



Higher National Project-based Graded Unit Specification

General Information

This Graded Unit has been validated as part of the HNC Costume for Screen and Stage. Centres are required to develop a project-based assessment in accordance with this validated specification.

Graded Unit title: Costume for Stage and Screen: Graded Unit 1 (SCQF level 7)

Graded Unit code: HD7C 34

Type of Project: Practical Assignment

Publication date: July 2018

Source: Scottish Qualifications Authority

Version: 03

Graded Unit purpose

This Graded Unit is designed to provide evidence that the learner has achieved the following principal aims of the HNC Costume for Stage and Screen:

- ◆ To develop research skills for the investigation of social, political, and cultural history which impact on changing fashion in costumes.
- ◆ To develop technical skills to enable the production of costumes for performance.
- ◆ To develop knowledge and understanding of the roles and responsibilities involved in costume design and production.
- ◆ To develop flexibility, skills, knowledge and motivation as a basis for future studies and career developments.
- ◆ To develop understanding of, and ability in art, design or craft, through effective use and combinations of the knowledge and skills gained throughout the programme.
- ◆ To develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in professional employment.
- ◆ To prepare learners for relevant employment and/or further study in costume design and production at an appropriate level

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Project-based Graded Unit Specification: General Information (cont)

Recommended entry to the Graded Unit

It is recommended that the learner should have completed or be in the process of completing the following Units relating to the above principal aims prior to undertaking this Graded Unit:

History of Costume: Biblical–1800

Ladies Period Foundation Garments: Introduction to Methods and Techniques

Gents Costume Cutting and Construction: An Introduction to Basic Techniques and Processes

Costume Fitting Skills: An Introduction

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Problem Solving at SCQF level 6
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Core Skill component	None
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Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

Equality and inclusion

This Graded Unit 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 SQA's website:
www.sqa.org.uk/assessmentarrangements

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

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Assessment

This Graded Unit will be assessed by the use of a project-based *practical assignment* developed by centres. The project should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of this Graded Unit.

The project undertaken by the learner must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be unfamiliar to the learner

The project must require the learner 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

This assessment instrument is not concerned exclusively with a practical activity, the learner is provided with a brief that allows them to prepare, plan, demonstrate practical skills and evaluate the Outcome.

The learner must:

- ◆ interpret the brief
- ◆ take on a wardrobe role (as allocated) to meet the requirements of an in house production
- ◆ carry out the role to produce costume which could involve finding, hiring, altering or making the garments which would be fitted on a performer
- ◆ evaluate the planning, role-play and end result

Conditions of assessment

The learner should be given a date for completion of the project. However, the instructions for the project should be distributed to allow the learner sufficient time to assimilate the details and carry out the project. During the time between the distribution of the project 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 learners 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,

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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 learner 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, learners 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 reassessment 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 learner to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, learners 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 reassessment of that stage.

The learner will be asked to produce costume for a show which could include adaptations to parts of garments.

The learner will be expected to work as part of a team in a desired role to meet the specifications given in the project.

The brief should allow a degree of choice in the way a project is taken forward so that it may reflect a learner's interests and personal strengths. The project should also fit centres available resources.

A mentoring system as described above would help the learner to develop the brief and ensure that he/she is carrying out appropriate preparation and planning for the task.

During production of costume for the performance, learners should respond to the generic criteria set out below in the Evidence Requirements. However, the requirements of the productions specifications should be clearly defined by the presenting centre and made known to the learner.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

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Evidence Requirements for this Graded Unit

The project undertaken by learners will consist of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 1 — Planning	<p>Learners will gather information about the production and produce a folder which includes:</p> <ul style="list-style-type: none">◆ An interpretation of the brief◆ Supplementary information to support the Directors 'Vision Statement'◆ Comprehensive list of costumes required for each character◆ A full set of body measurements for each performer◆ A contact list of technical personnel and cast◆ A production plan◆ Clear identification of the responsibilities of the 'role' allocated, ie assistant, supervisor or cutter <p>This folder should include a log or diary of minuted meetings, budget allocation and work schedule.</p>	30%
	<p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>	

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

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Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 2 — Developing	<p>Learners must undertake a role as allocated on a live production or film. Evidence of the following skills must be provided:</p> <ul style="list-style-type: none"> ◆ Personal time management ◆ Team working ◆ Ability to source appropriate costumes ◆ Managing costume continuity ◆ Dealing with unexpected situations ◆ Understanding the formulaic process of production <p>The learner's evidence must include:</p> <ul style="list-style-type: none"> ◆ Photographic images or film of costumes prepared for performance. ◆ Appropriate paperwork relevant to their role, eg fabric source directory, call sheets, costume setting list, dressing room set up. ◆ A 'Show Bible', detailing all costume requirements, measurements and source details. Cost sheets and suppliers must be included 	50%
	<p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>	
Stage 3 — Evaluating	<p>Learners must briefly outline the assignment and evaluate their role in the production, providing evidence of:</p> <ul style="list-style-type: none"> ◆ Reflection on personal performance within the simulated wardrobe team ◆ Reviewing and updating the production plan in light of experience ◆ Summarising any unforeseen events and how they were handled, eg changes to script, rehearsal updates, actors requirements, accidents, design flexibility ◆ Evaluating personal and team strengths and weakness highlighting areas for improvement 	20%
	<p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>	

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

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Assessing and grading learners

The overall project will be marked out of **100**. Only whole marks should be used.

The percentage of marks allocated to each stage of the project is outlined in the **Evidence Requirements**.

It is a requirement that learners must meet the *Minimum Evidence Requirements* for each stage before progressing to the next stage. Learners may produce evidence over and above that specified in the *Minimum Evidence Requirements* and deserve more than half the available marks for that stage. Assessors should use the *Grade Related Criteria* outlined below to judge learner performance.

Learners are required to work independently to meet the *Evidence Requirements* of the Graded Unit. At the same time, learners need appropriate support. SQA uses the term 'reasonable assistance' to describe the balance between supporting learners in their project but not providing too much assistance.

At the end of *each* stage there should be opportunities for remediation and of learners for that particular stage. This includes the final *Evaluation* stage. Any rshould be carried out in line with the centre's own assessment policy.

Grade Related Criteria	
Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none">◆ Provides a log of practice with sufficient evidence for the three essential phases of the project, which is produced to a high standard, and is quite clearly inter-related◆ Demonstrates an accurate and insightful interpretation of the project brief with regard to costume provided and attitude to work◆ Is highly focused and relevant to the tasks associated with the project brief◆ Provides evidence which is clear and well-structured throughout using language of a high standard in terms of level, accuracy and technical content	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none">◆ Provides a log of practice with sufficient evidence of the three essential phases of the project, which is produced to an adequate standard◆ Demonstrates an acceptable interpretation of the project brief with regard to the costume◆ Is focused and relevant to the tasks associated with the project brief◆ Provides evidence which is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content

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Grade Related Criteria	
Grade A	Grade C
♦ Effectively consolidates and integrates required knowledge and skills appropriate to wardrobe production systems	♦ Consolidates and integrates knowledge and skills appropriate to wardrobe production systems but this may lack some continuity and consistency
♦ Demonstrates the learner's ability to work autonomously through the production period, run and after care.	♦ Demonstrates independent learning with minimum support and revision during the production period, run and after care.

The marks allocated to each stage will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the learner for this Graded Unit based on the following grade boundaries.

A = 70%–100%
B = 60%–69%
C = 50%–59%

These grade boundaries are fixed and should **not** be amended.

Any learner who has failed their graded unit or wishes to upgrade their award must be given a reassessment opportunity, or in exceptional circumstances, two reassessment 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 learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved — whether through first submission or through any reassessment, remediation, and/or reasonable assistance provided.

Higher National Project-based Graded Unit Support Notes

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(SCQF level 7)

Guidance on approaches to delivery and assessment of this Graded Unit

Learners will work from a directors brief/vision statement and work as part of a team (in a role which will be allocated and specifies, ie wardrobe manager, wardrobe supervisor, costume cutter, wardrobe assistant, dresser, wardrobe maintenance assistant.) The work necessary to undertake this assignment will synthesise knowledge and skills acquired throughout the HNC Costume for Stage and Screen Award.

Learners will identify the costume requirements of the production and log the costume and accessories to be acquired. This will utilise skills developed through a combination of some of the mandatory Units from this Group Award.

This Graded Unit will be assessed by the use of a practical assignment. The brief pertinent to the play for production should provide the learner with the opportunity to produce evidence that demonstrates they have met the aims of the Graded Unit.

Learner Brief:

The learner will:

- ◆ assume a role as a member of a wardrobe team as dictated by a personal brief
- ◆ collaborate with director, designers, actors and technical theatre personnel to identify the costume requirements of a production for performance
- ◆ attend read-throughs, production meetings and occasional rehearsals to keep abreast of developments
- ◆ measure the performers and source costume which could be from stock/hire/borrow or bought
- ◆ fit performers with costume appropriate to character and the demands of the production in keeping with the director's and designer's vision for the piece
- ◆ manage alterations and adjustments as required
- ◆ attend technical and dress rehearsals as required

Learners will be part of a performance company and will be undertaking one of the roles indicated above.

Learners will assume the roles and responsibilities of those involved in the wardrobe management process and will contribute to a performance in a specified role. This could be achieved by learners selecting the role through group discussions.

Higher National Project-based Graded Unit Support Notes (cont)

Graded Unit title: Costume for Stage and Screen: Graded Unit 1 (SCQF level 7)

Learners will find, hire or buy, maintain, and alter costume which will directly affect the experience of the on-stage performers and should experience how important these contributions are to the overall reception of the performance by an audience.

Learners will engage in a production through contributing to costuming processes, applying specific management and technical skills in a creative collaborative endeavour.

Learners should contribute to the costume maintenance and management aspects to performance and on the methods required to develop these during the production process and performance run and the storage and return of costumes after the production.

Learners must have access to studios, workshops and equipment appropriate to each production.

Learners should, as a minimum, have access to the range of costumes typical of a small-scale touring company.

It is envisaged that this Graded Unit would be started approximately 60% through the learner's studies with an increasing amount of time being spent on it towards the end of the Group Award.

It is not intended that any new knowledge or skills are taught during delivery of the Graded Unit, instead the lecturer's time will be spent discussing individual learner work.

Time management is an important aspect of planning, developing and evaluating a practical activity and in order to help learners manage their time effectively, lecturers should consider setting up individual progress reviews with learners at the start of the Unit delivery time. Lecturers may consider developing a centre pro forma to record their discussions with learners. These discussions or mentoring activities are an essential part of the Graded Unit and should help ensure that learners keep to timelines and should be included in their production diary.

The grade finally achieved by the learner depends on the work submitted. It is therefore very important that lecturers do not give undue assistance to learners. The level of assistance should be fully discussed at Course Team level and any assistance given should be logged in the learner's mentoring records.

Higher National Project-based Graded Unit Support Notes (cont)

Graded Unit title: Costume for Stage and Screen: Graded Unit 1
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Opportunities for developing Core and other essential skills

Learners will have the opportunity to develop the following Core Skills throughout this Unit:

- ◆ *Communication* — learners will be able to develop the Core Skill of *Communication* through discussion with lecturer, production team and personal log book.
- ◆ *Numeracy* will be further developed through calculations of alterations and measurements of the performer.
- ◆ *Problem Solving* — learners will be able to develop the Core Skill of *Problem Solving* throughout this Unit by adapting garments to suit the needs of the production.
- ◆ *Working with Others* — learners will be required to work as part of a team to achieve the Graded Unit and this will provide opportunities to develop these skills.

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF level 6.

History of changes to Graded Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 embedded.	19/08/16
03	Update to Conditions of Assessment.	24/07/18

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

General information for learners

Graded Unit title: Costume for Stage and Screen: Graded Unit 1 (SCQF level 7)

Graded Unit 1 is designed to incorporate and use skills you have learned in your HNC so far and put them into a practical, integrated project. Your tutor will provide you with a brief which will require you to work both as part of a team and also as an individual to meet the requirements of an in-house production. This will involve you undertaking a role, such as wardrobe manager, wardrobe supervisor, costume cutter, wardrobe assistant, dresser or wardrobe maintenance assistant for the duration of the project.

The focus of this Unit is on the contribution of a wardrobe team to the production as a whole. This will involve planning, sourcing, budgeting, costume maintenance, dressing and returning costumes after the production.

You will collaborate with director, designers, actors and technical theatre personnel to identify the costume requirements of a production for performance.

You will undertake the roles and responsibilities of those involved in costume provision and will contribute to a performance in a specified role. Roles will be allocated to you and will reflect the demands of the production.

The responsibilities of the roles will include:

- ◆ Attending read-throughs, production meetings and occasional rehearsals to keep abreast of developments.
- ◆ Measuring the performers, recording measurements and sourcing costume which could be from stock/hired/borrowed or bought.
- ◆ Fitting performers with costume and accessories appropriate to character and the demands of the production which are also in keeping with the director's and designer's vision for the piece.
- ◆ Managing alterations and adjustments as required.
- ◆ Attending technical and dress rehearsals as required.

Skills and knowledge acquired in the Units below should prepare you for the demands of the task demanded of you in Graded Unit 1.

History of Costume: Biblical–1800

Ladies Period Foundation Garments: Introduction to Methods and Techniques

Gents Costume Cutting and Construction: An Introduction to Basic Techniques and Processes

Costume Fitting Skills: An Introduction

As part of this Unit you will be asked to demonstrate your practical skills and show how you planned your assignment. You will also need to show how you developed your ideas and evaluated what you produced.

You will be assessed on your contribution towards the practical assignment which should be logged in your diary.

General information for learners (cont)

Graded Unit title: Costume for Stage and Screen: Graded Unit 1 (SCQF level 7)

Your project will be marked out of 100 and you must gain **at least half** the available marks to pass each stage before moving onto the next stage. Each stage has the following marks:

- ◆ Planning — 30 marks
- ◆ Developing — 50 marks
- ◆ Evaluating — 20 marks

You will be assigned an overall grade which will be based on the following boundaries:

- ◆ Grade A = 70%–100%
- ◆ Grade B = 60%–69%
- ◆ Grade C = 50%–59%

This Unit will provide you with opportunities to develop the Core Skills of *Communication* through discussion with your lecturer, production team and your log book; *Problem Solving* skills by adapting garments to suit the needs of the production, *Numeracy* skills and skills in *Working with Others*.

Throughout the Unit you will meet with your lecturer who will advise you and make sure you are on the right track to complete the Unit within the given timescale. As part of your assessment you will present your log or diary and discuss how you developed your solutions, just as you would in an industry situation.

This Unit has the Core Skill of Problem Solving embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 6.