



Group Award Specification for:

HNC Professional Dance Performance

Group Award Code: GH05 15

HND Professional Dance Performance

Group Award Code: GH06 16

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Contents

1	Introduction	1
2	Qualification structure.....	3
2.1	Structure.....	3
3	Aims of the qualification.....	7
3.1	General aims of the qualification.....	7
3.2	Specific aims of the qualification	7
3.3	Graded Units	8
4	Recommended entry to the qualification.....	9
4.1	Core Skills entry profile.....	10
5	National Occupational Standards	11
5.1	Mapping of qualification aims to Units.....	11
5.2	Mapping of Core Skills development opportunities across the qualification.....	13
5.3	Assessment Strategy for the qualification	15
6	Guidance on approaches to delivery and assessment.....	19
6.1	Sequencing/integration of Units	20
6.2	Recognition of Prior Learning.....	20
6.2.1	Articulation and/or progression.....	21
6.2.2	Professional recognition	21
6.2.3	Credit transfer	22
6.3	Opportunities for e-assessment	23
6.4	Support materials.....	23
6.5	Resource requirements.....	23
7	General information for centres	23
8	Glossary of terms	24
9	General information for learners	27

1 Introduction

This document **was** previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ inform course managers, teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

Background Information and Rationale

SQA has offered HNC/HND level qualifications in Professional Stage Dance since 1999 and the current HNC/HND Professional Stage Dance framework has been in existence since 2007. These qualifications were developed by a consortium of providers and after extensive consultation with the following groups: centres offering Dance provision; employers and industry bodies; higher education institutions; learners.

Uptake of the award has been consistent and has increased considerably in 2012–2013. Graduates of the HNC/HND have progressed onto further training and BA (Hons) top up degree programmes in Dance at a variety of HEIs in the UK. Graduates have also progressed directly to professional work through dance agencies or directly into employment in dance companies, cruise ships, cabarets, entertainment companies and the commercial dance industry including music videos and music artist tours. A number of learners progress onto professional employment as ensemble performers in musical theatre. However, due to the wider array of work that has become increasingly available over the previous decade in the stage dance industry, the number of learners progressing into this sector of dance has reduced. The auditions for the majority of work in the professional Dance sector focus solely on the replication of dance choreography and have no requirement for the preparation or performance of a song or monologue. This is increasingly different to previous years when there was a more musical theatre specific focus in dance work. Due to the developments in the sector it is now important that the stage dance qualification has a more specific dance focus.

Due to this, the original HN Professional Stage Dance framework has been revised to accommodate the wider variety of progression with a distinctly increased dance based focus than in the past. Also, due to the cross over with the HNC/HND in Musical Theatre, it has been identified by the Qualifications Development Team and SQA's External Verifiers that the Professional Stage Dance qualification requires more flexibility for the delivering institution to create a dance programme which can be diverse and tailored to the specific type of dancer that each institution aims to develop and train. Therefore the title of the qualification has been changed to HN Professional Dance Performance to reflect this evolution and current industry practice.

It has been clearly identified that singing and acting Units both assist and support some aspects of the Stage Dance work available. However, increasingly, this is no longer a requirement since many HEIs offer top up degree and training programmes in Dance, Commercial Dance and Jazz Dance where the singing and acting elements are not compulsory requirements at audition. This type of focused training is highly desirable given the increase in employment opportunities in the commercial dance sector; framework revisions reflect this but also allow flexibility for institutions to include acting and singing in their courses if desired and appropriate.

Current learners progress to specific top up courses such as the BA (Hons) in Dance at Edinburgh's College which has no requirement for acting and singing as this is solely a Dance based course. This also the case for the London Theatre School and the Liverpool Institute of Performing Arts (LIPA) which are also solely Commercial Dance based top up programmes.

Top up degrees have an equal focus on the creation of dance work as well as performance therefore it is important that learners have a clear understanding of the skills which underpin the choreography of dance work. To reflect this, the Unit *Dance: Choreographic Skills* has been added to the mandatory section of the framework. It is also important to highlight that many performers in the Dance profession will at some point be required to undertake roles such as Rehearsal Director, Dance Captain and/or Choreographer's Assistant. In these roles it is vital to understand the choreographic process and be able to identify aesthetics, staging, choreographic structures and the specific devices used by individual choreographers. Therefore this addition to the mandatory section of the framework will more adequately prepare dancers for the professional industry.

Title of Qualifications

The titles of the awards — HNC/HND Professional Dance Performance - have been chosen to reflect both the competencies of the Group Award as well as the sector. The mandatory Units of the HNC and HND provide learners with a secure grounding in the technical performance and creative skills required for entry into Professional Dance Performance programmes.

Target Groups

The target group for these awards is those interested in pursuing a career in Dance and who wish to develop the knowledge and the creative and technical skills required for the Dance industry. The awards are offered on a full-time or part-time basis and are aimed at school leavers, adult returners, self-employed, etc.

Prospective learners may also demonstrate eligibility for HNC/HND Professional Dance Performance by possessing any of the following:

- ◆ Relevant industry experience
- ◆ Evidence of appropriate practical skills at audition

Framework/Units

The new framework consists of mandatory technical dance Units in Ballet, Jazz and Commercial Dance which demonstrate the broad range and most relevant dance requirements for the current industry.

Tap dance has been moved to the optional section of the framework. This is because there are fewer opportunities for tap specific dance work within the industry and, with the exception of certain specialist companies, most of this occurs in the musical theatre arena.

Singing and acting Units have also been moved to the optional section of the framework as this is less of a requirement for a dance performer and more of a requirement for a musical theatre performer. It should be noted that the framework and Units of the HNC/HND in Musical Theatre have an increased and more general focus on dance for any institution wishing to train the 'triple threat' performer and, as such, some institutions may wish to offer this qualification instead of Professional Dance Performance. This means that each award now has a more specific identity and focus and will be more relevant to the two distinct spheres of training and industry.

The commercial dance Units have been revised to take into account the drivers of the current industry. This area constantly evolves and changes and these Units are now less prescriptive than previously, allowing tutors to deliver them taking into account changing trends in dance.

The changes within the Professional Dance Performance framework will allow a greater degree of flexibility by reducing the mandatory provision from 11 credits at HNC to 10 credits and 28 credits at HND to 21. Therefore any provider, who is delivering the HND in Professional Dance Performance, has substantially more scope now in the optional section to allow the course to be individualised to that which is most appropriate for their centre and learners — given the plethora of dance genres and styles.

2 Qualification structure

2.1 Structure

HNC Professional Dance Performance

The HNC Professional Dance Performance is made up of 12 SQA Unit credits. It comprises 96 SCQF credit points of which 80 are at SCQF level 7 in the mandatory section, including the Graded Unit of 8 SCQF credit points at SCQF level 7.

For a learner to achieve the HNC Professional Dance Performance, they would require to attain all of the 10 mandatory credits (80 SCQF credit points) plus 2 optional credits (16 SCQF credit points).

Mandatory Units

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4RE	34	Dance: Classical Ballet Techniques 1	2	16	7
H4RL	34	Jazz Dance Techniques 1	2	16	7
H4RC	34	Dance Technique for Commercial Performance 1	2	16	7
F1NS	34	Dance: Choreographic Skills	1	8	7
F1LD	34	Dance: An Introduction to Performance and Production	1	8	7
F1LE	34	Dance: Anatomy and Injury Prevention for Dancers	1	8	7
H4T3	34	Professional Dance Performance: Graded Unit 1	1	8	7

Optional Units

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4RH	34	Tap Dance Techniques 1	2	16	7
DG4W	34	Singing Skills for the Actor 1	1	8	7
F1VA	34	Acting for Dancers	1	8	7
F1R3	34	Sound Editing for Choreography	1	8	7
F1M3	34	Dance History: An Introduction	1	8	7
F1M0	35	Dance Teaching Skills	1	8	8
F1LY	34	Theatre Gymnastics	1	8	7
H4RJ	34	Dance: Contemporary Dance Techniques 1	2	16	7
DP92	34	Theatrical Make-up	1	8	7
F1LF	34	Dance: Body Conditioning	2	16	7
F1VR	34	Dance: Choreography for Screen	1	8	7
F1LR	35	Dance: Pas de deux	1	8	8
H4T1	35	Audition and Portfolio for Dance	1	8	8
F1R4	35	Dance: Contextual Studies	1	8	8
F1LK	35	Theatre Gymnastics: Advanced	1	8	8
F1LG	35	Dance: Body Conditioning: Advanced	2	16	8
H7V4	34	*Preparing to Start a Business	1	8	7
DE3R	34	Personal Development Planning	1	8	7
HJ4W	34	Work Placement*	1	8	7

*Refer to History of Changes for revision changes.

HND Professional Dance Performance

The HND Professional Dance Performance is made up of 30 SQA Unit credits. It comprises 240 SCQF credit points of which 88 are at SCQF level 8 in the mandatory section, including the Graded Unit of 16 SCQF credit points at SCQF level 8.

For a learner to achieve the HND Professional Dance Performance, they would require to attain all of the 21 mandatory credits (168 SCQF credit points) plus 9 optional credits (72 SCQF credit points).

Mandatory Units

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4RE	34	Dance: Classical Ballet Techniques 1	2	16	7
H4RL	34	Jazz Dance Techniques 1	2	16	7
H4RC	34	Dance Technique for Commercial Dance Performance 1	2	16	7
F1NS	34	Dance: Choreographic Skills	1	8	7
F1LD	34	Dance: An Introduction to Performance and Production	1	8	7
F1LE	34	Dance: Anatomy and Injury Prevention for Dancers	1	8	7
H4T3	34	Professional Dance Performance: Graded Unit 1	1	8	7
H4T2	35	Dance: Classical Ballet Techniques 2	2	16	8
H4RM	35	Jazz Dance Techniques 2	2	16	8
H4RD	35	Dance Technique for Commercial Performance 2	2	16	8
F1NW	35	Dance: Advanced Performance and Production	1	8	8
H4T1	35	Audition and Portfolio for Dance	1	8	8
F1R4	35	Dance: Contextual Studies	1	8	8
H4T4	35	Professional Dance Performance: Graded Unit 2	2	16	8

Optional Units

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4RH	34	Tap Dance Techniques 1	2	16	7
DG4W	34	Singing Skills for the Actor 1	1	8	7
F1VA	34	Acting for Dancers 1	1	8	7
H4RJ	34	Dance: Contemporary Dance Techniques 1	2	16	7
H4RG	35	Tap Dance Techniques 2	2	16	8
H1L3	35	Singing Skills for the Actor 2	1	8	8
F1VB	35	Acting for Dancers: Advanced	1	8	8
H4RK	35	Dance: Contemporary Dance Techniques 2	2	16	8
F1R3	34	Sound Editing for Choreography	1	8	7
F1M3	34	Dance History: An Introduction	1	8	7
F1M0	35	Dance Teaching Skills	1	8	8
F1LY	34	Theatre Gymnastics	1	8	7
DP92	34	Theatrical Make-up	1	8	7
F1LF	34	Dance: Body Conditioning	2	16	7
F1VR	34	Dance: Choreography for Screen	1	8	7
F1LR	35	Dance: Pas de deux	1	8	8
F1LK	35	Theatre Gymnastics: Advanced	1	8	8
F1LG	35	Dance: Body Conditioning: Advanced	2	16	8
H7V4	34	*Preparing to Start a Business	1	8	7
DE3R	34	Personal Development Planning	1	8	7
HJ4W	34	Work Placement*	1	8	7

*Refer to History of Changes for revision changes.

3 Aims of the qualification

The Professional Dance Performance qualification has been designed to provide learners with the appropriate subject knowledge and practical technique to develop as a performer in the Dance Industry. The overall aim is for learners to develop dance technique, performance skills, choreographic skills for the Dance industry, self-discipline, professionalism, commitment, collaboration and creative thinking. The award structure and Unit content provides a coherent and progressive curriculum which creates and promotes effective articulation and transition into higher education or to industry employment.

3.1 General aims of the qualification

The general aims of both the HNC and HND are to:

- ◆ enable progression within the Scottish Credit and Qualifications Framework (SCQF)
- ◆ enhance employment prospects and/or facilitate progression to Higher Education
- ◆ develop learners' skills as dancers and performers
- ◆ develop communication and interpersonal skills
- ◆ develop skills in the creating of professional Dance choreography
- ◆ develop self-evaluative skills
- ◆ develop analytical skills
- ◆ develop the ability to work independently
- ◆ develop the confidence to perform to potential
- ◆ develop professional attitudes

3.2 Specific aims of the qualification

The specific aims of the HNC are:

- 1 to develop dance performance.
- 2 to develop the ability to integrate these skills in performance at intermediate level.
- 3 to develop the skill of working with music.
- 4 to develop innovative and creative approaches to work in rehearsal and performance.
- 5 to develop co-operative team working skills.
- 6 to develop adaptability.
- 7 to develop an understanding of dance practice.
- 8 to develop the ability to respond to direction.
- 9 to develop exploration and development of an awareness of the self.
- 10 to prepare learners to present themselves for audition.
- 11 to develop creativity within professional Dance performance.
- 12 to develop individual style and presentation of professional Dance performance.

HND Professional Dance Performance

Taking the depth and breadth of the HNC as a starting point, the specific aims of the HND are to:

- 1 develop advanced dance performance.
- 2 develop a thorough working knowledge of the processes involved in preparing for production and the ability to integrate advanced performance skills in production.
- 3 develop the skill of working confidently with music to a professional level.
- 4 develop co-operative team working skills.
- 5 develop innovative and creative approaches to work in rehearsal and performance.
- 6 develop adaptability.
- 7 develop the ability to respond to direction to a professional level.
- 8 develop exploration and development of a deeper awareness of the self.
- 9 prepare learners to audition for employment and places at higher education establishments.
- 10 provide learners with the knowledge and skills needed to promote themselves in the industry and to work as a freelance operator.
- 11 develop creativity in professional Dance performance.
- 12 develop individual style and presentation in professional Dance performance.

3.3 Graded Units

- ◆ HNCs should include one Graded Unit of 8 SCQF credit points at SCQF level 7
- ◆ HNDs should include one Graded Unit of 8 SCQF credit points at SCQF level 7, plus 16 SCQF credit points of Graded Unit(s) at SCQF level 8

Performance skills are developed across the vast majority of Units in the mandatory section of the HNC/HND Professional Dance Performance framework, a number of which include the requirement for formal and informal demonstration of skills in front of an assessor and/or appropriate audience. This helps to develop learners as performers and develops their awareness of how to improve self-presentation, as well as building confidence.

Choreographic skills are integrated into the various mandatory dance technique and performance and production Units. The choreographic skills Unit has also been placed in the mandatory section of the framework. This is to ensure that learners have a full and broad understanding of the different types of choreographic work and design available within the field, and the techniques required to enable them to implement this through the Graded Unit and improve their overall understanding of professional Dance performance.

Self-evaluative skills are developed through an integrated approach to evaluation. This includes the use of personal progress records/log books which are monitored and assessed and aim to provide learners with the skills and disciplines necessary to identify areas of strength and weakness in their performance, and opportunities to produce strategies and targets for development and improvement.

Type of Graded Units

Both Graded Units are Project Based Graded Units as they allow learners to demonstrate their achievement of the principal aims of the Group Award in a manner which is appropriate to the discipline. The choice of practical assignments involves learners in planning, carrying out and evaluating a practical performance. New revisions made to the Graded Units offer fuller integration of the mandatory Units of the framework.

Graded Unit 1

Graded Unit 1 maintains the audition brief with the project stage demonstrating the performance of one dance solo of two to three minutes in length, choreographed by the learner plus a group choreography for a minimum of two people, excluding the learner, which lasts three to five minutes in length.

Graded Unit 2

Graded Unit 2 maintains the audition brief with the project stage demonstrating the performance of two dance solos lasting two to three minutes in length, both choreographed by the learner.

Rationale for Graded Unit Assessments

The most common method of gaining employment as a dance performer is through audition and interview and this is also the case in articulation and progression to higher education.

As a dance performer it is important to be versatile, as it can require many different skills. In order to have the best possible chance of gaining employment, performers need competence in dance, performance, staging and choreographic knowledge and understanding of the aesthetics of entertainment dance and the effect of spectacle on the audience.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications which would be suitable preparation for this qualification has been provided as guidance only.

Potential learners may demonstrate suitability for entry to the HNC/HND qualifications by possessing any of the following:

- ◆ relevant Units from an appropriate SQA programme in Dance (SCQF level 6)
- ◆ Higher Dance Practice Course (C0ED 12)
- ◆ Higher Dance Course (SCQF level 6) — available from August 2014
- ◆ National Certificate(NC) in Dance (SCQF level 6) — available from August 2014
- ◆ Relevant industry experience
- ◆ Evidence of appropriate practical skills at audition

For entry onto first year HNC/HND, formal academic attainment will not in itself meet adequate course entry criteria. A more accurate prediction of overall learner attainment may be achieved through appraisal which may include an element of guidance. It is suggested that this would include a formal audition, in which learners could participate in a ballet class, a jazz class and a commercial dance class. It would be expected that the following attributes would be assessed at audition: posture/alignment, strength, stamina, flexibility, coordination, timing, musicality and the ability to pick up phrases and sequences. This enables an appropriately realistic assessment of suitability for the course. However, individual centres may wish to use alternative recruitment methods as appropriate to their institution and programme delivery.

If a learner is unable to attend the audition in person it is recommended that they provide audio/visual recording of their performance.

A pre-entry guidance interview may also be carried out. A structured, adaptive interview process would allow the prospective learner to form a realistic perception of the course and its demands in terms of work load, content and assessment methods.

4.1 Core Skills entry profile

The Core Skills entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

The recommended Core Skills entry profile for the awards is:

Core Skills — HNC

Core Skill	Recommended Entry level
Communication	SCQF level 5
Numeracy	SCQF level 4
Information and Communication Technology (ICT)	SCQF level 4
Problem Solving	SCQF level 4
Working with Others	SCQF level 4

Core Skills — HND

Core Skill	Recommended Entry level
Communication	SCQF level 5
Numeracy	SCQF level 4
Information and Communication Technology (ICT)	SCQF level 4
Problem Solving	SCQF level 5
Working with Others	SCQF level 5

5 National Occupational Standards

National Occupational Standards

The QDT recognised the importance of benchmarking any proposed development with appropriate National Occupational Standards (NOS). However, as there are currently no NOS for Dance this was not possible. As part of SQA's review cycle of all qualifications the National Progression Award in Dance will be subject to review in the future when the award will be benchmarked against the National Occupational Standards for Dance.

5.1 Mapping of qualification aims to Units

HNC Professional Dance Performance

The specific aims of the HNC are to:

- 1 develop dance performance.
- 2 develop the ability to integrate these skills in performance at intermediate level.
- 3 develop the skill of working with music.
- 4 develop innovative and creative approaches to work in rehearsal and performance.
- 5 develop co-operative team working skills.
- 6 develop adaptability.
- 7 develop an understanding of dance practice.
- 8 develop the ability to respond to direction.
- 9 develop exploration and development of an awareness of the self.
- 10 prepare learners to present themselves for audition.
- 11 develop creativity within professional Dance performance.
- 12 develop individual style and presentation of professional Dance performance.

The table below shows how each of the Units meets the specific aims of the HNC:

Aims												
Units	1	2	3	4	5	6	7	8	9	10	11	12
Dance: Classical Ballet Techniques 1	X	X	X	X		X	X	X	X	X		
Jazz Dance Techniques 1	X	X	X	X		X	X	X	X	X	X	X
Dance Technique for Commercial Performance 1	X	X	X	X		X	X	X	X	X	X	X
Dance: Choreographic Skills	X		X		X	X	X		X		X	X
Dance: An Introduction to Performance and Production	X	X	X	X	X	X	X	X	X	X	X	X
Dance: Anatomy and Injury Prevention for Dancers						X	X	X	X	X		
Professional Dance Performance: Graded Unit 1	X	X	X	X		X	X		X	X	X	X

HND Professional Dance Performance

Taking the depth and breadth of the HNC as a starting point, the specific aims of the HND are to:

- 1 develop advanced dance performance.
- 2 develop a thorough working knowledge of the processes involved in preparing for production and the ability to integrate advanced performance skills in production.
- 3 develop the skill of working confidently with music to a professional level.
- 4 develop co-operative team working skills.
- 5 develop innovative and creative approaches to work in rehearsal and performance.
- 6 develop adaptability.
- 7 develop the ability to respond to direction to a professional level.
- 8 develop exploration and development of a deeper awareness of the self.
- 9 prepare learners to audition for employment and places at Higher Education establishments.
- 10 provide learners with the knowledge and skills needed to promote themselves in the industry and to work as a freelance operator.
- 11 develop creativity in professional Dance performance.
- 12 develop individual style and presentation in professional Dance performance.

The table below shows how each of the Units meets the specific aims of the HND.

Aims												
Units	1	2	3	4	5	6	7	8	9	10	11	12
Dance: Classical Ballet Techniques 2	X	X	X		X	X	X	X	X	X		
Jazz Dance Techniques 2	X	X	X		X	X	X	X	X	X	X	X
Dance Technique for Commercial Performance 2	X	X	X	X	X	X	X	X	X	X	X	X
Dance: Advanced Performance and Production	X	X	X	X	X	X	X	X	X	X	X	X
Audition and Portfolio for Dance	X	X	X		X	X	X	X	X	X		
Dance: Contextual Studies						X	X			X		
Professional Dance Performance: Graded Unit 2	X	X	X	X	X	X		X	X	X	X	X

5.2 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Numeracy	Problem Solving	Working with Others	Communication	ICT
Mandatory Units						
H4RE 34	Dance: Classical Ballet Techniques 1		level 5 Signposted			
H4RL 34	Jazz Dance Techniques 1			level 4 Signposted	level 4 Signposted	
H4RC 34	Dance Techniques for Commercial Performance 1		level 5 Signposted	level 4 Signposted		
H4RD 35	Dance Techniques for Commercial Performance 2		level 6 Signposted	level 5 Signposted		
F1NS 34	Dance: Choreographic Skills		level 5 Signposted	level 5 Signposted	level 5 Signposted	
F1LD 34	Dance: An Introduction to Performance and Production		level 5 Signposted	level 5 Signposted	level 5 Signposted	
F1LE 34	Dance: Anatomy and Injury Prevention for Dancers		level 5 Signposted		level 5 Signposted	level 5 Signposted
H4T2 35	Dance: Classical Ballet Techniques 2		level 6 Signposted	level 5 Signposted	level 5 Signposted	
H4RM 35	Jazz Dance Techniques 2		level 5 Signposted	level 5 Signposted	level 5 Signposted	
H4T1 35	Audition and Portfolio for Dance		level 5 Signposted		level 5 Signposted	level 5 Signposted
F1R4 35	Dance: Contextual Studies			level 5 Signposted	level 6 Signposted	
F1NW 35	Dance: Advanced Performance and Production		level 6 Signposted	level 6 Signposted	level 6 Signposted	
H4T3 34	Professional Dance Performance: Graded Unit 1		level 5 Signposted		level 5 Signposted	level 5 Signposted
H4T4 35	Professional Dance Performance: Graded Unit 2		level 6 Signposted		level 6 Signposted	

Unit code	Unit title	Numeracy	Problem Solving	Working with Others	Communication	ICT
Optional Units						
H4RH 34	Tap Dance Techniques 1			level 4 Signposted	level 4 Signposted	
H4RG 35	Tap Dance Techniques: 2		level 5 Signposted	level 5 Signposted	level 5 Signposted	
H4RJ 34	Dance: Contemporary Dance Techniques 1		level 5 Signposted	level 5 Signposted	level 5 Signposted	
H4RK 35	Dance: Contemporary Dance Techniques 2		level 6 Signposted	level 6 Signposted		
F1VA 34	Acting for Dancers		level 6 Signposted	level 6 Signposted	level 5 Signposted	
DG4W 13	Singing Skills for the Actor 1					
F1VB 35	Acting for Dancers: Advanced		level 6 Signposted	level 6 Signposted	level 6 Signposted	
H1I3 35	Singing Skills for the Actor 2					
F1M0 35	Dance Teaching Skills		level 6 Signposted	level 6 Signposted	level 6 Signposted	
F1VR 34	Dance: Choreography for Screen		level 5 Signposted	level 4 Signposted	level 5 Signposted	level 5 Signposted
F1LR 35	Dance: Pas de deux		level 4 Signposted	level 5 Signposted	level 5 Signposted	
DP92 34	Theatrical Make-up					
F1M3 34	Dance History: An Introduction				level 5 Signposted	level 5 Signposted
F1R3 34	Sound Editing for Choreography		level 5 Signposted	level 5 Signposted		level 6 Signposted
F1LY 34	Theatre Gymnastics		level 4 Signposted	level 4 Signposted	level 4 Signposted	
F1LK 35	Theatre Gymnastics: Advanced		level 5 Signposted	level 6 Signposted	level 6 Signposted	
F1LF 34	Dance: Body Conditioning		level 6 Signposted		level 6 Signposted	
F1LG 35	Dance: Body Conditioning: Advanced		level 6 Signposted		level 6 Signposted	
DE3R 34	Personal Development Planning		level 6 Signposted		level 5 Signposted	level 4 Signposted
DK2K 34	Getting Started in Business	level 5 Signposted	level 6 Signposted		level 5 Signposted	level 5 Signposted
DV0M 34	Work Experience		level 6 Certificated			

5.3 Assessment Strategy for the qualification

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Dance: Classical Ballet Techniques 1	Performance of Classical Ballet Classwork demonstrating technical ability and control	Performance of Classical Ballet work in response to terminology	Performance of Classical Ballet work demonstrating musicality	Performance of a Classical Ballet dance piece	N/A
Jazz Dance Techniques 1	Performance of Jazz Dance Classwork	Performance of Jazz Dance sequences	Performance of a Jazz dance piece	N/A	N/A
Dance Technique for Commercial Performance 1	Performance of Commercial Dance Classwork	Demonstration of a clear understanding of rhythmic response for commercial dance through identification of three rhythms and replication of these	Performance of three Commercial Dance sequences with appropriate response to music and tempo	Performance of a self-choreographed Commercial dance sequence	Performance of a Commercial dance piece
Dance Technique for Commercial Performance 2	Performance of advanced Commercial Dance Classwork	Performance of three complex Commercial Dance sequences with appropriate response to music and tempo including improvisation	Performance of a Commercial dance piece	Choreograph a Commercial dance piece for a minimum of three dancers	N/A

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Dance: Choreographic Skills	Practical demonstration of choreographic devices	Practical demonstration of the use of choreographic structures	Presentation of self-choreographed dance piece Submission of reflective log of choreographic process and Unit learning	N/A	N/A
Dance: An Introduction to Performance and Production	Open-book log of rehearsal process including devising process, understanding of performance skills, working in a company environment with colleagues and choreographer. Performance of a new piece of dance work. Open-book evaluation of personal and group performance				N/A
Dance: Anatomy and Injury Prevention for Dancers	Closed-book assessment covering; skeletal system, muscular system, action of the muscles on the skeletal system	Closed-book assessment covering: ♦ Respiratory system ♦ Cardiovascular system ♦ Adaptations to exercise ♦ Aerobic respiration ♦ Anaerobic respiration	Closed-book assessment covering: ♦ Injury risks ♦ Clothing and equipment ♦ Principles and guidelines: warm up, cool down and contra-indicatory exercises ♦ Contra-indications to exercise	N/A	N/A

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Dance: Classical Ballet Techniques 2	Performance of Classical Ballet Classwork demonstrating advanced technical ability and control	Performance of Classical Ballet work in response to complex terminology	Performance of Classical Ballet work demonstrating musicality and interpretive sensitivity	Performance of a Classical Ballet dance piece with a well-developed sense of performance	N/A
Jazz Dance Techniques 2	Performance of advanced Jazz Dance Classwork	Performance of complex Jazz Dance sequences	Performance of a Jazz dance piece	N/A	N/A
Audition and Portfolio for Dance	Open-book presentation of CV Open-book presentation of evidence showing audition advertisements	Presentation of photographic portfolio specific to particular field of employment within professional Dance performance	Three minute show reel demonstrating technique and performance	Performance of a mock audition in a Stage Dance style	N/A
Dance: Contextual Studies	Presentation demonstrating knowledge and understanding of: ♦ Art forms ♦ Dance types ♦ Artistic dance context	Closed-book assessment covering Dance in relation to: ♦ Gender ♦ Race ♦ Sexuality ♦ Politics	Presentation of a critique of two professional dance performances	N/A	N/A

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Dance: Advanced Performance and Production	Open-book log of rehearsal process including devising process, understanding of performance skills, working in a company environment with colleagues and choreographer. Performance of a new piece of dance work. Open-book evaluation of personal and group performance				N/A

6 Guidance on approaches to delivery and assessment

Content and context

This award has a degree of flexibility, specifically in the HND framework due to the number of optional credits available, and should be delivered by centres as a full-time or part-time course of study.

Delivery and assessment

It is suggested that when considering delivery, award structure and selection of optional Units, centres should take account of:

- ◆ the individual learner
- ◆ prior learning
- ◆ expertise and specialism of those delivering the award
- ◆ resources
- ◆ timetabling
- ◆ duration of the programme of study
- ◆ requirements of the industry
- ◆ any specific progression route

This qualification could be delivered in colleges, private dance schools or performing arts centres on a part-time stand-alone basis, or full-time programme of study.

The delivery of the HNC/HND Professional Dance Performance allows for a variety of teaching and learning approaches:

- ◆ tutor or teacher-lead, working with groups or individuals
- ◆ practical dance classes
- ◆ performance based work
- ◆ company working
- ◆ individual tasks in the form of practice, technical and/or choreographic tasks promoting independent learning supported by evaluation of self and others
- ◆ self-supported study
- ◆ peer support
- ◆ peer and self-evaluation

The assessment strategy for the Professional Dance Performance award aims for a balanced approach to assessment as well as complementary and supplementary methods of assessment which reflect the nature of dance. The majority of assessment is practical based with assignments/tasks, where appropriate, to contextualise learning. However, contextual Units which support and underpin knowledge gained in practical class work may be delivered via lectures, seminars or on-line courses. For example this could contribute to the following Units: *Dance: Anatomy and Injury Prevention for Dancers* (F1LE 34) and *Dance: Contextual Studies* (F1NW 35). There is scope for individuality and creativity throughout this Group Award and evidence for the presentation of contextual assignments/tasks could be presented in any of the following formats: written, electronic, audio-visual or spoken; presentation, poster or display material - as long as the Evidence Requirements are met.

There is a range of potential opportunities to integrate assessment across Units. There are also opportunities for integration of assessment within Units and the Unit specifications give details of possible approaches. For example, the choreographic element of the Units *Dance Technique for Commercial Performance 1* and *Dance Technique for Commercial Performance 2* could potentially be cross-assessed with the Unit *Dance: Choreographic Skills*. Likewise, there is also potential for the classwork sections to be cross-assessed for the Units *Dance: Jazz Techniques 1* and *Dance: Jazz Techniques 2* and the Units *Dance Technique for Commercial Performance 1* and *Dance Technique for Commercial Performance 2* - should the warm up movement cover the required knowledge, understanding and Evidence Requirements from both Units. There is also scope for the performance elements of the production and performance Units to be cross assessed with the performance Outcome from one of the dance technique Units. This has the potential for greater flexible of delivery time but staff must ensure and be satisfied that learners are achieving all required Outcomes of the Units being assessed.

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.

A number of Units in the award will have an Assessment Support Pack (ASP) which provides sample assessment material including an instrument of assessment, specified briefs and checklists. Centres wishing to develop their own assessments should refer to the ASPs to ensure a comparable standard.

6.1 Sequencing/integration of Units

In both Group Awards, the aim is to provide a balance of awareness and understanding of the demands of the Professional Dance Performance profession and the role and application of dance technique, performance and choreographic skills.

Although centres can choose in which order to deliver the Units in the framework, it is essential that dance technique and choreographic skills are embarked upon before Graded Units are delivered. In all cases it is important that the mandatory Units are delivered before the Graded Units are assessed. However, some elements of the mandatory Units may be delivered concurrently with the Graded Units.

The assessment strategy adopted in both Group Awards encourages a holistic approach to assessment. The volume of assessment may be reduced by integrating assessment of Units (some examples are given above). There are opportunities to integrate assessment particularly in the performance elements of dance technique and choreography.

6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

On completion of the HNC/HND in Professional Dance Performance, the following are potential options for progression:

Top up degree programmes in Dance at an HEI, including:

- ◆ BA (Hons) Top-Up via Northumbria University Franchise delivered at Edinburgh's College and Scottish School of Contemporary Dance
- ◆ Liverpool Institute of Performing Arts (LIPA)

Further advanced level training at a Performing Arts provider, including:

- ◆ London Theatre School
- ◆ London Studio Centre
- ◆ Laine Theatre Arts
- ◆ Italia Conti
- ◆ Stella Mann

Industry Employment through agencies, including:

- ◆ Rudeye
- ◆ World Dance Management
- ◆ Dancers International

6.2.2 Professional recognition

This qualification is not designed to gain any professional recognition although centres may wish to provide Graded examinations by professional bodies ie RAD, ISTD, BTDA, ATODI, BBO, BAL, etc as part of their individual delivery structure of the Course.

6.2.3 Credit transfer

For existing learners undertaking the HNC/HND Professional Stage Dance qualification the following credit transfer guidance is provided.

However, centres are advised to continue with the original framework for learners who have already embarked on the HNC (G8LV 15) or the HND Year 1 (G8LW 16).

Learners may be given credit transfer between the existing HN Units and revised HN Units where there is broad equivalence between the subject related content of the existing and the revised Unit.

The following table highlights the Units which have been revised as part of this review.

Title Old Unit	Mandatory/ Optional	Credit value	Title New Unit	Credit value	Credit transfer conditions
Dance: Classical Ballet Techniques: Intermediate (F1LL 34)	Mandatory	2	Dance: Classical Ballet Techniques 1 (H4RE 34)	2	Full credit
Dance: Classical Ballet Techniques: Advanced (F1LM 35)	Mandatory	2	Dance: Classical Ballet Techniques 2 (H4T2 35)	2	Full credit
Jazz Dance Techniques (F1M1 34)	Mandatory	2	Jazz Dance Techniques 1 (H4RL 34)	2	Full credit
Jazz Dance Techniques: Advanced (F1M2 35)	Mandatory	2	Jazz Dance Techniques 2 (H4RM 35)	2	Full credit
Tap Dance Techniques (F1LT 34)	Optional	2	Tap Dance Techniques 1 (H4RH 34)	2	Full credit
Tap Dance Techniques: Advanced (F1LW 35)	Optional	2	Tap Dance Techniques 2 (H4RG 35)	2	Full credit
Dance: Contemporary Dance Techniques (F1LS 34)	Optional	2	Dance: Contemporary Techniques 1 (H4RJ 34)	2	Full credit
Dance: Contemporary Dance Techniques: Advanced (F1LV 35)	Optional	2	Dance: Contemporary Techniques 2 (H4RK 35)	2	Full credit
Dance: Current Trends in Commercial Dance (F1YD 34)	Optional	1	Dance Technique for Commercial Performance 1 (H4RC 34)	2	Partial credit (1/2) ♦ To achieve full credit, students need to complete Outcomes 2 and 4
Dance: Current Trends in Commercial Dance: Advanced (F1YE 35)	Optional	1	Dance Technique for Commercial Performance 2 (H4RD 35)	2	Partial credit (1/2) ♦ To achieve full credit, students need to complete Outcome 4

Title Old Unit	Mandatory/ Optional	Credit value	Title New Unit	Credit value	Credit transfer conditions
Audition and Portfolio Skills (F1LN 35)	Mandatory	1	Audition and Portfolio for Dance (H4T1 35)	1	Partial credit (1/2) ♦ To achieve full credit, students need to complete Outcome 3
Professional Stage Dance: Graded Unit 1 (F21Y 34)	Mandatory	1	Professional Dance Performance: Graded Unit 1 (H4T3 34)	1	No credit transfer
Professional Stage Dance: Graded Unit 2 (F220 35)	Mandatory	2	Professional Dance Performance: Graded Unit 2 (H4T4 35)	2	No credit transfer

6.3 Opportunities for e-assessment

E-assessment is not appropriate for the practical aspects of this course. However, e-portfolios, blogs, VLEs, social media, video diaries, etc can be used to the advantage of the learner for assessment within the reflective, evaluative and contextual Outcomes of the course.

6.4 Support materials

Assessment Support Materials will be developed for some of the Units and available on SQA Secure website.

6.5 Resource requirements

Classes, workshops and assessments should take place in an appropriate location, eg a dance studio/gym hall/assembly hall/stage, preferably with a wooden-sprung floor and mirrors for self-evaluation and corrective purposes. The location should also be equipped with a sound system and audio visual equipment.

For the purposes of practical assessment the centre and teaching staff should have access to video recording equipment.

Staff delivering this Group Award should have appropriate dance and contextual academic experience as well as knowledge of safe dance practice, eg appropriate posture, alignment, warm up, cool down, hydration and correct attire.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All instruments of assessment used within this/these qualification(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* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ learners may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Graded Unit: Graded Units assess learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter learners whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used 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: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. 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.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

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. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter learners for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
3	Revision of Unit: DV0M 34 Work Experience has been replaced by HJ4W 34 Work Placement and will finish on 31/07/2019	30/03/2017
2	Revision of Unit: DK2K 34 Getting Started in Business <i>has been revised by H7V4 34 Preparing to Start a Business and will finish on 31/07/2016.</i>	20/01/2015

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

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

The HNC/HND in Professional Dance Performance will give you a platform which may allow you to progress into professional industry employment or progress onto further study to degree level at a Higher Education establishment.

The HNC(SCQF level 7) and the HND (SCQF level 8) in Professional Dance Performance are mainly practical based dance training courses aimed at individuals wishing to pursue a career in a variety of dance environments including, but not limited to:

- ◆ Dance Companies
- ◆ Cruise Ships
- ◆ Music Videos
- ◆ Music Artist Tours
- ◆ Cabarets
- ◆ Entertainment Venues
- ◆ Dance Shows/Tours
- ◆ Televised Performances
- ◆ Burlesque
- ◆ Musical Theatre Ensemble

It offers you the opportunity to develop your skills in dance technique, performance, choreography, audition preparation, company working and the contextualisation of dance. It will focus primarily on practical learning and development in a variety of dance disciplines with mandatory Units in:

- ◆ Ballet
- ◆ Jazz
- ◆ Commercial Dance
- ◆ Choreographic Skills
- ◆ Audition and Portfolio Skills
- ◆ Contextual Studies
- ◆ Production and Performance
- ◆ Anatomy and Injury Prevention

In order to complete the HNC you will need to complete 10 credits from the HNC Mandatory Units plus 2 credits from a variety of optional Units available. To complete the HND award you need to achieve a total of 21 credits from the HND Mandatory Units plus a further 9 credits from the optional Units available.

To complete the HNC you will require to complete *Professional Dance Performance: Graded Unit 1*. For this Unit you will have to prepare for an audition by choreographing and performing one dance solo lasting two to three minutes. In addition you will also choreograph a group piece for a minimum of two people excluding yourself which is to last three to five minutes. Following the performances you will require to evaluate your own performance and the performance of the group piece.

To complete the HND you will require to complete *Professional Dance Performance: Graded Unit 2*. For this Unit you will have to prepare for an audition by choreographing and perform two contrasting solo dances lasting three to five minutes. Following the performances you will require to evaluate your performance.

For entry onto HNC and HND Year 1 formal academic achievements will not in themselves represent adequate course entry criteria. You will be expected to undertake a formal audition, in which you may be required to participate in a ballet class, jazz class and a commercial dance class. The following attributes will be assessed at audition: posture/alignment, strength, stamina, flexibility, coordination, timing, musicality and the ability to pick up phrases and sequences. This will enable a realistic assessment of your suitability for the course and realistic awareness of the physical requirements of the qualification.

Most of the assessment in the award will be practical-based but there are also contextual Units to supplement your knowledge and learning. Therefore, you should be aware that you will be required to undertake a level of theoretical study alongside your practical training.

You will need appropriate clothing for your dance classes and your tutor can give you more information about this.