



Higher National Unit specification: general information

This Graded Unit has been validated as part of the HND in 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.

Graded Unit title: Technical Theatre and Production Arts:
Graded Unit 2

Graded Unit code: FA09 35

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Publication date: July 2018

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

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

- ◆ develop strong communication and team working skills
- ◆ enable the practice of professional conduct within the general context of the course and with reference to best practice within the industry
- ◆ develop a knowledge and understanding of the scope of production skills within theatre and allied creative industries
- ◆ develop a growing familiarity and competence in the application of essential/routine skills, techniques and materials
- ◆ develop skills for the gathering, critical analysis and presentation of information, ideas, concepts and data incorporating appropriate IT skills
- ◆ develop the ability to reflectively analyse their own practice

General information for (cont)

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:

FA04 35	<i>Stage Management: Advanced</i>
FA03 35	<i>Stage Lighting and Technology</i>
FA08 35	<i>Stage Sound and Technology</i>
FA01 35	<i>Scenic Art and Construction</i>
FA06 35	<i>Technical Theatre and Production Arts: Professional Development</i>
FA00 35	<i>Technical Theatre: Research Techniques</i>

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**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.*

Core Skills

There are opportunities to develop the Core Skills of *Problem Solving, Information and Communication Technology (ICT)* and *Communication* at SCQF level 6 and *Numeracy* at SCQF level 5 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 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.

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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.

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

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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:

- ◆ 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

Guidance on grading candidates

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.

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Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ 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 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ 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.

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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%	<p>Candidates must plan the technical aspects of taking a one act production to two venues in terms of facilitating the stage management, lighting, sound, and set requirements for a given production. This plan will be presented in the form of:</p> <ul style="list-style-type: none"> ◆ Technical specifications of two given venues ◆ Technical constraints of two given venues in terms of stage management, lighting, sound and stage in house facilities ◆ Foreseen difficulties and/or opportunities to maximise stage management issues, lighting issues, sound issues, set issues and hardware requirements across two venues <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>
Stage 2 — Developing 50%	<p>Output</p> <p>A professional portfolio of research which includes stage management, lighting, sound and set planning:</p> <ul style="list-style-type: none"> ◆ Research into stage management requirements which culminates in a detailed production plan which includes relevant costs, logistics, staffing and staff schedules, and risk assessment for a production to be staged in two distinctly different performance venues/spaces ◆ Research into lighting requirements which culminates in a detailed cost plan, hire list, staffing and staff schedules and risk assessment for a production to be staged in two distinctly different performance venues/spaces ◆ Research into sound requirements which culminates in a detailed cost plan, hire list, staffing and staff schedules and risk assessment for a production to be staged in two distinctly different performance venues/spaces

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Project stage	Minimum Evidence Requirements
Stage 2 — Developing (continued)	<ul style="list-style-type: none"> ◆ Research into set requirements which culminates in a detailed cost plan, hire list, staffing and staff schedules and risk assessment for a production to be staged in two distinctly different performance venues/spaces <p>(The two different performance venues should be substantially different in design, for example, in the round, proscenium arch, raked stage space etc).</p> <p>Record of the processes</p> <ul style="list-style-type: none"> ◆ A summary logbook detailing the processes undertaken during the development stage <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>
Stage 3 — Evaluating 20%	<p><i>Evaluation presentation which must:</i></p> <ul style="list-style-type: none"> ◆ review the submissions from each prior stage ◆ make reference to Knowledge and/or Skills that have been utilised ◆ summarise any potential issues and how they could be 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 <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

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Support notes

Candidates will produce a portfolio of professional paperwork and planning that 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 synthesize knowledge and skills acquired throughout the HND Technical Theatre, employing skills developed across the mandatory Units of the Group Award.

Centers 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 production, and any information they have gathered. The candidate should compile and prepare a planning presentation that requires the candidate to present his/her findings (along with documentation) and answers questions from assessor(s) that arise during this process.

Stage 1 evidence will include:

- ◆ a feasibility study of all requirements concerning both venues
- ◆ an initial proposal document of how the challenges will be met

The documentation should be professionally produced as though applying for a contract. The documentation will then be discussed at the first mentoring session. The candidate will be able to ask any questions at this mentoring session to help them move on to the development stage, if they are successful at Stage 1 planning.

Stage 2 — Development

The candidate should supply 5 portfolio documents that contain the following:

Document 1 — Stage Management for each venue

- ◆ Cost spread sheet

Document 2 — Lighting issues for each venue

- ◆ Cost spread sheet

Document 3 — Sound issues for each venue

- ◆ Cost spread sheet

Document 4 — Set issues for each venue

- ◆ Cost spread sheet

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

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Document 5 — Additional Information

- ◆ Staffing and staff schedules
- ◆ Risk assessment
- ◆ Additional information
- ◆ Logistics planning

Each candidate will also submit all of their research and notes in a portfolio that helped them to achieve the final documentation.

Stage 3 — Evaluation

The candidate should submit a final de-brief document concerning all the relevant issues of the project. This professional documentation will include the following categories:

- ◆ Review the submissions from each prior stage
- ◆ Make reference to Knowledge and/or Skills that have been utilised
- ◆ Summarise any potential issues and how they will be 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 will discuss their de-brief document with the tutor. In this discussion the chance will be given for the candidate to explain and further enhance their experiences over the duration of the Graded Unit.

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.

Three formal mentoring sessions should be offered to the candidate during the project. The first should take place prior to starting the project. The candidate will be given the detailed design sheets and technical specifications where necessary.

The second mentoring session should be given 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 any additional materials to be provided to the candidate for Stage 2.

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The third mentoring session should 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.

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, will 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.

Opportunities for developing Core Skills

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

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 touring production being a complex piece of work involving consideration of a number of variables relating to the technical plans, the chosen venue, equipment, timescales etc.

Critical Thinking and Planning and Organizing may be developed by such stages as candidates' researching technical specifications of venues and relating these to the plans and overview, considering stage management/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 final interview. At the interview 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.

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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 professional documentation and with oral discussions during mentoring sessions and the evaluation stage.

Information and Communication 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.

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 1, 2 and 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.

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

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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.

History of changes to Unit

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

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General information for candidates

Graded Unit title: Technical Theatre and Production Arts: Graded Unit 2

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

- ◆ Develop strong communication and team working skills
- ◆ Enable the practice of professional conduct within the general context of the course and with reference to best practice within the industry
- ◆ Develop a knowledge and understanding of the scope of production skills within theatre and allied creative industries.
- ◆ Develop a growing familiarity and competence in the application of essential/routine skills, techniques and materials
- ◆ Develop skills for the gathering, critical analysis and presentation of information, ideas, concepts and data incorporating appropriate IT skills
- ◆ Develop the ability to reflectively analyse their own practice.

You are required to produce a portfolio of professional paperwork and a planning strategy for stage management, lighting, sound and set which are aimed at taking a one act production to two contrasting theatre spaces (a small tour).

The work necessary to complete this Practical Assignment will demonstrate creativity and self-motivation and synthesise knowledge and skills acquired throughout the HND Technical Theatre, employing skills developed across the mandatory Units of the Group Award.

You will be given the following information:

- ◆ Theatre 1 Venue Name
- ◆ Theatre 2 Venue Name
- ◆ A brief that includes, lighting plans, sound plans, set plans and script.

You will provide evidence of initial planning for the production, and any information you have gathered. You should compile and prepare a planning presentation where you present your findings (along with documentation). You will be asked questions from the assessors(s) that arise during this process.

Stage 1 evidence will include:

- ◆ A feasibility study of all requirements concerning both venues
- ◆ An initial proposal document of how the challenges will be met.

After your planning stage you will receive a mentoring session where you will be given advice on how to proceed to Stage 2.

For Stage 2 you will provide 5 portfolio documents that contain the following. Each document should be professionally bound and presented:

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Document 1 — Stage Management for each venue

- ◆ Cost spread sheet

Document 2 — Lighting issues for each venue

- ◆ Cost spread sheet

Document 3 — Sound issues for each venue

- ◆ Cost spread sheet

Document 4 — Set issues for each venue

- ◆ Cost spread sheet

Document 5 — Additional Information

- ◆ Staffing and staff schedules
- ◆ Risk assessment
- ◆ Additional information
- ◆ Logistics planning

You will also submit all of your research and notes in a portfolio and receive a mentoring session to discuss your project and the next stage.

For Stage 3 you will submit a final de-brief document concerning all the relevant issues of the project. This professional documentation will include the following categories:

- ◆ Review the submissions from each prior stage
- ◆ Make reference to Knowledge and/or Skills that have been utilised
- ◆ Summarise any potential issues and how they were be 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.

You will discuss your de-brief document with the tutor in one final mentoring session. In this discussion you will be given the chance to explain and further enhance your experiences over the duration of the Graded Unit.

This practical assignment will allow you to research technical production techniques for the problems of stage management, lighting, sound and set for two contrasting theatre spaces. The professional nature of the documentation will allow you to use the finished products as evidence for job interviews or higher education interviews. 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.