



BTEC
PERFORMING
ARTS / DANCE
STUDENT GUIDE
2021-22

Performing Arts @ Godalming



Welcome to the Performing Arts BTEC courses with ClassAction - and congratulations – you have chosen to make a commitment to your continuing exploration of performance as performing arts practitioners. The focus is on you as artists, creators, practitioners, thinkers and learners. You will be responsible for creating the best work you can. We will guide and facilitate your progress, work with you, demand that you develop and fulfil your artistic and personal potential as well as raising your academic achievements. We want new thinking, we want to push boundaries and above all we want to take risks. You will be challenged to work to professional standards of collaboration. There are high expectations of practitioners on this course, but it also offers the opportunity to perform with the best at the very highest level.

This handbook is designed to outline the **Performing Arts (Extended Certificate & Diploma)** course, including the DANCE PATHWAY, and to reinforce some information about the **ETHOS** and **ATMOSPHERE** of the department and provide you with a clear understanding of the **AIMS** and **OBJECTIVES** you are expected to pursue and achieve.

We are sure that you will find the year a rewarding and memorable one. This course of study is full of new demands, but the difficulties should be stimulating rather than discouraging, providing challenges that develop you beyond your limits. We wish you the very best of luck for the year and look forward to working with you.

➤ **Edexcel BTEC – Performing Arts**

- CERTIFICATE
 - Unit 1 – Investigating Practitioners Work
 - Unit 2 – Developing Skills & Techniques
- EXTENDED CERTIFICATE (additional units...)
 - Unit 3 – Group Performance
 - Unit 19 – Acting Styles (Performing Arts only)
 - Unit 12 – Contemporary Dance Technique (Dance only)
- DIPLOMA (additional units...)
 - Unit 4 – Community Performance
 - Unit 5 – Individual Commission
 - Unit 6 – Final Live Performance
 - Unit 20 – Developing The Voice For Performance

The Department



We have two drama studio spaces, both with supported floors and air conditioning for physical theatre work and a purpose built dance studio with fully sprung floors and mirrors. Our main Performance Studio has lighting and sound to support all performance work. We provide regular tutorial sessions to help you to manage your own learning.

Staff



Andrew Pullen	Head of Department
Tari More	Drama, Performing Arts
Ryan Staff	Drama, Performing Arts
Nicola Devine	Dance, Performing Arts
Spike Barnes	Department Technician, Creative Assistant

This is a vocational course. Our programme of study encourages excellence in performance work by offering a genuinely practical approach. There are no written exams, and assessment is solely through portfolio and performance, which are internally assessed **and externally moderated**. The vocational emphasis of this qualification encourages you to apply working methods used by professionals – as individuals, in teams, working with tutors, directors and your chosen audiences.

The Aims of The Course



The formal aims remain the same for every practitioner. The way you achieve those aims will differ from person to person.

- To promote an enjoyment of and an interest in performance both as a participant and as an informed member of an audience.
- To extend the skills, knowledge and understanding needed to communicate through your own performance work, encouraging learning and providing access to related careers in the performing arts.
- To provide a worthwhile, satisfying and complete course of study that broadens experience, demands questioning, develops imagination, fosters creativity and promotes personal and social development.
- To encourage the appreciation of the significance of social, cultural, political and historical influences on performance practice both past and present.
- To develop and awareness of the implications of performance (past and present) for the individual and the local, national and international communities.
- To encourage the development of informed opinions free from prejudicial intolerance. This includes appropriate language. We encourage all practitioners to question the language they employ at all times.

The courses demands practical, analytical, discursive, creative and communication skills in equal measure. You will be required to write about performance and to develop your analytical skills, as you become an informed critic of your own and other's work. You will take part in productions as well as studying practitioners, performance theory and the social, political and historical context of yours and other's performance work.

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You will find this subject suits you if you enjoy working practically and creatively as well as ACADEMICALLY and analytically. You need to be curious about the world and have a creative instinct for exploring questions and communicating your views through your own performance.

You should also have an interest in developing broad skills, knowledge and understanding based on the practical needs and concerns of the performing arts industry.

Course Structure



BTEC Extended Certificate and Diploma offer a specialist qualification that focuses on particular aspects of employment within the vocational sector. The BTEC Extended Certificate/Diploma is a qualification which can extend a learner's programme of study and provide vocational emphasis for learners following an Applied GCE or GCE route or a combination of both in their main programme of study.

Extended Certificate is made up of 3 core units and 1 optional unit. It is a two year full time course.

Diploma is made up of 6 core units and 2 optional units. It is a two year full time course.

Each Unit is delivered through a combination of teacher-directed activities, both practical and written and student directed activities culminating in the completion of an assignment.

In each unit a number of assignments will be set during the year. These regular assignments will vary in length and approach but will reflect the learning undertaken by the student and allow the team to assess that learning.

UNIT-----Teaching-----Assignment-----Activity-----Assessment

You must learn very quickly how to organise yourselves and your time. A large amount of the course relies on you rehearsing your pieces and ensuring that you are well rehearsed ready for public or in-house performances.

Unit	Name	GLH	Taught	Assessment type	Overview
1	Investigating practitioners work (PA/DA/Dip)	90	First Year	External	You will research into two practitioners and one theme (all given on your exam paper). You will then write up your findings and links between the practitioner and the theme in a three hour controlled assessment
2	Developing skills and techniques for live performance (PA/DA/Dip)	90	First Year	Internal	You will give a presentation of the role of a performer. You will take part on two performances of two contrasting style. You will keep a reflective journal for your workshops rehearsals and performances which will include skills audits, long and short term targets and rehearsal logs

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3	Group performance workshop (PA/DA/Dip)	120	Second Year	External	You will work in groups of 3 – 7 to create a performance based on a given stimulus. You will be assessed in your journey of devised/creating (written work)
4	Community performance (Dip)	90	First Year	Internal	You will devise a performance for a community group. You will keep a reflective journal for your workshops rehearsals and performances which will include skills audits, long and short term targets and rehearsal logs.
5	Individual commission (Dip)	120	Second Year	External	You will devise an individual performance based on a given stimulus.
6	Final live performance to an audience (Dip)	90	Second Year	Internal	You will take part in the annual production and perform to a live audience. You will keep a reflective journal for your workshops rehearsals and performances which will include skills audits, long and short term targets and rehearsal logs.
19	Acting styles (Performing Arts only) (PA/Dip)	60	Second Year	Internal	You will write an essay based on three practitioners and one theatre company. You will learn about three practitioners and study them in detail. You will then focus in on one of the practitioners and perform a piece based on this style. You will keep a reflective journal for your workshops rehearsals and performances which will include skills audits, long and short term targets and rehearsal logs.
12	Contemporary Dance Technique (DA)	60	Second Year	Internal	You will learn about three practitioners and study them in detail. You will then focus in on one of the practitioners and perform a piece based on this style. You will keep a reflective journal for your workshops rehearsals and performances which will include skills audits, long and short term targets and rehearsal logs.
20	Developing the voice for performance (Performing Arts only) (Dip)	60	First Year	Internal	You will take part in workshops and rehearsals based on the use and production of voice. You will then take part in one monologue and one duologue to showcase your skills within your acting voice. You will keep a journal for your workshops rehearsals and performances which will include skills audits, long and short term targets and rehearsal logs.

Our Expectations of You

As Performing Arts practitioners we **REQUIRE** you to:

- Work and behave at all times within the ethos and atmosphere of the department, giving equality of time, effort and imagination in line with your colleagues and tutors
- Regularly attend all lessons punctually, with your notes from previous lessons in a dedicated folder or notebook – you will also need paper and pens/pencils
- To attend the compulsory visits required for your course of study as directed by your tutors and also to attend as many professional performances as you can in your own time
- Complete fully and punctually any written or practical assignments as directed by your tutor
- Spend a considerable amount of your time rehearsing and organising yourselves in practitioner directed group work – (failure to turn up to ANY form of rehearsal will not be tolerated and will result in the same form of disciplinary action as taken over failure to complete work set)
- Participate enthusiastically in ALL lessons – be prepared to share your ideas and bring independent research and work to the lessons
- B There is an expectation that you will undertake about 5 hours on homework outside of lessons – this will increase in the lead-up to deadlines and performances. REHEARSALS do count towards this homework total.
- Be sure to read feedback on all work carefully – it will help you improve the standard of your work
- Attend your allocated Front of House and Technical Support duties

In addition, we **EXPECT** that you:

- Treat other members of your class with respect, care and artistic generosity
- Behave in a safe and sensible manner at all times but especially during practical work
- Become involved in as much extra-curricular performing activities provided by the College, as you reasonably can

You are working as professional practitioners on this course. We demand that you adopt a professional attitude at all times; when you are working as a whole class, in groups or in solo independent work. **At all times the work is paramount and you can not see one style of working as less or more than the other.**

What You Can Expect From Us



- A high level of commitment and support
- Regular individual tutorials to guide, support and extend your study
- We will do our best to aid you in developing your practical skills and analytical understanding of drama and theatre
- Every practitioner will receive a regular report on his/her progress through the course
- Expert guidance in preparing for and successfully completing your year of study
- Return all assignments promptly with helpful feedback
- Give you frequent individual feedback on how your work is progressing.

All the 'performing arts team' share an office in the Performing Arts Building. The telephone extension is 269.

Marking & Assessment



Types of assessment

All units consist of a set of formal assessment tasks/assignments. The range of tasks will include:

- Practical Performances
- Observations of rehearsals
- Logbooks / Reflective Journals
- Research tasks
- Assessment of written responses which provide evidence for the unit criteria
- Observation of performance in practical tasks matched against assessment criteria
- Peer assessment of work
- External witness Statements to support achievements

The frequency and quality of assessment

Vocational coursework will be assessed at the end of each unit. No formative feedback will be given once the assignment brief has been issued.

The use of a final grade Pass/Merit./Distinction will only be used on completion of a unit and as an overall grade for the qualification. Your graded work will be kept in individual personal folders by your tutors in the cabinet in the office.

SUBMISSION OF WORK

Each assignment brief will indicate a submission and resubmission date for all assessments. It is vital that you meet your initial deadline so that you are allowed the opportunity to resubmit work if appropriate. ***You will not be allowed a resubmission if you have not completed the work fully for the first submission deadline.***

If there is a **genuine** reason why your work cannot be submitted by the final deadline date, a written explanation must be handed to your teacher before the deadline and an extension may be granted.

Internal verification process

Your work will initially be marked by your class tutor (the assessor). However, a system called 'internal verification' is in place to ensure the tutor's marking and grading is correct. The completed assignment will then be marked by the teacher and summative grade for the unit will be awarded with feedback given to you.

If you disagree with your grade, you may appeal.

GRADING

How will you be marked/graded?

Each unit will consist of one major assignment brief. This will be split up into separate tasks. When all the tasks have been submitted it will be marked and returned, confirming criteria achieved for that unit.

Each assignment will indicate a submission date. The deadline will be either the start or finish of the BTEC lessons on the given day or during an evening performance. You will be given appropriate time to plan, research and write the assignment and prepare for your performances.

The tutor will mark all work in all units. A selection of students will be verified internally for each unit and moderated through an Edexcel Standards Verifier. An appeals procedure for students (& staff!) is in place.

Units can also only be passed upon the completion of 95% of the Guided learning hours

It will be up to you to respond to general advice given by your tutors to ensure you reach your full potential when you submit your summative assessment. This will involve being organised and developing your skills and knowledge. The criteria for all units will be included in each assignment brief.

Externally-assessed units

Each external assessment is taken under specified conditions, then marked by Pearson and a grade awarded. You must achieve all external units at pass grade or above to pass the course overall.

Calculation of the qualification grade

Unit grade

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

Eligibility for an award

In order to be awarded a qualification a learner must complete all units and achieve a pass or above in all mandatory units unless otherwise specified.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M P or U) for all units within a valid combination
- achieve the **required units at pass or above**
- achieve the **minimum number of points** at a grade threshold.

Overall grade

This qualification is a level 3 qualification, and the certification may show a grade of Level 3 Pass, Level 3 Merit, Level 3 Distinction or Level 3 Distinction*.

If you fail a unit during year 12, it may mean a fail overall in year 13.

Award of Distinction* (D*)

D* is an accredited grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole; in all units!

At the start of each unit you will receive an assignment brief detailing the tasks and criteria to be met. Criteria will be recorded on the feedback sheet when met and a central spreadsheet will also be used.

There will also be written feedback detailing the next grading criteria up. If you have been given a resubmission, this will be what you should be working towards.

Written elements of the course may include character studies, evaluations of performance and process, research and investigations into an area of the arts, presentations and your reflective journal - it is a bit like a diary where you note down your thoughts.

So what kind of thing should I write in my journal?

The journal should be used to *reflect* on what you did in the session and note *why* you completed an exercise, *how* it has helped you develop as a performer, *what* you feel your contribution was.

Some useful phrases to think about when writing your journal:

- ? We did this because...
- ? It was useful because...
- ? My strengths / weaknesses during today's session were...
- ? I will use this experience in the future by....

Your journal is essential for Unit 1 and Unit 2 – it makes up a large percentage of your evidence. It will give the marker and verifier evidence that you have gone through some kind of learning process. The journal should provide you with the opportunity to note any key moments in your work, to make note of how you are using your research and investigations to develop your work, and how you have chosen to respond to the feedback you have received. If you wish to stick diagrams/graphs, or parts of your research into your journal they must be annotated with the date, and also how they have been used, and the relevance to your personal development.

The journal should be used to *reflect* on what you did in the session and note *why* you completed an exercise, *how* it has helped you develop as a performer, *what* you feel your contribution was and what skills you employed and developed throughout the session.

Your journal is a document that should be treated with respect. It is important to date your journal. If you spend a minimum of 45 minutes each night writing up your journal you will not fall behind, as soon as you lose track of what you did, your reflective process will be lost.

Below are some prompt questions and ideas that may help you when answering your journal. Remember that these questions are only prompts, it may not be appropriate to answer every question each time you record your thoughts.

- ? Brief description of what you did in the session (Bullet points are expectable)
- ? Why did you complete this exercise? work? research?
- ? What could you practice at home?
- ? What could you set yourself as homework?
- ? What research would now help?
- ? What do you feel your contribution to today's session was?
- ? Which exercises would you like to try to move the piece forward?
- ? What skills you employed/developed/ would like to develop further

? HOMEWORK

? This is an important section. Please remember PRACTICAL work (as well as written work) counts as HOMEWORK



This will be varied. This will be a mixture of research, reflecting on and then writing up lessons, assignments, coursework and rehearsals. We do expect practitioners to rehearse at both lunchtimes and after college. This of course also counts as homework. There will never be a time when you don't have homework to do. It can also include:

- Going to additional youth theatre / drama classes
- Visiting professional theatre
- Academic research / Completing your Reflective Journal
- Contemporary research, reading theatre/drama journals in the library, reading The Stage, newspapers etc.

Deadlines – write this in your diary NOW

All deadlines are subject to change by HoD. INITIAL DEADLINES ARE SHOWN BELOW.

Other ongoing deadlines will be published on the assignment briefs and shared with you on Godalming Online and reminders sent on TEAMS. There is an expectation that you will attend ALL PERFORMANCES within the department, from other courses and other year groups.

Drama Induction Performance	23 rd September (Call = Straight after college and then evening performance)
Performing Arts/Dance Induction show	30 th September (Call = Straight after college and then evening performance)
19:12	Second Year Performing Arts / Dance practitioners. Start of December
First Yr Performance Exams (Dependent on examiner)	End of March
Second Yr Performance Exams (Dependent on examiner)	Start of February
Unit 2 Assesment	Towards the end of January
Unit 1 Exam (tbc)	End of April / Start of May

As this is a portfolio/coursework based course there will be many intermediate deadline's set (almost weekly). Failure to hand work in for these will be dealt with in accordance with college policy on missing deadlines

You Speak

As a drama practitioner you will be able to feed back to us about your experiences within the department. You will also have a say in future production and event planning.

Each drama and dance class will elect a rep. (and a deputy) to sit on the Drama and Dance Forum. Your rep will represent your views on the Forum.

Each lower sixth class will be allocated an upper sixth rep. who will act as your mentor. If you have any worries / concerns then your mentor will be there to help.

TRIP MONEY for dance practitioners

- A contribution of £35 will be collected at the start of the course, to cover dance trips/workshops organised by the department. The £35 will be collected in and a receipt issued from THE FINANCE OFFICE. You may also be able to pay on-line. **We will give you details about how to make this payment, but the DEADLINE = 15th October 2021**

Course Overview

YEAR 1	TERM 1.1	1.2	2.1	2.2	3.1	
Certificate & Diploma (together)	Unit 2: Developing skills and techniques for Live performance	Unit 2: Developing skills and techniques for Live performance	Unit 2: Developing skills and techniques for Live performance	Teaching and Preparation for Unit 1	Take Unit 1 – date and details TBC by exam board	
Diploma Additional 3 lessons	Unit 20: Developing the voice for performance	Unit 20: Developing the voice for performance	Unit 4: Performing Arts in the community	Unit 4: Performing Arts in the community	Unit 4: Performing Arts in the community (performance - May)	
<p>FIRST YEAR PRACTITIONERS maybe required for an additional day or two rehearsal at the start or end of the Christmas Holidays for their Unit 2 performance. DIPLOMA PRACTITIONERS may also be required over June half term holiday for a day or two to rehearse their Community Tour performance.</p>						

YEAR 2	TERM 1.1	1.2	2.1	2.2	3.1	
Certificate & Diploma (together)	Unit 19: Acting Styles & Optional Unit for Dance	Unit 19: Acting Styles & Optional Unit for Dance	Unit 3: Group Performance workshop	Unit 3: Group Performance workshop	Unit 3: Group Performance workshop	
Diploma Additional 3 lessons	Unit 6: Final Live Performance	Unit 6: Final Live Performance	Unit 5: Individual Performances	Unit 5: Individual Performances	Unit 3: Group Performance workshop	
<p>SECOND YEAR PRACTITIONERS maybe required for an additional day or two rehearsal over the October Half Term Holiday for their Unit 12/19 performance. There may be an additional day or two rehearsal over the Easter Holidays for the Unit 3 external exam performance. DIPLOMA PRACTITIONERS may also be required over the Christmas Holidays (start or end) for a day or two to rehearse their Unit 6 performance.</p>						

All performing arts groups are team-taught by two or three teachers. This means you are given an eclectic mix of influences and teaching styles.

Preparation for Study

All your lessons will be a mixture of practical, discursive and theoretical work. Please ensure you always bring the following to all lessons:

- **SHOES – Do not wear OUTDOOR shoes in the studio spaces please. BRING SHOES TO CHANGE INTO.** Please wear light, soft shoes that you can move in. Some shoes mark the support floors and you will be asked not to wear these in lessons.
- Appropriate clothing for practical work. While we do not have a dress code for practical work, please be aware that your clothing must enable you to move around and undertake practical work.
- Jewellery will be completely removed before you enter the studios.
- This Practitioner Guide. Any Assignment Sheets to refer to.
- College diary.
- **Pens, pencils etc and an A4 hard-backed note book to record and reflect on work.**
- You should also have a sole use Performing Arts File with dividers for each Unit of study.

Departmental Safety Code

1. Please only enter a room if you have a time-tabled lesson or you have booked in for a rehearsal, using the sheet outside the Drama Studio (616)
2. Always place your bags in the area designated by your subject tutor.
3. There are obstacles around the edges of the room. At the start of the lesson, please check that the central space is as clear as possible. Please ensure you know where any obstacles are.
4. Never use electrical equipment (other than the stereo system) unless under the supervision of your subject tutor.
5. Always report accidents or breakages immediately.
6. Please remove chewing gum during practical work, and ensure you are appropriately dressed for your activity. Please ensure you are appropriately warmed up for particular activities.

Due to limited storage space, especially around the times of performances, we do have to store some equipment around the edges of the space.
The equipment will be placed as far to the edges as possible.
Please ensure you are aware where this equipment is and the safety issues surrounding it.






The department endorses the College Health & Safety Policy. The tutors will carry out risk assessments to maintain a safe working environment with minimum risk to the practitioners and themselves. The presentation of the course topics is not normally associated with specific hazards but your tutors will brief you should the need arise. Any visits associated with your course are also covered by risk assessments. Practitioners have a duty of care and are expected to follow the general College Health & Safety guidelines displayed in the studios and in the practitioner diary, to ensure their own safety and that of others.

ASSESSMENT STATEMENT

DRAMA | DANCE | PERFORMING ARTS DEPARTMENT

<p>Each Lesson a tutor will - (This may not happen at the start of the lesson)</p>	<ul style="list-style-type: none"> • Outline the journey of the lesson, Concepts for exploration / investigation. • Clearly link the work to what has come before and what is to come. • Provide a clear, concise context to the work in relation to the overall programme of study. • Explain to students how to improve their work. • Explain to students what is expected of them during task-based work. • At all times tutors will: recognise achievement, enable improvement and motivate further learning.
<p>Each Lesson a tutor may – (This will happen on a fairly regular basis, where the work allows / demands)</p>	<ul style="list-style-type: none"> • Directly discuss what criteria they will be assessing the students on. Often tutors will provide students with the specification assessment criteria and ask for peer assessment to take place. Thus encourage the class to reflect on the levels they would give a particular student / piece of work. PEER ASSESSMENT AND AFL • Engage in a plenary session where the students discuss who they would put at the top for all / some of, the assessment criteria for that lesson – and justify their reasoning.
<p>At the end of a unit of study the tutor will -</p>	<ul style="list-style-type: none"> • Record attainment during that unit. • Lead the students through a commonly set and standardised assessment task to measure attainment across the whole cohort. • Ensure the student’s complete a self-evaluation form and compare the results. • Complete an evaluation/discursive feedback session with the HoDepartment about the Unit of Study. • Undertake a marking standardisation with the rest of the department.
<p>At the end of a module of study the teacher may -</p>	<ul style="list-style-type: none"> • Arrange a meeting with the student and the HoD to set clear targets for development over the next half term. • Raise a Cause for Concern. • Send a Cause for Concern letter home. • Send a commendation letter home.

Extras

 <p>Reviews</p>	<p>We pride ourselves on our individual support for practitioners. You will constantly be given / offered targets and ways of improving your learning experience.</p> <ul style="list-style-type: none"> ➤ We operate continual individual tutorial programmes offering individual support throughout your programme of study.
 <p>Study Skills</p>	<ul style="list-style-type: none"> ➤ You must ensure you use as much subject specific language in all discursive and written work. ➤ Ensure you develop your own shorthand when taking notes down in class ➤ Make sure you undertake background reading to enrich your learning ➤ Use the resources available, especially make use of the department's intranet site and the documents offered to you via e-learn
 <p>Further Reading</p>	<p>You will be offered a full reading list for each Unit. The library stocks all the Performing Arts Books:</p> <p>Artaud A The Theatre and Its Double</p> <p>Benedetti J Stanislavski – A Biography</p> <p>Benedetti J Stanislavski – An Introduction</p> <p>Boal A Theatre of The Oppressed</p> <p>Esslin M Brecht A Choice of Evils</p> <p>Boal A Games For Actors and Non Actors</p> <p>Oddey A Devising Theatre</p> <p>Hartnoll P A Concise History of Theatre</p> <p>Eyre R Changing Stages</p> <p>ed Drain R Twentieth Century Theatre</p> <p>Lamden G Devising A Handbook</p> <p>Neelands J Drama and Theatre Studies</p> <p>ed Mackey S Practical Theatre</p> <p>Menear P Stage Management + Theatre Administration</p>
 <p>Webliography</p>	<p>We offer a whole host of web-links for all the Units of Study on the department GoL site.</p>
 <p>Support</p>	<p>Your subject tutor is your first port of call if you require support, clarification or explanation of marking. If this does not help:</p> <ul style="list-style-type: none"> ➤ You could speak to your class rep. Who can bring the matter to the Forum ➤ You could speak to your other subject tutor ➤ You could make an official appointment with the Head of Department – awp@godalming.ac.uk

PERFORMANCE

Performing is an essential part of the work of this department. We have professional standards and ask you give 100% at all times for an audience. This is the least they deserve.

Any performance in front of an audience in this department follows certain rules:

- You are in the space, in the moment – composed, ready and alert when the audience arrives.
- All jewellery (unless an agreed part of your costume) is removed.
- Unless you are in costume, appropriate clothes are worn. These will build the ensemble and support the performance. Showing any extraneous flesh is off-putting for an audience. They are here to watch you, not your midriff or your underwear.
- When performing do not be distracted or distract the audience or take focus by adjusting clothing or costume.
- Do not distract the audience or take focus by adjusting or pushing back your hair. LEAVE IT – if it will get in the way of your performance, then tie it back.
- Unless it is part of the production, you do not speak or communicate with the audience before the start of your performance. You are in position and you wait for your cue.
- You always give 100% to ANY performance (in class, or for a public showing) You are fully engaged in your 'role', you do not come out of role and you support the ensemble.
- Do not be thrown by missed or changed sound or lighting cues. Your job is to keep going and not signal to an audience that something has gone wrong.
- At the end of a performance, you hold your position, your composure and your focus until 'released' by your teacher, director or choreographer. (This is extremely important in an exam).
- You are responsible for clearing away at the end of a performance. Please do not be selfish and leave this to others. This includes the dressing room, stacking audience chairs etc. If any property is left within the department for over a week it will be assumed it has been 'abandoned' and will be passed to a charity shop.



Plagiarism Policy for BTEC NQF

1. Definition of Plagiarism

- Submitting another's published or unpublished work, in whole, in part or in paraphrase, as one's own without fully and properly crediting the author
- Submitting another person's written work as one's own original work
- Using someone else's idea without referencing the source
- Using pictorial work without permission or referencing the source

2. Guidelines – the steps that will be followed

- An explanation of acceptable and unacceptable forms of work must be given to students during the induction to their course. This should be reiterated at points throughout the academic year as appropriate. The principle that all work handed in by a student must be their own and not copied, should be enforced at all stages of the assessment process
- If an allegation of plagiarism is made against a student, the teacher concerned should in the first instance talk to the student explaining the suspicions and ask the student to respond with reasoning and/or evidence
- If plagiarism is suspected the Head of Department of Internal Verifier (as appropriate) should be informed and should examine the work/materials before discussing the findings with the student. The student's Senior Tutor should also be told about the issue at this point
- At this meeting a copy of the unmarked work should be given to the student and the original retained by the subject teacher
- A student found guilty of plagiarism will be subject to disciplinary action and the College Student Disciplinary Procedure will apply. The appropriate Senior Tutor will be involved at this stage. A record of a proven allegation of plagiarism will be kept on the student's file in accordance with the Disciplinary Procedure
- Penalties for plagiarism will follow Awarding Body guidelines and may include:
 - Work should not receive a grade
 - Student retakes the assignment or unit
 - Failure of the assignment/unit
 - Reduction in the final course grade



EXTERNAL ASSESSMENT IN BTEC (Nationals NQF)

Types of BTEC external assessment

There are two different types of external assessment in your BTEC Nationals course:

Set task = A longer assessment where learners respond to a brief set by Pearson.

UNIT 1

Performance task = A skills-based assessment that will often be recorded so we can assess how well a learner can do a particular activity.

UNIT 3

Set tasks and Performance tasks

For set tasks and performance tasks there are different levels of supervision which will be made clear to you at each stage of the assessment.

Non-supervised conditions:

Many of the set tasks include a period during which you can conduct research, plan, prepare and develop your own response to the task. During this period, you follow the non-supervised conditions.

Supervised conditions:

In many cases the set tasks include a period during which you write up the final version of their work ready for submission. During this period, you will follow the supervised conditions.

We will explain the balance between supervised and non-supervised conditions for each set task or performance task and will clearly indicate the amount of time assigned to each part as well as resources permitted in each part.

Absence from an assessment.

Where learners are unable to attempt or complete the task within the specified window or by the submission deadline then they should be marked as absent and special consideration should be applied for.

Unauthorised items

Candidates must not have access to items other than those stated in the instructions on the question paper or task brief or in the specification for that subject.

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Potential technological or web enabled sources of information such as:

- ◇ iPods
 - ◇ iWatches
 - ◇ mobile phones
 - ◇ MP3/4 players
 - ◇ wrist watches which have a data storage device
- are not permitted.

If a candidate is in possession of any unauthorised items, this counts as an infringement of the regulations and could result in their disqualification from the assessment.

Unauthorised items – and mobile phones in particular whether or not they are switched on or within reach – must not be in the candidate's possession during the assessment.

IMPORTANT

Please ensure you have read and reflected upon the following which can be found on GoL:
The Department Support Statement | Coursework Moderation (which explains how work is assessed)