safe use of video recording equipment, skills and techniques.
- Post-production skills and techniques.
- Ability to export a completed video product in an appropriate format

Learning outcome 3

The learner will: Review the performance throughout the project and the quality of the video production

The learner must consider:

- Use of equipment and software.
- Application of skills and techniques including pre-production.
- Quality of outcomes.
- Specific actions in order to improve future outcomes

Grading descriptors

Pass:	<p>LO1: Describe different types of video product and formats, the equipment and software used to create them.</p> <ul style="list-style-type: none">• Give a brief description of video equipment, formats and software which is largely accurate.• Make some use of appropriate technical language.• Demonstrate a basic understanding of a range of video products <p>LO2: Plan and produce a video production for a specified purpose.</p> <ul style="list-style-type: none">• Produce adequate planning and pre-production material.• Demonstrate basic but competent use of equipment, software and techniques.• Demonstrate a basic understanding of health and safety considerations.• Complete a product that is largely fit for purpose, using support at most stages of the process. <p>LO3: Review the performance throughout the project and the quality of the video production.</p> <ul style="list-style-type: none">• Comment on the required aspects of the project with general observations and some self-reflection.• Identify some basic strengths and areas for development. Make brief recommendations for improvement in some areas.
Merit:	<p>LO1: Describe different types of video product and formats, the equipment and software used to create them, and the use of safe working practices.</p> <ul style="list-style-type: none">• Give an accurate description of video equipment, formats and software which is largely accurate.• Make consistent use of appropriate technical language.• Demonstrate a clear understanding of a range of video products <p>LO2: Plan and produce a video production for a specified purpose.</p> <ul style="list-style-type: none">• Produce thorough planning and pre-production material.• Demonstrate confident use of equipment, software and techniques with some experimentation.• Demonstrate a clear understanding of health and safety considerations.• Complete a product that is largely fit for purpose, working effectively both independently and when part of a team for most of the process although with occasional assistance. <p>LO3: Review the performance throughout the project and the quality of the video production.</p> <ul style="list-style-type: none">• Review all aspects of the project with some insight into the processes and outcomes• Identify strengths and areas for development.• Make clear recommendations for improvement in most areas.

LO1: Describe different types of video product and formats, the equipment and software used to create them, and the use of safe working practices.

- Give a detailed and accurate description of video equipment, formats and software which is largely accurate.
- Make consistent and confident use of appropriate technical language.
- Demonstrate a detailed understanding of a range of video products

LO2: Plan and produce a video production for a specified purpose.

- Produce thorough planning and pre-production material.
- Demonstrate skilful and imaginative use of equipment, software and techniques.
- Demonstrate a detailed understanding health and safety considerations.
- Complete a product that is fit for purpose, working effectively both independently and as part of a team and demonstrating reliability throughout the process.

LO3: Review the performance throughout the project and the quality of the video production.

- Review all aspects of the project thoroughly showing insight into the processes and outcomes.
- Identify all strengths and areas for development.
- Make detailed recommendations for improvement in all areas.

Assessment & types of evidence

The assessment for this outcome consists of:

LO1 A production diary or log in an appropriate format, to include: investigation into a range of video products and formats; evidence of skills development (photos, clips, annotated screenshots, written accounts)

LO2 A portfolio of appropriate planning materials including those relating to safe working practices (e.g. script, storyboard, lighting plan, risk assessment, cast and crew, release forms, equipment bookings, equipment health & safety information etc.) and a completed video production, shot and edited independently and exported in an appropriate format.

LO3 An evidence-based evaluation in an appropriate format identifying strengths and weaknesses in relation to identified elements of the project, supported by evidence.

Delivery guidance

Initial teaching could be through a combination of short presentations, demonstrations, workshops and research into video recording techniques and professional practice. Learners will develop a range of skills through practical activities that can be recorded in a production diary. The safe set-up and use of equipment should be taught as well as the use of post-production facilities. Learners should be encouraged to experiment with equipment and production techniques and develop basic problem solving skills. They will develop an understanding of video equipment including:

- Cameras – white balance, framing, movement, shutter speed, formats, etc.
- Lenses – focus, aperture, prime, zoom, etc.
- Lighting – colour correction,
- Accessories – grip equipment set-up – tripod, tracks, jib, clamps, etc.

Video formats including Compression Codecs e.g. high definition, standard definition, file size, quality, and end user. Video post-production software, e.g. Premier, After Effects, Photoshop and Final Cut Pro X.

Learners should analyse a range of products with regard to purpose, genre, audience, techniques and meaning. Study texts could include television productions, promotional/advertising productions, movies, etc. In the pre-production stages, learners will work individually to develop and plan an original video product from a tutor/client brief. Treatments, production schedules, scripts, storyboards and risk assessments should be completed prior to the allocation of equipment for a shoot. During the production stage, learners should undertake the role of camera operator/director for their own product, and work as part of the production crew for their peers. They will work individually during the post-production. They should be encouraged to monitor and review their work.

Unit 10 – Digital Audio Production

Unit summary

In this unit you will investigate the role of audio in media production. You will also learn how to use audio equipment and software as well as the skills and techniques required to create your own audio products.

Guided learning hours

48 hours

Level

2

Learning outcome 1

The learner will: Describe different types of audio product and formats, the equipment and software used to create them, and the use of safe working practices.

The learner must know about:

- Recording equipment
- Audio formats and audio software
- The role of audio in media products

Learning outcome 2

The learner will: Plan and produce a completed audio product for a specified purpose demonstrating the use of safe working practices.

The learner must demonstrate:

- Ability to produce appropriate planning and pre-production material.
- Safe use of audio recording equipment, skills and techniques.
- Post-production skills and techniques
- Ability to export a completed audio product in an appropriate format

Learning outcome 3

The learner will: Review the performance throughout the project and the quality of the audio product.

The learner must consider:

- Use of equipment and software
- Application of skills and techniques, including pre-production
- Quality of outcomes
- Specific actions in order to improve future outcomes

Grading descriptors

Pass:

LO1 Describe different types of audio product and formats, the equipment and software used to create them.

- Give a brief description of audio equipment, formats and software which is largely accurate.
- Make some use of appropriate technical language.
- Demonstrate a basic understanding of a range of audio products and the health and safety considerations involved.

LO2: Plan and produce a completed audio product for a specified purpose.

- Produce adequate planning and pre-production material.
- Demonstrate basic but competent use of equipment, software and techniques.
- Demonstrate a basic understanding of health and safety considerations.
- Complete a product that is largely fit for purpose, using support at most stages of the process.

LO3: Review the performance throughout the project and the quality of the video production.

- Comment on the required aspects of the project with general observations and some self-reflection.
- Identify some basic strengths and areas for development.
- Make brief recommendations for improvement in some areas.

Merit:	<p>LO1 Describe different types of audio product and formats, the equipment and software used to create them, and the use of safe working practices.</p> <ul style="list-style-type: none"> • Give an accurate description of video equipment, formats and software which is largely accurate. • Make consistent use of appropriate technical language. • Demonstrate a clear understanding of a range of video products and the health and safety considerations involved. <p>LO2: Plan and produce a completed audio product for a specified purpose.</p> <ul style="list-style-type: none"> • Produce thorough planning and pre-production material. • Demonstrate confident use of equipment, software and techniques with some experimentation. • Demonstrate a clear understanding of health and safety considerations. • Complete a product that is largely fit for purpose, working independently for most of the process. <p>LO3: Review the performance throughout the project and the quality of the video production.</p> <ul style="list-style-type: none"> • Review all aspects of the project with some insight into the processes and outcomes • Identify strengths and areas for development. • Make clear recommendations for improvement in most areas.
Distinction:	<p>LO1 Describe different types of audio product and formats, the equipment and software used to create them, and the use of safe working practices.</p> <ul style="list-style-type: none"> • Give a detailed and accurate description of video equipment, formats and software which is largely accurate. • Make consistent and confident use of appropriate technical language. • Demonstrate a detailed understanding of a range of video products and the health and safety considerations involved. <p>LO2: Plan and produce a completed audio product for a specified purpose.</p> <ul style="list-style-type: none"> • Produce thorough planning and pre-production material. • Demonstrate skilful and imaginative use of equipment, software and techniques. • Demonstrate a detailed understanding health and safety considerations. • Complete a product that is fit for purpose, working independently throughout the process. <p>LO3: Review the performance throughout the project and the quality of the video production.</p> <ul style="list-style-type: none"> • Review all aspects of the project thoroughly showing insight into the processes and outcomes. • Identify all strengths and areas for development. • Make detailed recommendations for improvement in all areas.

Assessment & types of evidence

The assessment for this outcome consists of:

LO1 A production diary or log in an appropriate format, to include: investigation into a range of audio products and formats; evidence of skills development (recordings, annotated screenshots, written accounts)

LO2 A portfolio of appropriate planning materials including those related to safe working practices (e.g. script, storyboard, risk assessment, cast and crew, release forms, equipment bookings, equipment health & safety information etc.) and a completed audio production, shot and edited independently and exported in an appropriate format.

LO3 An evidence-based evaluation in an appropriate format identifying strengths and weaknesses in relation to identified elements of the project, supported by evidence.

Delivery guidance

This unit can be taught using workshops, demonstrations, presentations and research into audio recording techniques and technologies. Learners will be shown the role audio plays in the media, researching audio elements that are unique to a sector and those that are common across a number of sectors e.g. dialogue, music, sound effects etc. They will need to know how to set up and use appropriate audio equipment safely and correctly, analysing and adapting to meet a variety of different situations and locations. This can be achieved by a series of workshops and exercises allowing learners to set up and use the equipment and to develop and experiment with a variety of sector specific skills. They should develop an understanding of recording equipment, audio formats, the role of audio in different professional media products, recording skills, and monitoring and review.

Learners will plan and produce a small project based on professional practice. During all stages of the production they will take into account the legal, ethical and regulatory issues arising from their work and make sure they do not fall foul of these, highlighting any possible infractions and explaining how they will be remedied. The pre-production process could be presented in the form of a portfolio and will take into account factors such as: ideas generation, research, target audience, viability, dialogue/sound script, equipment list, production/recording schedule, health and safety (risk assessment).

For the production stage learners will correctly set up the equipment and monitor the signals, they will provide evidence of equipment bookings, audio logs etc. They will transfer, label and store the material safely and then edit and apply post-production processes to their audio and then export the final product to an appropriate professional format using appropriate output levels ready for use e.g. BWAV, MOV.

Appendices

Appendix I - Extenuating Circumstances Form

(Must be fully completed and accompanied by independent supportive evidence, e.g. a letter from your GP/doctor/counsellor on headed paper or other official document. The form and evidence must be sent to the Registry Department in Nightingale building AS SOON AS POSSIBLE after the circumstances begin. Retrospective claims received within 10 working days will only be considered if there are exceptional circumstances which prevent the early submission of a claim form.)

Name of candidate				
HC number				
Course name and year				
Date circumstances started				
Date circumstances ended				
Assessment(s) affected (complete below)				
Unit code	Unit tutor	Type of assessment (e.g. exam coursework, presentation)	Assessment deadline	Is this group work?
Description of circumstances				
Signature				
Date				

Appendix II - Candidate Appeal Form

(To be completed if informal Stage 1 appeal is unresolved)

Name of candidate	
Name of assessor	
Name of internal verifier	
Date of assessment	
Unit(s) assessed	
Date appeal received	
Date of Stage 1 decision (within 5 working days of assessment decision)	

Stage 1:	
Assessment details	
Candidate's reasons for appeal	
Assessor decision	
Candidate's signature and date	I agree with the decision: YES / NO
Assessor's signature and date	

Stage 2:	
Date appeal received by internal verifier	
Internal verifier's comments and decision (within 10 working days of assessment decision)	
Candidate's signature and date	I agree with the decision: YES / NO
Internal verifier's signature and date	

Appendix III – Assessment Brief Template

	Progression Qualification in Subject name here		
Unit No. / Title			
Assessment No.		This work assesses:	
Issue Date:		Due Date:	
<p>In this assignment, you will [continue writing vocational/technical scenario]:</p>			
<p>During this assessment you are also required to demonstrate speaking and listening skills/ written communication skills/ mathematical skills [delete as appropriate]</p>			
Learning Outcome 1:	The learner will		
Task 1:			
Task details	Image here [visual reinforcement to aid readability of assignment]		
You must/ should/ could produce the following evidence:			
<ul style="list-style-type: none"> ✓ A written report ✓ A presentation ✓ A practical assessment ✓ These are just examples [delete as appropriate] 			
Learning Outcome 2:	The learner will		

Task 2: Delete if necessary

Task details **Delete if necessary**

Image here

You must/ should/ could produce the following evidence:

- ✓ A written report
- ✓ A presentation
- ✓ A practical assessment
- ✓ **These are just examples [delete as appropriate]**

Learning Outcome 3:

The learner will

Task 3: Delete if necessary

Task details **Delete if necessary**

Image here

You must/ should/ could produce the following evidence:

- ✓ A written report
- ✓ A presentation
- ✓ A practical assessment
- ✓ **These are just examples [delete as appropriate]**

Grading Descriptors

Pass

Merit

Distinction

Appendix IV – Assessment Brief Internal Verification Template

	Progression Qualification in Subject name here	
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VERIFICATION OF ASSESSMENT

JPQ Title			
Unit No. / Title			
Assessor		Internal Verifier	
Assessment No.		Lead Verifier	
Verifier Checklist		Comments	
Are accurate qualification details shown?	Y/N		
Are accurate unit details shown?	Y/N		
Are clear deadlines for assessment given?	Y/N		
Is the timescale for the assessment appropriate?	Y/N		
What are the Learning Outcomes being assessed?			
Do the grading descriptors identified match the Learning Outcomes being assessed?	Y/N		
Are the appropriate English and maths skills identified on the assessment?	Y/N		
Will the tasks enable the learner to generate sufficient evidence to be assessed against the range of grading descriptors?	Y/N		

Is the language and presentation used accessible to most learners?	Y/N	
Are the tasks set appropriate for most learners' current and expected level of knowledge/skill?	Y/N	
Is it possible to authenticate the learner's individual evidence through this assessment?	Y/N	
Is the method of assessment reliable?	Y/N	
Overall, is the assignment fit for purpose?	Y/N*	
*If 'No' is recorded and the Verifier recommends remedial action before the brief is issued, the Assessor and the Verifier should confirm that the action has been undertaken		
Assessor signature		Date
Verifier signature		Date
Lead Verifier signature (if required)		Date
Agreed remedial action required/taken		
Assessor signature		Date
Verifier signature		Date
Lead Verifier signature (if required)		Date

Appendix V– Internal Verification Template for Assessment Decisions

ncfe.		Progression Qualification in <i>Subject name here</i>			
VERIFICATION – ASSESSMENT DECISIONS					
JPQ Title					
Unit(s)					
Assessor		Internal Verifier			
Assignment No.		Lead Verifier			
Name of Learner <small>(For larger samples, please add rows or use additional sheets)</small>	Submission Type <small>(First, Resubmission, Retake)</small>	State grade awarded	Assessment Decision Accurate (Y/N)	Comments	

VERIFIER CHECKLIST		Please give reasons for responses including evidence of judgements and good practice.
Is the assessed evidence valid? (Reflect current standards, practice/assessment requirements?)	Y/N	
Is the assessed evidence authentic? (Confirmed by both the learner and assessor?)	Y/N	
Is the assessed evidence current? (Produced, submitted and assessed within a relevant time frame?)	Y/N	
Is the assessed evidence sufficient? (Evidence matches the assessment outcome?)	Y/N	
Is the assessed evidence reliable? (Judgements consistent across all learners, over time and across levels?)	Y/N	
Does the feedback from the assessor confirm achievement?	Y/N	
Is the feedback constructive? (Clearly outline what has been done well, how to improve and clear targets set?)	Y/N	
Does the feedback address the English and maths needs of the students? (e.g. spelling, grammar and punctuation corrected using agreed approach; maths framework used)	Y/N	

Any actions required must be reviewed across the whole cohort.

Action Required	Target Date for Completion

I confirm that the assessment decisions are accurate, there is no evidence of assessment malpractice and any action points have been addressed and completed in respect of the whole cohort.

Verifier signature		Date	
Assessor signature		Date	
Lead Verifier signature (if appropriate)		Date	