

Qualification specification

**NCFE Level 1 Certificate in Performance Skills
QN: 500/9177/3**

This qualification is now withdrawn.

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Summary of changes

This document summarises the changes to this qualification specification since the last version (Issue 4 January 2018). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
v4.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1.
v4.2	January 2022	Information added to Section 2, Unit 04 Promoting a performing arts event (A/502/3831) regarding the delivery and assessment of learning objective 2.3 (page 28). Example for presenting performance evidence updated in Section 3 (page 51).
V4.3	June 2022	Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support for centres section about how to access support handbooks.

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Certificate in Performance Skills.

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

To ensure that you're using the most up-to-date version of this qualification specification, please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

Things you need to know

Qualification number (QN)	500/9177/3
Aim reference	50091773
Total Qualification Time (TQT)	150
Guided Learning Hours (GLH)	120
Credit value	15
Level	1
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Centres can decide how to allocate the TQT across the units of a qualification.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 500/9177/3.

This qualification has been supported by Creative and Cultural Skills, the Sector Skills Council (SSC) for the Creative and Cultural Industries.

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

This qualification is suitable for use within a Study Programme.

Qualification purpose

This qualification is designed for learners who aspire to work in, or continue to study performing arts. It develops knowledge of the principles of performance skills.

The primary purpose of this qualification is to introduce the skills, knowledge and qualities needed in the performing arts sector. The learner will develop skills in a wide variety of performance types, such as drama, dance, music, stand-up comedy, and puppetry, with a view to progressing onto further qualifications. The learner will develop fundamental practical skills and focus on developing their performance ability and critical awareness.

This qualification will:

- focus on the study of Performance Skills within the Arts sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Qualification objectives

The objectives of this qualification are to:

- develop learners' skills in performance with a view to progress towards further qualifications
 - help learners acquire and develop fundamental practical skills, focusing on the learners' performance ability by developing their critical awareness
 - focus on practical skills and provide opportunities to develop skills relating to the performance industry.
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Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Achieving this qualification

To be awarded the Level 1 Certificate in Performance Skills, learners are required to successfully complete 3 mandatory units and one optional unit.

Mandatory units

Unit number	Unit title
Unit 01	Preparing performing arts work
Unit 02	Develop performance skills
Unit 03	Presenting performing arts work

Optional units

Unit number	Unit title
Unit 04	Promoting a performing arts event
Unit 05	Working in the performing arts
Unit 06	Exploring design skills for performing arts
Unit 07	Exploring technical support for stage performance
Unit 08	Introduction to the performing arts
Unit 09	Professional development in the performing arts industry
Unit 10	Working in the performing arts industry
Unit 11	Starting to develop performance skills
Unit 12	Taking part in a performance

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the Level 1 Certificate in Performance Skills, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

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

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

This qualification is designed for learners who wish to obtain underpinning knowledge of processes and principles of performance skills.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved an Entry Level qualification.

This qualification is suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Certificate in Performance Skills

It may also be useful to learners studying qualifications in the following sectors:

- theatre
- set design.

Learners can progress from an Award to a Certificate but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will be applied for both qualifications.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications <https://register.ofqual.gov.uk> if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Resource requirements

To assist in the delivery of this qualification, learners should have access to a safe rehearsal and performance space.

Support for learners

Evidence Tracking Log

This LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use this document – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested by the customer support team on 0191 239 8000 or email customersupport@ncfe.org.uk.

Our customer support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

Customer Support team

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Training and support

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

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Links to National Skills Standards

For this qualification, we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework.

The Skills Mapping document for this qualification can be found on the qualification page on the NCFE website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- whether a unit is mandatory or optional.

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

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment).

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

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

For further information or guidance about this qualification, please contact our Product Development team on 0191 239 8000.

Unit 01 Preparing performing arts work (H/502/3838)

Unit summary	This unit is about the process of preparing work as part of a group for presentation to an audience. The performing arts work could be a dance piece, play, concert, showcase or pantomime.
Credit value	4
Guided learning hours	30
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 Know the stages involved in the preparation of performing arts work

The learner can:

- 1.1 Identify the stages in the preparation of performing arts work

Learning outcome 2

The learner will:

- 2 Be able to explore ideas for performing arts work

The learner can:

- 2.1 Explore ideas for performing arts work
- 2.2 Develop appropriate ideas

Learning outcome 3

The learner will:

- 3 Be able to carry out a role in the preparation of performing arts work

The learner can:

- 3.1 Work collaboratively with others to allocate roles within group
- 3.2 Identify responsibilities of individual role
- 3.3 Carry out role using appropriate skills

Unit 01 Preparing performing arts work (H/502/3838) (cont'd)

Learning outcome 4

The learner will:

- 4 Be able to demonstrate employability skills when preparing performing arts work

The learner can:

- 4.1 Be reliable in the preparation of work
 - 4.2 Show a positive attitude in the preparation of work
 - 4.3 Be respectful of others in the preparation of work
-

Unit 01 Preparing performing arts work (H/502/3838) (cont'd)**Delivery and assessment**

1.1, 2.1, 2.2 - Rehearsal diary or reflective notebook could be used. This should consist of both preparation for rehearsals and notes and suggestions developed during rehearsals.

1.1 - Learners should keep a log/diary of their progress throughout the unit. The diary can be in any format, written, audio or video and may use internet techniques such as blogs and websites. The diary is purely a notebook and is not marked for spelling and grammar but should be a place to store and record ideas, comments and suggestions that help the learners explore and develop ideas.

2.1 - Learners should collect ideas for performance and keep them for reference. These ideas can be in any format but should be presented in a way which is useful to both the learner and the Tutor.

2.2 - Learners should show the development of ideas from, first thought, through working and experimentation. Work need not lead to a completed piece but is evidence of the learners' development processes.

The finished product should be used as a means of confirming that the learners' understanding of the process involved in developing techniques has been effectively applied. However, it should not be used in isolation as evidence of process.

3.1–3.3 and 4.1–4.3 - The Tutor observation records should contain various pieces of information including the date the Assessor observed the learner, a record of the learning outcomes observed and brief comments on the learners' performance and why it met the standard.

3.1 - Learners should work well with others in the preparation of performance work. Tutors will observe rehearsals and workshops and identify when good practice is being demonstrated. This information should be fed-back to the learner and recorded as evidence.

3.2 - Learners should demonstrate their understanding of the requirements and responsibilities of their role and demonstrate this during planning, rehearsal and workshops.

3.3 - Learners should also show their employability skills during the execution of their role.

4.1 - Learners will need to demonstrate their reliability during the course of the unit and should be observed to that end. Tutors should explain carefully what is required at the beginning of the process and then feedback to learners on the progress being made.

4.2 and 4.3 - At all times, learners should maintain their positive and cooperative attitude during the preparation process.

Unit 01 Preparing performing arts work (H/502/3838) (cont'd)**Delivery and assessment (cont'd)**

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but video evidence is essential for all performing work. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the learner to confirm understanding, especially in relation to issues of health and safety.

Types of evidence

Evidence could include:

- rehearsal diary/reflective notebook (1.1, 2.1, 2.2)
- observation (3.1–3.3 and 4.1–4.3).

Unit 02 Develop performance skills (R/600/9475)

Unit summary	This unit is an opportunity to develop the practical skills required for your chosen art form.
Credit value	4
Guided learning hours	30
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 Understand the importance of practice in developing performance skills

The learner can:

- 1.1 Outline the purpose of practice routines
- 1.2 Identify practice routines to develop specific skills

Learning outcome 2

The learner will:

- 2 Be able to develop performance skills

The learner can:

- 2.1 Identify the types of skills that are required in a chosen art form
- 2.2 Identify own strengths and weaknesses
- 2.3 Demonstrate how to develop and improve own performance

Unit 02 Develop performance skills (R/600/9475) (cont'd)**Delivery and assessment**

1.1, 1.2, 2.1 - This should consist of both preparation for and reflections upon activities identified to develop technique. The diary can be in any format, written, audio or video and may use internet techniques such as blogs and websites.

1.1 - Learners should identify the importance of practice in relation to their chosen art form.

1.2, 2.1 Learners will need to identify practice routines through assessing their own level of skills to consider how progress and development can be achieved. This self-assessment should be fully supported by the Tutor and positive feedback applied.

The finished product should be used as a means of confirming that the learner's understanding of the process involved in practising techniques has been effectively applied. However, it should not be used in isolation as evidence of process.

2.1–2.3 - The Tutor observation records should contain various pieces of information including the date the Assessor observed the learner, a record of the learning outcomes observed and brief comments on the learners' performance and how it met the standard.

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but a video diary/blog would provide the best evidence showing examples of work and improvement/development of performance skills.

2.1 - Learners should identify their strengths and weaknesses during rehearsals, workshops, classes and performances and should be encouraged to become critical of their own skill level.

2.1, 2.2 - Once identified learners should be able to work on their skills and highlight their own technical improvement requirements. Learners should be observed making notes or identifying specific skills that will require them to practise and study.

2.3 - Learners should also be observed to operate safely and responsibly in the development of performance skills. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the learner to confirm understanding, especially in relation to issues of health and safety.

Types of evidence

Evidence could include:

- reflective practitioner diary (1.1, 1.2, 2.1)
- observation (2.1–2.3).

Unit 03 Presenting performing arts work (K/502/3839)

Unit summary	The presentation of work to an audience can be both exciting and nerve-racking. It is something that all those involved in the performing arts do on a regular basis. This unit will give learners a taste of what it is like to perform or work backstage.
Credit value	4
Guided learning hours	30
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 Be able to carry out a role in the presentation of a performing arts work

The learner can:

- 1.1 Collaborate with others when carrying out a role
- 1.2 Use appropriate skills in carrying out a role

Learning outcome 2

The learner will:

- 2 Be able to review own contribution to the performance

The learner can:

- 2.1 Collect performance feedback from different sources
- 2.2 Identify strengths of own contribution
- 2.3 Identify areas for future improvement

Learning outcome 3

The learner will:

- 3 Be able to demonstrate employability skills in the presentation of work

The learner can:

- 3.1 Be reliable in the presentation of work
- 3.2 Show a positive attitude to the work in the presentation of work
- 3.3 Be respectful to others in the presentation of work

Unit 03 Presenting performing arts work (K/502/3839) (cont'd)**Delivery and assessment**

1.1, 1.2, 3.2, 3.3 - The Tutor observation records should contain various pieces of information including the date the Assessor observed the learner, a record of the learning outcomes observed, brief comments on the learner's performance and how they met the standard.

1.1 - Learners should collaborate with others in the presentation of performance work. Tutors will observe workshops and performances and identify when good practice is being demonstrated. This information should be fed-back to the student and recorded as evidence.

1.2 - Learners should use their teamwork skills where appropriate and receive suitable acknowledgement from Tutors when this is successfully observed.

3.2 - Learners should receive regular and supportive feedback on their attitude during the presenting of work. This feedback should be collected and presented as evidence.

3.3 - Learners should also be respectful of the work of others who may show more or less skills than themselves. Examples of respect should be recorded and presented as evidence. This may include; turning up on time, being quiet during rehearsals etc.

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, photographic or written evidence but video evidence is essential for all performing work. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance. The Assessor could also take the opportunity to question the learner to confirm understanding, especially in relation to issues of health and safety.

2.1, 2.2, 2.3, 3.1 - Assignments that require the learner to encounter different employment scenarios and opportunities for their own personal development are to be encouraged. Working with peers and guests in the wider performing arts and music industry should be encouraged and suitable documentation kept.

2.1 - Learners should explore their own performances including collecting the feedback from others. This can include peers, family members, the public and other trusted sources.

2.2 - Feedback that is collected should be used to identify the learner's strengths for further consideration.

2.3 - Feedback should also identify areas where the learner should improve and develop in the future. It is important that this process is managed well and is positive and supporting in the learning process.

Unit 03 Presenting performing arts work (K/502/3839) (cont'd)

Delivery and assessment
3.1 Learners should be able to show their reliability through the feedback process using evidence from peers and Tutors. Learners should also be able to take part in discussions relating to the presentation of work including opportunities to discuss and comment on the work of others. These discussions must be recorded either by writing, audio or video.
Types of evidence
Evidence could include: • observation (1.1, 1.2, 3.2, 3.3) • projects or assignments (2.1–2.3, 3.1).

Unit 04 Promoting a performing arts event (A/502/3831)

Unit summary	The unit aims to develop the knowledge and understanding necessary for successfully promoting a performing arts event.
Credit value	4
Guided learning hours	30
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand why a performing arts event needs promotion

The learner can:

- 1.1 Discuss why a performing arts event needs promotion

Learning outcome 2

The learner will:

- 2 Be able to plan the promotion of a specific performance or event

The learner can:

- 2.1 Produce a plan which identifies target audience
- 2.2 Produce a plan which identifies appropriate promotional methods and materials
- 2.3 Produce a plan which identifies suitable outlets for publicity

Learning outcome 3

The learner will:

- 3 Be able to contribute to the promotion of a specific performance or event

The learner can:

- 3.1 Collect all relevant information
- 3.2 Work collaboratively with others to allocate roles within group
- 3.3 Identify responsibilities of individual role
- 3.4 Carry out the role using appropriate communication skills

Unit 04 Promoting a performing arts event (A/502/3831) (cont'd)

Learning outcome 4

The learner will:

- 4 Be able to assess success of the promotion of a specific performance or event

The learner can:

- 4.1 Obtain feedback from appropriate sources
 - 4.2 Identify areas for future improvement
-

Unit 04 Promoting a performing arts event (A/502/3831) (cont'd)**Delivery and assessment**

1.1, 4.1, 4.2 - Informal discussion on the merits and benefits of promotion, for example during marketing, finance, development and planning meetings. Discussion of case studies and examples from professional campaigns that illustrate feedback from audiences and areas for improvement should also be used.

1.1 - Learners should be able to identify how promotion supports the performing arts. They should be able to explain a simplistic cash flow, from ticket sales to salaries, how an audience encourages good performance, sponsorship etc.

4.1 - Learners should also be able to assess how a specific event was supported by promotion by obtaining feedback from those who took part. This could be another performance group, a professional company or amateur group.

4.2 - Learners should also be able to identify weaknesses in promotion can be addressed. This also lends itself to discussions with visiting professionals.

2.1–2.3 and 3.1–3.4 - Assignments that require the learner to encounter planning and production of promotional material as well as promotional issues requiring challenges to competence are to be encouraged. Working with peers and guests in the production and development aspects of this unit should be encouraged and suitable documentation kept which could include checklists, rough notes, charts, reports and reflective diaries.

2.1 - Assignments should be set which require learners to produce a marketing plan that identifies the target audience. This might be adults, children, peers and shows how the promotion campaign is suitably delineated for the target.

2.2 - Plans should also identify the methods and material that are to be used. This might include, fliers, handouts, mailshots etc.

2.3 - Plans should also show what outlets the promotion could use, such as local shops, what's-on guides, Facebook and Instagram.

3.1 - Assignments should be set which allow the learner to examine all the areas of promotion and take part in the running of an actual event. This should expose the learner to planning, development, commissioning, deploying and reviewing the promotional material.

3.2 - Learners will take part as a team in promoting an event and contribute accordingly.

Unit 04 Promoting a performing arts event (A/502/3831) (cont'd)

Delivery and assessment (cont'd)
3.3 - Learners should identify their role within the team and be able to complete that role (some support may be given). 3.4 - Successful completion of this will require learners to communicate closely within the team and be aware of deadlines. Learners should also be able to take part in discussions relating to the planning and production of promotional materials. These discussions need to be evidenced in writing/audio/video.
Types of evidence
Evidence could include: • discussion (which must be recorded in same way eg written, audio or video) (1.1, 4.1, 4.2) • projects or assignment (2.1–2.3 and 3.1–3.4).

Unit 05 Working in the performing arts (T/502/3830)

Unit summary	In this unit learners can develop an understanding of the skills and training required to work in the performing arts industry.
Credit value	4
Guided learning hours	30
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Know what skills and training are required for jobs in performing arts

The learner can:

- 1.1 Describe the skills and training needed for a specific performance role
- 1.2 Describe the skills and training needed for a specific non-performance role

Learning outcome 2

The learner will:

- 2 Know what opportunities there are for progression in performing arts

The learner can:

- 2.1 Identify job opportunities in performing arts
- 2.2 Describe progression opportunities in studying performing arts

Learning outcome 3

The learner will:

- 3 Know own skills and qualities relevant to performing arts

The learner can:

- 3.1 List own skills and qualities relevant to performing arts roles
- 3.2 Select a job role of interest and compare own skills and qualities with those required for the role
- 3.3 Produce a CV

Unit 05 Working in the performing arts (T/502/3830) (cont'd)**Delivery and assessment**

1.1, 1.2 - Assignments that require the learner to encounter different employment scenarios and opportunities for their own personal development are to be encouraged. Working with peers and guests in the wider performing arts and music industry should be encouraged and suitable documentation kept.

1.1 - Assignments should be set which allow the learner to generate evidence to show they have an understanding of the progression routes in the performing arts to allow them to achieve their desired destination. This should include routes to further training in further education (FE) and higher education (HE) and with private providers.

1.2 - Assignments should be set which also include exploration of non-performing roles within the performing arts industry.

Learners should also be able to take part in discussions relating to the performing arts and creative arts industries in general which explore employment and business/self-employment opportunities.

2.1, 2.2 and 3.1–3.3 - Action planning can include notes, lists and collection of leaflets/adverts relating to career progression. It is also crucial that learners engage with self-assessment and understand their current skill levels and identify progression pathways.

2.1 - Learners should be able to name the broad areas of employment in the performing arts, such as actor, dancer, musician, front of house, administration etc.

2.2 - Learners should also be able to explain the progression

3.1 - Learners should develop, over the course of the unit, a skills audit, taking into account their skills and qualities.

3.2 - Learners should compare their skills with the level of those skills at a professional level.

3.3 - Learners must also prepare a CV in a recognised format.

Types of evidence

Evidence could include:

- projects or assignments (1.1, 1.2)
- product - action plan for career development (2.1, 2.2 and 3.1–3.3).

Unit 06 Exploring design skills for performing arts (L/502/3834)

Unit summary	From costumes to make-up, scenery to props, performers rely on the skills of designers to make them and their work look good. This unit will allow learners to explore some of the design skills used in the field of the performing arts.
Credit value	4
Guided learning hours	30
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Know the purpose of design in performing arts production

The learner can:

- 1.1 Identify a purpose for design in performing arts productions

Learning outcome 2

The learner will:

- 2 Be able to use design skills for a performing arts production

The learner can:

- 2.1 Take part in practical activities using design skills

Learning outcome 3

The learner will:

- 3 Be able to demonstrate employability skills through participation in practical activities

The learner can:

- 3.1 Be reliable in practical activities
- 3.2 Show a positive attitude to the work in practical activities
- 3.3 Be respectful to others in practical activities

Unit 06 Exploring design skills for performing arts (L/502/3834) (cont'd)

Learning outcome 4

The learner will:

- 4 Be able to evaluate the success of the design for the performing arts production

The learner can:

- 4.1 Describe own production design work
-

Unit 06 Exploring design skills for performing arts (L/502/3834) (cont'd)**Delivery and assessment**

1.1, 2.1, 4.1 - Performers rely on the skills of designers to make them and their work look good. This unit will allow learners to explore some of the design skills used in the field of the performing arts in designing costumes, make-up, scenery, props etc.

Assignments that require the learner to encounter different design issues requiring challenges to competence are to be encouraged. Working with peers and guests in the staging and pre-production aspects of this unit should be encouraged and suitable documentation kept which could include checklists, rough notes, equipment/tool request forms, reports and reflective diaries.

1.1 - Assignments should be set which require the learner to explore the purpose of design in the performing arts context. This would include looking at atmosphere, look and style, setting a scene.

2.1 - Learners should be able to use their practical skills when called upon, for example in discussion with directors concerning costume and make-up, lighting and construction.

4.1 - Learners will need to communicate with others during their design careers and as such will need to be able to describe their own production work using appropriate language.

Learners should also be able to take part in discussions relating to the technical theatre, safety and venues.

3.1–3.3 - The Tutor observation records should contain various pieces of information including the date the Assessor observed the learner, a record of the learning outcomes observed and brief comments on the learner's performance. Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

3.1 - Learners will need to demonstrate their employability skills throughout this unit. Tutors should make the learner aware that they are being observed for this during workshop and rehearsal/development sessions.

3.2 Learners will also be required to remain positive, particularly under pressure of deadlines and demands from directors and performers.

3.3 - Learners must show respect to others at all times. Tutors should make learners aware that they are being observed for this throughout the unit.

The Assessor could also take the opportunity to question the learner to confirm understanding, especially in relation to issues of health and safety.

Types of evidence

Evidence could include:

- projects or assignments (1.1, 2.1, 4.1)
- observation (3.1–3.3).

Unit 07 Exploring technical support for stage performance (Y/502/3836)

Unit summary	In live performances those involved backstage often outnumber the performers on stage. Their work is vital to the success of a production and often goes unnoticed, particularly if they do a good job. This unit will allow learners to explore some of the technical skills used by those working 'behind the scenes'.
Credit value	4
Guided learning hours	30
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Know the roles and responsibilities of technical support in the performance arts

The learner can:

- 1.1 Describe the responsibilities of one technical support role

Learning outcome 2

The learner will:

- 2 Know how to set up equipment safely

The learner can:

- 2.1 Set up equipment used in the production area of the performing arts with direction and guidance

Learning outcome 3

The learner will:

- 3 Be able to use technical skills for a production or event

The learner can:

- 3.1 Contribute to a performing arts production or event using technical skills

Unit 07 Exploring technical support for stage performance (Y/502/3836) (cont'd)

Learning outcome 4

The learner will:

- 4 Be able to demonstrate employability skills through participation in practical activities

The learner can:

- 4.1 Be reliable in practical activities
 - 4.2 Show a positive attitude to the work in practical activities
 - 4.3 Be respectful of others in practical activities
-

Unit 07 Exploring technical support for stage performance (Y/502/3836) (cont'd)**Delivery and assessment**

1.1, 4.1–4.3 - The Tutor observation records should contain various pieces of information including the date the Assessor observed the learner, a record of the learning outcomes observed and brief comments on the learner's performance. Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The notes must state clearly that the standard has been achieved.

4.1 - Learners will need to show that they are a reliable and supportive member of the technical support team and should demonstrate this at all times during workshop, rehearsal and development sessions. Tutors should make clear that learners are being observed for this.

4.2 - Learners should also remain positive during practical activities, particularly when under pressure from time, director and cast.

4.3 - Learners should show respect to others at all times and Tutors should ensure learners are aware of this.

The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the learner to confirm understanding, especially in relation to issues of health and safety.

1.1, 2.1, 3.1 - Assignments that require the learner to encounter different technical issues requiring challenges to competence are to be encouraged. Working with peers and guests in the staging and production aspects of this unit should be encouraged and suitable documentation kept which could include checklists, rough notes, equipment/tool request forms, reports and reflective diaries.

1.1 - Assignments should be set which require learners to demonstrate a knowledge of one technical support role, such as stage crew, lighting or sound operator or similar.

2.1 - Assignments should give the opportunity to set up appropriate equipment and experience the requirements of technical roles.

3.1 - Learners must contribute to a performing arts event in a technical role.

Learners should also be able to take part in discussions relating to the technical theatre, safety and venues.

Types of evidence

Evidence could include:

- observation (1.1, 4.1–4.3)
- projects or assignments (1.1, 2.1, 3.1).

Unit 08 Introduction to the performing arts (D/502/3823)

Unit summary	In this unit learners will find out about local and national performance venues where those employed in the performing arts work. They will discover the types of shows that are performed and the variety of job roles that can be undertaken.
Credit value	3
Guided learning hours	30
Level	Entry 3
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Know about performance venues

The learner can:

- 1.1 List performance venues
- 1.2 Describe types of performances these venues may put on

Learning outcome 2

The learner will:

- 2 Know about performance roles in performance venues

The learner can:

- 2.1 Identify performance roles
- 2.2 Describe the responsibilities and skills required to carry out selected performance roles

Learning outcome 3

The learner will:

- 3 Know about non-performance roles in performance venues

The learner can:

- 3.1 Identify non-performance roles
- 3.2 Describe the responsibilities and skills required to carry out selected non-performance roles

Unit 08 Introduction to the performing arts (D/502/3823) (cont'd)**Learning outcome 4**

The learner will:

- 4 Be able to report on a performance

The learner can:

- 4.1 Contribute to a discussion about a performance

Delivery and assessment

1.1, 1.2, 3.1, 3.2 - Learners must show a depth of understanding on the range of possibilities for performance and the variety of stages, sizes, designs and features.

1.1 - Learners should collect information which allows them to list performance venues. A list can be a written list but can also include a portfolio of leaflets, a written assignment or suitable new media format. The portfolio presented will be collections of leaflets, brochures, adverts and internet searches

1.2 - Learners should also be able to describe the type of performance associated with each venue.

3.1 - Learners should also be able to describe the main non-performance roles which are required for a successful venue and performance.

3.2 - Learners will also be able to describe at least 3 skills required and the responsibilities of each non-performance role, although this only needs to be in broad brush strokes.

4.1 - Informal discussion on the strengths and weaknesses of a performance are also required. Learners should attend performances either privately or as part of their learning and be able to engage in discussions on many areas of their experience.

Learners should also be able to discuss performances using appropriate technical language and take part in discussions around performance. Tutors should always record discussions. This also lends itself to discussions with visiting professionals.

Types of evidence

Evidence could include:

- product – portfolio of research (1.1, 1.2, 3.1, 3.2)
- discussion (which must be recorded using writing/audio or video) (4.1).

Unit 09 Professional development in the performing arts industry (R/502/3902)

Unit summary	This unit allows learners to explore a range of career opportunities with a view to their own progression within the performing arts industry.
Credit value	5
Guided learning hours	30
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Know career and progression opportunities within the performing arts industry

The learner can:

- 1.1 Identify the training requirements and experience required for a career path in the performing arts

Learning outcome 2

The learner will:

- 2 Be able to design and monitor a professional development plan

The learner can:

- 2.1 Design a professional development plan that identifies current skill levels and sets targets
- 2.2 Monitor personal development plan (PDP) recording progress towards targets

Unit 09 Professional development in the performing arts industry (R/502/3902) (cont'd)

Delivery and assessment
1.1, 2.1, 2.2 - A career plan can include notes, lists and a collection of leaflets/adverts relating to career progression. It should also identify training and education opportunities offered by colleges, universities and other providers. The plan can be presented in any appropriate format, eg a portfolio of work, reviews, recording, testimonies, etc and should enable the learner to include the following: • potential work opportunities from different sources • career development plan • evidence of developments in the industry. 1.1 - Learners should be able to outline the training and development route to employment in performing arts. This should include routes to FE, HE and private training where appropriate. 2.1 - Learners should ensure that professional development plans include a self-assessment stage that identifies current skill levels and sets targets for skills development. 2.2 - Tutors should make learners aware that a PDP is a dynamic document and should be regularly revisited to monitor progress. Learners should maintain their PDP accordingly.
Types of evidence
Evidence could include: • career development plan (1.1, 2.1, 2.2).

Unit 10 Working in the performing arts industry (L/502/3901)

Unit summary	This unit aims to provide learners with a knowledge of employment opportunities within the performing arts industry and the jobs undertaken by those who work in it.
Credit value	5
Guided learning hours	30
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Know different types of organisations in the performing arts industry

The learner can:

- 1.1 Describe a performing arts organisation, its function and relation to other areas of the industry

Learning outcome 2

The learner will:

- 2 Know job roles in the performing arts industry

The learner can:

- 2.1 Describe a job role from the performance area of employment and how it relates to other roles in the same and different areas of the industry
- 2.2 Describe a job role from the arts administration or production area of employment and how it relates to other roles from the same and different areas of the industry

Unit 10 Working in the performing arts industry (L/502/3901) (cont'd)

Delivery and assessment
1.1, 2.1, 2.2 - The presentation can be delivered in any appropriate format, eg oral, videoed or written, or a mixture of more than one method. It should contain: • the range of jobs available in the organisation • case study of a job role within the organisation, including: – pay scales and required training, – overview of the key skills – qualities required and relationship of the job role to the rest of the organisation and to the wider industry. 1.1 - Learners should be able to describe an arts organisation showing some insight into the way it is structured how it works in its day-to-day operation. The relationship between other organisations could be illustrated by a flow chart or functions map and may be presented in any suitable format. 2.1 - When describing a performance role, learners should be able to outline the day-to-day activities, quality criteria, union support and structure and the pressures and requirements on the individual. 2.2 - When describing an administrative role, learners should be able to outline the day-to-day responsibilities, hierarchical structure, line management and progression opportunities.
Types of evidence
Evidence could include: • simulated activity – learner presentation (1.1, 2.1, 2.2).

Unit 11 Starting to develop performance skills (F/502/3829)

Unit summary	No performer can just get up and perform without developing and practising the essential skills necessary. In this unit the learner will identify and start to develop these skills.
Credit value	3
Guided learning hours	30
Level	Entry 3
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Know performance skills

The learner can:

- 1.1 Identify skills needed to perform

Learning outcome 2

The learner will:

- 2 Be able to demonstrate preparatory skills in group activities

The learner can:

- 2.1 Demonstrate preparatory skills in group activities

Learning outcome 3

The learner will:

- 3 Be able to demonstrate performance skills

The learner can:

- 3.1 Show performance skills to an audience

Unit 11 Starting to develop performance skills (F/502/3829) (cont'd)

Delivery and assessment
1.1, 3.1 - This should consist of both preparation for and reflections upon activities identified to develop performance skills. The diary can be in any format, written, audio or video and may use internet techniques such as blogs and websites. The finished product should be used as a means of confirming that the learners understanding of the process involved in developing performance skills has been effectively applied. However, it should not be used in isolation as evidence of process, short video clips of early attempts and clips showing progression would be ideal evidence here. 2.1, 3.1 - The Tutor observation records should contain various pieces of information including the date the Assessor observed the learner, a record of the assessment criteria observed and brief comments on the performance and how the standard was met. Several assessment criteria may be observed, assessed and have that assessment recorded in one entry in the observation records. The format of the observation is at the discretion of the centre but video evidence is essential for all performing work. They could also take the opportunity to question the learner to confirm understanding, especially in relation to issues of health and safety.
Types of evidence
Evidence could include: • reflective practitioner diary (1.1, 3.1) • observation (2.1, 3.1)

Unit 12 Taking part in a performance (A/502/3828)

Unit summary	This unit will give learners the experience of taking part in a performance as a performer, designer or in a technical role.
Credit value	3
Guided learning hours	30
Level	Entry 3
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Be able to take a positive role in the preparation for a performance

The learner can:

- 1.1 Rehearse a performance or production role
- 1.2 Work collaboratively with others

Learning outcome 2

The learner will:

- 2 Be able to undertake a role in a performance to an audience

The learner can:

- 2.1 Carrying out the role with focus and commitment

Unit 12 Taking part in a performance (A/502/3828) (cont'd)

Delivery and assessment
1.1 - This should consist of both preparation for rehearsals and notes and suggestions developed during rehearsals. The diary can be in any format, written, audio or video and may use internet techniques such as blogs and websites. The finished product should be used as a means of confirming that the learner's understanding of the process involved in rehearsing has been effectively applied. However, it should not be used in isolation as evidence of process, short video clips of early work and clips showing progression would be ideal evidence here. 1.2, 2.1 - The Tutor observation records should contain various pieces of information including the date the Assessor observed the learner, a record of the learning outcomes observed and brief comments on the learner's performance and how the standards were met. Several assessment criteria may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the observation is at the discretion of the centre but video evidence is essential for performing work. They could also take the opportunity to question the learner to confirm understanding, especially in relation to issues of health and safety.
Types of evidence
Evidence could include: • rehearsal diary/notebook (1.1) • observation (1.2, 2.1).

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

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

The Level 1 Certificate in Performance Skills is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a Level 1 learner and against the achievement descriptors for each learning outcome.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
 - permit and encourage authentic activities where the learner's own work can be clearly judged
-

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

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

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: School hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – James Doyle (blonde hair, front of stage)

Drummer – Diana Nisbett

Guitar 1 – Deepak Lahiri (black hair, blue jumper)

Guitar 2 – Deb Antani (brown hair, left hand side)

Performance of XXX:

Lead male – Su Jin

Lead female – Maya Solomon

Choir:

Caterina Petracci (black hair, back row 3rd from left)

Leonard Kalymniou (brown hair, back row 5th from left)

Luke Falconer (blonde hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Quality assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

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

External quality assurance

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

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 1 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of...)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see the NCFE website.

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