



**Arrangements for:
National Certificate in Acting and
Theatre Performance
at SCQF level 6**

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Contents

1	Introduction.....	1
2	Rationale for the development of the Group Award.....	1
3	Aims of the Group Award	5
3.1	Principal aims of the Group Award.....	5
3.2	General aims of the Group Award.....	5
3.3	Target groups.....	6
3.4	Employment opportunities	6
4	Access to Group Award.....	6
5	Group Award structure	7
5.1	Framework.....	7
5.2	Mapping information.....	10
5.3	Core Skills	11
5.4	Articulation, professional recognition and credit transfer	11
6	Approaches to delivery and assessment.....	12
7	General information for centres.....	15
8	General information for candidates	15
9	Glossary of terms	16
10	Appendices	16
	Appendix 1: Drama/Drama Related Courses Progression Map	17
	Appendix 2: Assessment mapping	18

1 Introduction

This is the Arrangements Document for the new National Certificate in Acting and Theatre Performance at SCQF level 6. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure and guidance on delivery.

The award is designed to meet the needs of candidates who wish to develop a foundation for progression to further study and to provide skills and knowledge appropriate to the theatre industry.

2 Rationale for the development of the Group Award

The rationale for the National Certificate (NC) in Acting and Theatre Performance is based on two main factors, both of which reflect gaps in current SQA provision in this area at this level. The first is the absence of a suitable SQA award while the second is the limited availability of relevant, up to date Units suitable for the needs of those studying at this level. Both constrain the ability of colleges to provide programmes of study which will prepare candidates adequately for employment or enable successful candidates to progress to further study and qualifications.

The NC in Acting and Theatre Performance aims to provide candidates with appropriate skills and knowledge in drama and theatre performance by providing a core set of Units and wide range of optional Units which can be tailored to the needs of the candidate allowing a number of progression routes.

Nature and purpose of award

Research has established that performing arts play a central role in the cultural life of Scotland and the UK. This importance has been recognised by many across Scotland, including the Scottish Government:

‘Culture is a part of the way that we understand and project ourselves and Scotland’s place in the world. We have a reputation for unique, accessible and high-quality culture that embraces the traditional and the contemporary. Scotland’s rich heritage and vibrant cultural life play a huge part in making Scotland a great place in which to live, work and invest, and to visit.’

Linda Fabiani, the Minister for Europe, External Affairs and Culture, Nov 2007¹.

‘The fun, fulfilment and creative stimulation of taking part in culture, the arts and heritage activity are valued by many individuals and communities across Scotland. Audiences and participants alike find these experiences add substantially to their lives.’

¹<http://www.scottish.parliament.uk>

Culture and creativity are able to assist in delivering the Scottish Government Purpose 'to help create a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth. The creative industries in Scotland achieve an annual turnover of over £5 billion and support 60,000 jobs. The drive is to facilitate further growth in the sector.'²

The performing arts industry typically covers the fields of drama, dance, mime and physical theatre, opera, musical theatre, puppetry and circus. The work can take place in traditional performance spaces (eg theatres and arts centres) or non-traditional performance spaces (eg schools, industrial spaces, open spaces). 'DCMS figures for the Gross Value Added (GVA) economic contribution of the performing arts (figures also include music and visual arts) show a £3.7 billion contribution in 2003 and an annual growth in GVA of 8 per cent for 2002–2003. For the same year, it is estimated that the sector's exports were worth £240 million. The theatre sector has recently been the subject of an economic impact study, which gives a good indication to the overall economic benefits of the performing arts industry. In May 2004 the Arts Council of England, the national development agency for the arts in England, published a study of theatre in the UK, which showed that the economic impact of UK theatre is £2.6 billion annually, with a split between the West End (£1.5 billion) and the rest of the country (£1.1 billion). This figure represents total audience spend when visiting the theatre. Considering the total public subsidy for theatre is £121.3 million, this shows an enormous return for the economy in general.

The UK performing arts industry has an important role in promoting not just British culture and ideas, but technical expertise and artistic excellence. From the more traditional, classic repertoire to cutting-edge, challenging new work, UK performing arts are respected throughout the world. This is in no small part due to the global use of English, not just as a mother tongue but as a second or third language. Essentially though, the UK performing arts have a language of their own, one that is imbued with a rich cultural history of performance and artistic expression. This is enhanced by an extraordinary range of creative work and artistic technique, which increasingly embraces multiculturalism, and themes of global relevance, making it an industry which is outward looking.

The UK is also blessed with being one of the most important hubs for international performing arts, with the Edinburgh Festivals and other important performing arts showcases allowing for the exchange of international business potential.

Organisations such as the British Council and Visiting Arts, (which promotes inward performing arts initiatives and develops cultural links abroad) support and enhance this potential and, notably, UK Trade & Investment, with its important development schemes for international business and the performing arts in particular as a viable and thriving export sector.'³

² Culture Delivers; the Scottish Government, 22 December 2008.

³ UK Trade & Investment; Publication date: 20 November 2006.

The cultural and economic significance of the theatre industry means that it is vital that the industry has access to skilled and knowledgeable people. This proposed National Certificate in Acting and Theatre Performance will contribute in a major way to improving opportunities for young people and adult returners to acquire skills and knowledge relevant to the needs of the theatre industry.

Establishing the need for the qualification

A review was carried out between February and April 2006 during which sector feedback and comment was sought. A questionnaire went out to all FE colleges offering Drama and a number of colleges also took part in interviews. A combination of desk research and consultation with sector practitioners was used in compiling the data and information, which informed this review process. Desk research incorporated a review of patterns of uptake figures from candidate entries from 2004/2005 for identified SQA Units and awards in the current NQ catalogue. Alternative qualifications on offer by other awarding bodies were also reviewed in an attempt to identify trends and patterns of uptake across the sector and to identify best practice in the design of qualifications. Participants from a number of Scottish colleges then attended a feedback session on this review, which was held in May 2006.

A further engagement event was held in May 2007. This process reaffirmed sector concerns and issues relating to the current catalogue and confirmed sector comments and feedback from the earlier scoping review process. The following key concerns were identified:

- ◆ Existing provision out of date
- ◆ Disparity of provision and standards
- ◆ Disparity between locally devised NC programmes and HN provision

Following on from this event, a Drama Qualifications Design Team (QDT) was established in September 2007. QDT members were asked to consider the extent and type of provision needed for a new award in Drama at SCQF level 5/6. The remit of this group was informed by the earlier sector scoping review process commissioned in 2006 by SQA which identified weaknesses and gaps within the SQA catalogue of Drama Units.

The original scoping report provided SQA and the resulting QDT members with a qualification profile for the Drama and theatre sector. Industry consultation took place principally through the members of the QDT. The membership of the team included representatives from Creative and Cultural Skills Council, RSAMD, and the industry itself. The constitution of the design team reflects wide consultation and dialogue with industry over the proposed Group Awards.

FE college representatives from the design and development teams fed back candidate concerns, which largely revolved around the fact that there was no nationally recognised award available and that there was a significant disparity between NQ and HN provision.

It emerged through scoping and consultation that there was a need for a nationally recognised award. Lecturers and candidates from the college sector expressed a desire for standardisation across Scotland in terms of award. They also wanted a better preparation for articulation to HN qualifications, which a nationally recognised award would bring. This view was supported by industry members of the QDT.

Establishing the level of award

The review of 2006 established that there were 23 colleges in Scotland offering NQ Drama provision in the form of Units or locally devised Courses.

SQA currently offers National Courses in Drama at SCQF levels 3 to 7. In addition, there are HN Group Awards available at SCQF levels 7 and 8. This award, however, is aimed at SCQF level 6 but provides opportunities for learners who wish to do so to choose some Units at SCQF level 5. Appendix 1 indicates how this new National Certificate at SCQF level 6 articulates with this existing SQA provision.

The QDT, in consultation with industry and Scotland's colleges, established that an award at level 6 was appropriate for the following reasons:

- ◆ The entry profile of candidates was more suited to a level 6 award
- ◆ It would provide more effective articulation with HN qualifications
- ◆ It would also allow progression from existing Intermediate 2 provision
- ◆ It could prove to be a viable option and an additional progression route for candidates who had achieved Higher Drama.

Overall the mandatory section of the award is commensurate with the SCQF descriptors at level 6. It covers basic skills and knowledge in key areas such as acting, voice and movement as well as theatre skills in performance.

National Occupational Standards

Both the QDT and the development team recognised the importance of benchmarking any proposed development with appropriate National Occupational Standards (NOS). However, at the time of development there were no NOS for Drama and so this was not possible. As the QDT included a representative from the Creative and Cultural Skills Council, who is responsible for the development of NOS for Drama, it is hoped that this National Certificate will influence how the NOS for Drama will be developed in the future. As part of SQA's review cycle of all qualifications, the National Certificate in Acting and Theatre Performance will be subject to review in the future when the award will be benchmarked against the National Occupational Standards for Drama.

3 Aims of the Group Award

3.1 Principal aims of the Group Award

The principal aims of the National Certificate in Acting and Theatre Performance are outlined below to enable the learner to:

- ◆ develop a range of appropriate skills in voice, movement, acting and stagecraft
- ◆ integrate voice, movement, acting and stagecraft in production
- ◆ work with text
- ◆ work in rehearsal and performance creatively and innovatively
- ◆ work cooperatively in teams
- ◆ develop adaptability skills
- ◆ develop an understanding of theatre practice
- ◆ develop an ability to respond to direction
- ◆ explore and develop an awareness of the self

The National Certificate also aims to allow candidates to:

- ◆ develop communication and interpersonal skills
- ◆ develop candidates' skills as actors and performers
- ◆ develop self-presentation skills
- ◆ develop self-evaluative skills, enabling professional development
- ◆ develop analytical skills
- ◆ develop the ability to work independently
- ◆ develop the confidence to perform to potential
- ◆ develop professional attitudes
- ◆ enhance employment prospects and/or facilitate progression to Further and Higher Education
- ◆ enable progression within the SCQF
- ◆ develop aspects of Core Skills

3.2 General aims of the Group Award

The general aims of the National Certificate in Acting and Theatre Performance at SCQF level 6 are to provide practical and related theoretical content which meets the needs of candidates and centres:

- ◆ To provide the opportunity for progressive development of competencies and personal learning through the use of the SCQF and the development and promotion of reflective practice approaches to learning
- ◆ To provide an award that supports the development of a range of transferable generic employability and essential skills (including Core Skills)

- ◆ To provide an award structure that has sufficient flexibility to allow for a number of different modes of delivery and which can be tailored to suit an identified range of progression pathways
- ◆ To provide opportunities for progression on to advanced Courses and qualifications such as HNC, HND and degree programmes in Drama and Theatre (See Appendix 1)

3.3 Target groups

The National Certificate in Acting and Theatre Performance is aimed at school leavers, adult returners or those working in the drama or theatre industry. It is designed as a starting point for those interested in working in the drama or theatre industry or as Continuous Professional Development for those already employed in some capacity. The Units which comprise the award take a practical approach to both delivery and assessment which is reinforced in Assessment Support Packs which accompany all mandatory Units.

3.4 Employment opportunities

It is anticipated that the majority of those achieving the National Certificate in Acting and Theatre Performance may articulate with HN Acting and Performance or Drama related programmes. However, it is recognised that successful candidates could possibly find employment in the following areas:

- ◆ Performing (Drama, Dance, Music Theatre)
- ◆ Arts promotion/management
- ◆ Teaching

4 Access to Group Award

Access to the award is at the discretion of the centre, however candidates would benefit from previous experience of a Drama Course or Units, Standard Grade Drama or National Courses in Drama at Intermediate 1 or 2 or Higher would be appropriate. Moreover, it would be expected that candidates would have an interest and some experience of acting and performing or drama. Relevant work experience would also be acceptable.

Each Unit of the award states that entry is at the discretion of the centre, however, some of the Units indicate prior attainment that would be useful for candidates to demonstrate. For example, have some relevant previous attainment from school such as Standard Grades at General or Credit level which suggests that they can successfully embark on an award at SCQF level 6. Others who may have no formal qualifications may have suitable life or work experience which indicates that they will be able to tackle Units at SCQF level 6. The latter may be particularly applicable for adult returners.

5 Group Award structure

The new qualification comprises of a framework of Acting and Theatre Performance based Units, which underpin the Group Award structure. Individual centres will supplement a common core of mandatory Units with a selected range of optional Units. Candidates completing the award could also be given the additional opportunity for individualised learning programmes tailored to their specific theatre and performance skills. A proportion of the teaching and learning activities will include options for self-directed study and learning.

The National Certificate in Acting and Theatre Performance comprises:

- ◆ an 8 credit mandatory section comprising of 4 mandatory Units
- ◆ a minimum of 4 credits from the optional section

To achieve the final award, the candidate must achieve a total of 12 credits (72 SCQF points at level 6).

5.1 Framework

Mandatory Units

Code	Mandatory Units (8 credits)	SCQF level	Credit value	SCQF points
F5KY 12	Drama: Acting Skills	6	2	12
F5LF 12	Drama: Voice Skills	6	2	12
F5L1 12	Drama: Movement Skills	6	2	12
F5LB 12	Drama: Theatre Skills in Performance	6	2	12

Optional Units

And any 4 credits from the following list of optional Units. Those Units marked with * are shared with the National Certificate in Technical Theatre (SCQF level 6).

Code	Optional Units (4 credits)	SCQF level	Credit value	SCQF points
F5LA 12	Theatre Performance	6	2	12
F5L9 12	Theatre Performers: Solo Singing Skills	6	1	6
F5L8 12	Theatre Performers: Group Singing Skills	6	1	6
F5L0 12	Acting Through Song	6	1	6
F5L4 12	Professional Theatre in Context *	6	1	6
F691 12	Theatre History: An Introduction to Theory and Practice	6	1	6
F692 12	Acting Styles and Practitioners: An Introduction	6	1	6
F5LG 12	Writing Dramatic Text: An Introduction	6	1	6
F5TG 12	Performing Arts Industry: An Introduction *	6	1	6
D658 12	Preparation for Audition	6	1	6
F5L5 12	Technical Theatre in Context *	6	1	6
F5LD 12	Theatrical Make-up *	6	1	6
F58F 12	Creative Project	6	1	6
F8LC 12	Group Dance Performance	6	1	6
E7LN 11	Movement and Dance	5	2	12
F3GB 12	Communication	6	1	6
F3GE 12	Working with Others	6	1	6
F3GC 12	Information and Communication Technology	6	1	6
F3GD 12	Problem Solving	6	1	6
HF88 46	Work Placement*	6	1	6
F3F4 11	Performing Music on One Instrument or Voice	5	1	6
F3F4 12	Performing Music on One Instrument or Voice	6	1	6
FT2D 12	Intellectual Property*	6	1	6

Drama SCQF level 6

Code	Optional Units (4 credits)	SCQF level	Credit value	SCQF points
4 credits from:				
D196 12	Investigative Drama	6	1	6

D197 12	Study of a Text in its Theatrical Context	6	1	6
D198 12	Contemporary Scottish Theatre	6	1	6
*X721 76	Course Assessment Drama	6	1	6
Or 4 credits from:				
H232 76	Drama: Production Skills	6	1.5	9
H231 76	Drama Skills	6	1.5	9
*X721 76	Course Assessment Drama	6	1	6

Dance SCQF level 6

Code	Optional Units (4 credits)	SCQF level	Credit value	SCQF points
4 credits from:				
D646 12	Dance: Choreography	6	1	6
D661 12	Professional Practice	6	1	6
D72N 12	Dance: Alternative	6	0.5	3
D72R 12	Dance: Contemporary	6	0.5	3
D72T 12	Dance: Jazz	6	0.5	3
D72P 12	Dance: Classical	6	0.5	3
D72V 12	Dance: Scottish	6	0.5	3
D72S 12	Dance: Ethnic	6	0.5	3
*X718 76	Course Assessment Dance	6	1	6
Or 4 credits from:				
H22S 76	Dance: Choreography	6	1.5	9
H22R 76	Dance: Technical Skills	6	1.5	9
*X718 76	Course Assessment Dance	6	1	6

*refer to history of changes for revision details

5.2 Mapping information

The table below shows how the aims expressed in Section 3 map to the mandatory Units in Section 5.

Aims	Mandatory Units			
	Drama: Acting Skills	Drama: Voice Skills	Drama: Movement Skills	Drama: Theatre Skills in Performance
Develop skills in voice, movement, acting and stagecraft	X	X	X	X
Integrate voice, movement, acting and stagecraft in production	X	X	X	X
Work with text	X	X		X
Work in rehearsal and performance creatively and innovatively	X	X	X	X
Work cooperatively in teams	X	X	X	X
Develop adaptability skills	X	X	X	X
Develop an understanding of theatre practice	X			X
Develop an ability to respond to direction	X	X	X	X
Explore and develop an awareness of the self	X	X	X	X

5.3 Core Skills

Entry and exit levels of Core Skills for the National Certificate in Acting and Theatre Performance will be set by individual centres. Opportunities exist to gather evidence which can contribute towards all Units of the award. The table below highlights the mandatory Units of the award which can be used to gather evidence for each of the following Core Skills:

Core Skill	Developed through
Communication	Drama: Voice Skills (SCQF level 6) Drama: Movement Skills (SCQF level 6) Drama: Acting Skills (SCQF level 6) Drama: Theatre Skills in Performance (SCQF level 6)
Problem Solving	Drama: Acting Skills (SCQF level 6)
Working with Others	Drama: Voice Skills (SCQF level 6) Drama: Movement Skills (SCQF level 6) Drama: Acting Skills (SCQF level 6) Drama: Theatre Skills in Performance (SCQF level 6)

5.4 Articulation, professional recognition and credit transfer

The National Certificate in Acting and Theatre Performance has been designed to articulate with existing provision at SCQF levels 3–6, HNC/HND courses at Further Education Colleges, Higher Education Degree Courses, as well as possible immediate entry to employment.

6 Approaches to delivery and assessment

It is suggested that when considering the approach to delivery and the framework and choice of optional Units, centres should take account of:

- ◆ the individual candidate
- ◆ required criteria laid down by other bodies for candidate entry to advanced Courses
- ◆ requirements for employment
- ◆ SFEFC course funding requirements
- ◆ potential placements

Although primarily envisaged as a full-time Course, it would be suitable for candidates to undertake the award on a part-time basis.

The award structure and Unit content is developed to allow for integrative and cross assessment. The use of an integrated and linked delivery methodology in centres will provide candidates with more meaningful learning experiences and promote an increased coherence between the Units. In delivering this award, centres should look for opportunities for integration of learning, teaching and assessment across a range of Units, eg there is the opportunity particularly in the performance elements of *Drama: Voice Skills* (SCQF level 6), *Drama: Movement Skills* (SCQF level 6), and *Drama: Acting Skills* (SCQF level 6). The logistics of this will depend on the programme in individual centres.

The assessment strategy for the proposed award aims for a balanced approach to assessment as well as complementary and supplementary methods of assessment which reflect the nature of the subject area. The majority of assessment is practical based with written assignments and projects, where this is appropriate. Please refer to Appendix 2 for assessment mapping.

Unit Specifications detail all mandatory Evidence Requirements, providing centres with valuable information relating to assessment procedures and conditions for each assessment event. This will assist with standardisation both in and across centres.

Assessment Support Packs (ASPs) will be made available for mandatory Units and, post implementation, selected new Units. These will reinforce the practical aspect of the Unit specification as well as reinforcing a common standard across centres. Unit Specifications also provide advice and guidance on different approaches to delivery.

Learning and teaching approaches could include lectures, individual and group work reinforced by handouts and worksheets which should incorporate problem-solving exercises. Candidates should be encouraged to use and become familiar with a wide range of theatre resources, including ICT.

There are a number of potential routes for candidates within the NC Acting and Theatre Performance framework. The following examples are given:

Acting route

Mandatory Units (8 credits)	SCQF level	Credits
Drama: Acting Skills	6	2
Drama: Voice Skills	6	2
Drama: Movement Skills	6	2
Drama: Theatre Skills in Performance	6	2
Optional Units (4 credits)		
Acting Styles and Practitioners	6	1
Performing Arts Industry: An Introduction	6	1
Theatre Performance	6	2

Musical Theatre route

Mandatory Units (8 credits)	SCQF level	Credits
Drama: Acting Skills	6	2
Drama: Voice Skills	6	2
Drama: Movement Skills	6	2
Drama: Theatre Skills in Performance	6	2
Optional Units (4 credits)		
Acting Through Song	6	1
Dance: Contemporary	6	0.5
Dance: Jazz	6	0.5
Theatre Performance	6	2

Broad-based Drama route

Mandatory Units (8 credits)	SCQF level	Credits
Drama: Acting Skills	6	2
Drama: Voice Skills	6	2
Drama: Movement Skills	6	2
Drama: Theatre Skills in Performance	6	2
Optional Units (4 credits)		
Performing Arts Industry: An Introduction	6	1
Professional Theatre in Context	6	1
Writing Dramatic Text: An Introduction	6	1
Creative Project	6	1

Subject specialisms

The framework has been deliberately kept broad so that within the three routes illustrated above, candidates could acquire skills and knowledge in particular fields depending on their needs and interests.

E-learning/e-assessment

Centres are encouraged to make use of ICT where possible. A number of Units are suitable for e-assessment. Individual Unit Specifications give guidelines as to where it might be possible to use e-assessment. Examples include online objective tests and the use of online resources to allow candidates to compile portfolios.

7 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment and Quality Assurance for Colleges of Further Education* (www.sqa.org.uk).

8 General information for candidates

The National Certificate in Acting and Theatre Performance at SCQF level 6 will give you a platform which will allow you to progress into further education; this could include progressing on to an HNC, HND or degree programme, or be better equipped to work in the Performing Arts industry. This NC programme is suitable for you if you have just left school or if you are an adult returner.

The National Certificate in Acting and Theatre Performance contains four mandatory Units (all double credit). In addition, you must choose a further 4 credits from a list of options. Together, these make up the 12 credits you need to successfully complete the National Certificate.

The National Certificate in Acting and Theatre Performance is designed to develop communication, interpersonal skills, self presentation skills, self evaluative analytical skills, ability to work independently, confidence, professional attitudes and skills as actors and performers. There will be a balance of types of assessment: written assignments and projects and an emphasis on practical assignments, which reflects the nature of the subject.

This qualification will also enable progress within the SCQF and enhance employment prospects and/or facilitate progression to Further and Higher Education.

Although Units are designed to be delivered as part of the Group Award it is possible for them to be delivered as stand-alone qualifications.

There are no specific entry requirements for the National Certificate in Acting and Theatre Performance. However it would be beneficial if you had some previous experience of a drama/theatre Course or Units.

You can discuss your situation with a College and staff there will be pleased to offer you advice on how the award can be of help to you.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skill.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill that lies outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised National Certificates/National Progression Awards are those developments or revisions undertaken by a group of centres in partnership with SQA.

10 Appendices

Appendix 1: Progression map

Appendix 2: Assessment mapping

Appendix 1: Drama/Drama Related Courses Progression Map

SCQF levels	NQ Drama	NC Provision		HN Provision				Degree	SCQF levels
10								BA/BA (hons)/MA	10
9									9
8				HND Acting & Performance	HND Technical Theatre	HND Dance Artists	HND Musical Theatre		8
7	AH			HNC Acting & Performance	HNC Technical Theatre	HNC Dance Artists	HNC Musical Theatre		7
6	H	NC Acting & Theatre Performance	NC Technical Theatre						6
5	Int 2								5
4	Int 1								4
3	Access								3

Appendix 2: Assessment mapping

Mandatory Units (8 credits)	SCQF level	No. Credits	New Unit	Outcomes	Assessment evidence	Comments
Drama: Acting Skills	6	2	✓	<ol style="list-style-type: none"> 1 Develop and demonstrate acting techniques using a range of exercises 2 Create and portray two contrasting characters in performance 3 Review and evaluate own acting techniques and final performance 	<p>Performance evidence under supervised conditions.</p> <p>Performance evidence under supervised conditions.</p> <p>Written and/or oral evidence.</p>	<p>Practical performance</p> <p>Live performances, approximately 5 mins each</p> <p>Open book, approximately 1,000 words</p>
Drama: Movement Skills	6	2	✓	<ol style="list-style-type: none"> 1 Investigate physical preparation for movement 2 Use movement to explore and develop physical and creative expression 3 Create, perform and evaluate a group movement piece on a given theme 	<p>Written and/or oral evidence and performance evidence under supervised conditions.</p> <p>Performance evidence under supervised conditions.</p> <p>Written and/or oral evidence and performance evidence under supervised conditions.</p>	<p>Closed book/ practical performance</p> <p>Minimum of two movement sequences (each lasting 2 mins or more)</p> <p>Performance of movement piece, lasting minimum of 5 mins</p>
Drama: Theatre Skills in Performance	6	2	✓	<ol style="list-style-type: none"> 1 Describe the roles and responsibilities of the Actor and Director 2 Demonstrate knowledge of stage craft as an Actor 	<p>Written and/or oral evidence.</p> <p>Written and/or oral evidence and performance evidence under supervised conditions.</p>	<p>Closed book</p> <p>Closed book/ practical performance</p>

Mandatory Units (8 credits)	SCQF level	No. Credits	New Unit	Outcomes	Assessment evidence	Comments
				<p>3 Prepare for a performance as an Actor during the rehearsal process</p> <p>4 Demonstrate theatre skills in a production</p> <p>5 Evaluate theatre skills in a production</p>	<p>Performance evidence under supervised conditions.</p> <p>Performance evidence under supervised conditions.</p> <p>Written and/or oral evidence.</p>	<p>Practical performance</p> <p>Practical performance in a production which is min 30 mins duration</p> <p>Open book, approximately 500 words</p>
Drama: Voice Skills	6	2	✓	<p>1 Identify and explain the basic anatomy and physiology of voice production.</p> <p>2 Use vocal exercises to develop vocal techniques.</p> <p>3 Use and evaluate own voice skills in a variety of texts.</p>	<p>Written and/or oral evidence.</p> <p>Performance evidence under supervised conditions.</p> <p>Written and/or oral evidence and performance evidence under supervised conditions.</p>	<p>Closed book</p> <p>Practical performance</p> <p>Performance of two contrasting solo pieces lasting minimum 3 mins and performance of a group piece which is a min of 5 mins duration</p>