Higher National Unit specification

General information

Unit title: Theatrical Professional Practice (SCQF level 8)

Unit code: HD7K 35

Superclass: LE

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Unit purpose

This Unit is designed to enable learners to develop the knowledge and skills required to operate effectively as a professional production practitioner. It develops knowledge of professional bodies, areas for employment, representation and the legal requirements relating to production staff.

Outcomes

On successful completion of the Unit the learner will be able to:

1 Research the main professional bodies that represent production staff.
2 Undertake work placement or internship.
3 Prepare for a variety of potential progression opportunities.

Credit points and level

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

Recommended entry to the Unit

Access will be at the discretion of the centre and the following recommendations are for guidance only. Where a learner has achieved the course entry criteria for HNC/HND Costume for Stage and Screen, they will have shown sufficient knowledge and skills for access to this Unit.

For this Unit, although it is not necessary for learners to have had previous experience as professional production staff, sufficient knowledge of the industry would be beneficial in the understanding of employment related organisations.

Higher National Unit Specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This 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 Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Research the main professional bodies that represent production staff.

Knowledge and/or Skills

- Professional bodies services and benefits
- Rules and regulations governing the wearing of costumes and components
- Tax systems
- Production systems

Outcome 2

Undertake work placement or internship

Knowledge and/or Skills

- Working hours
- Roles and responsibilities
- Health and safety responsibilities for employer and employee
- Collaboration between departments

Outcome 3

Prepare for a variety of potential progression opportunities

Knowledge and/or Skills

- Looking for work
- Applying for work
- Degree courses
- Realistic entry levels into profession
- Curriculum Vitae (CV)
- Personal Statements
- CPD

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

Outcome 1

Carry out research and describe two of the following main Unions/Professional Bodies which represent theatre production staff in the Creative Industries, including the services they provide and the benefits of membership.

- Equity
- TMA (Theatre Managers Association)
- ITC (Independent Theatre Council)
- Broadcasting Entertainment Cinematograph and Theatre Union (BECTU)
- Costume Society Scotland
- Association of British Theatre Technicians (ABTT)
- Society of British Theatre Designers (SBTD)

- Explain the differences between PAYE and tax assessed for freelance work.

- Identify variable theatrical systems within the industry.

Outcome 2

Learners will need to undertake a work placement or internship and provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- identify roles and responsibilities of personnel involved in live theatrical production.
- describe the Working Time Directive and legal guidelines.
- describe the health and safety responsibilities of both employers and employees.
- observe and record collaboration between departments.
- evaluate the work experience highlighting areas that went well and areas for improvement in terms of personal performance.

Outcome 3

- prepare for a variety of potential progression opportunities by researching websites and periodicals relevant to the industry. This must include investigations into the subject focus of higher education degree courses.
- submit a formal letter of application to a current vacancy or degree course.
- produce and tailor a CV to suit a relevant position or training.
- prepare a personal statement for employment or UCAS.
- carry out a personal SWOT analysis describing opportunities for future training and self-development.

Higher National Unit Support Notes

Unit title: Theatrical Professional Practice (SCQF level 8)

Unit Support Notes are offered as guidance and are not mandatory.

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

Guidance on the content and context for this Unit

This Unit is designed to enable learners to develop the knowledge and skills required to operate effectively as a professional production practitioner. It provides knowledge of professional bodies, areas for employment, representation and the legal requirements relating to production staff.

In Outcome 1 the learners will be introduced to the main professional bodies and two unions that represent production staff. They will gain an overview of those bodies and unions in order to identify which will best represent them in their first professional post and/or chosen discipline.

Tutors should ensure that learners are aware of the rules and regulations regarding the production and wearing of costume and components for production staff and performers.

In Outcome 2 the learners will become aware of working conditions, roles and responsibilities, self-assessment and team work while on a professional work placement. They should be made aware of what is expected of them in terms of conduct, commitment and hours of work within the different disciplines. They will also become familiar with the health and safety responsibilities of both the employee and employer.

In Outcome 3 the learners are required to learn about the variety of potential employment and educational opportunities that exist in the market place. They will be guided through the process of identifying suitable jobs, what level to enter the profession, and how to apply for those available posts and places. Emphasis will be placed on the importance of the layout and presentation of their CV, statement and cover letter. They should also gain underpinning knowledge of self-management and appropriate methods of seeking employment or further training including research of paid internships, and funding available. They will also and learn about opportunities for continuing professional development.

Learners should be encouraged to consider higher education and employment opportunities by applying for work in *two* of the areas listed below:

- Commercial theatre
- Repertory theatre
- Community theatre
- University degree course
- Television/film
- Costume Hire provider

Higher National Unit Support Notes (cont)

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Guidance on approaches to delivery of this Unit

This Unit will be delivered by lecturers and also by visiting specialists and union representatives where possible. Ideally it should be delivered at the start of the academic year so that knowledge gained and personal documentation has been assessed prior to the learner applying for courses at a higher level and for employment.

This Unit is part of the HND Costume for Stage and Screen and is primarily designed to provide learners with professional knowledge and skills related to working as production staff. It is expected that those who have successfully completed the award will progress into the industry as a wardrobe assistant or dresser.

Delivery of this Unit at the beginning of the course will allow for the planning and scheduling of a work placement which may lead to the learner making decisions about future progression or specialised training.

Wherever possible, links and case studies used for examples should be drawn from real situations, which learners will understand and learn from.

It is recommended that tutors carry out mock interviews with learners to prepare them for the work placement and future employment interviews.

Assessment will be by means of three instruments of assessment, which will be undertaken periodically throughout the Unit. Outcomes could be in the form of an extended response question paper for Outcome 1, a written or oral report and work placement log book for Outcome 2 and a portfolio of evidence including CV, Personal Statement, etc for Outcome 3.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Outcome 1

This Outcome could be assessed by a series of extended response questions designed to establish the learner's understanding of the Professional Bodies listed above. The assessment for this Outcome could be combined with that for Outcome 2.

Outcome 2

This Outcome could be assessed in part by submission of a work placement log and report. Supplementary crib sheets and guidance documents could be compiled in a folder of evidence. The assessment for this Outcome could be combined with that of Outcome 1.

Outcome 3

This Outcome could be assessed by means of a series of extended response questions in a portfolio of evidence including 2 x CVs, personal statements and cover letters relating to each chosen area of application.

Higher National Unit Support Notes (cont)

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Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Higher National Unit Support Notes (cont)

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Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at **www.sqa.org.uk/e-assessment**.

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of *Problem Solving*, *Communication* and *ICT* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

The delivery and assessment of this Unit may offer opportunities to develop the components Critical Thinking, Planning and Organising and Reviewing and Evaluating of the Core Skill of *Problem Solving* at SCQF level 5. The general skill required is the ability to identify potential employment opportunities and how to be successful in the job market. Specific skills required at SCQF level 5 include identifying the factors involved in the situation, assessing their relevance, and developing and justifying an approach to deal with the situation.

The delivery and assessment of this Unit may contribute towards the component Written Communication of the Core Skill of *Communication* at SCQF level 5, particularly in the preparation of CV, cover letter and evaluation report. The general skills of the component are 'read, understand and evaluate written communication' for its reading element and 'produce well-structured written communication' for its written element.

The delivery and assessment of this Unit may contribute towards the component Oral Communication of the Core Skill of *Communication* at SCQF level 5, particularly in mock interviews. Any preparation towards producing a report within the folio of evidence, such as reading and research will facilitate development of the component's reading element, as learners will need to examine a variety of information.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Theatrical Professional Practice (SCQF level 8)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is part of the HND Costume for Stage and Screen and is designed to enable you to develop the knowledge and skills required to operate effectively as a professional production practitioner.

It provides knowledge of professional bodies, areas for employment, Higher Education courses, representation and the legal requirements relating to wardrobe staff.

On completion of the Unit you should be able to:

- evaluate a variety of potential employment and development opportunities.
- describe employment roles and responsibilities and performance systems in theatre production.
- describe the main professional bodies that represent production staff and learn about taxation.
- undertake a work placement.
- produce a range of formal documents which are required as evidence of your knowledge and skills. This will include CVs, personal statements and covering letters which will be beneficial in when applying for jobs or higher education courses.