Higher National Graded Unit specification

General information for centres

This Graded Unit has been validated as part of the HNC Technical Theatre. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation. A flow chart overview of the Graded Unit is attached at the end of the document.

Graded Unit title: Technical Theatre: Graded Unit 1

Graded Unit code: F3NN 34

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Credit points and level: 1 HN credit at SCQF level 7: (8 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 National 1 to Doctorates.

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC Technical Theatre.

♦   to develop the knowledge and skills acquired through study of stage management, lighting, sound and set construction
♦   to develop research and analytical skills
♦   to develop competencies in a range of specialised areas of their choice in line with their preferred career aims
♦   to adopt an innovative and creative approach to their work and be able to meet the needs of the technical theatre industry
♦   to prepare candidates for progression to further study in technical theatre or a related discipline

Recommended prior knowledge and skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

Stage Management (F389 34)
Stage Lighting: Rigging, Focusing and Operation (F388 34)
Technical Theatre: Sound (F38E 34)
Technical Theatre: Set Construction and Painting (F38D 34)

General information for centres (cont)

Core Skills: There are opportunities to develop the Core Skills of *Problem Solving* and *Communication* at SCQF level 6, *Information Technology* at SCQF level 5 and *Numeracy* at SCQF level 4 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Assessment: This Graded Unit will be assessed by the use of a Practical Assignment. The developed Practical Assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

Administrative Information

Graded Unit code: F3NN 34

Graded Unit title: Technical Theatre: Graded Unit 1

Original date of publication: 01 August 2008

Version: 02 (July 2018)

History of changes:

Version	Description of change	Date
02	Update of Conditions of Assessment	Jul 2018

Source: SQA

FURTHER INFORMATION: Call SQA's Customer Contact Centre on 0345 279 1000.

Equality and inclusion

This graded unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates

Graded Unit title: Technical Theatre: Graded Unit 1

Conditions of assessment

The candidate should be given a date for completion of the Practical Assignment. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions; provide clarification, guidance and reasonable assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier.

In relation to Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

♦ variables which are complex or unfamiliar
♦ relationships which need to be clarified
♦ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

♦ analyse the task and decide on a course of action for undertaking the project
♦ plan and organise work and carry it through to completion
♦ reflect on what has been done and draw conclusions for the future
♦ produce evidence of meeting the aims which this Graded Unit has been designed to cover

The Practical Assignment will be based on a revival of an existing show, which candidates must plan. Candidates will be given the following background information:

♦ a prompt book
♦ an overview which details the approach to the production and lists any props required but not explicitly mentioned in the text
♦ lighting, sound and set designs for the production
♦ the name of a venue in which the play will be performed
♦ dates for the 'get in' and performances

The brief will also include instructions that allow candidates to prepare, plan and demonstrate creative and technical skills. The brief will require candidates to:

♦ interpret the given background materials
♦ gather information in response to the instructions for the project
♦ prepare a range of production paperwork
♦ compile a list of questions to ask production and venue personnel
♦ assimilate the answers to these questions into their work
♦ complete a further given technical rider based on their work
♦ evaluate their work

The Practical Assignment must allow candidates to combine practical activity with practical creation of professional paperwork, incorporating research into a prompt book, venue and the planning of the revival. The revival is the linking device that ensures candidates' work has focus and real-world benefits in the integration of their knowledge and skills. In completing this assignment, the preparation and creative skills required mean that candidates will necessarily integrate skills from the mandatory Units in the HNC Technical Theatre framework.

Guidance on grading candidates

At this level, candidates should work independently. Centres should take reasonable steps to ensure that the portfolio is the work of the candidate. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked.

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Grade A	Grade C
Is a dynamic piece of work which:	Is a satisfactory piece of work which:
♦ has sufficient evidence for the three essential phases of the project ♦ is produced and, where appropriate, performed to a high standard and is quite clearly interrelated ♦ demonstrates and justifies the candidate's interpretation of the project brief, showing insight ♦ is highly focused and relevant to the tasks associated with the project brief ♦ has clear and well-structured professional concepts developed from plan to execution ♦ uses technical language which is of a high standard and appropriate in terms of level, accuracy, and technical content ♦ effectively consolidates and integrates required knowledge and skills ♦ shows imagination and successful anticipation of problems	♦ has sufficient evidence of the three essential phases of the project ♦ is produced and, where appropriate, performed to an acceptable standard ♦ demonstrates an acceptable interpretation of the brief ♦ is mostly focused and relevant to the tasks associated with the project brief ♦ displays satisfactorily structured professional concepts and answers ♦ uses technical language which is adequate in terms of accuracy and technical content ♦ consolidates and integrates knowledge and skills but may lack some continuity and consistency

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A = 70% — 100%
B = 60% — 69%
C = 50% — 59%

Note: the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Note: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning 30%	**Candidates must plan the technical aspects of taking a production to a venue. This plan will be presented in the form of:** ♦ a technical specification of the given venue with annotated notes ♦ a list of a minimum of 20 questions concerning technical requirements These must be relevant, precise and detailed and, if asked, would enable gaps in information to be filled. *The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.*
Stage 2 — Developing 50%	**Output** **A professional portfolio of research which includes a completed technical rider and professional paperwork showing:** ♦ research into lighting requirements which culminates in a lighting equipment list and a colour call sheet ♦ research into sound requirements which culminates in a sound equipment list ♦ research into set requirements which culminates in a set components list ♦ research into stage management requirements which culminates in a props list and a production schedule ♦ research into general requirements which culminates in packing lists ♦ completed technical rider The professional paperwork and the technical rider must show that the requirements and questions highlighted in the planning stage have been assimilated. **Record of the processes** ♦ a summary logbook detailing the processes undertaken during the development stage *The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.*

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating 20%	**Evaluation presentation which must:** ♦ review the submissions from each prior stage ♦ make reference to Knowledge and/or Skills that have been utilised ♦ summarise any unforeseen issues and how they were handled ♦ provide a commentary on which aspects of the planning and developing stages worked effectively and which did not work effectively, with reference to the evidence ♦ assess the strengths and weaknesses of the candidate's submitted work and working process ♦ assess the extent to which the original objective(s) of the project brief were met ♦ make recommendations for future work, having reflected on the previous stages and drawn conclusions from this reflection *The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.*

Support notes

Candidates will produce a portfolio of professional paperwork which could be used to showcase their work in, for example, a job application or interview situation for either employment or further study. The work necessary to complete this Practical Assignment will demonstrate creativity and self-motivation and synthesise knowledge and skills acquired throughout the HNC Technical Theatre, employing skills developed across the mandatory Units of the Group Award.

Centres should ensure that where research or other work is carried out in other establishments or under the supervision of others, the candidate does not receive undue assistance.

Stage 1 — Planning

The candidate should provide evidence of initial planning for the revival, and any information they have gathered. The candidate should compile a detailed list of questions which arise during this process.

Stage 1 evidence will include:

♦ a **technical specification** for the venue, showing their notes
♦ a list of **at least twenty precise and detailed questions** which they would ask to fill in the gaps in the information they have gathered

Questions should be compiled as if they were being addressed to the appropriate members of the company or venue staff, eg the Director, Lighting Designer, Sound Designer, Set Designer or Venue Technical Manager. The questioning should cover topics relevant to the other mandatory Units, eg stage management, lighting, sound and set construction.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

The paperwork provided by candidates will be used as a guide for the first mentoring session and should not be marked at this stage. The paperwork should then be resubmitted for marking in its final format after mentoring session 1. Information gathered here will be used to inform the completed technical rider during the development stage. It is recommended that the tutor assumes the roles of those to whom the questions are addressed, providing answers to candidates.

Stage 2 — Development

The candidate should complete their assessment of the technical requirements of the given prompt book and submit the required paperwork. This will be informed by that undertaken during Stage 1's planning process. It should include:

♦ lighting 1: a **lighting equipment list** for the production, identifying all lanterns and other equipment to be used from the venue stock and highlighting any requirements of the lighting design that are not listed in the venue's technical specification
♦ lighting 2: a **colour call sheet**, showing all colours required and in what sizes
♦ sound: a **sound equipment list**, identifying all equipment to be used from the venue stock and highlighting any requirements of the sound design that are not listed in the venue's technical specification
♦ construction: a **set components list**, detailing sizes of scenic items and highlighting any access issues for the venue
♦ stage management 1: a detailed **props list** drawn from the prompt book and the overview, highlighting personal props, running props and any special prop storage or preparation requirements
♦ stage management 2: a production schedule covering from the packing of the van to the unpacking and returns after the revival
♦ general: 'packing lists' for boxes containing any LX, Sound, Stage Management and Set construction equipment and tools to be taken to the venue

The candidate will also submit the completed **technical rider**, demonstrating their understanding of the technical needs of the production by translating their gathered information to fit into the technical rider format.

Stage 3 — Evaluation

The candidate should give a presentation and be prepared to discuss their findings with the tutor, and if possible, with their peers. Presentations could be written or oral, however an oral presentation in the style of a theatrical production team meeting with opportunity for discussion, would be very beneficial for candidates. The presentation will justify conclusions and expand on the process of planning and development. If delivered orally, the presentation including any discussion should last between 10 and 20 minutes, and if written should be approximately 750 to 1,000 words.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Presentations should cover:

1   An assessment of the extent to which each of the original objectives of the project have been met. This should include reference to any modifications to the original overview made during the course of the project (for example as a result of the answers given to the questions submitted in stage one) and to any alternative courses of action considered but rejected. The assessment should be supported throughout with credible reasons.
2   A commentary on aspects of the planning and developing stages which worked effectively and why, and/or aspects of the planning and development stages which did not work as effectively as expected. Each aspect of the project should be covered in the commentary.
3   An assessment of the strengths and weaknesses of the candidate's work. This should be supported by credible reasons and cover at least one strength and at least one weakness.
4   Recommendations for future work. These should be based on items 1–3 above and could relate to the personal development of the candidate (eg in terms of the further development of skills used in this project) or aspects of the process or product of the project (eg with respect to setting timescales, gathering information or possible future projects). It should be clear from the recommendations that the candidate has reflected on what happened and has drawn conclusions from this reflection.

The presentation paperwork should be submitted as evidence.

Other recommendations for candidate support

It is recommended that candidates are given three deadlines, as dates for completion of each stage of the Graded Unit. The instructions and background materials should be distributed early enough to allow the candidate sufficient time to assimilate the details and carry out the first assessment task before the first of these deadlines.

Two formal mentoring sessions should be offered to the candidate during the project.

The first could take place after the completion of Stage 1, the planning stage (Deadline 1), allowing sufficient time for the tutor to have assessed the submitted evidence and prepared the materials to be provided to the candidate for Stage 2.

The second mentoring session could take place after completion of Stage 2, the development stage (Deadline 2), in order to allow sufficient time for the tutor to have assessed the submitted evidence.

Stage 3 could involve a third formal meeting with the candidate. Sufficient time should be allowed between the previous mentoring session and this reflective session for the candidate to reflect and prepare points for discussion.

The final grading is a combination of marks gained in the planning, development and evaluation stages.

Staff should not direct the project, but candidates could be given appropriate support while preparing the project. A mentoring system, as described above, could help the candidate to carry out appropriate preparation and development.

The practical areas of the assignment, and the way these are planned and conducted, must reflect the opportunities for individual research, whilst the development and reflective areas should indicate that the candidate can utilise areas of research they have undertaken.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Opportunities for developing Core Skills

The delivery and assessment of this Graded Unit may offer opportunities to develop the Core Skills of *Problem Solving* and *Communication* at SCQF level 6, *Information Technology* at SCQF level 5 and Numeracy at SCQF level 4.

Problem Solving involves three component activities; Critical Thinking, Planning and Organising, and Reviewing and Evaluating. The general skills required by its three components are the abilities to:

♦ analyse a complex situation or issue
♦ plan, organise and complete a complex task
♦ review and evaluate a complex problem solving activity

There is scope for candidates to utilise these skills throughout this Graded Unit, with the plan for a revival production being a complex piece of work involving consideration of a number of variables relating to the Prompt Book, the chosen venue, equipment, timescales etc.

Critical Thinking and Planning and Organising may be developed by such stages as candidates' researching technical specifications of venues and relating these to the given Prompt Book and overview, considering sound/lighting/set design when interpreting the brief, and composing and directing questions for production and/or venue personnel.

The third Problem Solving component, Reviewing and Evaluating may be developed through ongoing evaluation of activities, as well as the final consideration of these at the evaluation stage, in which candidates will undertake a presentation. In the presentation they will be required to review their work at each prior stage, assess the extent to which the objectives of the project have been met, discuss how unforeseen issues were handled, assess the strengths and weaknesses of both submitted work and the working process. Having reflected they will also need to make recommendations for future work, and draw conclusions from this reflection.

Communication involves two component activities; Oral Communication and Written Communication. The general skills required by its two components are the abilities to:

♦ respond to complex written communications
♦ produce well-structured written communication on a complex topic
♦ produce and respond to oral communication on a complex topic

There is scope for candidates to utilise these skills throughout this Graded Unit, with the provided overview of the production and the instructions for the project being a complex piece of written communication requiring candidates to respond with both written questions and paperwork and with oral discussions during mentoring sessions and the evaluation stage.

Information Technology involves the following general skills: the abilities to:

♦ use a computer system effectively
♦ perform processes using a range of application packages
♦ carry out searches to extract and present relevant information

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

There is scope for candidates to utilise these skills throughout this Graded Unit. The initial stage would offer opportunities for use of internet browsers, email clients and online search engines as candidates gather information about the venue, and look further into the requirements of the lighting, sound and set designs. Word processing and spreadsheet applications could be used to create the required paperwork during Stage 2 and presentation software could be used to enable candidates' presentation of their evaluation and reflection at stage 3.

Numeracy involves two component activities; Using Graphical Information and Using Numbers. The general skills required by its two components are the abilities to:

♦ read and use a straightforward scale
♦ use tables, charts, graphs and diagrams
♦ communicate straightforward graphical information
♦ apply a range of basic numerical skills in everyday contexts

There is scope for candidates to utilise some of these skills within this Graded Unit. The reading and analysis of lighting, sound and set designs involves extracting information from scale drawings, plans and schematics. These materials are used extensively as a central reference for information and discussion throughout the project. The creation of a colour call sheet offers the opportunity for developing skills in use of tables.

Candidates will also have scope to use basic numerical skills in comparing required amounts of equipment with available stock in the venue, and in calculating the sizes of set pieces and comparing these to the access to the venue.

General information for candidates

This Graded Unit is designed to provide evidence that you have achieved the following principal aims of the HNC Technical Theatre:

♦ to develop the ability to analyse and synthesise knowledge and skills acquired through study
♦ to develop study, organisational and research skills
♦ to develop competencies in a range of specialised areas of in line with career aims
♦ to prepare candidates for progression to further study in technical theatre or a related discipline
♦ to allow candidates to adopt innovation and creativity in their work and to be able to respond quickly to the challenges posed by changes in the technical theatre industry

You will be required to research and plan a revival of an existing show, and provide a subsequent evaluation of your work. You will be given the following background information:

♦ a prompt book
♦ an overview detailing the approach to the production and listing any additional props
♦ lighting, sound and set designs for the production
♦ the name of a venue in which the play will be performed
♦ dates for the 'get in' and performances

The brief will also include instructions that allow you to prepare, plan and demonstrate creative and technical skills. The brief will require you to:

♦ interpret the given background materials
♦ gather information in response to the instructions for the project
♦ prepare a range of production paperwork
♦ compile a list of questions to ask production and venue personnel
♦ assimilate the answers to these questions into your work
♦ complete a further given technical rider based on your work
♦ evaluate your work

The evaluation may be carried out as a presentation/discussion in the style of a theatrical production team meeting.

Though fictitious, the revival is a device which will ensure your work has focus and real-world benefits in the integration of their knowledge and skills, as the work you do may be drawn on later if working in the industry. In completing this assignment, the preparation and creative skills required mean that you will necessarily integrate skills from the mandatory Units in the HNC Technical Theatre framework.

It is recommended that you should have completed or be in the process of completing the following Units prior to undertaking this Graded Unit:

Stage Management (F389 34)
Stage Lighting: Rigging, Focusing and Operation (F388 34)
Technical Theatre: Sound (F38E 34)
Technical Theatre: Set Construction and Painting (F38D 34)

Over the course of this Graded Unit there are opportunities for you to develop the Core Skills of *Problem Solving* and Communication at SCQF level 6, *Information Technology* at SCQF level 5 and *Numeracy* at SCQF level 4.

General information for candidates (cont)

The brief will also include instructions that allow candidates to prepare, plan and demonstrate creative and technical skills. The brief will require candidates to:

♦ interpret the given background materials
♦ gather information in response to the instructions for the project
♦ prepare a range of production paperwork
♦ compile a list of questions to ask production and venue personnel
♦ assimilate the answers to these questions into their work
♦ complete a further given technical rider based on their work
♦ evaluate their work

The Practical Assignment must allow candidates to combine practical activity with practical creation of professional paperwork, incorporating research into a prompt book, venue and the planning of the revival. The revival is the linking device that ensures candidates' work has focus and real-world benefits in the integration of their knowledge and skills. In completing this assignment, the preparation and creative skills required mean that candidates will necessarily integrate skills from the mandatory Units in the HNC Technical Theatre framework.

Technical Theatre: Graded Unit 1 — Overview

STAGE 1) PLANNING (30%)

Provided materials: Project background materials
Activity: Research, plan and make draft paperwork
Evidence to prepare: List of questions

DEADLINE 1 -

Mentoring session 1

- Tutor has assessed Candidate's list of questions
- Tutor provides answers to list of questions
- Venue technical rider form given to Candidate

Pass? NO

YES

STAGE 2) DEVELOPMENT (50%)

Provided materials: Venue technical rider form
Activity: Complete research and develop planning
Evidence to prepare: Final paperwork, Completed technical rider

DEADLINE 2 -

Mentoring session 2

- Tutor has assessed paperwork and technical rider
- Guidance offered for Stage 3

Pass? NO

YES

STAGE 3) EVALUATION (20%)

Activity: Discuss findings and process.
Evidence to prepare: Reflective points about process and learning

DEADLINE 3 -

Pass? NO

YES

UNIT PASSED