Higher National and Graded Unit

National Units

Qualification Verification Summary Report 2017
DRAMA and THEATRE ARTS

Introduction

This report relates to the findings of external verification activity within the Verification Group – Drama and Theatre Arts. Specific units verified are listed below. Overall, the criteria were generally successfully met. However, there were some issues in relation to the robustness and implementation of internal verification and, in addition, the use of non-valid instruments of assessment. Centres are advised to make use of SQA's Prior Verification service.

DG4T 34	Acting and Performance: Graded Unit 1
DG4V 35	Acting and Performance: Graded Unit 2
DP9P 34	Musical Theatre: Graded Unit 1
FA09 35	Technical Theatre and Production Arts: Graded Unit 2
F3NN 34	Technical Theatre: Graded Unit 1
F389 34	Stage Management
DP8T 34	Performance 1: Developing Skills for Musical Theatre
DP8V 35	Performance 2: Applying Skills for Musical Theatre
H4SJ 34	Acting 1: Developing Skills
H1KV 35	Acting 2: Applying Skills in Performance
H1KY 34	Vocal Techniques for Musical Theatre 1
H90E 35	Vocal Techniques for Musical Theatre 2
DG3M 34	Acting for Camera
DG3R 34	Acting for Radio
DG47 34	Production 1: Developing Skills
DG48 35	Production 2: Applying Skills in Performance
H1KX 35	Voice 2: Applying Skills in Performance
F691 12	Theatre History: An Introduction to Theory and Practice
F692 12	Acting Styles in Practitioners
F5L5 12	Technical Theatre in Context
F697 12	Theatrical Design
H1TF 11	Sound Production: Recording and Editing
F5LF 12	Drama: Voice Skills
F5KY 12	Drama: Acting Skills
F5L1 12	Drama: Movement Skills
F5LB 12	Drama: Theatre Skills in Performance
F5LA 12	Theatre Performance
D658 12	Preparation for Audition

Category 2: Resources

Criterion 2.1: Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.

(This criterion should be completed for regulated qualifications only.)

Criterion 2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.

Almost all centres had evidence of initial and ongoing reviews of assessment environments, equipment; and reference, learning and assessment materials. Master folders were in place for all units. Documented minutes contained evidence of ongoing reviews (and actions therein) along with student surveys. However, more than a few centres had little or no evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.

Category 3: Candidate support

Criterion 3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.

All centres matched candidates' development needs and prior achievements through interview and audition processes. Development needs were identified at an early stage and ongoing development needs were identified throughout practical and written exercises. Within Graded Units, candidates' ongoing development needs are identified by all centres through mentoring sessions.

Criterion 3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.

All centres offered candidates regular one-to-one meetings with their assessor to review their progress and revise their assessment plans accordingly. Spontaneous feedback was also given on an ongoing basis due to the large amount of practical activity involved in the awards. For Graded Units feedback was incorporated through mentoring sessions.

Category 4: Internal assessment and verification

Criterion 4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.

Documented evidence was available in most centres that the internal verification process was effectively being implemented for pre-delivery and ongoing verification. However, in the case of more than a few centres, a more rigorous implementation of their internal verification procedures is required.

Criterion 4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.

Most centres demonstrated the effective selection and use of assessment methods/instruments of assessment ensuring validity, reliability, equitability and fairness. Most centres had evidence of a pre-delivery internal verification process being implemented which ensured the suitability of the assessment methods/instruments. The pre-delivery internal verification process was also applied where SQA assessment exemplars were in use. However, more than a few centres had issues with non-valid instruments of assessment.

Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.

All centres had processes and procedures in place for ensuring that the candidate's own work was generated under SQA required conditions. All centres employed a signed disclaimer by the candidate relating to plagiarism. In addition, some centres used Turnitin for candidates' written work.

Criterion 4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.

Many centres made accurate and consistent judgments of candidates' work against SQA requirements. Some centres demonstrated a tendency to provide little or no assessor commentary on how assessment judgements had been made. There were a few centres which had no video evidence of practical work available and/or checklists completed.

Criterion 4.7: Candidate evidence must be retained in line with SQA requirements.

All centres retained evidence in line with SQA requirements. All centres provided the requested candidate evidence and this was password protected where appropriate. There were a few centres which had, initially, no video evidence available of practical work but this was related to technical issues.

Criterion 4.9: Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.

All centres demonstrated effective dissemination of feedback from qualification verifiers. This was evidenced through minutes of standardisation/team/course committee meetings.