



LEVEL 3  
QUALIFICATIONS  
BTEC/CTEC

# L3 Qualifications (e.g. BTEC, OCR Cambridge Technicals)

- Cambridge Technicals are a suite of vocational qualifications in a range of subject areas. Designed through consultation with employers and higher education providers, they offer opportunities to develop the skills, knowledge, and behaviours required to progress in both education and the workplace.



M = Mandatory O = Optional PO = Pathway Optional Must achieve enough pathway optional units to meet the minimum GLH requirement from each group		Unit		Applied General	
				Certificate in Digital Media – 180 GLH	Extended Certificate in Digital Media – 360 GLH
Unit number	Unit title	GLH	Assessment method		
1	Media products and audiences	90	E	M	M
2	Pre-production and planning	90	E	O	M
3	Create a media product	60	I	M	M
4	Interactive media product	60	I	-	-
5	TV and short film production	60	I	-	-
6	Social media and globalisation	60	E	O	O
7	Journalism and the news industry	60	I	O	O
8	Photography for digital media products	60	I	-	-
9	Comics and graphic novel storytelling	60	I	-	-
10	Create a digital animation	60	I	-	-
11	3D digital modelling	60	I	-	-
12	Game development	60	I	-	-

# How do they work?

- Each Cambridge Technical/BTEC is made up of a set number of units, which are either mandatory or optional, with the total number of units studied determined by the size of the Cambridge Technical being completed.
- Mandatory units provide the foundation of knowledge and skills required to work in the sector.
- Optional units are chosen to make up the remaining number of required units and provide the flexibility to focus on particular areas of interest for further progression.
- Each unit is assessed either through an activity-based assignment, or through an externally-set assessment such as an exam.

# Guided Learning Hours???????

Level 3 qualification type	Number of guided learning hours	Equivalence of size to 1 A level	Grading
Certificate	180	0.5x	P – D*
Subsidiary diploma	360	1x	P – D*
90 credit diploma	540	1.5x	PP – D*D*
Diploma	720	2x	PP – D*D*
Extended Diploma	1080	3x	PPP – D*D*D*

*Note.* 'P' = pass, 'D\*' = distinction star. D\* was first introduced for courses first taught in 2010. Prior to that, distinction (D) was the highest grade possible.

# Mandatory and Optional Units

Optional Units:  
Centres do not have to use the assignments that OCR provide. We can use model assignments as a guide to help us design our own assignments and OCR offer a checking service.

## OCR Level 3 Cambridge Technical Extended Certificate in Performing Arts (360 GLH)

For this qualification, learners must achieve five units, four mandatory units and one optional unit.

### Key to units for this qualification

<b>M</b> = Mandatory	Learners must achieve these units
<b>O</b> = Optional	Learners must achieve one of these units
<b>E</b> = External assessment	We set and mark the assessment
<b>I</b> = Internal assessment	You assess this and we moderate it

Unit no.	Unit title	Unit ref. no. (URN)	How are they assessed?	Guided learning hours (GLH)	Mandatory or optional
1	Prepare to work in the performing arts sector	J/507/6466	E	120	<b>M</b>
2	Proposal for a commissioning brief	L/507/6467	E	60	<b>M</b>
3	Influential performance practice	R/507/6468	E	60	<b>M</b>
4	Combined arts	L/507/6470	I	60	<b>M</b>
5	Current issues in performing arts	R/507/6471	I	60	O
6	Improvisation	Y/507/6472	I	60	O
7	Health and fitness for performance	D/507/6473	I	60	O
8	Performing repertoire	H/507/6474	I	60	O

To achieve this qualification there's mandatory content that all learners must have successfully mastered. This content is shown in the table above by an **M** and it contributes 83.3% to the qualification grade.

# Assessment Example: Perf. Arts

## **Mandatory units**

Prepare to work in the performing arts sector

Proposal for a commissioning brief

Influential performance practice

Combined arts

## **Optional units**

Current issues in performing arts

Improvisation

Health and fitness for performance

Performing repertoire

Externally assessed based on response to Pre-release

Externally assessed based on response to Pre-release

Externally assessed based on response to Pre-release

Internally assessed

ALL Internally assessed

## The Coach House Arts Centre\*

An exciting opportunity for talented Performers and Creatives.

The Coach House has been funded by a public sector heritage grant to create a community-based festival to include a large-scale performance and other fringe events, and needs your (paid!) help.

The festival will trace the history of this once thriving market town, from the Domesday Book through to the Digital Age and will be performed on the streets, in schools and in community spaces.

The performance, *From Doom to Zoom* will need actors, singers, dancers, variety acts and technicians but we will also be looking for a whole range of other tasks and roles to be taken on, so we are calling for dynamic individuals with the imagination, skills and enthusiasm to help realise the festival.

We guarantee a pitching opportunity to all who apply but the process will be highly competitive - we only want the best!

Apply now

**1** Prepare to pitch for one of the roles mentioned in the advertisement above. Your preparation must include a portfolio (guide of 1500-2500 words) of documentation including:

- introductory comments on your chosen vocational role including its current employment conditions and promotional methods. These comments should be made with reference to the advertisement and the role applied for
- a report on the economic, social and cultural context of the event outlined in the advertisement
- the proposed materials for progression into your chosen vocational role including any ideas and adaptations that you have made to meet the specific demands of the advertisement
- your overall progression strategy and how this job opportunity fits into these longer-term plans
- references to the skills, knowledge and understanding gained as part of your learning programme

**[24 marks]**

**3** Audition/presentation piece - present an example of your work to the camera, which is relevant to the advertisement and the role applied (maximum 5 minutes).

**[6 marks]**

**2** Pitch a response to the advertisement to the camera (maximum 10 minutes). Your pitch should include answers to the following questions [6 marks for each]:

**(a)** Why have you applied for this project?

**(b)** What role are you interested in and how will this contribute to the project?

**(c)** How will the experience and knowledge that you have gained while on your course be relevant to this project?

**(d)** What is your progression strategy for the next five years?

**(e)** How do you think working on this project will contribute to your progression route?

**[30 marks]**



## MANDATORY UNIT

### Unit 1 Prepare to work in the performing arts sector Mark Scheme SPECIMEN

Question	Marks	Descriptor for levels of response
<b>2</b> (e)	0	No rewardable material
	1-2	There is a basic description of a defined strategy. There is some attempt at using documentary evidence to support the response.
	3-4	There is an explanation of a defined strategy clearly illustrated by reference to the documentary evidence.
	5-6	The documentation is used fluently and with an effective illustration of a defined strategy.
<b>3</b>	0	No rewardable material
	1-2	The piece/presentation is shown without comment or context referencing it to the demands of the project as described in the advertisement
	3-4	The learner can move with some confidence into a practical showing of performance skills or a technical presentation. There is some attempt at placing the piece/presentation into the wider context of the project as described in the advertisement.
	5-6	The learner can move with complete confidence into a practical showing of performance skills or a technical presentation. There is effective process of placing the piece/presentation into the wider context of the project as described in the advertisement

**Optional Unit** (can be based on a model assignment, a variation or OCR checked centre assignment)

Unit 8: Performing repertoire

There are three tasks.

Task one is the production of a Presentation with accompanying Research and Development portfolio.

Model Assignment Version 1

Unit 8: Performing repertoire

The Presentation and Portfolio will be based on the following title:

***Identifying the repertoire of an individual artist or company explain how the historical and cultural context of the post-war period up to 1964 contributed to their unique style and content.***

The Presentation should be no longer than 15 minutes and could include:

- PowerPoint presentation
- learner led-seminars
- short workshop exercises
- lecture

The evidence to be included in the portfolio will be:

- Notes and commentaries on the historical and social context of the chosen repertoire
- The PowerPoint with accompanying notes and delivery plan
- Photos, recorded evidence and/or online blogs as appropriate.

# Who are they for?

- Cambridge Technicals/BTECs are designed specifically for students aged 16 and over, who have an interest in a particular sector.
- They can be completed alongside other academic or vocational courses, or on their own as a standalone qualification.

# What can you do next?



Successful completion of a Cambridge Technical/BTEC can provide opportunities to progress into employment, onto professional development programmes including apprenticeships, or to continue studying, in higher education.



If you're thinking of continuing on to higher education, it is important to check that the combination of subjects and qualifications you are planning to study will satisfy the requirements of the undergraduate course at the unis or colleges you're thinking of applying to.

# How do UCAS Tariff points work?

UCAS Tariff points translate your qualifications and grades into a numerical value. Many qualifications (but not all) have a UCAS Tariff value, which will vary dependent on the qualification size, and the grade you achieved.

The logo for UCAS, consisting of the letters 'UCAS' in a bold, black, sans-serif font. The letter 'A' is stylized with a red triangle pointing upwards, forming the top of the letter.

UCAS Tariff points are allocated to qualifications generally studied between the ages of 16 to 18.



The main purpose of the UCAS Tariff is for universities to report data to government bodies.



However, some universities and colleges use UCAS points in their entry requirements, so you may need to know how many points your qualifications are worth.

# UCAS Tariff Comparisons

A Level grade	UCAS Tariff (points)	Level 3 grade	UCAS Tariff (points)
A*	56	D*	56
A	48	D	48
B	40		
C	32	M	32
D	24		
E	16	P	16

What is a  
**level 3**  
qualification  
equivalent to?

UCAS

# Understanding qualification, subject, and grade requirements

- Many universities and colleges set a combination of entry requirements. This could be a specific qualification, subject, or grade, or a certain grade in a certain subject (or subjects) relevant to the course you're applying for.
- Some universities and colleges use UCAS Tariff points in their entry requirements. This is a points total achieved by converting qualifications such as A levels (and many others) into points, making it easier for course providers to compare applicants.
- Try not to worry if you can't meet the exact requirements, or if your qualification isn't listed in the course description, or on the UCAS Tariff. If you have something similar, you'll probably still be considered – just contact the course provider to check.
- **IT IS A REALLY GOOD IDEA TO RESEARCH SOME TYPICAL ENTRY REQUIREMENTS FOR CERTAIN COURSES AT CERTAIN UNIVERSITIES AND COLLEGES (EVEN IF YOU CHANGE YOUR MIND!)**

# Some examples

## Birmingham City University

OCR Cambridge Technicals	P UCAS 16 Points
A Level and Advanced VCE	E 16 UCAS points

## Exeter: Film & Television

OCR Cambridge Technicals	Range DDD - DDM UCAS Points (142 – 128)
A Level and Advanced VCE	Range AAB - ABB UCAS points (136 – 128)

*An A and a B grade at A Level and a M  
On a L3 course would give 128 points*

## Southampton: Occupational Therapy

D in a Level 3 Course plus BB in two A-level subjects = 128 UCAS Points

## UWE: Wildlife Ecology and Conservation Science

OCR Cambridge Technicals	DMM UCAS points (112)
A Level and Advanced VCE	BBC UCAS points (112)

*2 B grades at A Level and a M on a L3 course  
would give 112 points*

Many institutions will also add this statement in their entry requirements section:

“If your academic qualifications are not listed here, you are welcome to contact our Admissions team to discuss your suitability for the course.”



“

*BTEC students coming in with vocational skills can really add something extra to University. We've seen a real rise in the number of students applying with BTEC qualifications and we're really pleased to see that they are going on to be really successful.*

”

**Ian Blenkharn**

Director of Education and  
Student Experience

UNIVERSITY OF  
**EXETER**



“

*BTEC students have a particular set of skills that prepares them really well for University, in particular the ability to work independently and to see an integration between the subjects that they're studying. We love BTEC students and we look forward to welcoming more onto campus in the next few years.*

”

**Lisa Du-Lieu**

Senior Lecturer in Marketing

University of  
**HUDDERSFIELD**  
Inspiring tomorrow's professionals

When Sarah (teacher) joined Bartholomew School she was keen to continue teaching Cambridge Technicals in IT, having taught and enjoyed the course in a previous school. Sarah felt that Cambridge Technicals offered a broad and balanced curriculum and was impressed by the real-world opportunities it created for students.

"I found the new Level 3 Cambridge Technicals very exciting, because it enabled students to work with outside employers."

Sarah was also impressed by the flexibility of Cambridge Technicals, and its wide appeal. Each course is structured to meet a range of student aspirations, supporting them in their lifelong learning journey.

"It meets the needs of lots of different students because they can choose their own pathway. This enables me to make the teaching more interesting."

