

CCEA Specification Performance Skills Level 2

Operational start date: September 2010
Qualification Accreditation Number: 501/0087/7

perform skills

Foreword

This booklet contains the specification for CCEA's Performance Skills Certificate Level 2. We have designed this qualification taking into account:

- the Creative and Cultural Skills Sector Skills Council; and
- the requirements for Level 2 qualifications.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

This specification is provided online, so the version available on our website is the most up-to-date edition. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

QAN 501/0087/7

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Contents

1	Introduction	3
1.1	Aims and rationale	3
1.2	Progression and prior learning	3
1.3	Key features	3
1.4	Endorsement by Sector Skills Council (SSC)	4
1.5	Qualification Accreditation Numbers	4
2	Specification at a Glance	5
3	Qualification Content	6
3.1	Three Mandatory Pathways	6
3.1	Unit structure of the qualification	6
3.2	Unit 1: Working in the Performing Arts Industry	7
3.3	Unit 2: Develop Technique for Performance	8
3.4	Unit 3: Rehearse and Perform	9
4	Scheme of Assessment	10
4.1	Assessment opportunities	10
4.2	Methods of assessment	10
4.3	Internal assessment	10
4.4	Internal standardisation	10
4.5	External moderation	11
5	Links, Resources and Support	12
5.1	Support	12
5.2	Relationship with the Northern Ireland Curriculum	12
5.3	Essential and Key Skills	13
5.4	Entries and registration	13
5.5	Equality and inclusion	14
5.6	Health and Safety as prescribed by the entertainment industry	14
5.7	Contact details	14

1 Introduction

This specification sets out the content and assessment arrangements for our Level 1 Certificate in Performance Skills.

Total Qualification Time (TQT) includes all supervised or direct contact time (Guided Learning (hours)/GL(hours) and an estimate of the hours a learner will approximately spend studying independently, not under direct supervision.

TQT for this qualification is:

TQT: 90 hours

GL: 90 hours

1.1 Aims and rationale

A course of study based on this specification aims:

- to allow the learner to develop skills in the entertainment industry; and
- to give the learner the opportunity to perform in front of an audience.

1.2 Progression and prior learning

Our Performance Skills Certificate Level 2 allows the learner to progress to a higher qualification in the entertainment industry. Accreditation of Prior Learning can be given by linking relevant units from other Awards, such as Employability Skills Award Level 1 or Level 2.

1.3 Key features

The key features of a course of study based on this specification include:

- researching jobs within the entertainment industry;
- developing skills in a range of areas within the industry;
- practising and rehearsing; and
- final performance.

We have designed this specification to be as free as possible from ethnic, gender, religious, political or other forms of bias.

1.4 Endorsement by Sector Skills Council (SSC)

This qualification is endorsed by the Creative and Cultural Sector Skills Council. Learners and providers can, therefore, be confident that the specification is up to date and reflects sector priorities.

1.5 Qualification Accreditation Numbers

Every qualification listed on the National Database of Accredited Qualifications (NDAQ) is assigned a Qualification Accreditation Number (QAN). Since the QAN identifies the qualification, it is required for registration and entry purposes. The QAN for this qualification is 501/0087/7.

2 Specification at a Glance

The table below summarises the structure of this qualification.

All three units are **mandatory**.

Content	Assessment	Availability
Unit 1: Working in the Performing Arts Industry	Portfolio of evidence, internally assessed and externally moderated	Winter and Summer
Unit 2: Develop Technique for Performance	Portfolio of evidence, internally assessed and externally moderated	Winter and Summer
Unit 3: Rehearse and Perform	Portfolio of evidence, internally assessed and externally moderated	Winter and Summer

3 Qualification Content

3.1 Three Mandatory Pathways

There are three individual pathways in our Performance Skills Certificate Level 2:

- Working in the Performing Arts Industry
- Develop Technique for Performance
- Rehearse and Perform

When the qualification is achieved and reported the name of the chosen pathway appears as an endorsed sub-title in brackets, for example:

CCEA Performance Skills Certificate Level 2

3.2 Unit structure of the qualification

This Performance Skills Certificate Level 2 comprises three mandatory units:

The details that follow include:

- unit titles and reference numbers;
- the level of each unit; and
- learning outcomes and assessment criteria.

The learning outcomes for each unit set out what learners are expected to know, understand or be able to do at the end of their learning experience. The assessment criteria specify the standard that learners must meet to demonstrate that they have achieved the learning outcomes.

3.3 Unit 1: Working in the Performing Arts Industry

Unit purpose and aim: This unit aims to provide learners with knowledge of employment opportunities within the performing arts industry and the jobs undertaken by those who work in it.

Title	Working in the Performing Arts Industry
Unit reference number	D/502/4809
Level	2
Guided learning hours	30

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. know different types of organisations in the performing arts industry; and	1.1 describe a performing arts organisation, its function and relation to other areas of the industry;
2. know job roles in the performing arts industry.	2.1 describe a job role from the performance area of employment and how it relates to other roles in the same and different areas of the industry; and 2.2 describe a job role from the arts administration or production area of employment and how it relates to other roles from the same and different areas of the industry.

3.4 Unit 2: Develop Technique for Performance

Unit purpose and aim: This unit is an opportunity to develop the practical skills required for your chosen art form.

Title	Develop Technique for Performance
Unit reference number	F/601/2341
Level	2
Guided learning hours	30

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. be able to demonstrate and develop technique for performance; and	1.1 assess present level of practical skill in chosen art form; 1.2 recognise current strengths and weaknesses; 1.3 demonstrate the ability to develop and apply new skills; 1.4 demonstrate safe working practices within chosen art form;
2. know how to practise to improve.	2.1 explain how participation in practice sessions can improve skills; 2.2 identify how to use action plans and schedules to acquire new skills; and evaluate present level of technical skill.

3.5 Unit 3: Rehearse and Perform

Unit purpose and aim: This unit develops the understanding and effectiveness of rehearsal processes and performance skills and discipline.

Title	Rehearse and Perform
Unit reference number	J/601/2342
Level	2
Guided learning hours	30

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. be able to rehearse; and	1.1 identify the art form; 1.2 research performance material for the chosen art form; 1.3 investigate the requirements of the material before selection is made; 1.4 plan a rehearsal schedule taking into account the demands of the performance; 1.5 rehearse performance material using technical skills; 1.6 demonstrate safe working practices during rehearsal and performance;
2. be able to perform.	2.1 perform the material using technical and performance skills; this should include: (a) sustaining concentration; (b) demonstrating projection; (c) demonstrating timing during a performance; and (d) engaging the audience; 2.2 evaluate performance and skills used with a view to improvement; and 2.3 describe the technical skills used.

4 Scheme of Assessment

4.1 Assessment opportunities

This specification is available for assessment twice a year, in the winter and summer series.

4.2 Methods of assessment

Learners must complete a portfolio of evidence showing evidence for all three units. In the portfolio of evidence the learner may include testimonials from friends, colleagues, teachers, tutors and assessors. All units are internally assessed and externally moderated. External moderation is visiting, but the actual performance evidence may be either live performance or previously videoed performance.

4.3 Internal assessment

The course tutor or centre assessor conducts internal assessment. Centres must nominate staff who have the appropriate skills and knowledge to assess candidates' work in accordance with unit specifications. Centres with more than one assessor should take steps to ensure that the standard of assessment is consistent. Assessment of a poor standard may result in work being returned to the centre for re-assessment.

Learners must complete a practice/rehearsal diary. They can use any template, as long as it shows a record of the dates of practice/rehearsal and a brief commentary on the learning outcome of that session(s).

Candidates must meet all assessment criteria in order to achieve this award.

4.4 Internal standardisation

Centres must ensure that they have arrangements in place for standardisation and quality assurance of their assessment outcomes. Centres with more than one tutor must carry out internal standardisation of the assessments before submitting them to us. This is to ensure that, as far as possible, each tutor has applied the assessment criteria consistently. The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to us.

As a result of internal standardisation, it may be necessary to adjust an individual tutor's assessment decisions. This is to bring assessment into line with other tutors in the centre. Where adjustment is necessary, the achievement of assessment criteria should be amended.

It is essential that all centres complete a Declaration of Internal Standardisation form and submit it to us with their samples.

4.5 External moderation

Centres must submit assessment outcomes and samples to us according to the calendar of events set out in our *Qualifications Administration Handbook*, which you can access at www.ccea.org.uk. Moderators may adjust a centre's assessments in order to bring outcomes into line with their agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which centres must submit assessments and samples.

Tutors and centre staff may contact our officers (see Section 5) at any stage if they require advice, assistance or support regarding any aspect of assessment. We provide support to groups of centres, and also to individual centres, to discuss issues arising from the assessment and moderation processes.

5 Links, Resources and Support

5.1 Support

We provide the following resources to support this specification:

- our website at www.ccea.org.uk; and
- a subject microsite within our website.

We are expanding our range of support to include the following:

- Principal Moderator's report;
- schemes of work;
- centre support visits;
- support days for tutors;
- agreement trials;
- a resource list; and
- one-to-one support visits from a moderator or the Education Manager, by prior arrangement.

You can find details of the annual support programme of events and materials for the Performance Skills Certificate Level 2 on our website at www.ccea.org.uk

5.2 Relationship with the Northern Ireland Curriculum

This specification builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities to explore topics such as practising skills and rehearsing and performing a final piece;
- develop personal skills in areas such as:
 - self-awareness, personal health and relationships (Personal Development);
 - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and
 - work in the local and global economy, and career management (Employability);
- develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues by providing opportunities to explore topics such as researching job opportunities within the entertainment industry;
- investigate sustainable development, health and safety considerations, and European developments, by providing opportunities to explore topics such as working within the industry adhering to specific health and safety issues.

5.3 Essential and Key Skills

Essential Skills are nationally accredited adult qualifications available throughout Northern Ireland in:

- Literacy at Entry Level (Entry 1, 2 and 3);
- Numeracy at Entry Level (Entry 1, 2 and 3);
- Application of Number at Levels 1 and 2; and
- Communication at Levels 1 and 2.

This specification provides opportunities for learners:

- to develop new or existing skills within a range of occupations in the entertainment industry; and
- to perform to an acceptable industry standard their final work/piece in front of an audience.

You can find details of the current standards and guidance for each of these skills on our website at www.ccea.org.uk/essential_skills

A course of study based on this specification also provides learners with opportunities to develop the following Key Skills, which are recognised throughout the UK:

- Application of Number;
- Communication;
- Information and Communication Technology;
- Improving Own Learning and Performance;
- Problem-Solving; and
- Working with Others.

You can find details of the current standards and guidance for each of these skills on the QCDA website at www.qcda.gov.uk

5.4 Entries and registration

Entry codes for this subject and details on how to register are available in our *Qualifications Administration Handbook*, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

5.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

Vocational qualifications often require the assessment of a broad range of competences. This is because they are designed to prepare learners for the vocational area being studied.

The content of this qualification was reviewed to identify whether any of the competences required by the subject presented a potential barrier to any learners with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject.

Reasonable adjustments are made for learners with disabilities in order to reduce barriers to access assessments. For this reason, very few learners will have a complete barrier to any part of the assessment. It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.**

5.6 Health and Safety as prescribed by the entertainment industry

As with all work-related programmes, centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training. Learners' use of electrical/power equipment or machinery must be supervised at all times.

5.7 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nola Fitzsimons
(telephone: (028) 9026 1200 ext. 2235, email: nfitzsimons@ccea.org.uk)
- Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Distribution (support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk).