

Higher National Unit Specification

General information for centres

Unit title: Community Drama

Unit code: DG3V 34

Unit purpose: The purpose of this unit is to equip candidates with knowledge and understanding of the role and value of community drama and to develop the skills required for delivering community drama.

The candidate will develop this knowledge practically through planning, undertaking and evaluating a community drama experience. They will have an opportunity to develop the appropriate skills-base for effective community drama working within a community framework. Candidates shall be expected to source a placement with a company recognised as having a community drama role or alternatively creating a role within a community work project. It may include such projects as those run by voluntary sector organisations or youth theatre but must be sufficiently rigorous to offer the relevant opportunities to achieve the key skills and knowledge as outlined.

The candidate is prepared for this experience by developing an understanding of the community drama framework and allowing them to practically experience its operation and the various elements of relationship that work within it.

This unit is primarily aimed at the candidate who will work within community theatre, but will develop skills and knowledge which may be useful to those who may wish to pursue a theatrical career outside of community theatre. It is not necessary for the candidate to have any experience of performance within community theatre, although some experience, particularly within youth theatre, would be advantageous.

On completion of the unit the candidate should be able to:

1. Investigate the nature and scope of community drama.
2. Explore the process of planning and delivering community drama.
3. Participate in the design, planning and delivery of a community drama project.
4. Evaluate the community drama project.

Credit value: 2 HN Credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information for centres (cont)

Recommended prior knowledge and skills: Access will be at the discretion of the centre and the following recommendations are for guidance only.

Where a candidate has achieved the course entry criteria for HNC/D Acting and Performance, they will have shown sufficient knowledge and skills for access to this unit. For this unit, candidates should have good communication, problem solving, IT, and group working skills. These may be demonstrated by core skills Communication, IT, Problem Solving and Working with Others at Intermediate 2, or equivalent.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Context for delivery: This unit is included in the optional framework of HNC/D Acting and Performance. If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

Assessment: This unit will be assessed through four separate assessments. The assessment for each Outcome is to be built upon and each Outcome should be completed before progressing to the next one.

A single instrument of assessment would not be sufficient, as the planning and delivery phases require to be undertaken as part of an overall process. The assessments therefore require the candidate to prepare, negotiate, plan, deliver and then evaluate their experience in accordance with each of the Outcomes.

Assessment should be ongoing with verbal and/or written evaluation from the assessor being given periodically.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Investigate the nature and scope of community drama.

Knowledge and/or skills

- ◆ The nature of community drama
- ◆ The aims of community drama
- ◆ The objectives of community drama
- ◆ Investigation of current community drama practice
- ◆ Correct and comprehensive description of relevant bodies within community drama

Evidence requirements

The candidate must provide either oral and/or written evidence, in the form of an essay of around 500 words, that they have understood the nature of community drama. The candidate will demonstrate an understanding of the aims of community drama in a broad sense and how these translate into the objectives for community drama. They must relate their understanding to at least three forms from the following:

- ◆ street theatre
- ◆ a community play
- ◆ theatre in education
- ◆ drama for young people within informal education
- ◆ the elderly
- ◆ special needs
- ◆ the unwaged
- ◆ institutions
- ◆ ethnic groups.

The candidate will then be expected to investigate and show understanding of how community drama is practised within at least one of those areas of community drama. In most cases, that will be the form of community drama used for the placement later in the unit, although candidates who wish to explore other areas of community drama should not be penalised.

Higher National Unit specification: statement of standards (cont)

Unit title: Community Drama

Assessment guidelines

The assessment for this Outcome must be undertaken and passed prior to the candidate progressing to Outcome 2. The essay, of no more than 500 words, should be prepared in candidates' own time, and should involve some evidence of research.

During this Outcome, candidates will consider some aims and objectives for their chosen area of community drama. Once agreed with the assessor, these will translate into the aims and objectives for the candidate's community drama project.

Outcome 2

Explore the process of planning and delivering community drama.

Knowledge and/or skills

An understanding of the importance of the following:

- ◆ Organisational roles
- ◆ Negotiation
- ◆ Planning
- ◆ Delivering
- ◆ Individual goals
- ◆ Group/project goals
- ◆ Personal professional conduct
- ◆ Co-operative working
- ◆ Problem solving
- ◆ Personal initiative
- ◆ Positive interactions
- ◆ Record keeping

Evidence requirements

The candidate must provide either oral and/or written evidence within a restricted response paper of around 500 words, that they have understood the necessary negotiations for a successful community drama project. They must demonstrate an understanding of how to assimilate their individual goals with the goals and purpose of the organisation in which the project will take place. The candidate will demonstrate an awareness of the legal, regulatory and ethical issues that affect their involvement within the project. Such awareness shall be no more than an understanding and not a full critique of the regulatory framework.

They will also create any paperwork for the administrative procedures appropriate to their role in the community drama project.

Higher National Unit specification: statement of standards (cont)

Unit title: Community Drama

Assessment guidelines

It is expected that candidates will develop an understanding, through practice, of the administrative architecture of a community drama placement where it is appropriate to the type of project that they have planned. They should provide evidence that they have developed sufficient understanding of the key skills and knowledge to allow them to achieve the aims and objectives of community drama as previously described. They should also show that they have managed to take account of the ever-changing situation within a community drama project and adjust their aims and objectives accordingly.

Assessment will be a restricted response paper, which shall cover each of the key skills and knowledge, of no more than 500 words, with a time limit of 40 minutes. The assessment for this Outcome must be undertaken and passed prior to the candidate progressing to Outcome 3.

Outcome 3

Participate in the design, planning and delivery of a community drama project.

Knowledge and/or skills

- ◆ Identification of a suitable community project
- ◆ Outlining a community drama project
- ◆ Research skills
- ◆ Aims and objectives of community project
- ◆ Personal planning
- ◆ Implementation of planning
- ◆ Team working
- ◆ Record keeping

Evidence requirements

Candidates will generate evidence through a summary record of at least two planning meetings, and a log, of around 500 words, of their experiences throughout the process. The candidate will also produce and present all relevant records, as is consistent with current professional practice.

Centres should also arrange for either a short visit to ensure the rigorous nature of the placement, or ensure that the host organisation fill in a short pro-forma detailing the experience.

Higher National Unit specification: statement of standards (cont)

Unit title: Community Drama

Assessment guidelines

The aims and objectives identified during Outcome 2 shall now be developed and applied practically in Outcome 3 as the candidates demonstrates practical application of accrued knowledge.

Candidates will create or participate within a recognised community drama field initiating or participating within a project. Their planning and delivery of the experience will follow current guidelines and good practices that are consistent and current with agencies and organisations working within the community drama field as previously explored in Outcome 1.

The assessment for this Outcome must be undertaken and passed prior to the candidate progressing to Outcome 4. Assessment shall be completed outwith class time and shall take the form of a log of at least two planning meetings and the log of experience for the placement, supplemented by all relevant records.

Outcome 4

Evaluate the community drama project.

Knowledge and/or skills

- ◆ Evaluation of strategy (aims and objectives)
- ◆ Evaluation of personal performance

Evidence requirements

The candidate will produce a written report, of around 1000 words, evaluating the project. They will consider their personal performance in the planning and delivery of the community drama project with reference to the aims and objectives as set at the outset of the project. They should also describe the organisation, its role and how the tasks that the candidate performed within the project fit within that organisation. The report will also summarise the experience and reflect upon the candidate's experience of the placement.

It is expected that this shall be a full and frank report demonstrating the ability to produce a high quality evaluation.

Assessment guidelines

As the assessment is a final evaluation, it will be undertaken following the completion of the previous three Outcomes. Assessment shall be completed outwith the class and shall amount to around 1,000 words.

Administrative Information

Unit code:	DG3V 34
Unit title:	Community Drama
Superclass category:	LC
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Higher National Unit specification: support notes

Unit title: Community Drama

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This unit should help to develop an understanding of what it is like to be involved within a community drama project and work in the field of community drama whilst giving an overview of the scope and range of community drama. Whilst the assessment and the key skills and knowledge should be both robust and vigorous it is expected that this unit should serve as an introduction rather than a complete survey of current practice and a demonstration of the candidate's fitness to work within this section of the industry. It is however expected that candidates shall experience the feeling of life in a real workplace situation. There must be a feeling that this experience is one that has all of the pressure of real working. Centres are advised to look at the roles of voluntary organisations such as YouthLink Scotland and Children in Scotland in the use of drama and perhaps explore if placements within non-artistic organisations may be appropriate or possible as alternatives.

Candidates sourcing and finding a placement where they would be isolated may wish to create their own placement through the creation of a project that is supervised by the centre.

The community drama placement or project should be a relevant experience to what is expected within the field rather than what the student wishes to ultimately achieve as a career path. With this in mind, candidates should be encouraged to explore their chosen area of community drama with vigour. They should demonstrate a robust attitude that allows them to demonstrate that, whilst they are not working within their chosen field, there may be other opportunities for them to continue within this field professionally. To do so, however, requires them to show an understanding and application of knowledge and key skills that are not prevalent within other areas of drama work. It should allow them to understand the pressures under which their chosen community drama work would fall as well as the relationships that it would have to create and negotiate with other professionals.

Centres may wish to introduce theories of community drama such as those of Augusto Boal, to allow candidates to explore how community drama fits within the framework of theatre.

Higher National Unit specification: support notes (cont)

Unit title: Community Drama

It could further touch upon and explore the reasons for becoming freelance and how this may affect the candidate's future career path and exercise their independent and self-directed professional journey. The candidate would operate therefore as an interdependent and professional member of a group that operates under the structure of theatre relevant to the area of work that is preferred. This unit is particularly designed to allow candidates to follow a variety of community drama models as they see fit and may include any of the types of theatre as outlined in Outcome 1. No form of current community theatre should be excluded from consideration.

Care should be taken for the assessor to understand the brief set for the group working and that the targets set for the work is achievable and realistic prior to them embarking upon the placement. It is imperative that the experience is one not limited by assessment and that candidates are encouraged to experience the placement with assessment used as a check to the evidence being displayed. Candidates leave the unit with a greater understanding of how to develop their own understanding and perhaps career within community drama as well as how to put together a performance/project within their chosen field.

For Outcome 4, the evaluations should take account of the following: -

- ◆ critical evaluation, consistent with aims and objectives of the project
- ◆ critical evaluation of individual and team contribution
- ◆ standard report format
- ◆ evaluation accurately summarises tasks performed within role

Guidance on the delivery and assessment of this Unit

This unit was developed as part of the framework for HNC/D Acting and Performance, although it may be used as a free-standing unit or within other relevant frameworks.

It would probably work best as a unit delivered at the end of the HNC year where candidates could then identify where in their HND year they wanted to specialise or find more experience.

The Unit would benefit from being assessed Outcome by Outcome in Outcomes 1, 2 and 4 with Outcome 3 being continually assessed throughout the Unit. It would be beneficial to deal with Outcome 3 at regular intervals throughout the delivery of the unit.

Open learning

Should there be a project that could involve distance learning then there would need to be planning by the centre to ensure sufficiency and authenticity of candidate evidence. Arrangements would have to be made to ensure that the assessments for all Outcomes are delivered within a genuine experience and that the distance element resulted in the completion of a genuine theatrical experience.

Higher National Unit specification: support notes (cont)

Unit title: Community Drama

For distance learning it is recommended that only roles that can be delivered by distance – writer, workshop leader, etc – be offered to candidates.

Because of the intensive nature of the training and the requirements of the placement, part-time provision would be most unusual and difficult to achieve.

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning* (SQA, 2000)

Special needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

General information for candidates

Unit title: Community Drama

Before you start on this unit it is important to understand that it is not necessary for you to have any experience of community theatre, although some experience, particularly within youth theatre, would be advantageous.

Through this unit you will be introduced to the field of community drama as it is practised now within Scotland. You will study the role and value of community drama and develop skills required for delivering community drama in depth. You will develop this knowledge practically through planning, undertaking and evaluating a community drama experience.

You will be expected to source a placement with a company with a community drama role, or alternatively create a role within a project that fits within the criteria of community work. You may want to include such projects as those run by voluntary sector organisations or youth theatre but your placement or project must be at a level where you can delve very seriously into how the ideas are worked and developed.

You will be expected to produce:

- 1 A 500 word essay on community drama
- 2 A 500 word restricted response paper in 40 minutes on your project
- 3 Minutes or notes of at least two planning meetings in class
- 4 A log book of around 500 words of your placement/project
- 5 A 1,000 word evaluation

Before you begin your project/placement you must develop an understanding of community drama in Scotland as it exists now. You will be expected to gain knowledge of how community drama works within a chosen field of work, and develop that knowledge to deliver a project that you will negotiate with your tutor.

You will then be expected to find a placement or be involved in a project that, as agreed with your tutor, shall be a genuine community drama experience. You will now be taking the knowledge you have gained and applying it practically. In creating a community drama experience, you will plan to make it work and then participate in it.

Finally, you will reflect on how the placement/project went and what changes you might have chosen to make during your time with it.