



**Arrangements for:
National Certificate in Technical
Theatre
at SCQF level 6**

Group Award Code: G98C 46

Validation date: February 2009

Date of original publication: April 2009

Version: 4 (December 2017)

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
4	Revision of Unit: Digital Media: Video Acquisition (F1JW 10) has been revised by Digital Media: Moving Images (HW4Y 44) and will finish on 31/07/2020. Revision of Unit: Digital Media: Video Editing (F1KV 11) has been revised by Digital Media: Moving Images (HW4Y 45) and will finish on 31/07/2020.	December 2017
3	Revision of Unit: D36H 12 Work Experience <i>has been revised by</i> HF88 46 Work Placement <i>and will finish on</i> 31/07/2017.	July 2016
2	New Optional Unit added to framework – Intellectual Property (FT2D 12)	August 2011

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1 Introduction

This is the Arrangements Document for the new National Certificate in Technical Theatre 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 Technical Theatre 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 Technical Theatre 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 plays 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 2007 ¹.

‘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 Theatre 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/ Technical Theatre provision 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 2004/05 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/Theatre 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 skills and knowledge and the application of these in key areas such as stage management, sound, lighting workshop skills and technical theatre in context.

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 finalised NOS for Technical Theatre 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 Technical Theatre, it is hoped that this National Certificate will influence how the NOS for Technical Theatre will be developed in the future. As part of SQA's review cycle of all qualifications, the National Certificate in Technical Theatre will be subject to review in the future when the award will be benchmarked against the National Occupational Standards for Technical Theatre.

3 Aims of the Group Award

3.1 Principal aims of the Group Award

The principal aims of the proposed National Certificate in Technical Theatre are outlined below to enable the learner to:

- ◆ develop knowledge and skills in stage management, lighting, sound and set construction
- ◆ integrate stage management, lighting, sound and set construction skills in context
- ◆ develop an understanding of relevant health and safety legislation
- ◆ work with tools and manual handling in line with health and safety requirements
- ◆ working with electricity in line with health and safety requirements
- ◆ work in technical theatre areas creatively and innovatively
- ◆ develop adaptability skills
- ◆ develop an understanding of theatre practice
- ◆ develop an ability to respond to direction

The National Certificate also aims to allow candidates to:

- ◆ develop communication and interpersonal skills
- ◆ develop candidates' team work skills
- ◆ develop self-presentation skills
- ◆ develop self-evaluative skills, enabling professional development
- ◆ develop analytical skills
- ◆ develop the ability and confidence to work independently
- ◆ develop professional attitudes
- ◆ prepare for employment in the industry
- ◆ develop as technicians to meet the needs of the labour market
- ◆ enhance employment prospects and/or facilitate progression to Further and Higher Education
- ◆ enable progression within the SCQF
- ◆ to develop aspects of Core Skills

3.2 General aims of the Group Award

The general aims of the National Certificate in Technical Theatre at SCQF level 6 are to provide a robust award of practical and related theoretical content which meets the needs of candidates and centres and provides a variety of identified progression pathways:

- ◆ 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 Technical Theatre 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 Drama and Theatre industry may articulate with HN Technical Theatre or other Drama/Technical Theatre related programmes. However, it is recognised that successful candidates could possibly find employment in the following areas:

- ◆ Theatre technician
- ◆ Stage Management
- ◆ Theatre Design

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 technical theatre 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. Some may, 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 National Certificate in Technical Theatre comprises:

- ◆ an 8 credit mandatory section comprising of 6 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).

Mandatory Units

Code	Mandatory Units (8 credits)	SCQF level	Credit value	SCQF points
F5L5 12	Technical Theatre in Context	6	1	6
F693 12	Theatre Stage Lighting Operations	6	1	6
F694 12	Theatre Stage Sound Operations	6	1	6
F5L6 12	Technical Theatre Production Operations	6	1	6
F5LC 12	Theatre Stage Management Operations	6	2	12
F5L7 12	Technical Theatre Workshop Skills	6	2	12

Optional Units

And any 4 credits from the following list of optional Units.

Code	Optional Units (4 credits)	SCQF level	Credit value	SCQF points
F695 12	Theatre Stage Management in Practice	6	1	6
F696 12	Multimedia Production for Theatre	6	1	6
F5L2 12	Drama: Providing Theatre Wardrobe Services	6	1	6
F5LD 12	Theatrical Make-up **	6	1	6
F5LE 12	Theatrical Prop Making	6	1	6
F697 12	Theatrical Design	6	1	6
F58F 12	Creative Project	6	1	6
F698 12	Theatre Stage Set Construction	6	1	6
F699 12	Theatre Stage Model Set Construction	6	1	6
F5TG 12	Performing Arts Industry: An Introduction **	6	1	6
F5L4 12	Professional Theatre in Context **	6	1	6
HW4Y 44	Digital Media: Moving Images*	4	1	6
HW4Y 45	Digital Media: Moving Images*	5	1	6
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
F3GF 12	Numeracy	6	1	6
F19M 12	First Aid	6	1	6
HF88 46	Work Placement**	6	1	6
FT2D 12	Intellectual Property**	6	1	6

*Please refer to History of Changes for unit revision information

**Units are shared with the National Certificate in Acting and Theatre Performance (SCQF level 6).

5.2 Mapping information

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

Mandatory Units						
Aims	Technical Theatre in Context	Theatre Stage Lighting Operations	Theatre Stage Sound Operations	Technical Theatre Production Operations	Theatre Stage Management Operations	Technical Theatre Workshop Skills
Develop knowledge and skills in stage management, lighting, sound and set construction	X	X	X	X	X	X
Integrate stage management, lighting, sound and set construction skills in context	X	X	X	X	X	X
Develop an understanding of relevant health and safety legislation	X	X	X	X	X	X
Work with tools and manual handling in line with health and safety requirements		X	X	X	X	X
Working with electricity in line with health and safety requirements		X	X	X	X	X
Work in technical theatre areas creatively and innovatively	X	X	X	X	X	X

Mandatory Units						
Aims	Technical Theatre in Context	Theatre Stage Lighting Operations	Theatre Stage Sound Operations	Technical Theatre Production Operations	Theatre Stage Management Operations	Technical Theatre Workshop Skills
Develop adaptability skills	X	X	X	X	X	X
Develop an understanding of theatre practice	X	X	X	X	X	X
Develop an ability to respond to direction		X	X	X		X

5.3 Core Skills

Entry and exit levels of Core Skills for the National Certificate in Technical 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	Technical Theatre Production Operations (SCQF level 6) Technical Theatre Workshop Skills (SCQF level 6) Technical Theatre in Context (SCQF level 6) Theatre Stage Management Operations (SCQF level 6) Theatre Stage Sound Operations (SCQF level 6) Theatre Stage Lighting Operations (SCQF level 6)
Problem Solving	Technical Theatre Workshop Skills (SCQF level 6) Technical Theatre in Context (SCQF level 6) Theatre Stage Sound Operations (SCQF level 6) Theatre Stage Lighting Operations (SCQF level 6)
Working with Others	Technical Theatre Production Operations (SCQF level 6) Theatre Stage Management Operations (SCQF level 6) Theatre Stage Sound Operations (SCQF level 6) Theatre Stage Lighting Operations (SCQF level 6)

5.4 Articulation, professional recognition and credit transfer

The National Certificate in Technical Theatre 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, there is no barrier within the framework to candidates undertaking the award on a part-time basis.

The award structure and Unit content has been 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, eg: there is the opportunity particularly in the technical skills of Theatre Sound and Theatre Lighting which could be integrated in a Creative Project. The logistics of this will depend on the programme in individual centres.

The assessment strategy for the proposed awards 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 I 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, raising the credibility of the new certification.

Assessment Support Packs (ASPs) will be made available for mandatory Units and 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 should 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 technical equipment and resources, including ICT.

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

Stage Management route

Mandatory Units (8 credits)	SCQF level	Credits
Technical Theatre in Context	6	1
Theatre Stage Lighting Operations	6	1
Theatre Stage Sound Operations	6	1
Technical Theatre Production Operations	6	1
Theatre Stage Management Operations	6	2
Technical Theatre Workshop Skills	6	2
Optional Units (4 credits)		
Professional Theatre in Context	6	1
Performing Arts Industry: An Introduction	6	1
Theatrical Prop Making	6	1
Theatre Stage Management in Practice	6	1

Lighting/Sound Technician route

Mandatory Units (8 credits)	SCQF level	Credits
Technical Theatre in Context	6	1
Theatre Stage Lighting Operations	6	1
Theatre Stage Sound Operations	6	1
Technical Theatre Production Operations	6	1
Theatre Stage Management Operations	6	2
Technical Theatre Workshop Skills	6	2
Optional Units (4 credits)		
Professional Theatre in Context	6	1
Performing Arts Industry: An Introduction	6	1
Multimedia Production for Theatre	6	1
Creative Project	6	1

Subject specialisms

The framework has been deliberately kept broad so that within the two possible 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 Group Award 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* (www.sqa.org.uk).

8 General information for candidates

The National Certificate Technical Theatre 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 you are an adult returner.

The National Certificate in Technical Theatre contains 6 mandatory Units. 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 Technical Theatre is designed to develop: communication; interpersonal; self presentation; self evaluative analytical skills; ability to work independently; confidence and professional attitudes. 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 Technical Theatre, however; it would be beneficial if you had some previous experience of a drama or 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 Core Skill Unit: This is a 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
Theatre Stage Management Operations	6	2	✓	1 Identify and describe roles and responsibilities of stage management	Written and/or oral evidence.	Closed book
				2 Complete and organise rehearsal and performance documentation	Written and/or oral evidence.	Portfolio of technical requirements
				3 Demonstrate operation of prompt corner	Performance evidence under supervised conditions.	Practical assignment
Technical Theatre Workshop Skills	6	2	✓	1 Demonstrate knowledge and understanding of construction materials and their suitability	Written and/or oral evidence.	Closed book.
				2 Develop practical skills and use of tools.	Performance evidence under supervised conditions.	Practical assignment
				3 Interpret a given design drawing and produce a scenic element.	Product evidence	Practical assignment
				4 Design and construct a scale model set from a text extract and specify suitable materials for full scale construction.	Product evidence and written and/or oral evidence under supervised conditions.	Practical assignment

Mandatory Units (8 credits)	SCQF level	No. Credits	New Unit	Outcomes	Assessment Evidence	Comments
Technical Theatre Production Operations	6	1	✓	1 Carry out a given production role as part of a team.	Written and/or oral evidence and performance evidence under supervised conditions.	Practical assignment
				2 Evaluate own role within the production.	Written and/or oral evidence.	Open book
Technical Theatre in Context	6	1	✓	1 Demonstrate knowledge and understanding of theatre roles, terminology and practices within the production process.	Written and/or oral evidence.	Closed book
				2 Investigate a range of performance spaces.	Written and/or oral evidence.	Closed book
				3 Identify technical aspects required within a textual extract.	Product evidence	Portfolio of the technical requirements
				4 Identify and describe the technical aspects of a live production.	Written and/or oral evidence.	Open book

Mandatory Units (8 credits)	SCQF level	No. Credits	New Unit	Outcomes	Assessment Evidence	Comments
Theatre Stage Lighting Operations	6	1	✓	1 Demonstrate knowledge and understanding of theatre lighting 2 Prepare and set up lighting equipment according to a given plan 3 Plot lighting states and run lighting cues	Written and/or oral evidence. Performance evidence under supervised conditions Performance evidence under supervised conditions	Closed book Practical assignment Practical assignment
Theatre Stage Sound Operations	6	1	✓	1 Demonstrate knowledge and understanding of theatre sound 2 Prepare and set up theatre sound equipment and effects according to a given plan 3 Plot and run sound cues	Written and/or oral evidence. Performance evidence under supervised conditions Performance evidence under supervised conditions	Closed book Practical assignment Practical assignment