

### Foreword

General National Vocational Qualifications (GNVQs) have been designed to provide a broad education as a basis for further training, further and higher education or for moving into employment. This is achieved by ensuring that students develop the general skills, knowledge and understanding that underpin a range of occupations or professions. Foundation GNVQs are part of the level 1 provision in the National Framework of Qualifications.

The specifications have been approved by ACCAC for use by centres in Wales and by CCEA for use by centres in Northern Ireland.

### General information

Students in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government organisation that are different from those in England.

Where the content of the units refers only to England, students in Wales and Northern Ireland should have their learning focused on content specific to their country.

Centres interested in offering GNVQs through the medium of Welsh or Irish should contact their regional office (details below) who will be pleased to offer advice.

Welsh Regional Office  
Manager Edexcel Wales  
42 Lambourne Crescent  
Cardiff Business Park  
Llanishen  
Cardiff CS4 5GG  
Tel: 02920 689 911  
Fax: 02920 689 933  
E-mail: [cardiff@edexcel.org.uk](mailto:cardiff@edexcel.org.uk)

Edexcel in Ireland  
Belfast Regional Office  
Regional Manager  
Forestview  
Purdy's Lane  
Newtonbreda  
Belfast BT8 4ZX  
Tel: 01232 642 086  
Fax: 01232 647 715  
E-mail: [belfast@edexcel.org.uk](mailto:belfast@edexcel.org.uk)

## Qualification structure

The 6-unit Foundation GNVQ consists of:

- three compulsory units
- three optional units.

## Compulsory units

The compulsory units have a broad focus providing the student with a general understanding of the sector as a whole.

## Optional units

The optional units introduce a more specialised vocational focus and the opportunity to broaden the skills and knowledge already gained from the compulsory units.

The optional units can improve the opportunities available to students to progress to further education, employment or training.

The Edexcel Foundation GNVQ has a set of optional units that are unique to Edexcel.

The optional units may be chosen from the compulsory or optional units from any vocational area. This gives students the opportunity to sample several areas.

Apart from the availability of units at any particular centre, the only other restriction would be that no two units with similar titles from different vocational areas may be chosen.

## Equivalence

The 6-unit Foundation GNVQ is designed to be of a standard equivalent to 4 GCSEs at grades D to G.

## Access

Edexcel's policy concerning access to our qualifications is that:

- qualifications must be available to anyone who is capable of reaching the required standard
- qualifications must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

It is, however, the responsibility of centres to recruit with integrity and centres should:

- provide applicants with information and advice on the course and its associated assessment
- identify specific needs
- select on the basis of each applicant's previous qualifications and experience.

Students who would benefit most from the Foundation GNVQs are likely to have one or more of the following:

- an Entry level qualification
- a standard of literacy and numeracy equivalent to GCSE grades D to G
- some related work experience.

## Accreditation of prior learning (evidence from past achievement)

In assessing students, centres should be mindful that students may present evidence from past experience/learning which is still current. The centre assessor should match the evidence with the specifications, and if all the requirements have been met then the student should be given the credit, and accreditation can take place.

Please refer to the Edexcel Publication *Accreditation of Prior Learning (APL)*, published June 1990 – order code 80-092-0 and available from Edexcel Publications (see page 9).

## Unit structure

Each GNVQ unit is made up of a number of sections. Some are directed at the student, others at the teacher. The sections are:

### About this unit

This provides an introduction to the content of the unit, its relationship to other units in the qualification and progression routes. It also states the form of assessment for the unit.

### What you need to learn

This states what students need to know and be able to do to achieve the unit.

### Assessment evidence

This is the evidence the student must produce to achieve a unit.

This section states the form and general content of students' evidence, for example, this could be, a report, an information pack, or the outcomes from an investigation.

Students must produce the evidence stated in the assessment evidence. It must fulfil the requirements as stated in the grade criteria. The criteria for merit and distinction focus on improving the quality of the evidence, not producing more evidence.

### Essential information for teachers

This suggests delivery and assessment strategies for the unit, associated resources and guidance on integrating the Key Skills, including the Wider Key Skills.

The guidance also highlights where appropriate how cultural, moral, social and ethical issues could be addressed within unit delivery. Environmental, European and health and safety issues are also identified.

## Assessment

Assessment is focused on the unit. For each unit there is only **one method of assessment** either a portfolio of evidence or an external assessment.

## Moderation

The standard of internally assessed portfolios will be checked through a moderation programme. This is explained in detail in the section *Moderation of portfolio units* (see page 6) and will take place after the centre's own internal modification.

## Foreword

General National Vocational Qualifications (GNVQs) have been designed to provide a broad education as a basis for further training, further and higher education or for moving into employment. This is achieved by ensuring that students develop the general skills, knowledge and understanding that underpin a range of occupations or professions. Advanced GNVQs are part of the level 3 provision in the National Framework of Qualifications.

The specifications have been approved by ACCAC for use by centres in Wales and by CCEA for use by centres in Northern Ireland.

## General information

Students in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government organisation that are different from those in England.

Where the content of the units refers only to England, students in Wales and Northern Ireland should have their learning focused on content specific to their country.

Centres interested in offering GNVQs through the medium of Welsh or Irish should contact their regional office (details below) who will be pleased to offer advice.

Welsh Regional Office  
Manager Edexcel Wales  
42 Lambourne Crescent  
Cardiff Business Park  
Llanishen  
Cardiff CS4 5GG

Tel: 02920 689 911  
Fax: 02920 689 933  
E-mail: [cardiff@edexcel.org.uk](mailto:cardiff@edexcel.org.uk)

Edexcel in Ireland  
Belfast Regional Office  
Regional Manager  
Forestview  
Purdy's Lane  
Newtonbreda  
Belfast BT8 4ZX

Tel: 01232 642 086  
Fax: 01232 647 715  
E-mail: [belfast@edexcel.org.uk](mailto:belfast@edexcel.org.uk)





Within the units there is guidance to show centres how vocational and Key Skills achievement can be successfully combined. The guidance identifies ‘keys to attainment’ and ‘signposting’.

*Keys to attainment* are identified Key Skills or aspects of Key Skills that are central to vocational achievement. If the student has met the indicated vocational requirements of the unit, the keys to attainment show that the relevant aspect of the Key Skills will also have been achieved.

*Signposting* indicates naturally occurring opportunities for the development of Key Skills during teaching, learning and assessment. Students will not necessarily achieve the signposted Key Skill through the related vocational evidence.

Aspects of Key Skills are indicated at the end of each unit, sometimes as ‘key to attainment’ (K) and sometimes as ‘signposts’ (S).

## Wider Key Skills

Within the units there are also opportunities for students to achieve Wider Key Skills. These are:

- Working With Others
- Improving Own Learning and Performance
- Problem Solving.

These are identified at the end of each unit.

## Nesting

GNVQ Foundation units have been designed so that they can be delivered together with associated GNVQ Intermediate units. This concept is known as nesting.

Nesting offers many advantages to students and centres, for example:

- smaller groups can be taught together. However there will have to be additional sessions to allow Intermediate students to gain greater breadth and depth
- it helps with initial assessment of borderline students so that decisions concerning the specific level offered to the student can be delayed
- it allows a fast-track to Intermediate level. The majority of the nesting is within the compulsory units as the optional units are more specialised
- it aids progression for less confident students. They will be progressing to a programme where they are already familiar with some of the content.

## Appeals

Every Edexcel centre must have an appeals procedure that is known to staff and students. Students have the opportunity to appeal against assessment decisions made either by the centre or by Edexcel relating to:

- work assessed by the centre
- work assessed by Edexcel.

Centres responsible for local assessment decisions are required to have appropriate appeals and counselling procedures in place. Edexcel is available to offer advice and act as an impartial observer or moderator when requested to do so by students and/or centres.

If, after thorough local procedures have been undertaken, a student still feels that an inappropriate decision has been reached, then the student may appeal directly to Edexcel. In such cases, Edexcel will contact the head of centre concerned to request a full report.

All appeals to Edexcel must be accompanied by supporting evidence, which must be relevant to the grounds on which the decision in question was made.

Appeals to Edexcel should be submitted to the Edexcel Compliance and Regulation Unit who will determine the appropriate procedure for the appeal. This will normally involve an Appeals Review Panel.

## Special arrangements

Students with special requirements may require additional support, for example technical aids or specially devised or adapted methods of assessment, with additional time allowed if necessary.

Edexcel will comply with the regulations for assessment in GNVQs as described in the Joint Council of National Vocational Awarding Bodies document *Provision for Candidates with Particular Requirements (Special Assessment Needs) 1998/9* or the equivalent updated document. Centres are advised to obtain copies of the current document from Edexcel.

In accordance with the published guidelines, Edexcel is happy to assess whether special considerations or concessions can be made for students with particular requirements. Requests should be addressed to:

Special Requirements  
Edexcel Foundation  
Stewart House  
32 Russell Square  
London WC1B 5DN

## Centre/teacher support

There is a full range of support material designed for each GNVQ including:

- specimen tests
- exemplar grading materials
- sample materials for delivering the units
- sample materials for assessing the units.

Edexcel delivers a full INSET programme to underpin the GNVQs. This may take the form of subject-specific conferences, seminars, or tailor-made events for individual centres. Details of these are updated annually and sent to centres.

Edexcel has regional offices which support centres with subject-specific advice, visits, and a curriculum planning service.

Further information concerning INSET and regional offices can be obtained from the Edexcel Customer Response Centre on 020 7393 4500.

Our publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

NG18 4LN

Tel: 01623 467 467

Fax: 01623 450 481

E-mail: [publications@maillin.co.uk](mailto:publications@maillin.co.uk)



## INTRODUCTION TO EDEXCEL FOUNDATION GNVQ IN PERFORMING ARTS

---

### Foreword

The Edexcel Foundation GNVQ in Performing Arts offers students the opportunity to develop skills, knowledge and understanding which prepare them for further training at a higher level and for eventual entry into employment or self-employment within the performing arts and entertainment sector. The compulsory units, together with selected optional units, provide a sound basis for progression to Intermediate GNVQ or related NVQs. They also provide the foundation for a progression route to higher education and training.

In the compulsory units, students learn about:

- the nature and structure of the arts and entertainment industry
- the skills required to gain employment within the industry
- professional practices
- performance and production processes.

Students also choose three optional units that allow them to extend the skills gained in the compulsory units and to gain a deeper understanding of chosen aspects of the compulsory units. The relationship between the compulsory units and the option units is shown below and explained in the specification philosophy section.

#### Compulsory unit titles and number

Unit number	Unit title
1*	Opportunities in performing arts
2	Skills development
3	Performing work

#### Optional unit titles and number

Unit number	Unit title
4*	Working on a team event
5*	Promoting an event
6	Extending performance skills
7	Providing quality service to customers
8	Reviewing performance & entertainment
9	Health & safety
10	Preparing for employment

\*These units are externally tested

The qualification would normally be taken over one year post-16 and over two years pre-16.

## Aims

The Edexcel Foundation GNVQ in Performing Arts is designed to meet the following aims:

- to promote a broad understanding of the Performing Arts within a vocational context
- to develop some creative, technical and administrative skills through their practical application
- to gain a basic knowledge and appreciation of the historical, cultural and economic significance of the performing arts within society
- to identify and develop individual interests and strengths, encouraging life-long learning and providing access to careers within the performing arts and related industries
- to act as the basis for further study and training in the performing arts or related areas.

## Objectives

The Edexcel Foundation GNVQ in Performing Arts will enable students to:

- identify some features of the performing arts industry and the employment opportunities available
- demonstrate the acquisition of performing, technical and/or administrative skills within a performing arts context
- respond to the opportunities offered by taking part in the presentation of performances
- describe how performing arts events are organised
- appreciate some factors that influence and affect performances
- develop ideas for performance in response to a brief and present them in a chosen form
- interpret ideas and/or instructions using the skills developed during the course.

## Specification philosophy

The Edexcel Foundation GNVQ in Performing Arts is designed to give students a learning experience in and through the performing arts. The core units provide a broad overview of the performing arts whilst the option units extend this by providing a more in depth exploration of some of the detail. The option units are clustered around each of the three compulsory units. Having identified the kind of employment opportunities available in performing arts in Unit 1, this can be extended in Unit 7, by taking part in a Front of House Team, and/or in Unit 8, through work based on a performance seen at one of the identified venues and/or in Unit 10, by using the strategies explored in this unit to apply for a job opportunity identified in Unit 1. Skills developed in Unit 2 can be further developed in Unit 6 or new skills in a different discipline can be introduced. The option units linked to Unit 3 are to do with putting on a performance as part of a team or promoting a performance. As two of these are tested units, students have to take part either in the running or marketing of a performance. Health & Safety is a unit that is relevant to all parts of the qualification but is covered in more detail within this option unit. The qualification as a whole should encourage students to work on projects that have vocational relevance and that have realistic goals. Working within the Performing Arts is seen as a collaborative activity and students are encouraged to take on roles as part of a team. Equally it is important that individuals can work to and develop their own strengths and there is scope within the qualification design to enable centres to select an appropriate pathway for their students.

## National provision

The Edexcel Foundation GNVQ in Performing Arts is a general vocational qualification designed to form part of the national provision for qualifications in this sector. At level 1, it provides a vocational focus for students who may have only studied Dance, Drama and Music in a general way at Key Stage 3 and/or who have taken graded performance examinations in these subjects. In both cases the Foundation GNVQ in Performing Arts will enable students to apply their knowledge and skills to an industry based context. Similarly, the qualification will allow students who have had no formal training in Performing Arts by the age of 16 to determine their skill level and to develop them further by applying them to a range of activities. For these reasons, the qualification has a unique place in the national provision of qualifications within the Performing Arts sector. The National Training Organisation for the sector, Metier, has been involved in the development of the Foundation GNVQ in Performing Arts.

## Relationship with other qualifications

The Edexcel Foundation GNVQ in Performing Arts is a level 1 qualification equivalent to 4 GCSEs at Grades D-G, and/or NVQs at level 1. Students who pass this qualification are deemed to be suitably qualified to progress on to any level 2 qualification in a related area.

## Prior learning

For the Foundation GNVQ in Performing Arts there is no prescribed prior knowledge or learning required apart from the general recommendation that students have acquired basic skills in Communication, Application of Number and Information Technology at a level equivalent to entry level in Key Skills. However, some experience and certainly a keen interest in a performing arts discipline (drama, dance, music, technical or administrative support) should be seen as a pre-requisite for entry to the course.

## Scope of the qualification

At Foundation level, students should be encouraged to experience the range of employment opportunities available to them within the Performing Arts sector. The majority of students at this level will be familiar with the performance aspect of the industry but less familiar with the greater number of employment opportunities within the administrative and technical side of the industry. This qualification allows students to ‘taste’ all aspects of the industry and to begin to assess their possible strengths and interests. Whilst it is too early to specialise at this level, the qualification can help a student to identify their interests and begin to define a possible progression route. This progression route could be via technical, administrative or performance aspects of the industry. Unit 2: Skills development, should form a ‘through-line’ in structuring a course as it provides the means through which students’ skills can be identified at the start of the course. In this way Unit 2 should be seen as a diagnostic unit in auditing a student’s skills at the beginning of the course, identifying strengths and weaknesses and designing learning activities that meet the individual student’s needs.

## Structure

The Edexcel Foundation GNVQ in Performing Arts consists of three compulsory units and three option units. Assessment of the qualification is through a minimum of one third externally set and marked work and two thirds coursework or portfolio evidence that is internally assessed and externally moderated.

Units 1, 4 and 5 are assessed through externally set tasks and marked by an external examiner appointed by Edexcel. Students must take **all** of the compulsory units and at least **three** of the option units.

**One** of the compulsory units is externally tested (Unit 1) and at least **one** of the option units selected must be externally tested (Unit 4 or 5). Guidance on the choice of option units is given in the section on pathways that follows.

## Pathways

The structure of the qualification allows a degree of choice for centres to design a course that suits the needs of the students and the resources available. As mentioned above, the option units form cluster groups around each of the compulsory units as follows:

Cluster Group	Compulsory units	Option units
<b>A</b>	*1 Opportunities in performing arts	7 Providing quality service to customers 8 Reviewing performance and entertainment 10 Preparing for employment
<b>B</b>	2 Skills development	6 Extending performance skills
<b>C</b>	3 Performing work	*4 Working on a team event *5 Promoting an event 9 Health and Safety

\* These units are externally tested.

It is possible to design a course based on one performing arts discipline or to have a more integrated approach. However, it is quite likely at this level that students will need to concentrate on one art form. In all cases, the compulsory units act as the central core of the qualification with the option units acting as an extension to and development of these core studies. The following are three possible ways for a student to gain the qualification.

### Example One: General Pathway

In this pathway students simply select one option unit from each cluster group, but from group C they must select either Option 4 or 5 to ensure that that have two externally tested units.

### Example Two: Performance Based Pathway

In this pathway students select the option unit in cluster group B and two option units from cluster group C.

### Example Three: Venue Based Pathway

In this pathway students select two option units from cluster group A and either unit 4 or 5 from cluster group C.

## Unit summaries

### Compulsory units

#### 1 Opportunities in performing arts\*

This unit is a general introduction to the Performing Arts industry. It gives students the opportunity to look at the range of performing arts venues in their local area and study how one venue operates.

#### 2 Skills development

This unit gives students the opportunity to identify their existing skills and to learn new skills in one of the following six specialist areas: dance, drama, music, music technology, technical support or arts administration.

#### 3 Performing work

This unit enables students to undertake a role in a performance to an audience or in the form of a recording.

### Optional units

#### 4 Working on a team event\*

In this unit students will learn about planning an event and working as part of a team to run an event.

#### 5 Promoting an event\*

In this unit students will see how events are promoted, learn about the reason for promoting events and be involved in promoting one particular event.

#### 6 Extending performance skills

This unit enables students to develop a performance skill chosen for Unit 2 a stage further or to explore a new skill area.

#### 7 Providing quality service to customers

In this unit students learn about customer service at performance events and venues.

#### 8 Reviewing performance and entertainment

In this unit students will go and see different kinds of performance events, read reviews in the local and national press, and write their own reviews.

#### 9 Health and safety

In this unit students will learn about common risks and hazards, ways of reducing risks, accident and emergency procedures and about legislation and regulations within the Performing Arts.

#### 10 Preparing for employment

In this unit students will learn about how to look for and choose the right job or training opportunities within the Performing Arts, how to apply for a job or training and about how to prepare for an interview.

\*These units are assessed by an externally set and externally marked test.

## Progression

As a level 1 qualification, the Edexcel Foundation GNVQ in Performing Arts is suitable for progression to a level 2 qualification in the same or related subject area. Alternatively it could lead to employment at an entry level within the Performing Arts, Entertainment and allied industries.

Progression could be through one of three routes: as a performer, as a technician or as an administrator.

## Links with other qualifications

Within the Edexcel suite of qualifications, the Edexcel Foundation GNVQ in Performing Arts has some links with GCSEs in Drama and Music and there is a common link via Unit 10 to other Foundation GNVQs. However, the GCSE specifications do not have a vocational focus as the purpose of the qualification is for students to be able to study 'art for art's sake'. The similar units within other GNVQs cover similar skills (eg Customer Care) but these are contextualised within the specific vocational area.

In terms of the performing aspects of the qualification, there are some links with graded specialist performance examinations in Dance, Drama and Music offered by other awarding bodies. Beginner's or Elementary level Dance, Drama and/or Music qualifications might be a useful supplement for Units 2, 3 & 6.

<b>Foundation GNVQ in Performing Arts</b>	<b>GCSE Drama</b>	<b>GCSE Music</b>	<b>Other Foundation GNVQs</b>
3 Performing Work	Paper 3: Performance	Paper 1: Performing	
4 Working on a Team Event			Units in Hospitality & Catering and Leisure & Tourism.
5 Promoting an Event			Units in Business & Leisure & Tourism.
7 Providing Quality Service to Customers			Units in Business, Hospitality & Catering, Leisure & Tourism.
8 Reviewing Performance and Entertainment	Paper 2: Evaluative Commentary		

Foundation GNVQ in Performing Arts	GCSE Drama	GCSE Music	Other Foundation GNVQs
10 Preparing for Employment			<p>This unit is common to:</p> <ul style="list-style-type: none"> <li>• Art &amp; Design</li> <li>• Construction &amp; the Built Environment</li> <li>• Engineering</li> <li>• Hospitality &amp; Catering</li> <li>• Information Technology</li> <li>• Land &amp; Environment</li> <li>• Leisure &amp; Tourism</li> <li>• Manufacturing</li> <li>• Retail &amp; Distributive Services</li> <li>• Science.</li> </ul>

## Forbidden combinations

There are no forbidden combinations of qualifications with this qualification. The only restriction is that students can only use an option unit with the same title towards gaining one GNVQ Foundation subject.

## Nesting

The Edexcel Foundation GNVQ in Performing Arts is designed to ‘nest’ with the Edexcel Intermediate GNVQ in Performing Arts in order that Level 1 and Level 2 students may be taught together. The Compulsory units and Option Unit 4 at both levels cover similar content but are differentiated by the level of the outcomes and the depth of learning required. There are similar overlaps within the Option units to allow ‘nesting’ of the whole course to take place. Links between the Foundation and Intermediate Option units are as follows:

Foundation GNVQ Option units	Intermediate GNVQ option units
7 Providing quality service to customers	7 Administrative support
6 Extending performance skills	9 Making music; 10: Making music with technology; 11: Acting skills; 12: Dance Techniques

## Occupational standards and industrial links

Within the Performing arts, occupational standards at level 1 have only been developed within the Cultural Venue Operations and Support area and in the Lighting, Sound and Stagecrafts areas at the time of submission. Where there are links with the occupational standards, these are highlighted in the relevant units. A number of the units encourage centres to make links at a local level with performing arts organisations in order to give students insights into the ways in which the industry works.

## Environmental education, the European dimension and health education

This specification aims to offer opportunities to support environmental education, the European dimension in education, and health education in connection with the report Environmental Responsibility, an agenda for further and higher education (HMSO, 1993) and the Resolutions of the Council of Ministers (EC, 1988) in so far as it is applicable. The following table indicates where these opportunities exist across the units.

Foundation GNVQ in Performing Arts	Environmental Education	European Dimension	Health Education
1 Opportunities in Performing Arts		This unit could extend to examining the way the industry operates across Europe.	Reference should be made in this unit to the importance of health and safety issues within the work place.

<b>Foundation GNVQ in Performing Arts</b>	<b>Environmental Education</b>	<b>European Dimension</b>	<b>Health Education</b>
2 Skills Development and 6 Extending Performance Skills			The physical and mental demands of working in the industry need to be emphasised in this unit. A health and fitness plan should form part of the student's development plan.
3 Performing Work	Work selected for performance in this unit could focus on an environmental theme.	Works selected from the repertoire could be from anywhere across Europe.	Health and safety requirements need to be observed at all times both during rehearsals and in performance.
4 Working on a Team Event	Environmental issues may be a consideration in the organising of an event particularly if it is taking place outside. Noise pollution may be a particular issue.	Centres could consider organising an event anywhere in Europe.	Health and safety will be a major consideration in this unit.
5 Promoting an Event	Environmental issues should be considered in the production of promotional materials for an event.	The event being promoted might have a European context.	
7 Providing Quality Service to Customers			Health and safety is a context that needs to be considered in the teaching of this unit.
8 Reviewing Performance and Entertainment	Environmental issues could form a theme in the work(s) under review.	The work(s) under review could have a European dimension to them.	
9 Health and Safety			Health and safety is the <i>sine qua non</i> of this unit.

<b>Foundation GNVQ in Performing Arts</b>	<b>Environmental Education</b>	<b>European Dimension</b>	<b>Health Education</b>
10 Preparing for Employment		Job and training opportunities within member states could provide a focus for this unit.	The importance of maintaining a health and fitness regime within the world of work should be emphasised. Matching physical and mental attributes to a job should be covered in this unit.

### **Spiritual, moral and cultural aspects**

Opportunities exist throughout the units to deal with issues related to spiritual, moral and cultural aspects. Any of the art forms taught through this qualification can have a spiritual and moral dimension to them. Indeed, within the creating of original work or in the interpretation of works from the repertoire, moral questions may well arise and works may deal with spiritual matters or have the intention of affecting the audience in some way to create a heightened spiritual awareness. In Unit 8: Reviewing performance & entertainment, students might consider this aspect in their reviews of the performances and entertainments seen.