

BTEC Level 3 in Production Arts (QCF)

**Certificate
Subsidiary Diploma
90-credit Diploma
Diploma
Extended Diploma**

Specification

First teaching September 2010

90-credit Diploma – First teaching September 2013

Issue 5

Pearson BTEC Level 3 Certificate
Pearson BTEC Level 3 Subsidiary Diploma
Pearson BTEC Level 3 90-credit Diploma
Pearson BTEC Level 3 Diploma
Pearson BTEC Level 3 Extended Diploma
in

Production Arts **(QCF)**

Specification

First teaching September 2010

90-credit Diploma – first teaching September 2013

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Edexcel, BTEC and LCCI qualifications

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This specification is Issue 5. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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ISBN 978 1 446 93426 5

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Summary of specification changes for the qualifications covered by this specification

The latest issues of the BTEC Level 3 QCF specifications have had minor updates, including formatting and organisation of content. Units and structures of qualifications are unaffected. The updates do not change delivery or assessment of any of the qualifications and centres can continue to use existing assignment briefs.

Summary of changes made between previous version and this version	Page number
An updated explanation of QCF titles and certification is now included in the section <i>Introduction to the Pearson BTEC Level 3 qualification titles covered by this specification</i> .	1-2
Details on Total Qualification Time (TQT) and Guided Learning Hours (GLH) can now be found in <i>Introduction to the Pearson BTEC Level 3 qualification titles covered by this specification</i> .	2
The outline of the purpose of the qualifications in <i>What are BTEC Level 3 qualifications?</i> has been updated to reflect updated sector trends, progression opportunities and, where applicable, links to apprenticeship frameworks given in the new section <i>Purpose of these BTEC qualifications</i> .	3-7
For increased clarity and ease of use, the information in <i>Rules of combination for Pearson BTEC Level 3 qualifications in this specification</i> is now included in the section <i>Structure of the Pearson BTEC Level 3 qualifications in this specification</i> .	8-36
The number of GLH per unit has been included in the section <i>Structure of the Pearson BTEC Level 3 qualifications in this specification</i> , to indicate the number of learning hours required to support the indicative content of the unit.	8-36
The <i>Further information</i> and <i>Useful publications</i> sections have been removed; the information given in these sections now appears in the relevant sub-sections <i>Quality assurance of centres</i> and <i>Training and support from Pearson</i> .	40 and 49
The section <i>Quality assurance of centres</i> has been updated to reflect title changes for some Pearson quality assurance documents.	40
A section on <i>Meeting local needs</i> has been added; this section gives information on the use of units from other BTEC (QCF) qualifications.	43
<i>Restrictions on learner entry</i> has been updated to reflect changes in government legislation.	45
<i>Access arrangements for learners with disabilities and specific needs</i> has been renamed <i>Access to qualifications and assessments</i> and has been updated to reflect changes in government legislation.	45
<i>Professional development and training</i> has been replaced with <i>Training and support from Pearson</i> , it gives updated information on the guidance, support and training available for delivery of BTEC Level 3 qualifications.	49
<i>The Pearson BTEC qualification framework</i> section has been removed.	-
Minor changes have been made to all units to clarify the content. Changes to content are reflected in the unit Delivery guidance, Outline learning plan, Assessment guidance and Programme of suggested assignments where necessary and are all sidelined in the unit documents.	



Contents

The units for the BTEC qualifications in this specification are available on our website. For further details, go to our *BTEC Nationals* page at qualifications.pearson.com

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Introduction to the Pearson BTEC Level 3 qualification titles covered by this specification

Qualification titles

The qualification titles covered by this specification are:

Pearson BTEC Level 3 Certificate in Production Arts (QCF)

Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (QCF)

Pearson BTEC Level 3 90-credit Diploma in Production Arts (QCF)

Pearson BTEC Level 3 Diploma in Production Arts (QCF)

Pearson BTEC Level 3 Extended Diploma in Production Arts (QCF)

The Qualification Numbers (QNs) for the qualifications in this publication are:

Pearson BTEC Level 3 Certificate in Production Arts (QCF)	500/7102/6
Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (QCF)	500/7380/1
Pearson BTEC Level 3 90-credit Diploma in Production Arts (QCF)	601/1094/6
Pearson BTEC Level 3 Diploma in Production Arts (QCF)	500/7364/3
Pearson BTEC Level 3 Extended Diploma in Production Arts (QCF)	500/7381/3

The appropriate qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

The qualifications covered by this specification are BTEC Level 3 qualifications that were developed under the Qualification and Credit Framework (QCF). First teaching for most of the qualifications and associated units was from September 2010. The qualifications are now regulated by Ofqual under the Regulated Qualifications Framework (RQF).

The qualification titles were developed under the QCF rules. In order to enable centres, learners and end users to differentiate these titles from earlier and later BTEC Level 3 qualifications, we are retaining the use of the term (QCF) in the qualification titles and this term will continue to be shown on learners' certificates.

The qualifications were developed using a basis of credits, with the concept that units might be shared by or jointly developed with other organisations. At the introduction of the RQF, ownership of all unit content has transferred to the awarding organisation. For consistency with the original qualifications, we have retained the use of the term 'credit' in relation to the sizing of units, however in line with RQF requirements, information has been added regarding the Guided Learning Hours and total qualification time. (See page 2).

Recognition for progression in work-based routes

Since they were first introduced, the qualifications in this specification have been used for progression to employment and further work-related training. During the period leading up to the full introduction of reformed occupational routes, these BTEC Level 3 qualifications continue to provide progression to training, Apprenticeship and higher vocational study. Centres should ensure that the way in which qualifications are delivered remains relevant to learners' career aspirations, taking account of local employment needs.

UCAS points and progression to higher education

BTEC Level 3 qualifications attract UCAS points and are recognised by higher education providers as contributing to admission requirements for many courses. Please go to the UCAS website for full details of points allocated. When selecting their programme of study, learners should check the degree entry requirements with the relevant provider.

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is expected the average learner can be expected to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT).

Within the TQT, there are Guided Learning Hours (GLH), which a centre delivering the qualification is likely to need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction, supervised study, giving feedback on performance.

As well as guided learning, there is other required learning directed by tutors or assessors. This includes private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

These qualifications also have a credit value which is equal to one tenth of TQT. Pearson consults with users of these qualifications in assigning TQT and credit values.

The TQT and GLH values for the qualifications in this specification are:

- Certificate – 300 TQT – (180 GLH)
- Subsidiary Diploma – 600 TQT – (360 GLH)
- 90-credit Diploma – 900 TQT – (540 GLH)
- Diploma – 1200 TQT – (720 GLH)
- Extended Diploma – 1800 TQT – (1080 GLH).

Purpose of these BTEC qualifications in Production Arts

Rationale for these BTEC qualifications in Production Arts

Production arts is a major part of the creative and cultural industries in the UK. These industries are a major employer and contribute approximately £4 billion to the UK economy annually. Production arts is a growth sector that offers diverse employment opportunities in sub-sectors such as theatre, TV, online and film. Potential employment areas include theatre special effects, puppetry, costume design, directing, set design, makeup and special effects, as well as in the support functions that bring these art forms to the fore, such as stage and arts management.

BTEC Level 3 qualifications in production arts give learners the opportunity to make progress in the production arts sector whether their chosen route is employment, an apprenticeship or university.

BTEC production arts qualifications are structured into general or specialist pathways. Learners are able to choose either a broad study of the sector or a study route that relates to a specific career direction.

The specification has been structured to allow learners maximum flexibility in selecting optional units so that their specific interests and career aspirations in the production arts sector can be reflected in their choice of unit combinations.

Learners could progress into a wide variety of roles, either directly or following further study or training. These could include:

- Assistant Set Designer
- Makeup Artist
- Assistant Stage Manager
- Lighting Technician
- Costume Assistant.

Level 3 qualifications available in Production Arts (QCF)

Pearson BTEC Level 3 Certificate in Production Arts – 30 credits

The 30-credit BTEC Level 3 Certificate in Production Arts gives learners an introduction to specific areas of the sector through one of the following pathways:

- Costume
- Makeup
- Set Design and Construction
- Stage Management
- Theatre Technology
- Arts Management.

The qualification is broadly equivalent in size to 0.5 of an A Level. It is also suitable for mature learners who wish to follow a vocational programme of study as part of their continued professional development or who want to aim for employment in the production arts sector. When taken alongside other qualifications, the BTEC Level 3 Certificate enables learners to progress to higher education and to other professional development programmes.

Pearson BTEC Level 3 Subsidiary Diploma in Production Arts – 60 credits

The 60-credit BTEC Level 3 Subsidiary Diploma in Production Arts covers the underlying specialist principles and technical skills needed in the sector. Learners are able to choose one of the following pathways:

- Costume
- Makeup
- Set Design and Construction
- Stage Management
- Theatre Technology
- Arts Management.

The qualification offers greater flexibility and a choice of emphasis through its optional units. It is broadly equivalent in size to one A Level. It is also suitable for mature learners who wish to follow a vocational programme of study as part of their continued professional development or who want to progress to employment in the production arts sector. When taken alongside other qualifications, the BTEC Level 3 Subsidiary Diploma enables learners to progress to higher education and to other professional development programmes.

Pearson BTEC Level 3 90-credit Diploma in Production Arts – 90 credits

The BTEC Level 3 90-credit Diploma in Production Arts broadens and expands the general or specialist work-related focus of the BTEC Level 3 Subsidiary Diploma and encompasses the essential skills, knowledge and understanding needed to gain confidence and progress as a general production arts practitioner or as a production arts practitioner in one of the following specialist areas:

- Design
- Makeup
- Theatre Technology

- Arts Management.

The qualification offers greater flexibility and a choice of emphasis through its optional units. It is broadly equivalent in size to 1.5 A Levels. The qualification provides a programme of study manageable in a year so that learners gain work-ready skills. When taken alongside other qualifications, the BTEC Level 3 90-credit Diploma enables learners to progress to higher education and to other professional development programmes. It is also suitable for mature learners who wish to follow a vocational programme of study as part of their continued professional development or who want to focus on employment in their chosen area of the production arts sector.

Pearson BTEC Level 3 Diploma in Production Arts – 120 credits

The 120-credit BTEC Level 3 Diploma in Production Arts is a specialist qualification that offers considerable coverage of the sector. The qualification offers pathways that enable learners to study extended mandatory content relevant to a specific specialism while also selecting units from a range of relevant specialist options. The available pathways are:

- Design
- Technical
- Makeup.

The qualification is broadly equivalent in size to two A Levels. Some learners may wish to gain the BTEC Level 3 Diploma in order to enter a specialist area of employment, higher education or another professional development programme. The qualification is also suitable for mature learners who wish to follow a vocational programme of study as part of their continued professional development or who want to focus on employment in the production arts sector.

Pearson BTEC Level 3 Extended Diploma in Production Arts – 180 credits

The 180-credit BTEC Level 3 Extended Diploma extends and deepens the specialist work-related focus of the BTEC Level 3 90-credit Diploma and the BTEC Level 3 Diploma. The BTEC Level 3 Extended Diploma builds on the Diploma by giving comprehensive coverage of the sector. The qualification offers learners the opportunity to gain either a broad understanding of the production arts sector or to choose a more in-depth focus by selecting one of the following specialist technical areas:

- Design
- Technical.

The qualification can prepare learners for appropriate direct employment in the production arts sector, including those who have decided to enter a particular specialist area of work.

The BTEC Level 3 Extended Diploma is equivalent in size to three A Levels. Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to higher education or another professional development programme. The qualification is also suitable for mature learners who wish to follow a vocational programme of study as part of their continued professional development or who want to focus on employment in the production arts sector.

National Occupational Standards

These BTEC qualifications are designed to provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS). They also develop practical skills in preparation for work and possible achievement of NVQs. NOS form the basis of National Vocational Qualifications (NVQs). The qualifications in this specification do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit identifies links to elements of the relevant NOS.

The Pearson BTEC Level 3 qualifications in Production Arts relate to the following NOS:

- Technical Theatre
- Live Events and Promotion
- Cultural Venue Operations
- Community Arts.

Units in the Pearson BTEC Level 3 qualifications in Production Arts specification partially meet the knowledge, understanding, skills and techniques in the specified NOS.

See *Annexe D* for details of NOS mapping against units.

Structure of the Pearson BTEC Level 3 qualifications in this specification

This specification sets out the qualification structure for the following qualifications:

- Pearson BTEC Level 3 Certificate in Production Arts (Costume)(QCF)
- Pearson BTEC Level 3 Certificate in Production Arts (Make-up) (QCF)
- Pearson BTEC Level 3 Certificate in Production Arts (Set Design and Construction) (QCF)
- Pearson BTEC Level 3 Certificate in Production Arts (Stage Management) (QCF)
- Pearson BTEC Level 3 Certificate in Production Arts (Theatre Technology) (QCF)
- Pearson BTEC Level 3 Certificate in Production Arts (Arts Management) (QCF)
- Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Costume) (QCF)
- Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Make-up) (QCF)
- Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Set Design and Construction) (QCF)
- Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Stage Management) (QCF)
- Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Theatre Technology) (QCF)
- Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Arts Management) (QCF)
- Pearson BTEC Level 3 90-credit Diploma in Production Arts (QCF)
- Pearson BTEC Level 3 90-credit Diploma in Production Arts (Design) (QCF)
- Pearson BTEC Level 3 90-credit Diploma in Production Arts (Make-up) (QCF)
- Pearson BTEC Level 3 90-credit Diploma in Production Arts (Theatre Technology) (QCF)
- Pearson BTEC Level 3 90-credit Diploma in Production Arts (Arts Management) (QCF)
- Pearson BTEC Level 3 Diploma in Production Arts (QCF)
- Pearson BTEC Level 3 Diploma in Production Arts (Design) (QCF)
- Pearson BTEC Level 3 Diploma in Production Arts (Technical) (QCF)
- Pearson BTEC Level 3 Diploma in Production Arts (Make-up) (QCF)
- Pearson BTEC Level 3 Extended Diploma in Production Arts (QCF)
- Pearson BTEC Level 3 Extended Diploma in Production Arts (Design) (QCF)
- Pearson BTEC Level 3 Extended Diploma in Production Arts (Technical) (QCF)

When combining units for a BTEC qualification, it is the centre's responsibility to adhere to the rules relating to the qualification's minimum requirements for mandatory and optional unit credits.

The units for the BTEC qualifications in this specification are available on our website. For further details, go to our *BTEC Nationals* page at qualifications.pearson.com.

Pearson BTEC Level 3 Certificate in Production Arts (Costume) (QCF) (180 GLH)

Total qualification: 30 credits

Mandatory units: 10 credits

Learners must achieve one mandatory unit comprising 10 unit credits.

Optional units: 20 credits

Learners must achieve two optional units totalling 20 unit credits.

Pearson BTEC Level 3 Certificate in Production Arts (Costume) (QCF)				
Unit	Mandatory unit	GLH	Credit	Level
83	Developing Costume Design Skills	60	10	3
	Optional units			
2	Production Arts Workshop	60	10	3
81	Stage Costume Making	60	10	3
82	Stage Wardrobe Management	60	10	3
84	Designing Costumes for Performance	60	10	3
85	Period Costume for the Stage	60	10	3
86	Mask Making in the Performing Arts	60	10	3
87	Puppet Design	60	10	3
88	Puppet Construction and Operation	60	10	3

Pearson BTEC Level 3 Certificate in Production Arts (Make-up) (QCF) (180 GLH)

Total qualification: 30 credits

Mandatory units: 10 credits

Learners must achieve one mandatory unit comprising 10 unit credits.

Optional units: 20 credits

Learners must achieve two optional units totalling 20 unit credits.

Pearson BTEC Level 3 Certificate in Production Arts (Make-up) (QCF)				
Unit	Mandatory unit	GLH	Credit	Level
93	Make-up Application Skills and Creative Uses in Performance	60	10	3
Optional units				
2	Production Arts Workshop	60	10	3
86	Mask Making in the Performing Arts	60	10	3
87	Puppet Design	60	10	3
92	Make-up for Performers	60	10	3
94	Full Body Make-up for Performers	60	10	3
95	Special Effects Make-up	60	10	3
96	Make-up using Prosthetics	60	10	3
97	Period Make-up for Performing Arts	60	10	3
98	Fantasy Hair Design for Performers	60	10	3
99	Period Hair Design and Wig Making for Performers	60	10	3
100	Hair Styling and Dressing for Performers	60	10	3

Pearson BTEC Level 3 Certificate in Production Arts (Set Design and Construction) (QCF) (180 GLH)

Total qualification: 30 credits

Mandatory units: 10 credits

Learners must achieve one mandatory unit comprising 10 unit credits.

Optional units: 20 credits

Learners must achieve two optional units totalling 20 unit credits.

Pearson BTEC Level 3 Certificate in Production Arts (Set Design and Construction) (QCF)				
Unit	Mandatory unit	GLH	Credit	Level
79	Stage Design for Performance	60	10	3
	Optional units			
2	Production Arts Workshop	60	10	3
72	Scenic Construction for the Stage	60	10	3
73	Scenic Painting	60	10	3
76	Design Drawing Development	60	10	3
77	Design Material and Processes	60	10	3
78	Design Method	60	10	3
80	Stage Model Making	60	10	3
83	Developing Costume Design Skills	60	10	3
84	Designing Costumes for Performance	60	10	3
107	Visual Imagery for Production	60	10	3

Pearson BTEC Level 3 Certificate in Production Arts (Stage Management) (QCF) (180 GLH)

Total qualification: 30 credits

Mandatory units: 10 credits

Learners must achieve one mandatory unit comprising 10 unit credits.

Optional units: 20 credits

Learners must achieve two optional units totalling 20 unit credits.

Pearson BTEC Level 3 Certificate in Production Arts (Stage Management) (QCF)				
Unit	Mandatory unit	GLH	Credit	Level
59	Assistant Stage Management (ASM)	60	10	3
Optional units				
2	Production Arts Workshop	60	10	3
58	Performing Arts Event Management	60	10	3
60	Deputy Stage Management (DSM)	60	10	3
61	Stage Management	60	10	3
65	Technical Stage Operations	60	10	3
66	Stage Lighting Operations	60	10	3
69	Stage Sound Operations	60	10	3
72	Scenic Construction for the Stage	60	10	3
73	Scenic Painting	60	10	3
86	Mask Making in the Performing Arts	60	10	3
88	Puppet Construction and Operation	60	10	3
90	Period Props	60	10	3
91	Special Effects and Animated Props for the Stage	60	10	3
108	Production Management for Live Performance	60	10	3

Pearson BTEC Level 3 Certificate in Production Arts (Theatre Technology) (QCF) (180 GLH)

Total qualification: 30 credits

Mandatory units: 10 credits

Learners must achieve one mandatory unit comprising 10 unit credits.

Optional units: 20 credits

Learners must achieve two optional units totalling 20 unit credits.

Pearson BTEC Level 3 Certificate in Production Arts (Theatre Technology) (QCF)				
Unit	Mandatory unit	GLH	Credit	Level
65	Technical Stage Operations	60	10	3
	Optional units			
2	Production Arts Workshop	60	10	3
62	Stage Technical Maintenance	60	10	3
63	Temporary Stage Electrical Installations	60	10	3
64	Stage Technology Installation	60	10	3
66	Stage Lighting Operations	60	10	3
67	Stage Lighting Design	60	10	3
68	Automated Stage Lighting	60	10	3
69	Stage Sound Operations	60	10	3
70	Stage Sound Design	60	10	3
71	Live Sound for the Stage	60	10	3
91	Special Effects and Animated Props for the Stage	60	10	3
107	Visual Imagery for Production	60	10	3

Pearson BTEC Level 3 Certificate in Production Arts (Arts Management) (QCF) (180 GLH)

Total qualification: 30 credits

Mandatory units: 10 credits

Learners must achieve one mandatory unit comprising 10 unit credits.

Optional units: 20 credits

Learners must achieve 2 optional units totalling 20 unit credits.

Pearson BTEC Level 3 Certificate in Production Arts (Arts Management) (QCF)				
Unit	Mandatory unit	GLH	Credit	Level
57	Arts Administration	60	10	3
	Optional units			
2	Production Arts Workshop	60	10	3
3	Performing Arts Business	60	10	3
55	Arts in the Community	60	10	3
56	Theatre Front of House Operations	60	10	3
58	Performing Arts Events Management	60	10	3
74	Working Freelance in the Performing and Production Arts	60	10	3
75	Legal Aspects in Performing and Production Arts	60	10	3
106	Marketing for the Performing Arts	60	10	3

Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Costume) (QCF) (360 GLH)

Total qualification: 60 credits

Mandatory units: 20 credits

Learners must achieve the two mandatory units comprising 20 unit credits.

Optional units: 40 credits

Learners must achieve four optional units totalling 40 unit credits.

Note: At least 45 unit credits must be at Level 3 or above. A maximum of 10 unit credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Costume) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
83	Developing Costume Design Skills	60	10	3
Optional units				
6	Production Arts Planning	60	10	3
81	Stage Costume Making	60	10	3
82	Stage Wardrobe Management	60	10	3
84	Designing Costumes for Performance	60	10	3
85	Period Costume for the Stage	60	10	3
86	Mask Making in the Performing Arts	60	10	3
87	Puppet Design	60	10	3
88	Puppet Construction and Operation	60	10	3
107	Visual Imagery for Production	60	10	3

Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Make-up) (QCF) (360 GLH)

Total qualification: 60 credits

Mandatory units: 20 credits

Learners must achieve the two mandatory units comprising 20 unit credits.

Optional units: 40 credits

Learners must achieve four optional units totalling 40 unit credits.

Note: At least 45 unit credits must be at Level 3 or above. A maximum of 10 unit credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Make-up) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
93	Make-up Application Skills and Creative Uses in Performance	60	10	3
Optional units				
6	Production Arts Planning	60	10	3
86	Mask Making in the Performing Arts	60	10	3
87	Puppet Design	60	10	3
92	Make-up for Performers	60	10	3
94	Full Body Make-up for Performers	60	10	3
95	Special Effects Make-up	60	10	3
96	Make-up Using Prosthetics	60	10	3
97	Period Make-up for Performing Arts	60	10	3
98	Fantasy Hair Design for Performers	60	10	3
99	Period Hair Design and Wig Making for Performers	60	10	3
100	Hair Styling and Dressing for Performers	60	10	3

Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Set Design and Construction) (QCF) (360 GLH)

Total qualification: 60 credits

Mandatory units: 20 credits

Learners must achieve the two mandatory units comprising 20 unit credits.

Optional units: 40 credits

Learners must achieve four optional units totalling 40 unit credits.

Note: At least 45 unit credits must be at Level 3 or above. A maximum of 10 unit credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Set Design and Construction) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
79	Stage Design for Performance	60	10	3
Optional units				
6	Production Arts Planning	60	10	3
72	Scenic Construction for the Stage	60	10	3
73	Scenic Painting	60	10	3
76	Design Drawing Development	60	10	3
77	Design Material and Processes	60	10	3
78	Design Method	60	10	3
80	Stage Model Making	60	10	3
83	Developing Costume Design Skills	60	10	3
84	Designing Costumes for Performance	60	10	3
107	Visual Imagery for Production	60	10	3

Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Stage Management) (QCF) (360 GLH)

Total qualification: 60 credits

Mandatory units: 20 credits

Learners must achieve the two mandatory units comprising 20 unit credits.

Optional units: 40 credits

Learners must achieve four optional units totalling 40 unit credits.

Note: At least 45 unit credits must be at Level 3 or above. A maximum of 10 unit credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Stage Management) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
59	Assistant Stage Management (ASM)	60	10	3
Optional units				
6	Production Arts Planning	60	10	3
60	Deputy Stage Management (DSM)	60	10	3
61	Stage Management	60	10	3
65	Technical Stage Operations	60	10	3
66	Stage Lighting Operations	60	10	3
69	Stage Sound Operations	60	10	3
72	Scenic Construction for the Stage	60	10	3
73	Scenic Painting	60	10	3
86	Mask Making in the Performing Arts	60	10	3
88	Puppet Construction and Operation	60	10	3
90	Period Props	60	10	3
91	Special Effects and Animated Props for the Stage	60	10	3
108	Production Management for Live Performance	60	10	3

Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Theatre Technology) (QCF) (360 GLH)

Total qualification: 60 credits

Mandatory units: 20 credits

Learners must achieve the two mandatory units comprising 20 unit credits.

Optional units: 40 credits

Learners must achieve four optional units totalling 40 unit credits.

Note: At least 45 unit credits must be at Level 3 or above. A maximum of 10 unit credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Theatre Technology) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
65	Technical Stage Operations	60	10	3
Optional units				
6	Production Arts Planning	60	10	3
62	Stage Technical Maintenance	60	10	3
63	Temporary Stage Electrical Installations	60	10	3
64	Stage Technology Installation	60	10	3
66	Stage Lighting Operations	60	10	3
67	Stage Lighting Design	60	10	3
68	Automated Stage Lighting	60	10	3
69	Stage Sound Operations	60	10	3
70	Stage Sound Design	60	10	3
71	Live Sound for the Stage	60	10	3
91	Special Effects and Animated Props for the Stage	60	10	3
107	Visual Imagery for Production	60	10	3

Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Arts Management) (QCF) (360 GLH)

Total qualification: 60 credits

Mandatory units: 20 credits

Learners must achieve the two mandatory units comprising 20 unit credits.

Optional units: 40 credits

Learners must achieve four optional units totalling 40 unit credits.

Note: At least 45 unit credits must be at Level 3 or above. A maximum of 10 unit credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (Arts Management) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
57	Arts Administration	60	10	3
Optional units				
3	Performing Arts Business	60	10	3
6	Production Arts Planning	60	10	3
55	Arts in the Community	60	10	3
56	Theatre Front of House Operations	60	10	3
58	Performing Arts Events Management	60	10	3
74	Working Freelance in the Performing and Production Arts	60	10	3
75	Legal Aspects in Performing and Production Arts	60	10	3
106	Marketing for the Performing Arts	60	10	3

Pearson BTEC Level 3 90-credit Diploma in Production Arts (QCF) (540 GLH)

Total qualification: 90 credits

Mandatory units: 30 credits

Learners must achieve the three mandatory units comprising 30 unit credits.

Optional units: 60 credits

Learners must achieve six optional units totalling 60 unit credits.

Note: At least 90 unit credits must be at Level 3 or above. A maximum of 10 unit credits can come from other level 3 BTEC (QCF) units to meet local needs.

When selecting units in the 90-credit Diploma, it is essential that consideration is given to the progression needs of the learner. For example, if learners wish to eventually progress onto the Diploma (120 credits) or Extended Diploma (180 credits), they need to ensure that the optional units they select in the 90-credit Diploma also appear in the relevant pathway they wish to progress on to.

Pearson BTEC Level 3 90-credit Diploma in Production Arts (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
6	Production Arts Planning	60	10	3
3	Performing Arts Business	60	10	3
Optional units				
55	Arts in the Community	60	10	3
57	Arts Administration	60	10	3
58	Performing Arts Events Management	60	10	3
59	Assistant Stage Management (ASM)	60	10	3
60	Deputy Stage Management (DSM)	60	10	3
61	Stage Management	60	10	3
62	Stage Technical Maintenance	60	10	3
63	Temporary Stage Electrical Installations	60	10	3
64	Stage Technology Installation	60	10	3
65	Technical Stage Operations	60	10	3
66	Stage Lighting Operations	60	10	3
67	Stage Lighting Design	60	10	3
68	Automated Stage Lighting	60	10	3
69	Stage Sound Operations	60	10	3
70	Stage Sound Design	60	10	3
71	Live Sound for the Stage	60	10	3
72	Scenic Construction for the Stage	60	10	3
76	Design Drawing Development	60	10	3
77	Design Material and Processes	60	10	3
78	Design Method	60	10	3
79	Stage Design for Performance	60	10	3
81	Stage Costume Making	60	10	3
82	Stage Wardrobe Management	60	10	3
83	Developing Costume Design Skills	60	10	3

Pearson BTEC Level 3 90-credit Diploma in Production Arts (QCF)				
Unit	Optional units <i>(continued)</i>	GLH	Credit	Level
84	Designing Costume for Performances	60	10	3
85	Period Costume for Stage	60	10	3
88	Puppet Construction and Operation	60	10	3
89	Props Making	60	10	3
90	Period Props	60	10	3
92	Make-up for Performers	60	10	3
93	Make-up Application Skills and Creative Uses in Performance	60	10	3
94	Full Body Make-up for Performers	60	10	3
95	Special Effects Make-up	60	10	3
96	Make-up Using Prosthetics	60	10	3
97	Period Make-up for Performing Arts	60	10	3
100	Hair Styling and Dressing for Performers	60	10	3
106	Marketing for the Performing Arts	60	10	3
108	Production Management for Live Performance	60	10	3

Please note that some units that are available in the Subsidiary Diploma (60 credits) and the Diploma (120 credits) are not offered in the 90-credit Diploma qualification. Learners can only claim the 90-credit Diploma using units that are available in this size.

Pearson BTEC Level 3 90-credit Diploma in Production Arts (Design) (QCF) (540 GLH)

Total qualification: 90 credits

Mandatory units: 30 credits

Learners must achieve the three mandatory units comprising 30 unit credits.

Optional units: 60 credits

Learners must achieve six optional units totalling 60 unit credits.

Note: At least 90 unit credits must be at Level 3 or above. A maximum of 10 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

When selecting units in the 90-credit Diploma, it is essential that consideration is given to the progression needs of the learner. For example, if learners wish to eventually progress onto the Diploma (120 credits) or Extended Diploma (180 credits), they need to ensure that the optional units they select in the 90-credit Diploma also appear in the relevant pathway they wish to progress on to.

Pearson BTEC Level 3 90-credit Diploma in Production Arts (Design) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
6	Production Arts Planning	60	10	3
78	Design Method	60	10	3
Optional units				
64	Stage Technology Installation	60	10	3
72	Scenic Construction for the Stage	60	10	3
76	Design Drawing Development	60	10	3
77	Design Material and Processes	60	10	3
79	Stage Design for Performance	60	10	3
83	Developing Costume Design Skills	60	10	3
84	Designing Costume for Performances	60	10	3
85	Period Costume for Stage	60	10	3
88	Puppet Construction and Operation	60	10	3
89	Props Making	60	10	3
90	Period Props	60	10	3
92	Make-up for Performers	60	10	3
93	Make-up Application Skills and Creative Uses in Performance	60	10	3
94	Full Body Make-up for Performers	60	10	3
95	Special Effects Make-up	60	10	3
96	Make-up Using Prosthetics	60	10	3
97	Period Make-up for Performing Arts	60	10	3
100	Hair Styling and Dressing for Performers	60	10	3

Please note that some units that are available in the Subsidiary Diploma (60 credits) and the Diploma (120 credits) are not offered in the 90-credit Diploma qualification. Learners can only claim the 90-credit Diploma using units that are available in this size.

Pearson BTEC Level 3 90-credit Diploma in Production Arts (Make-up) (QCF) (540 GLH)

Total qualification: 90 credits

Mandatory units: 30 credits

Learners must achieve the three mandatory units comprising 30 unit credits.

Optional units: 60 credits

Learners must achieve six optional units totalling 60 unit credits.

Note: At least 90 unit credits must be at Level 3 or above. A maximum of 10 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

When selecting units in the 90-credit Diploma, it is essential that consideration is given to the progression needs of the learner. For example, if learners wish to eventually progress onto the Diploma (120 credits) or Extended Diploma (180 credits), they need to ensure that the optional units they select in the 90-credit Diploma also appear in the relevant pathway they wish to progress on to.

Pearson BTEC Level 3 90-credit Diploma in Production Arts (Make-up) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
93	Make up Application Skills and Creative Uses in Performance	60	10	3
6	Production Arts Planning	60	10	3
Optional units				
92	Make up for Performers	60	10	3
94	Full Body Make up for Performers	60	10	3
95	Special Effects Make up	60	10	3
96	Make up Using Prosthetics	60	10	3
97	Period Make up for Performing Arts	60	10	3
100	Hair Styling and Dressing for Performers	60	10	3

Please note that some units that are available in the Subsidiary Diploma (60 credits) and the Diploma (120 credits) are not offered in the 90-credit Diploma qualification. Learners can only claim the 90-credit Diploma using units that are available in this size.

Pearson BTEC Level 3 90-credit Diploma in Production Arts (Theatre Technology) (QCF) (540 GLH)

Total qualification: 90 credits

Mandatory units: 30 credits

Learners must achieve the three mandatory units comprising 30 unit credits.

Optional units: 60 credits

Learners must achieve six optional units totalling 60 unit credits.

Note: At least 90 unit credits must be at Level 3 or above. A maximum of 10 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

When selecting units in the 90-credit Diploma, it is essential that consideration is given to the progression needs of the learner. For example, if learners wish to eventually progress onto the Diploma (120 credits) or Extended Diploma (180 credits), they need to ensure that the optional units they select in the 90-credit Diploma also appear in the relevant pathway they wish to progress on to.

Pearson BTEC Level 3 90-credit Diploma in Production Arts (Theatre Technology) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
65	Technical Stage Operations	60	10	3
6	Production Arts Planning	60	10	3
Optional units				
62	Stage Technical Maintenance	60	10	3
63	Temporary Stage Electrical Installation	60	10	3
64	Stage Technology Installation	60	10	3
66	Stage Lighting Operations	60	10	3
67	Stage Lighting Design	60	10	3
68	Automated Stage Lighting	60	10	3
69	Stage Sound Operations	60	10	3
70	Stage Sound Design	60	10	3
71	Live Sound for the Stage	60	10	3

Please note that some units that are available in the Subsidiary Diploma (60 credits) and the Diploma (120 credits) are not offered in the 90-credit Diploma qualification. Learners can only claim the 90-credit Diploma using units that are available in this size.

Pearson BTEC Level 3 90-credit Diploma in Production Arts (Arts Management) (QCF) (540 GLH)

Total qualification: 90 credits

Mandatory units: 30 credits

Learners must achieve the three mandatory units comprising 30 unit credits.

Optional units: 60 credits

Learners must achieve six optional units totalling 60 unit credits.

Note: At least 90 unit credits must be at Level 3 or above. A maximum of 10 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

When selecting units in the 90-credit Diploma, it is essential that consideration is given to the progression needs of the learner. For example, if learners wish to eventually progress onto the Diploma (120 credits) or Extended Diploma (180 credits), they need to ensure that the optional units they select in the 90-credit Diploma also appear in the relevant pathway they wish to progress on to.

Pearson BTEC Level 3 90-credit Diploma in Production Arts (Arts Management) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
57	Arts Administration	60	10	3
3	Performing Arts Business	60	10	3
Optional units				
6	Production Arts Planning	60	10	3
55	Arts in the Community	60	10	3
58	Performing Arts Events Management	60	10	3
74	Working Freelance in the Performing and Production Arts	60	10	3
75	Legal Aspects in Performing and Production Arts	60	10	3
106	Marketing for the Performing Arts	60	10	3

Please note that some units that are available in the Subsidiary Diploma (60 credits) and the Diploma (120 credits) are not offered in the 90-credit Diploma qualification. Learners can only claim the 90-credit Diploma using units that are available in this size.

Pearson BTEC Level 3 Diploma in Production Arts (QCF) (720 GLH)

Total qualification: 120 credits

Mandatory units: 40 credits

Learners must achieve the three mandatory units comprising 40 unit credits.

Optional units: 80 credits

Learners must achieve eight optional units totalling 80 unit credits.

Note: At least 90 unit credits must be at Level 3 or above. A maximum of 20 unit credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Diploma in Production Arts (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
6	Production Arts Planning	60	10	3
8	Production for Theatre Performance	120	20	3
Optional units				
55	Arts in the Community	60	10	3
56	Theatre Front of House Operations	60	10	3
57	Arts Administration	60	10	3
58	Performing Arts Events Management	60	10	3
59	Assistant Stage Management (ASM)	60	10	3
60	Deputy Stage Management (DSM)	60	10	3
61	Stage Management	60	10	3
62	Stage Technical Maintenance	60	10	3
63	Temporary Stage Electrical Installations	60	10	3
64	Stage Technology Installation	60	10	3
65	Technical Stage Operations	60	10	3
66	Stage Lighting Operations	60	10	3
67	Stage Lighting Design	60	10	3
68	Automated Stage Lighting	60	10	3
69	Stage Sound Operations	60	10	3
70	Stage Sound Design	60	10	3
71	Live Sound for the Stage	60	10	3
72	Scenic Construction for the Stage	60	10	3
73	Scenic Painting	60	10	3
76	Design Drawing Development	60	10	3
77	Design Materials and Processes	60	10	3
78	Design Method	60	10	3
79	Stage Design for Performance	60	10	3
80	Stage Model Making	60	10	3
81	Stage Costume Making	60	10	3
82	Stage Wardrobe Management	60	10	3
83	Developing Costume Design Skills	60	10	3
84	Designing Costumes for Performance	60	10	3

Pearson BTEC Level 3 Diploma in Production Arts (QCF)				
Unit	Optional units <i>(continued)</i>	GLH	Credit	Level
85	Period Costume for the Stage	60	10	3
86	Mask Making in the Performing Arts	60	10	3
87	Puppet Design	60	10	3
88	Puppet Construction and Operation	60	10	3
89	Props Making	60	10	3
90	Period Props	60	10	3
91	Special Effects and Animated Props for the Stage	60	10	3
92	Make-up for Performers	60	10	3
93	Make-up Application Skills and Creative Uses in Performance	60	10	3
94	Full Body Make-up for Performers	60	10	3
95	Special Effects Make-up	60	10	3
96	Make-up Using Prosthetics	60	10	3
97	Period Make-up for Performing Arts	60	10	3
98	Fantasy Hair Design for Performers	60	10	3
99	Period Hair Design and Wig Making for Performers	60	10	3
100	Hair Styling and Dressing for Performers	60	10	3
106	Marketing for the Performing Arts	60	10	3
107	Visual Imagery for Production	60	10	3
108	Production Management for Live Performance	60	10	3

Pearson BTEC Level 3 Diploma in Production Arts (Design) (QCF) (720 GLH)

Total qualification: 120 credits

Mandatory units: 40 credits

Learners must achieve the three mandatory units comprising 40 unit credits.

Optional units: 80 credits

Learners must achieve eight optional units totalling 80 unit credits.

Note: At least 90 unit credits must be at Level 3 or above. A maximum of 20 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Diploma in Production Arts (Design) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
6	Production Arts Planning	60	10	3
8	Production for Theatre Performance	120	20	3
Optional units				
76	Design Drawing Development	60	10	3
77	Design Materials and Processes	60	10	3
78	Design Method	60	10	3
79	Stage Design for Performance	60	10	3
80	Stage Model Making	60	10	3
81	Stage Costume Making	60	10	3
83	Developing Costume Design Skills	60	10	3
84	Designing Costumes for Performance	60	10	3
85	Period Costume for the Stage	60	10	3
86	Mask Making in the Performing Arts	60	10	3
87	Puppet Design	60	10	3
88	Puppet Construction and Operation	60	10	3
89	Props Making	60	10	3
90	Period Props	60	10	3
91	Special Effects and Animated Props for the Stage	60	10	3
92	Make-up for Performers	60	10	3
93	Make-up Application Skills and Creative Uses in Performance	60	10	3
94	Full Body Make-up for Performers	60	10	3
95	Special Effects Make-up	60	10	3
96	Make-up Using Prosthetics	60	10	3
97	Period Make-up for Performing Arts	60	10	3
98	Fantasy Hair Design for Performers	60	10	3
99	Period Hair Design and Wig Making for Performers	60	10	3
100	Hair Styling and Dressing for Performers	60	10	3
107	Visual Imagery for Production	60	10	3

Pearson BTEC Level 3 Diploma in Production Arts (Technical) (QCF) (720 GLH)

Total qualification: 120 credits

Mandatory units: 40 credits

Learners must achieve the three mandatory units comprising 40 unit credits.

Optional units: 80 credits

Learners must achieve eight optional units totalling 80 unit credits.

Note: At least 90 unit credits must be at Level 3 or above. A maximum of 20 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Diploma in Production Arts (Technical) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
6	Production Arts Planning	60	10	3
8	Production for Theatre Performance	120	20	3
Optional units				
55	Arts in the Community	60	10	3
56	Theatre Front of House Operations	60	10	3
57	Arts Administration	60	10	3
58	Performing Arts Events Management	60	10	3
59	Assistant Stage Management (ASM)	60	10	3
60	Deputy Stage Management (DSM)	60	10	3
61	Stage Management	60	10	3
62	Stage Technical Maintenance	60	10	3
63	Temporary Stage Electrical Installations	60	10	3
64	Stage Technology Installation	60	10	3
65	Technical Stage Operations	60	10	3
66	Stage Lighting Operations	60	10	3
67	Stage Lighting Design	60	10	3
68	Automated Stage Lighting	60	10	3
69	Stage Sound Operations	60	10	3
70	Stage Sound Design	60	10	3
71	Live Sound for the Stage	60	10	3
72	Scenic Construction for the Stage	60	10	3
73	Scenic Painting	60	10	3
89	Props Making	60	10	3
90	Period Props	60	10	3
91	Special Effects and Animated Props for the Stage	60	10	3
107	Visual Imagery for Production	60	10	3

Pearson BTEC Level 3 Diploma in Production Arts (Make-up) (QCF) (720 GLH)

Total qualification: 120 credits

Mandatory units: 50 credits

Learners must achieve the four mandatory units comprising 50 unit credits.

Optional units: 70 credits

Learners must achieve seven optional units totalling 70 unit credits.

Note: At least 90 unit credits must be at Level 3 or above. A maximum of 20 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Diploma in Production Arts (Make-up) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
6	Production Arts Planning	60	10	3
8	Production for Theatre Performance	120	20	3
93	Make-up Application Skills and Creative Uses in Performance	60	10	3
Optional units				
86	Mask Making in the Performing Arts	60	10	3
87	Puppet Design	60	10	3
92	Make-up for Performers	60	10	3
94	Full Body Make-up for Performers	60	10	3
95	Special Effects Make-up	60	10	3
96	Make-up Using Prosthetics	60	10	3
97	Period Make-up for Performing Arts	60	10	3
98	Fantasy Hair Design for Performers	60	10	3
99	Period Hair Design and Wig Making for Performers	60	10	3
100	Hair Styling and Dressing for Performers	60	10	3

Pearson BTEC Level 3 Extended Diploma in Production Arts (QCF) (1080 GLH)

Total qualification: 180 credits

Mandatory units: 60 credits

Learners must achieve the five mandatory units comprising 60 unit credits.

Optional units: 120 credits

Learners must achieve 12 optional units totalling 120 unit credits.

Note: At least 135 unit credits must be at Level 3 or above. A maximum of 30 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Extended Diploma in Production Arts (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
3	Performing Arts Business	60	10	3
4	Historical Context of Performance	60	10	3
6	Production Arts Planning	60	10	3
8	Production for Theatre Performance	120	20	3
Optional units				
55	Arts in the Community	60	10	3
56	Theatre Front of House Operations	60	10	3
57	Arts Administration	60	10	3
58	Performing Arts Events Management	60	10	3
59	Assistant Stage Management (ASM)	60	10	3
60	Deputy Stage Management (DSM)	60	10	3
61	Stage Management	60	10	3
62	Stage Technical Maintenance	60	10	3
63	Temporary Stage Electrical Installations	60	10	3
64	Stage Technology Installation	60	10	3
65	Technical Stage Operations	60	10	3
66	Stage Lighting Operations	60	10	3
67	Stage Lighting Design	60	10	3
68	Automated Stage Lighting	60	10	3
69	Stage Sound Operations	60	10	3
70	Stage Sound Design	60	10	3
71	Live Sound for the Stage	60	10	3
72	Scenic Construction for the Stage	60	10	3
73	Scenic Painting	60	10	3
74	Working Freelance in the Performing and Production Arts	60	10	3
75	Legal Aspects in Performing and Production Arts	60	10	3
76	Design Drawing Development	60	10	3
77	Design Materials and Processes	60	10	3
78	Design Method	60	10	3
79	Stage Design for Performance	60	10	3
80	Stage Model Making	60	10	3

Pearson BTEC Level 3 Extended Diploma in Production Arts (QCF)				
Unit	Optional units <i>(continued)</i>	GLH	Credit	Level
81	Stage Costume Making	60	10	3
82	Stage Wardrobe Management	60	10	3
83	Developing Costume Design Skills	60	10	3
84	Designing Costume for Performances	60	10	3
85	Period Costume for the Stage	60	10	3
86	Mask Making in the Performing Arts	60	10	3
87	Puppet Design	60	10	3
88	Puppet Construction and Operation	60	10	3
89	Props Making	60	10	3
90	Period Props	60	10	3
91	Special Effects and Animated Props for the Stage	60	10	3
92	Make-up for Performers	60	10	3
93	Make-up Application Skills and Creative Uses in Performance	60	10	3
94	Full Body Make-up for Performers	60	10	3
95	Special Effects Make-up	60	10	3
96	Make-up Using Prosthetics	60	10	3
97	Period Make-up for Performing Arts	60	10	3
98	Fantasy Hair Design for Performers	60	10	3
99	Period Hair Design and Wig Making for Performers	60	10	3
100	Hair Styling and Dressing for Performers	60	10	3
106	Marketing for the Performing Arts	60	10	3
107	Visual Imagery for Production	60	10	3
108	Production Management for Live Performance	60	10	3

Pearson BTEC Level 3 Extended Diploma in Production Arts (Design) (QCF) (1080 GLH)

Total qualification: 180 credits

Mandatory units: 60 credits

Learners must achieve the five mandatory units comprising 60 unit credits.

Optional units: 120 credits

Learners must achieve 12 optional units totalling 120 unit credits.

Note: At least 135 unit credits must be at Level 3 or above. A maximum of 30 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Extended Diploma in Production Arts (Design) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
3	Performing Arts Business	60	10	3
4	Historical Context of Performance	60	10	3
6	Production Arts Planning	60	10	3
8	Production for Theatre Performance	120	20	3
Optional units				
74	Working Freelance in the Performing and Production Arts	60	10	3
75	Legal Aspects in Performing and Production Arts	60	10	3
76	Design Drawing Development	60	10	3
77	Design Material and Processes	60	10	3
78	Design Method	60	10	3
79	Stage Design for Performance	60	10	3
80	Stage Model Making	60	10	3
81	Stage Costume Making	60	10	3
82	Stage Wardrobe Management	60	10	3
83	Developing Costume Design Skills	60	10	3
84	Designing Costumes for Performance	60	10	3
85	Period Costume for Stage	60	10	3
86	Mask Making in the Performing Arts	60	10	3
87	Puppet Design	60	10	3
88	Puppet Construction and Operation	60	10	3
89	Props Making	60	10	3
90	Period Props	60	10	3
91	Special Effects and Animated Props for the Stage	60	10	3
92	Make-up for Performers	60	10	3
93	Make-up Application Skills and Creative Uses in Performance	60	10	3
94	Full Body Make-up for Performers	60	10	3
95	Special Effects Make-up	60	10	3
96	Make-up Using Prosthetics	60	10	3
97	Period Make-up for Performing Arts	60	10	3
98	Fantasy Hair Design for Performers	60	10	3
99	Period Hair Design and Wig Making for Performers	60	10	3

Pearson BTEC Level 3 Extended Diploma in Production Arts (Design) (QCF)				
Unit	Optional units <i>(continued)</i>	GLH	Credit	Level
I00	Hair Styling and Dressing for Performers	60	10	3
I07	Visual Imagery for Production	60	10	3

Pearson BTEC Level 3 Extended Diploma in Production Arts (Technical) (QCF) (1080 GLH)

Total qualification: 180 credits

Mandatory units: 60 credits

Learners must achieve the five mandatory units comprising 60 unit credits.

Optional units: 120 credits

Learners must achieve 12 optional units totalling 120 unit credits.

Note: At least 135 unit credits must be at Level 3 or above. A maximum of 30 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Extended Diploma in Production Arts (Technical) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
2	Production Arts Workshop	60	10	3
3	Performing Arts Business	60	10	3
4	Historical Context of Performance	60	10	3
6	Production Arts Planning	60	10	3
8	Production for Theatre Performance	120	20	3
Optional units				
55	Arts in the Community	60	10	3
56	Theatre Front of House Operations	60	10	3
57	Arts Administration	60	10	3
58	Performing Arts Events Management	60	10	3
59	Assistant Stage Management (ASM)	60	10	3
60	Deputy Stage Management (DSM)	60	10	3
61	Stage Management	60	10	3
62	Stage Technical Maintenance	60	10	3
63	Temporary Stage Electrical Installations	60	10	3
64	Stage Technology Installation	60	10	3
65	Technical Stage Operations	60	10	3
66	Stage Lighting Operations	60	10	3
67	Stage Lighting Design	60	10	3
68	Automated Stage Lighting	60	10	3
69	Stage Sound Operations	60	10	3
70	Stage Sound Design	60	10	3
71	Live Sound for the Stage	60	10	3
72	Scenic Construction for the Stage	60	10	3
73	Scenic Painting	60	10	3
74	Working Freelance in the Performing and Production Arts	60	10	3
75	Legal Aspects in Performing and Production Arts	60	10	3
88	Puppet Construction and Operation	60	10	3
89	Props Making	60	10	3
90	Period Props	60	10	3
91	Special Effects and Animated Props for the Stage	60	10	3
107	Visual Imagery for Production	60	10	3

Assessment and grading

All units are internally assessed in the BTEC qualifications in this specification.

All assessment for the BTEC qualifications in this specification is criterion referenced, based on the achievement of specified learning outcomes. Each unit has specified assessment and grading criteria which are used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Grading domains

The grading criteria are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

Please refer to *Annexe A*, which shows the merit and distinction indicative characteristics.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the assessment and grading criteria; and
- achieve the learning outcomes in the units.

All the assignments created by centres should be reliable and fit for purpose, and should build on the assessment and grading criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including written reports, graphs and posters, along with projects, performance observation and time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment and grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. It is important that assignments are fit for purpose as they are vital to achievement.

The assessment and grading criteria must be clearly indicated in the fit-for-purpose assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment and grading criteria.

When looking at the assessment and grading grids and when designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. A central feature of vocational assessment is that it allows for assessment to be:

- current, i.e. to reflect the most recent developments and issues
- local, i.e. to reflect the employment context of the delivering centre
- flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible points will achieve the qualification at pass grade (see *Structure of the Pearson BTEC Level 3 qualifications in this specification*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction or distinction* qualification grade (or combination of these grades appropriate to the qualification) by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit (as shown in the *points available for unit credits achieved at different levels and unit grades* below).

Points available for unit credits achieved at different levels and unit grades

The table below shows the **number of points scored per unit credit** at the unit level and grade.

Unit level	Points per unit credit		
	Pass	Merit	Distinction
Level 2	5	6	7
Level 3	7	8	9
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the *Qualification grade* table will achieve the qualification merit or distinction or distinction* grade (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230–249	Merit	M
250–259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460–499	Merit	M
500–519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 90-credit Diploma

Points range above pass grade	Grade
660–689	MP
690–719	MM
720–749	DM
750–769	DD
770–789	D*D
790 and above	D*D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880–919	MP
920–959	MM
960–999	DM
1000–1029	DD
1030–1059	D*D
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300–1339	MPP
1340–1379	MMP
1380–1419	MMM
1420–1459	DMM
1460–1499	DDM
1500–1529	DDD
1530–1559	D*DD
1560–1589	D*D*D
1590 and above	D*D*D*

Please refer to *Annexe F* for examples of calculation of qualification grade above pass grade.

Quality assurance of centres

Pearson's qualification specifications set out the standard to be achieved by each learner in order for them to gain the qualification. This is done throughout the learning outcomes, and assessment and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide guidance related to the unit to support tutors, deliverers and assessors and to provide coherence of understanding and a consistency of delivery and assessment.

Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes or groups of programmes that it is operating
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

The approach of quality assured assessment is made through a partnership between an approved centre and Pearson. We are committed to ensuring that we follow best practice and employ appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. We seek to ensure that the quality assurance processes that we use do not place undue bureaucratic processes on centres and we work to support centres in providing robust quality assurance processes.

Pearson monitors and supports centres in the effective operation of assessment and quality assurance. The methods which we use to do this for these BTEC programmes include:

- ensuring that all centres have completed appropriate declarations at the time of approval undertaking approval visits to centres where necessary
- the requirement that all centres appoint a Lead Internal Verifier for designated groups of programmes and that the Lead Internal Verifier is trained and supported in carrying out the role
- the requirement that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

Pearson Quality Assurance Handbook

Centres should refer to the *Pearson Quality Assurance Handbook* for detailed guidance.

An approved centre must make certification claims only when authorised by Pearson and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Pearson BTEC Centre Guide to Internal Assessment

For further information regarding malpractice and appeals, please see Pearson's *BTEC Centre Guide to Internal Assessment*, available on our website.

Programme design and delivery

The BTEC qualifications in this specification consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and more specialist opportunities.

In BTEC qualifications each unit has a number of **Guided Learning Hours** and centres are advised to take this into account when planning the programme of study associated with this specification.

Mode of delivery

Pearson does not define the mode of study for the BTEC qualifications in this specification. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be used to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure that the course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

The BTEC qualifications in this specification are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

An outline learning plan is included in every unit as guidance to demonstrate one way of planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC qualification and the related NVQs and Functional Skills that also contribute to the scheme.

Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres, employers and the Sector Skills Councils or standards setting bodies for the relevant sector. To meet learners' needs, and local skills and training needs, centres should make maximum use of the choice available to them in the optional units. However, in certain circumstances, the optional units given in this specification might not allow centres to meet a local need. In this situation, centres are allowed to seek approval to use units from other BTEC (QCF) qualifications; this is called Meeting Local Needs (MLN).

The following conditions must be met when using units from other BTEC (QCF) qualifications for MLN purposes:

- centres must seek approval from Pearson before delivering or assessing units from other qualifications, they must do this before 31st January in each academic year
- MLN units cannot replace mandatory units
- units must be from BTEC (QCF) qualifications only
- the coherence, purpose and vocational focus of the qualifications must be maintained
- the content of MLN units cannot overlap with content in units already available in the qualification structure
- the number and level of units used must comply with the rules set out in the qualification structures.

The process of seeking MLN approval:

- check the rules for MLN in the specification
- submit an MLN request to Pearson. This should outline the rationale for the proposed units, explaining how the change is important for learners and how the viability and vocational purpose of the qualification will be retained
- wait for approval from Pearson before delivering or assessing the units.

For the Level 3 qualifications in this specification, the meeting local needs allowance for each qualification size is:

Pearson BTEC Level 3 Certificate in Production Arts (QCF)

This qualification is not designed to include credit from other Level 3 BTEC units.

Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (QCF)

Optional units with a credit value up to 10 can come from other Level 3 BTEC qualifications.

Pearson BTEC Level 3 90-credit Diploma in Production Arts (QCF)

Optional units with a credit value up to 10 can come from other Level 3 BTEC qualifications.

Pearson BTEC Level 3 Diploma in Production Arts (QCF)

Optional units with a credit value up to 20 can come from other Level 3 BTEC qualifications.

Pearson BTEC Level 3 Extended Diploma in Production Arts (QCF)

Optional units with a credit value up to 30 can come from other Level 3 BTEC qualifications.



Functional Skills

The BTEC qualifications in this specification give learners opportunities to develop and apply Functional Skills.

Functional Skills are offered as stand-alone qualifications at Level 2. See individual units for opportunities to cover ICT, Mathematics and English Functional Skills.

Personal, learning and thinking skills

Opportunities are available to develop personal, learning and thinking skills (PLTS) within a sector-related context. PLTS are identified in brackets after the unit pass criteria to which they are associated and they are also mapped in *Annexe B*. Further opportunities for learners to demonstrate these skills may arise as they progress through their learning.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 2 qualification in Production Arts or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade 9–4
- other related Level 2 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

Most BTEC qualifications are for learners aged 16 years and over.

In particular sectors, the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to Disclosure and Barring Service (DBS) checks.

The BTEC qualifications in this specification are listed on the DfE funding lists under Section 96 of the Learning and Skills Act 2000.

Access to qualifications and assessments

We are committed to working with centres that deliver our qualifications to ensure that duties under the Equality Act 2010 (UK) and any other equalities legislation relevant in the UK are fulfilled. Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- when they are undertaking one of our qualifications, learners with a protected characteristic are not disadvantaged in comparison with learners who do not share that characteristic

- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Reasonable Adjustment and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on our website.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences, whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

Unit format

All units in BTEC qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title will appear on the learner's Notification of Performance (NOP).

Level

All units and qualifications have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Credit value

Each unit in BTEC qualifications has a credit value related to the size of the unit.

Guided Learning Hours

Guided Learning Hours (GLH) for the unit, as defined on *page 2*.

Aim and purpose

The aim is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass, merit and distinction grading criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in *italics* followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner must have the opportunity within the delivery of the unit to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in acquisition of knowledge, understanding and skills.

Content structure and terminology

The information below shows how unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is given in bold at the beginning of each section of content.
- Italicised sub-heading: contains a key phrase or concept. This is content that must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content that must be covered in the delivery of the unit.
- 'e.g.' is a list of examples used for indicative amplification of an element (i.e. the content specified in this amplification that could be covered or that could be replaced by other, similar, material).

Assessment and grading grid

Each grading grid gives the assessment and grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in a learner's evidence and not simply the production of more evidence at the same level.

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way in planning the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment and grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units in the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Employer engagement and vocational contexts* – provides a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Level 3 qualifications. They include:

- | Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- | Subject Advisors – they understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- | Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Professional development and training

We provide a range of training and professional development events to support the delivery, assessment and administration of BTEC Level 3 qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

Annexe A

Grading domains: BTEC Level 3 generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
Application of knowledge and understanding (Learning outcome stem <i>understand</i> or <i>know</i>)	<ul style="list-style-type: none"> Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (for example explain why, makes judgements based on analysis). Applies and/or selects concepts showing comprehension of often complex theories. Applies knowledge in often familiar and unfamiliar contexts. Applies knowledge to non-routine contexts (e.g. assessor selection). Makes reasoned analytical judgements. Shows relationships between pass criteria. 	<ul style="list-style-type: none"> Synthesises knowledge and understanding across pass and merit criteria. Evaluates complex concepts/ideas/actions and makes reasoned and confident judgements. Uses analysis, research and evaluation to make recommendations and influence proposals. Analyses implications of application of knowledge/understanding. Accesses and evaluates knowledge and understanding to advance complex activities/contextes. Shows relationships with pass and merit criteria. Responds positively to evaluation.
Grading domain 2	Indicative characteristics – merit	Indicative characteristics – distinction
Development of practical and technical skills (Learning outcome stem <i>be able to</i>)	<ul style="list-style-type: none"> Deploys appropriate advanced techniques/processes/skills. Applies technical skill to advance non-routine activities. Advances practical activities within resource constraints. Produces varied solutions (including non-routine). Modifies techniques/processes to situations. Shows relationship between pass criteria. 	<ul style="list-style-type: none"> Demonstrates creativity/originality/own ideas. Applies skill(s) to achieve higher order outcome. Selects and uses successfully from a range of advanced techniques/processes/skills. Reflects on skill acquisition and application. Justifies application of skills/methods. Makes judgements about risks and limitations of techniques/processes. Innovates or generates new techniques/processes for new situations. Shows relationship with pass and merit criteria.

Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
Personal development for occupational roles (Any learning outcome stem)	<ul style="list-style-type: none"> • Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context, showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence). 	<ul style="list-style-type: none"> • Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Reacts positively to changing work-related contexts • Operates ethically in work-related environments. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.
Grading domain 4	Indicative characteristics – merit	Indicative characteristics – distinction
Application of generic skills (Any learning outcome stem)	<ul style="list-style-type: none"> • Communicates effectively using appropriate behavioural and language registers. • Communicates with clarity and influence. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Demonstrates positive contribution to team(s). • Makes adjustments to meet the needs/expectations of others (negotiation skills). • Selects and justifies solutions for specified problems. 	<ul style="list-style-type: none"> • Presents self and communicates information to meet the needs of a variety of audience. • Identifies strategies for communication. • Shows innovative approaches to dealing with individuals and groups. • Takes decisions in contexts with justifications. • Produces outputs subject to time/resource constraints. • Reflects on own contribution to working within a team. • Generates new or alternative solutions to specified problems. • Explores entrepreneurial attributes.

Annexe B

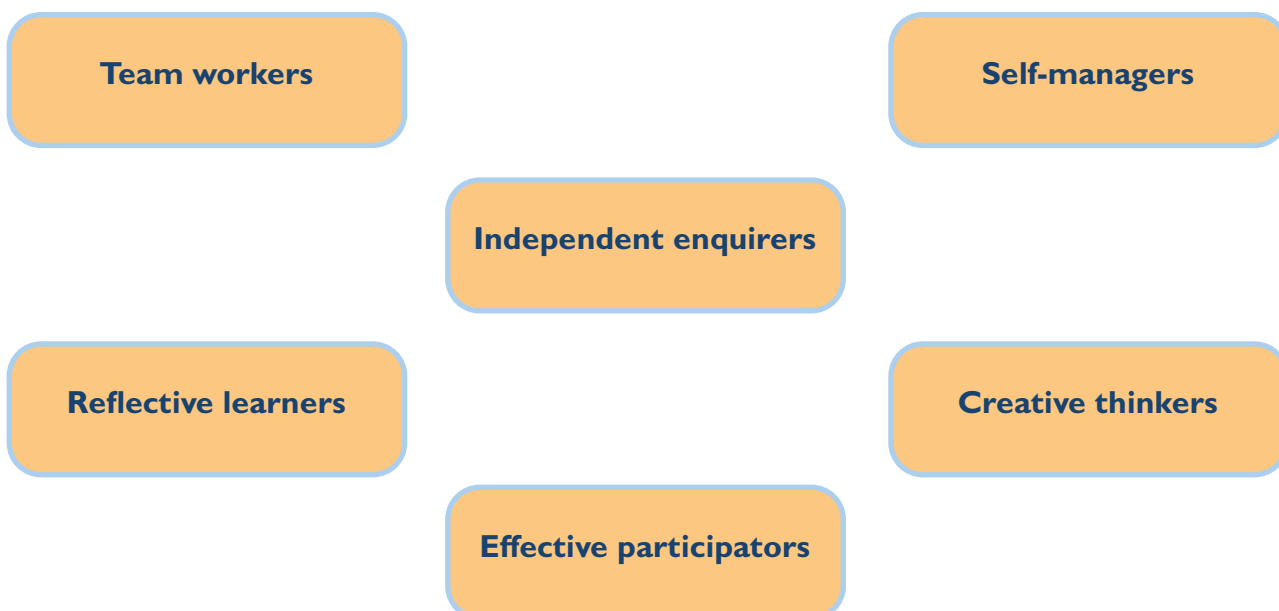
Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that, together with the Functional Skills of English, Mathematics and ICT, are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.

For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.



Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11–19.

The Skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership role
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

PLTS performance indicator (suggested recording sheet)

Name:	Date:				
	Level of success 1 = low, 5 = high				
Independent enquirers					
Identify questions to answer and problems to resolve	1	2	3	4	5
Plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5
Explore issues, events or problems from different perspectives	1	2	3	4	5
Analyse and evaluate information, judging its relevance and value	1	2	3	4	5
Consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5
Support conclusions, using reasoned arguments and evidence	1	2	3	4	5
Creative thinkers					
Generate ideas and explore possibilities	1	2	3	4	5
Ask questions to extend their thinking	1	2	3	4	5
Connect their own and others' ideas and experiences in inventive ways	1	2	3	4	5
Question their own and others' assumptions	1	2	3	4	5
Try out alternatives or new solutions and follow ideas through	1	2	3	4	5
Adapt ideas as circumstances change	1	2	3	4	5
Reflective learners					
Assess themselves and others, identifying opportunities and achievements	1	2	3	4	5
Set goals with success criteria for their development and work	1	2	3	4	5
Review progress, acting on the outcomes	1	2	3	4	5
Invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5
Evaluate experiences and learning to inform future progress	1	2	3	4	5
Communicate their learning in relevant ways for different audiences	1	2	3	4	5

Team workers					
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
Self-managers					
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Manage their emotions, and build and maintain relationships.	1	2	3	4	5
Effective participators					
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

Note to learner: The circled number represents an indication of your PLTS performance so far.

Note to tutor: Indicate the level of success by circling the appropriate number during your feedback with the learner.

Summary of the PLTS coverage throughout the programme

Personal, learning and thinking skills	Unit																			
	2	3	4	6	8	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective learners	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Team workers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self-managers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Effective participators	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Personal, learning and thinking skills	Unit																			
	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective learners	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Team workers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self-managers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Effective participators	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Annexe C

Wider curriculum mapping

The BTEC qualifications in this specification give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues, as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

The BTEC qualifications in this specification make a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

These qualifications contribute to an understanding of:

- **spiritual issues** – may be encountered in the unit *Historical Context of Performance* if the performance material being studied has a relationship with spiritual/religious matters. There is potential for dealing with spiritual issues in the unit *Arts in the Community* as learners will work on a bespoke community arts project
- **moral and ethical issues** – particular examples are *Performing Arts Business*, *Arts Administration* and *Working Freelance in Performing and Production Arts*; these units provide learners with opportunities to investigate the moral and ethical implications of working in the performing arts industry. *Arts in the Community* allows learners to discuss whether professional performers have the moral obligation to carry out community projects
- **social and cultural issues** – feature throughout the specification as production arts reflect, to a greater or lesser extent, the society and/or culture in which it was created and/or delivered. There are a variety of units that deal with periods of performance and production history, providing learners with the opportunity to consider the social and cultural issues and influences: these include *Period Props*, *Period Costume for the Stage*, *Period Make-up for Performing Arts*, *Period Hair Design and Wig Making for Performers*, and *Historical Context of Performance*.

Citizenship issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of citizenship issues, for example legal rights and duties, in *Unit 55: Art in the Community*.

Environmental issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of environmental issues, in *Designing Costume for Performances* and *Period Costume for the Stage*.

European developments

Much of the content of the BTEC qualifications in this specification applies throughout Europe even though delivery is in a UK context. The European dimensions are specifically addressed in units where issues may be raised eg *Historical Context for Performance*, *Working Freelance in the Performing and Production Arts*, and *Legal Aspects in Performing and Production Arts*. It may often be the case that learners' work will be directly or indirectly influenced from the greater European experience.

Health and safety considerations

The BTEC qualifications in this specification are practically based and health and safety issues are encountered throughout the units.

Equal opportunities issues

Equal opportunities issues are implicit throughout the BTEC qualifications in this specification.

Wider curriculum mapping

	Unit 2	Unit 3	Unit 4	Unit 6	Unit 8	Unit 55	Unit 56	Unit 57	Unit 58	Unit 59	Unit 60	Unit 61	Unit 62	Unit 63	Unit 64	Unit 65	Unit 66	Unit 67
Spiritual issues			✓			✓												✓
Moral and ethical issues		✓	✓			✓		✓										
Social and cultural issues	✓	✓	✓	✓	✓	✓	✓		✓									✓
Citizenship issues	✓	✓	✓	✓	✓	✓	✓		✓									
Environmental issues			✓			✓			✓			✓						
European developments			✓			✓												
Health and safety considerations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	Unit 68	Unit 69	Unit 70	Unit 71	Unit 72	Unit 73	Unit 74	Unit 75	Unit 76	Unit 77	Unit 78	Unit 79	Unit 80	Unit 81	Unit 82	Unit 83	Unit 84	Unit 85
Spiritual issues																		
Moral and ethical issues							✓											
Social and cultural issues							✓	✓				✓			✓	✓	✓	✓
Citizenship issues					✓		✓	✓							✓	✓		
Environmental issues							✓	✓							✓			
European developments							✓	✓										
Health and safety considerations	✓			✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

[illegible]

Annexe D

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Production Arts against the underpinning knowledge of the SSC National Occupational Standards.

KEY

✓ indicates that the BTEC qualification covers all of the underpinning knowledge of the NVQ unit

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	2	3	4	6	8	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	
Technical Theatre:																														
CPD1 – Improving your skills					#								#	#	#	#	#	#		#	#	#	#				#	#	#	
CPD2-TP – Keeping up to date with technical and production developments in the live arts					#								#	#	#	#	#			#	#	#	#				#	#	#	
CPD4 – Contributing to technical production work for performance					#				#			#	#	#	#	#				#	#	#	#							
G4 – Managing finance				#				#	#																					
G6 – Providing leadership				#					#			#																		
G11 – Building work relationships	#			#					#	#	#																			
G15 – Setting targets and monitoring performance				#					#																					
HS1 – Working safely					#								#	#	#	#	#		#	#	#	#	#							
HS2 – Assessing risks								#	#																					

Units	2	3	4	6	8	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78
HS3 – Selecting and using safe systems for working at height									#	#	#					#													
HS5 – Controlling risks							#																						
MTP1 – Using tools and equipment for construction or maintenance												#	#	#															
TP1 – Clarifying creative and production requirements																													
TP2.1 – Interpreting designs for costumes																													
TP2.2 – Interpreting designs for hair and make-up																													
TP2.3 – Developing and refining lighting ideas for performance																	#												
TP2.4 – Developing and refining ideas for sound																				#									
TP2.5 – Interpreting designs for sets or props																						#	#	#					
TP3.1 – Planning costume requirements for a production	#																												
TP3.2 – Planning hair and make-up requirements for a production	#																												
TP3.3 – Planning lighting requirements for a production	#															#		#											
TP3.4 – Planning props requirements for a production	#																												

Units	2	3	4	6	8	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78
TP3.5 – Planning set requirements for a production	#																					#							
TP3.6 – Planning sound requirements for a production	#															#				#	#	#							
TP3.7 – Planning requirements for a production	#			#					#																				
TP4 – Preparing drawings to communicate designs	#																									#	#	#	#
TP5.1 – Sourcing costumes, materials and equipment									#	#	#																		
TP5.3 – Sourcing lighting and special effects equipment and consumables									#	#	#						#	#											
TP5.4 – Sourcing props, materials and equipment									#	#	#																		
TP5.5 – Sourcing materials and equipment for sets									#	#	#																		
TP6 – Producing scenic works																						#							
TP7.1 – Making and finishing costumes																													
TP7.2 – Making and finishing props																													
TP7.3 – Making and finishing sets																						#							
TP8.2 – Setting up, focussing lighting and checking control systems and accessories													#	#	#		#	#	#										

Units	2	3	4	6	8	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78
TP8.3 – Setting up and operating special effects for live performances in the theatre																													
TP8.4 – Setting up and checking sound equipment													#	#	#				#										
TP9.1 – Rehearsing the technical aspects of a performance									#			#																	
TP9.2 – Rehearsing and plotting the lighting																	#	#											
TP10 – Supporting the rehearsal process									#		#																		
TP11 – Briefing others about techniques, items or equipment									#								#	#											
TP12 – Applying make-up and special effects																													
TP13 – Applying hair techniques and wigs																													
TP14.1 – Getting in, fitting up and getting out									#		#	#																	
TP15 – Arranging, managing and receiving tours										#																			
TP16 – Preparing and assembling rigging and de-rigging													#	#	#		#		#										
TP18 – Drafting patterns for costumes																													
TP19 – Fitting and altering costumes and accessories																													

Units	2	3	4	6	8	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78
TP20.2 – Operating lighting for a live performance in the theatre																#		#											
TP20.3 – Preparing and operating special effects for live performances in the theatre																													
TP20.4 – Operating sound for a live performance in the theatre																#			#	#	#								
TP21 – Running and crewing an ongoing production									#	#	#																		
TP23.2 – Maintaining costumes and equipment																													
Live Events and Promotion:																													
LE1 – Support publicity activities for live events																													
LE3 – Support the licensing and permissions application process for a live event					#																								
LE6 – Support the planning of live events					#																								
LE7 – Identify suppliers of materials and equipment for the running of a live event					#																								
LE10 – Contribute to the production and distribution of publicity material for a live event																													
LE12 – Assist with the implementation of safety and security at a live event					#																								

Units	2	3	4	6	8	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78
LEI3 – Assist in the production of press releases and evaluate their effectiveness																													
LEI6 – Manage changes to a live event schedule					#																								
Cultural Venue Operations:																													
CV1 – Provide visitors with general assistance							#																						
CCSI – Provide effective customer service							#																						
Community Arts:																													
CA1 – Act responsibly to ensure community projects are compliant with relevant legal and ethical frameworks						#																							
CA4 – Contribute ideas for community arts projects						#																							
CA5 – Assist in developing, delivering and evaluating a community arts project						#																							
CA8 – Obtain and use research information						#																							
CA13 – Assist with marketing activities						#																							

Units	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	106	107	108
Technical Theatre:																									
CPD1 – Improving your skills	#	#	#				#	#	#	#	#	#		#	#	#	#	#	#	#	#	#	#	#	#
CPD2-TP – Keeping up to date with technical and production developments in the live arts	#	#						#	#	#	#	#		#	#	#	#	#	#	#	#			#	#
CPD4 – Contributing to technical production work for performance		#		#	#	#		#		#	#	#											#	#	#
G4 – Managing finance				#	#	#																			
G6 – Providing leadership				#	#	#																			
G11 – Building work relationships				#	#	#																			
G15 – Setting targets and monitoring performance																									
HS1 – Working safely		#						#		#	#	#		#	#	#	#	#	#	#	#	#			
HS2 – Assessing risks				#	#	#																			
HS3 – Selecting and using safe systems for working at height																									
HS5 – Controlling risks				#	#	#																			
MTP1 – Using tools and equipment for construction or maintenance																									
TP1 – Clarifying creative and production requirements									#																
TP2.1 – Interpreting designs for costumes			#	#	#	#	#																		
TP2.2 – Interpreting designs for hair and make-up																						#			

Units	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	106	107	108
TP2.3 – Developing and refining lighting ideas for performance																									
TP2.4 – Developing and refining ideas for sound																									
TP2.5 – Interpreting designs for sets or props	#	#						#	#	#	#	#													
TP3.1 – Planning costume requirements for a production			#	#	#	#	#																		
TP3.2 – Planning hair and make-up requirements for a production														#	#	#	#	#	#	#	#	#			
TP3.3 – Planning lighting requirements for a production																									
TP3.4 – Planning props requirements for a production								#	#	#	#	#													
TP3.5 – Planning set requirements for a production																									
TP3.6 – Planning sound requirements for a production																									
TP3.7 – Planning requirements for a production																									
TP4 – Preparing drawings to communicate designs	#			#	#	#			#						#	#		#		#		#			
TP5.1 – Sourcing costumes, materials and equipment				#		#																			

Units	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	106	107	108
TP11 – Briefing others about techniques, items or equipment																									
TP12 – Applying make-up and special effects														#	#	#	#	#	#						
TP13 – Applying hair techniques and wigs																				#	#	#			
TP14.1 – Getting in, fitting up and getting out																									
TP15 – Arranging, managing and receiving tours																									
TP16 – Preparing and assembling rigging and de-rigging																									
TP18 – Drafting patterns for costumes			#				#																		
TP19 – Fitting and altering costumes and accessories			#	#		#	#					#													
TP20.2 – Operating lighting for a live performance in the theatre																									
TP20.3 – Preparing and operating special effects for live performances in the theatre													#												
TP20.4 – Operating sound for a live performance in the theatre																									
TP21 – Running and crewing an ongoing production																									
TP23.2 – Maintaining costumes and equipment				#																					

Units	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	106	107	108
Live Events and Promotion:																									
LE1 – Support publicity activities for live events																							#		
LE3 – Support the licensing and permissions application process for a live event																								#	
LE6 – Support the planning of live events																								#	
LE7 – Identify suppliers of materials and equipment for the running of a live event																								#	
LE10 – Contribute to the production and distribution of publicity material for a live event																							#		
LE12 – Assist with the implementation of safety and security at a live event																								#	
LE13 – Assist in the production of press releases and evaluate their effectiveness																							#		
LE16 – Manage changes to a live event schedule																								#	
Cultural Venue Operations:																									
CV1 – Provide visitors with general assistance																									
CCSI – Provide effective customer service																									

Units	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	106	107	108
Community Arts:																									
CA1 – Act responsibly to ensure community projects are compliant with relevant legal and ethical frameworks																									
CA4 – Contribute ideas for community arts projects																									
CA5 – Assist in developing, delivering and evaluating a community arts project																									
CA8 – Obtain and use research information																									
CA13 – Assist with marketing activities																							#		

Annexe E

Unit mapping overview

BTEC National in Production Arts (specification end date 31/08/2010)/current versions of the BTEC qualifications in Production Arts (specification start date 01/09/2010) – the BTEC Level 3 Certificate in Production Arts, BTEC Level 3 Subsidiary Diploma in Production Arts, BTEC Level 3 90-credit Diploma in Production Arts, BTEC Level 3 Diploma in Production Arts and the BTEC Level 3 Extended Diploma in Production Arts.

KEY

P – Partial mapping (Some topics from the old unit appear in the new unit.)

F – Full mapping (Topics in old unit match new unit exactly or almost exactly.)

X – Full mapping + new (All the topics from the old unit appear in the new unit, but new unit also contains new topic(s).)

Unit	Unit title	Maps to old unit	Extent to match
2	Production Arts Workshop	2	P
3	Performing Arts Business	2	F
4	Historical Context of Performance	4	F
6	Rehearsing for Performance	6	P
8	Production for Theatre Performance	8	P
55	Arts in the Community	55	F
56	Theatre Front of House Operations	56	F
57	Arts Administration	57	F
58	Performing Arts Events Management	58	P
59	Assistant Stage Management (ASM)	59	P
60	Deputy Stage Management (DSM)	60	P
61	Stage Management (SM)	61	F
62	Stage Technical Maintenance	62	F
63	Temporary Stage Electrical Installations	63	P
64	Stage Technology Installation	64	F
65	Technical Stage Operations	65	P
66	Stage Lighting Operations	66	F
67	Stage Lighting Design	67	F
68	Automated Stage Lighting	68	P
69	Stage Sound Operations	69	P
70	Stage Sound Design	70	F
71	Live Sound for the Stage	71	F
72	Scenic Construction for the Stage	72	F
73	Scenic Painting	73	P
74	Working Freelance in the Performing and Production Arts	74	P
75	Legal Aspects in Performing and Production Arts	75	P
76	Design Drawing Development	76	P

Unit	Unit title	Maps to old unit	Extent to match
77	Design Materials and Process	77	P
78	Design Method	78	P
79	Stage Design for Performance	79	F
80	Stage Model Making	80	P
81	Stage Costume Making	81	F
82	Stage Wardrobe Management	82	P
83	Developing Costume Design Skills	83	P
84	Designing Costume for Performances	84	F
85	Period Costume for the Stage	85	F
86	Mask Making in the Performing Arts	86	F
87	Puppet Design	87	P
88	Puppet Construction and Operation	88	P
89	Props Making	89	P
90	Period Props	90	P
91	Special Effects and Animated Props for the Stage	91	F
92	Make-up for Performers	92	F
93	Make-up Application Skills and Creative Uses	93	P
94	Full Body Make-up for Performers	94	F
95	Special Effects Make-up	95	F
96	Make-up Using Prosthetics	96	F
97	Period Make-up for Performing Arts	97	P
98	Fantasy Hair Design for Performers	98	F
99	Period Hair Design and Wig Making for Performers	99	P
100	Hair Styling and Dressing for Performers	100	F
106	Marketing for the Performing Arts	n/a – new unit	n/a – new unit
107	Visual Imagery for Production	n/a – new unit	n/a – new unit
108	Production Management for Live Performance	n/a – new unit	n/a – new unit

Unit mapping in depth

BTEC National in Production Arts (specification end date 31/08/2010)/current versions of the BTEC qualifications in Production Arts (specification start date 01/09/2010) – the BTEC Level 3 Certificate in Production Arts, BTEC Level 3 Subsidiary Diploma in Production Arts, BTEC Level 3 90-credit Diploma in Production Arts, BTEC Level 3 Diploma in Production Arts and the BTEC Level 3 Extended Diploma in Production Arts.

New units		Old units		Mapping/comments (new topics in <i>italics</i>)
Number	Name	Number	Name	
Unit 2	Production Arts Workshop	Unit 2	Performing Arts Production Workshop	Learning outcomes are now: 1 Know the role of the production team 2 Be able to develop ideas creatively 3 Be able to present production ideas in a workshop setting 4 Understand the potential of the production process.
Unit 3	Performing Arts Business	Unit 3	Performing Arts Business	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 4	Historical Context of Performance	Unit 4	Historical Context of Performance	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 6	Production Arts Planning	Unit 6	Performing Arts Production Planning	Learning outcomes are now: 1 Know professional production roles and responsibilities 2 Be able to complete planning tasks for a production 3 Be able to fulfil a management role for a production 4 Be able to produce relevant production paperwork, documents and materials.

New units		Old units		Mapping/comments (new topics in <i>italics</i>)
Number	Name	Number	Name	
Unit 8	Production for Theatre Performance	Unit 8	Production for Theatre Performance	Learning outcomes are now: 1 Be able to implement plans for a performance to an audience 2 Know the requirements of an identified production role 3 Be able to undertake a production role 4 Know how to implement safe working practices when carrying out processes and using tools and equipment.
Unit 55	Arts in the Community	Unit 55	Arts in the Community	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 56	Theatre Front of House Operations	Unit 56	Theatre Front of House Operations	Learning outcome 2 is now: 2 Be able to devise customer care guidelines.
Unit 57	Arts Administration	Unit 57	Arts Administration	Learning outcome 4 is now: 4 Be able to implement relevant legal requirements for a performance activity.
Unit 58	Performing Arts Events Management	Unit 58	Performing Arts Events Management	Learning outcome 3 has been removed.
Unit 59	Assistant Stage Management (ASM)	Unit 59	Assistant Stage Management (ASM)	Learning outcomes 2 and 3 are now combined: 2 Be able to work as an ASM within a production team.
Unit 60	Deputy Stage Management (DSM)	Unit 60	Deputy Stage Management (DSM)	Learning outcomes are now: 1 Know the skills necessary to function as a DSM 2 Be able to apply the skills of a DSM during the rehearsal period 3 Be able to apply the skills of a DSM during a performance 4 Be able to observe safe working practices as a DSM.
Unit 61	Stage Management (SM)	Unit 61	Stage Management	Learning outcomes are unchanged but have been reordered.

New units		Old units		Mapping/comments (new topics in <i>italics</i>)
Number	Name	Number	Name	
Unit 62	Stage Technical Maintenance	Unit 62	Stage Technical Maintenance	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 63	Temporary Stage Electrical Installations	Unit 63	Temporary Stage Electrical Installations	Learning outcome 4 is now: 4 Be able to construct a safe working item of circuit distribution system with protection device.
Unit 64	Stage Technology Installation	Unit 64	Stage Technology Installation	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 65	Technical Stage Operations	Unit 65	Technical Stage Operations	Learning outcome 4 has been incorporated into the others. Learning outcome 1 is now: 1 Know the technical skills used in the production process.
Unit 66	Stage Lighting Operations	Unit 66	Stage Lighting Operations	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 67	Stage Lighting Design	Unit 67	Stage Lighting Design	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 68	Automated Stage Lighting	Unit 68	Automated Stage Lighting	Learning outcomes 1 and 2 are now: 1 Be able to rig automated equipment safely 2 Be able to carry out power and control circuit installation and connection.
Unit 69	Stage Sound Operations	Unit 69	Stage Sound Operations	Learning outcome 1 is now: 1 Be able to evaluate the acoustic properties of a performance venue.

New units		Old units		Mapping/comments (new topics in <i>italics</i>)
Number	Name	Number	Name	
Unit 70	Stage Sound Design	Unit 70	Stage Sound Design	
The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.				

New units		Old units		Mapping/comments (new topics in <i>italics</i>)
Number	Name	Number	Name	
Unit 71	Live Sound for the Stage	Unit 71	Live Sound for the Stage	
Unit 72	Scenic Construction for the Stage	Unit 72	Scenic Construction for the Stage	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 73	Scenic Painting	Unit 73	Scenic Painting	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments. Learning outcomes 3 and 4 are now: 3 Be able to demonstrate the use of scenic painting techniques on a large scenic element 4 Be able to demonstrate the use of detailed scenic painting techniques on set furniture.
Unit 74	Working Freelance in the Performing and Production Arts	Unit 74	Working Freelance in the Performing and Production Arts	Learning outcomes are now: 1 Understand the resources needed for freelance employment 2 Know how to develop a freelance profile 3 Know about the legal aspects of freelance work.
Unit 75	Legal Aspects in Performing and Production Arts	Unit 75	Legal Aspects in Performing and Production Arts	Learning outcomes are now: 1 Know about legal aspects in a professional role 2 Know about legal aspects, requirements and skills 3 Understand appropriate standards of professional working practice.

New units		Old units		Mapping/comments (new topics in <i>italics</i>)
Number	Name	Number	Name	
Unit 76	Design Drawing Development	Unit 76	Design Drawing Development	Learning outcomes are now: 1 Be able to produce work showing drawing skill from primary sources 2 Be able to develop observational studies from research material 3 Be able to use drawing to communicate specific information 4 Be able to produce experimental work using drawing to illustrate and expand information.
Unit 77	Design Materials and Process	Unit 77	Design Materials and Process	Learning outcomes are now: 1 Know how to research materials and techniques used to construct artefacts 2 Be able to produce artefact designs 3 Be able to realise an artefact 4 Understand the suitability of the finished artefact.
Unit 78	Design Method	Unit 78	Design Method	Learning outcomes are now: 1 Know the characteristics of design materials, techniques and processes 2 Be able to generate design ideas for a production 3 Be able to realise design ideas 4 Be able to reflect on the design process.
Unit 79	Stage Design for Performance	Unit 79	Stage Design for Performance	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 80	Stage Model Making	Unit 80	Stage Model Making	Learning outcome 4 is now: 4 Be able to use decorative finishes on the scale model box.

New units		Old units		Mapping/comments (new topics in <i>italics</i>)
Number	Name	Number	Name	
Unit 81	Stage Costume Making	Unit 81	Stage Costume Making	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 82	Stage Wardrobe Management	Unit 82	Stage Wardrobe Management	Learning outcomes are now: 1 Be able to manage equipment and materials used for costume production 2 Be able to manage the costume production process 3 Be able to manage costume care and dressing room management skills.
Unit 83	Developing Costume Design Skills	Unit 84	Developing Costume Design	Learning outcome 1 is now: 1 Be able to develop costume design ideas.
Unit 84	Designing Costume for Performances	Unit 85	Designing Costume for Performances	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 85	Period Costume for the Stage	Unit 85	Period Costume for Stage	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 86	Mask Making in the Performing Arts	Unit 86	Mask Making	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 87	Puppet Design	Unit 87	Puppet Design	Learning outcomes are now: 1 Know performance opportunities for puppets 2 Know about different types of puppet 3 Be able to develop puppet design ideas 4 Be able to communicate puppet design ideas.

New units		Old units		Mapping/comments (new topics in <i>italics</i>)
Number	Name	Number	Name	
Unit 88	Puppet Construction and Operation	Unit 88	Puppet Construction and Operation	Learning outcomes are now: 1 Know the characteristics of different puppet types 2 Be able to use puppet construction materials and puppet construction techniques 3 Be able to operate puppets in performance.
Unit 89	Props Making	Unit 89	Prop Making	Learning outcomes are now: 1 Be able to use research to inform the design and creation of a prop 2 Be able to use prop construction methods and materials 3 Be able to interpret design plans when constructing a prop 4 Be able to create a prop for performance.
Unit 90	Period Props	Unit 90	Period Props	Learning outcome 1 is now: 1 Know the style and characteristics of a period.
Unit 91	Special Effects and Animated Props for the Stage	Unit 91	Special Effects and Animated Props for the Stage	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 92	Make-up for Performers	Unit 92	Make-up for Performers	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 93	Make-up Application Skills and Creative Uses	Unit 93	Basic Make-up Design and Application	Learning outcome 1 is now: 1 Be able to recognise the factors that affect the application of make-up on a performer.
Unit 94	Full Body Make-up for Performers	Unit 94	Full Body Make-up for Performers	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 95	Special Effects Make-up	Unit 95	Special Effects Make-up	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.

New units		Old units		Mapping/comments (new topics in <i>italics</i>)
Number	Name	Number	Name	
Unit 96	Make-up Using Prosthetics	Unit 96	Make-up Using Prosthetics	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 98	Fantasy Hair Design for Performers	Unit 98	Fantasy Hair Design for Performers	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 99	Period Hair Design and Wig Making for Performers	Unit 99	Period Hair Design and Wig Making	Learning outcome 4 is now: 4 Be able to manage the wig requirements for a performer or production.
Unit 100	Hair Styling and Dressing for Performers	Unit 100	Hair Styling and Dressing for Performers	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
Unit 106	Marketing for the Performing Arts	n/a	new unit	New unit.
Unit 107	Visual Imagery For Production	n/a	new unit	New unit.
Unit 108	Production Management for Live Performance	n/a	new unit	New unit.

Annexe F

Examples of calculation of qualification grade above pass grade

Pearson will automatically calculate the qualification grade for learners when unit grades are submitted. The generic examples below demonstrate how the qualification grade above pass is calculated.

Points available for unit credits achieved at different levels and unit grades

The table below shows the **number of points scored per unit credit** at the unit level and grade.

Unit level	Points per unit credit		
	Pass	Merit	Distinction
Level 2	5	6	7
Level 3	7	8	9
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit, distinction or distinction* grades (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230–249	Merit	M
250–259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460–499	Merit	M
500–519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 90-credit Diploma

Points range above pass grade	Grade
660–689	MP
690–719	MM
720–749	DM
750–769	DD
770–789	D*D
790 and above	D*D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880–919	MP
920–959	MM
960–999	DM
1000–1029	DD
1030–1059	D*D
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300–1339	MPP
1340–1379	MMP
1380–1419	MMM
1420–1459	DMM
1460–1499	DDM
1500–1529	DDD
1530–1559	D*DD
1560–1589	D*D*D
1590 and above	D*D*D*

Example 1

Achievement of pass qualification grade

A learner completing a 30-credit BTEC Level 3 Certificate **does not** achieve the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Pass	7	$10 \times 7 = 70$
Unit 2	3	10	Pass	7	$10 \times 7 = 70$
Unit 3	3	10	Merit	8	$10 \times 8 = 80$
Qualification grade totals		30	Pass		220

Example 2

Achievement of merit qualification grade

A learner completing a 30-credit BTEC Level 3 Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Pass	7	$10 \times 7 = 70$
Unit 2	3	10	Merit	8	$10 \times 8 = 80$
Unit 3	3	10	Merit	8	$10 \times 8 = 80$
Qualification grade totals			Merit		230

Example 3

Achievement of distinction qualification grade

A learner completing a 60-credit BTEC Level 3 Subsidiary Diploma achieves the points required to gain a distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Qualification grade totals		60	Distinction		500

Example 4

Achievement of distinction distinction grade

A learner completing a BTEC Level 3 90-credit Diploma achieves the points required to gain a distinction distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 15	4	10	Merit	10	$10 \times 10 = 100$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Qualification grade totals		90	Distinction Distinction		750

Example 5

Achievement of distinction merit qualification grade

A learner completing a 120-credit BTEC Level 3 Diploma achieves the points required to gain a distinction merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 15	4	10	Merit	10	$10 \times 10 = 100$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Unit 18	3	10	Pass	7	$10 \times 7 = 70$
Unit 25	3	20	Merit	8	$20 \times 8 = 160$
Qualification grade totals		120	Distinction Merit		980

Example 6

Achievement of merit merit merit qualification grade

A learner completing a 180-credit BTEC Level 3 Extended Diploma achieves the points required to gain a merit merit merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Pass	7	$10 \times 7 = 70$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Pass	7	$10 \times 7 = 70$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 12	3	10	Merit	8	$10 \times 8 = 80$
Unit 15	4	10	Pass	9	$10 \times 9 = 90$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Unit 18	3	10	Pass	7	$10 \times 7 = 70$
Unit 20	3	10	Pass	7	$10 \times 7 = 70$
Unit 22	3	10	Merit	8	$10 \times 8 = 80$
Unit 25	3	20	Pass	7	$20 \times 7 = 140$
Unit 35	3	10	Distinction	9	$10 \times 9 = 90$
Unit 36	3	10	Merit	8	$10 \times 8 = 80$
Unit 38	3	10	Distinction	9	$10 \times 9 = 90$
Qualification grade totals		180	Merit Merit Merit		1410

July 2020

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