



**Arrangements for:
National Progression Award
in Acting and Performance
SCQF level 6**

Group Award Code: G9KM 46

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Acknowledgement

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

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1 Introduction

This is the Arrangements Document for the new National Progression Award in Acting and Performance at SCQF level 6, which was validated in November 2009. 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 National Progression Award (NPA) in Acting and Performance is part of SQA's national qualification framework in Drama. Specifically, it is one of a new suite of small NPAs which cover a range of aspects of the theatre industry.

The award is also designed to meet the needs of learners who wish to develop a foundation for progression to further study and to provide skills and knowledge appropriate to the theatre industry.

The National Progression Award in Acting and Performance consists of two NQ Units drawn from the framework of the National Certificate in Acting and Theatre Performance at SCQF level 6 (G98A 46). The award is made up of a double-credit Unit (12 SCQF points) and a single-credit Unit (6 SCQF points).

2 Rationale for the development of the Group Award

Establishing the need for the qualification

During the development of the new NC in Acting and Theatre Performance, it became evident that the main stakeholders — colleges and schools — were interested in the potential for smaller Group Awards which would be appropriate for pupils and students seeking alternative or additional qualifications pathways.

Throughout the first stage of NQGA development, SQA noted clear interest from the main stakeholder groups in the potential for smaller Group Awards which could be appropriate for FE students and/or secondary school students who seek alternative pathways from NQ or Standard Grade Drama courses, or as an alternative for students who have achieved Higher Drama but do not wish to proceed to Advanced Higher.

When establishing the need for a new NPA in Acting and Performance, sector consultation used a combination of formal and informal mechanisms from the start of the review process. A scoping exercise for the new NPAs was carried out in August 2009 during which sector comment and feedback was sought. Consultation took place with Scotland's colleges and Scotland's schools and with the wider theatre industry.

The overwhelming majority of responses in the scoping exercise highlighted the need for a new and smaller Group Award to fill a gap in provision for school pupils and for those keen to progress to further study at college or drama schools.

A Qualifications Design Team (QDT) comprising representatives from secondary schools, Scotland's Colleges, Local Authorities and industry was set up in August 2009. The starting point for the QDT was the scoping report commissioned in July 2009 and which sought wide cross sector response to a number of key questions in establishing the need for NPAs and the potential content of these qualifications.

The report identified that there is a large student group across colleges and schools who share a strong interest in Acting and Performance and for whom existing NQ Drama courses may not be the most appropriate pathway. QDT members were asked to consider the extent and type of provision needed for new awards in the areas of Acting and Performance and Technical Theatre at SCQF level 6.

Performing Arts Industry Overview

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.

Theatre

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.

Global competitiveness

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 one of the most important hubs for international performing arts, with the Edinburgh Festival and other important performing arts showcases allowing for the exchange of international business potential.

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 NPA in Acting and Performance 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.

2.1 Nature and Purpose of the award

Following the consultation period the essential skills and knowledge appropriate to the theatre industry were identified as being:

- ◆ rehearsing
- ◆ performing
- ◆ demonstration of theatre skills in performance
- ◆ demonstration, in practical terms, of knowledge and understanding of the roles within a theatre production team
- ◆ evaluating
- ◆ working collaboratively with others

The NPA in Acting and Performance has been designed to improve progression to further study, providing students with relevant experiences which develop skills of self-discipline, commitment, collaboration and creativity: skills which contribute to the growth of the individual.

The award structure and Unit content provides a coherent and progressive curriculum which creates and promotes effective articulation to and transition from existing NQ Drama Courses (Intermediate 2 and Higher Drama) and into further and higher education, whilst simultaneously recognising and supporting skills for industry and future employment.

Curriculum for Excellence (CfE) invites schools and colleges to think creatively about the courses and programmes they offer. This new NPA in Acting and Performance responds to and endorses the four capacities of CfE:

- ◆ successful learners
- ◆ effective contributors
- ◆ confident individuals
- ◆ responsible citizens

Successful learners through:

- ◆ exploring the role of members of a production team
- ◆ taking direction during rehearsals
- ◆ developing a character through rehearsal and performance
- ◆ evaluating one's own performance and that of others
- ◆ evaluating theatre skills in a production
- ◆ evaluating the effectiveness of live theatre productions

Effective contributors through:

- ◆ working collaboratively as a member of a production team
- ◆ preparing for a performance as an actor during the rehearsal process
- ◆ evaluating one's own performance and that of others both during the rehearsal process and performance

Confident individuals through:

- ◆ decision making as an individual and as part of a production team
- ◆ exploring character and relationships
- ◆ developing performance skills

Responsible citizens through:

- ◆ being prepared and punctual for rehearsals and performances
- ◆ taking responsibility as an actor working as part of a team
- ◆ finding solutions to character development and relationships
- ◆ demonstrating knowledge and understanding of the various roles and responsibilities of members of a production team

This NPA in Acting and Performance aims to provide a specific pathway to success whilst building on existing strengths and interests and could relate to the CfE *totality of experiences* through offering personalisation and choice and encouraging interdisciplinary learning and cross sector teamwork.

2.2 Structure of the award

The NPA in Acting and Performance (SCQF level 6) comprises two mandatory Units. These Units allow the candidates to develop stagecraft, performance skills and awareness of professional theatre.

Drama: Theatre Skills in Performance (F5LB 12) is a double-credit Unit (12 SCQF points). The focus of this Unit is stage craft and performance. Candidates will work towards a production and will have the flexibility to choose from a wide range of production types including text based, touring theatre, community theatre, street theatre and site specific. Candidates will apply theatre skills to the rehearsal and performance of a role to an audience and will learn about the complementary roles of the Actor and Director. The Unit also provides candidates with the opportunity to evaluate their own theatre skills within a production.

Professional Theatre in Context (F5L4 12) is a single credit Unit (6 SCQF points). In this Unit, candidates have the opportunity to experience and analyse two contrasting professional theatrical productions in different styles /genres. Candidates will explore the roles and responsibilities of the director, artistic and technical members of a production team prior to attending the productions. Candidates will consider the contrast between productions and evaluate the effectiveness of the technical and artistic aspects of each production.

2.3 Establishing the level of the award

The level of the proposed NPA was influenced by a number of factors:

- ◆ The characteristics and performing abilities of candidates attracted to the non advanced Drama/Theatre based programmes
- ◆ The destinations and progression routes for candidates entering and completing this award

An award at SCQF level 6 was appropriate for the following reasons:

- ◆ It provides more effective articulation with National Certificates and HN qualifications
- ◆ It allows progression from existing Standard Grade and Intermediate 2 provision
- ◆ It is a viable option and an additional progression route for candidates who have achieved Higher Drama.

2.4 National Occupational Standards

The importance of benchmarking any proposed development to appropriate National Occupational Standards (NOS) is noted. As there are currently no National Occupational Standards for Acting and Performance, it was not possible to benchmark the NPA against NOS.

As part of SQA's review cycle of all qualifications, the NPA in Acting and Performance will be subject to review in the future when the award will be benchmarked against the National Occupational Standards for Acting and Theatre.

3 Aims of the Group Award

3.1 Principal aims of the NPA in Acting and Performance

The principal aims of the NPA in Acting and Performance are outlined below and enable the learner to:

- ◆ develop a range of appropriate skills in voice, movement, acting and stagecraft
- ◆ integrate voice, movement, acting and stagecraft in production
- ◆ work with text
- ◆ work in rehearsal and performance creatively and innovatively
- ◆ work cooperatively in teams
- ◆ develop adaptability skills
- ◆ develop an understanding of theatre practice
- ◆ develop an ability to respond to direction
- ◆ explore and develop an awareness of the self

The NPA also aims to allow candidates to:

- ◆ develop communication and interpersonal skills
- ◆ develop candidates' skills as actors and performers
- ◆ develop self-presentation skills
- ◆ develop self-evaluative skills, enabling professional development
- ◆ develop analytical skills
- ◆ develop the ability to work independently
- ◆ develop the confidence to perform to potential
- ◆ develop professional attitudes
- ◆ enhance employment prospects and/or facilitate progression to Further and Higher Education
- ◆ enable progression within the Scottish Credit and Qualifications Framework
- ◆ develop aspects of Core Skills

3.2 General Aims

The general aims of the National Progression Award in Acting and Performance at SCQF level 6 are to:

- ◆ prepare candidates for progression to further study at National Certificate level
- ◆ prepare candidates for progression into an FE environment
- ◆ provide candidates with the building blocks to achieve the National Certificate in Acting and Theatre Performance at SCQF level 6 (G98A 46)
- ◆ prepare candidates for progression to further study at Higher National and Degree level
- ◆ produce a flexible award that is appropriate for a variety of delivery modes
- ◆ provide an award that supports the development of a range of transferable generic employability and essential skills (including Core Skills)

3.3 Target groups

The NPA in Acting and Theatre Performance is suitable for college students, school pupils and adult learners/returners who have an interest in and/or experience in Drama.

In particular the NPA would meet the needs of:

- ◆ students who have achieved SCQF level 5 (Intermediate 2 Drama or Standard Grade Drama) and who wish to progress further
- ◆ students who have achieved SCQF level 6 (Higher Drama) and who wish to extend their practical skills and knowledge of theatre
- ◆ students who seek an alternative progressive pathway to Advanced Higher Drama
- ◆ adult learners who wish to participate in part-time study and extend their practical skills and knowledge of theatre

3.4 Employment opportunities

It is recognised that candidates who achieve the NPA in Acting and Performance could potentially find employment in the following areas:

- ◆ Performing (Drama, Dance, Music Theatre)
- ◆ Arts promotion/management
- ◆ Teaching

4 Access to Group Award

While access to the award is at the discretion of the centre, 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 acting and performing or drama. Relevant work experience would also be beneficial.

Others who may have no formal qualifications may have suitable life or work experience which indicates that they will be able to undertake Units at SCQF level 6. The latter may be particularly applicable for adult returners.

5 Group Award structure

The NPA in Acting and Performance comprises two mandatory Units (3 credits). A minimum of 18 SCQF points is required to achieve the award.

5.1 Framework

National Progression Award in Acting and Performance

Candidates must complete both mandatory Units

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Drama: Theatre Skills in Performance	F5LB 12	12	6	2
Professional Theatre in Context	F5L4 12	6	6	1

5.2 Core Skills

The Units which make up the award provide opportunities for candidates to develop aspects of the following Core Skills:

Core Skill	Developed through
Communication	Drama: Theatre Skills in Performance (SCQF level 6) Professional Theatre in Context (SCQF level 6)
Information and Communication Technology	Professional Theatre in Context (SCQF level 6)
Working with Others	Drama: Theatre Skills in Performance (SCQF level 6)

5.3 Articulation, professional recognition and credit transfer

The National Progression Award in Acting and Performance has been designed to articulate with existing provision at SCQF levels 3–6, NC/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

Both Units within the qualification allow centres a high degree of flexibility in content and delivery. However, when considering the approach to delivery, centres should take account of their needs and the needs of candidates.

The award could be offered:

- ◆ as an alternative to or in addition to an NQ Drama/Theatre course in college or school
- ◆ as an interdisciplinary course in college or school
- ◆ as a full time short course, day release or evening class
- ◆ as part of a school/college partnership
- ◆ as a stand alone CPD course

Delivery and assessment

The assessment strategy for the award aims for a balanced approach to assessment in terms of practical and theoretical, as well as complementary and supplementary methods of assessment which reflect the nature of the subject area. The majority of assessment is therefore practical based.

Unit Specifications detail all mandatory Evidence Requirements, providing centres with valuable information relating to assessment procedures and conditions for each assessment event.

Assessment Support Packs (ASPs) are available for both Units. These reinforce the practical aspect of the Unit specification. Unit Specifications also provide advice and guidance on different approaches to delivery.

Learning and teaching approaches could include practical exploration of characterisation and relationships through the rehearsal process, lectures, individual and group work and theatre visits 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 theatre resources, including ICT.

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 and Quality Assurance for Colleges of Further Education* (www.sqa.org.uk).

8 General information for candidates

The National Progression Award (NPA) in Acting and Performance at SCQF level 6 will give you the opportunity to further develop your skills in the area of acting and performing as well as developing your knowledge and understanding of theatre.

There are two mandatory Units both at SCQF level 6:

- ◆ *Drama: Theatre Skills in Performance* (2 credits)
- ◆ *Professional Theatre in Context* (1 credit)

You need to successfully complete both Units to achieve the award.

This NPA is designed to develop your communication skills, interpersonal skills, self presentation, self evaluative analytical skills, ability to work independently, confidence, professional attitudes and skills as actors and performers. There will be a balance of types of assessment - written assignments and projects, but with an emphasis on practical assignments which reflects the nature of the subject.

The NPA will give you a platform which will allow you to consider progression into further education. This could include progressing on to a National Certificate or HNC programme, or help you to be better equipped to work in the theatre industry. This NPA programme is suitable for you if you are at school, have just left school or are an adult learner.

There are no specific entry requirements for the National Progression Award in Acting and Performance. However, it would be beneficial if you had some previous experience of a drama/theatre course or Units.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualifications 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 Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

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 at a specified level that lie 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.

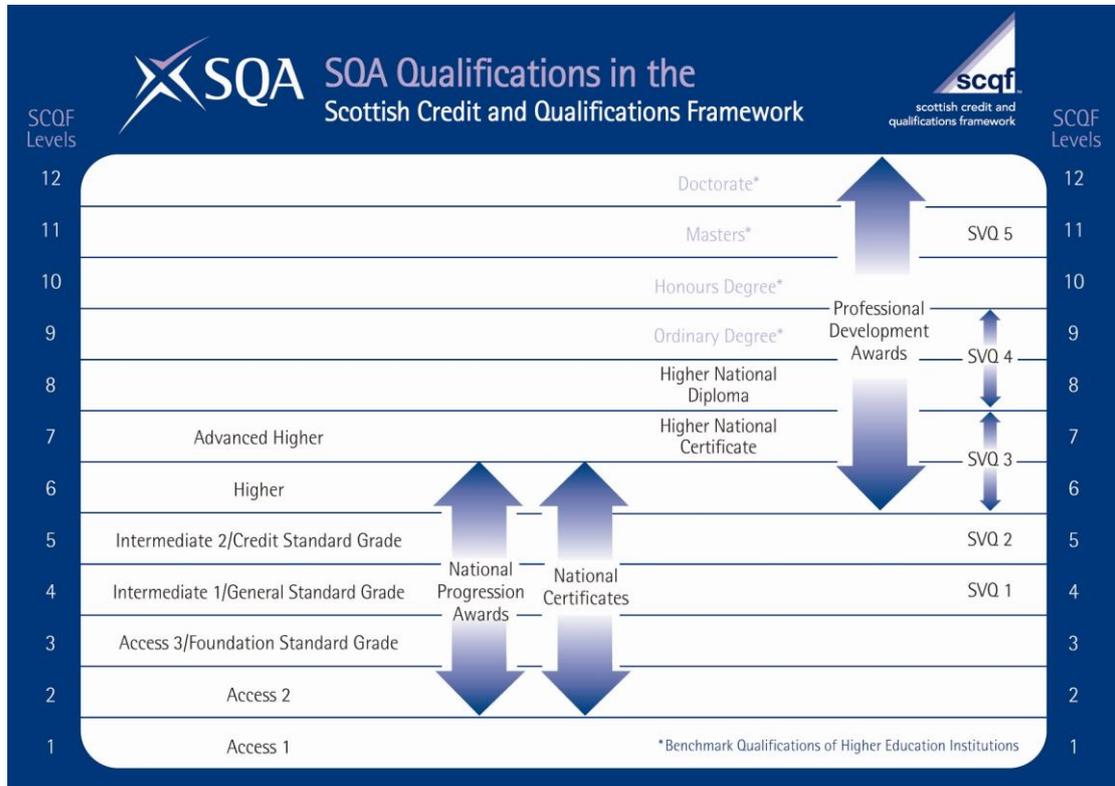
Consortium-devised National Certificates/National Progression Awards are those developments or revisions undertaken by a group of centres in partnership with SQA.

10 Appendices

Appendix 1: SCQF Ready Reckoner

Appendix 2: Qualifications Map

Appendix 1: SCQF Ready Reckoner



Appendix 2: Drama and Technical Theatre Qualifications Map

