



Group Award Specification for:

National Certificate in Dance at SCQF level 6

Group Award Code: GJ68 46

Validation date: May 2014

Date of original publication: May 2014

Version: 02

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

1.1 Background Information

SQA offers a wide range of qualifications in dance and related subjects for example, the NPAs in Dance at SCQF levels 4 and 5 and the HNC/HND in Professional Dance Performance at SCQF levels 7 and level 8. However, a review of the Dance portfolio following requests from centres for other qualifications in the area of dance and dance teaching highlighted a gap in the SQA framework at SCQF level 6.

An initial survey was carried out by SQA to determine the demand for such a qualification and several responses from centres were received showing real demand for this award, and others showing strong interest in such an award. This new NC in Dance provides a coherent provision for schools and colleges, and allows a more seamless progression in dance. This is highlighted in the progression chart shown in Section 1.5.

Dance is one of the specific entitlements in Curriculum for Excellence under the curricular area of 'Expressive Arts' which also includes Drama, Music, Art & Design. This qualification will allow for a more structured progression for learners looking to follow a career in the dance industry.

1.2 Title of the qualification

The title of the qualification has been chosen to reflect the competences of the Group Award and to provide consistency with other awards at lower levels for example the NPA in Dance at SCQF levels 4 and 5. The mandatory/restricted mandatory Units of the NC provide learners with a good grounding in terms of the theory and technical performance needed in dance at this level.

1.3 Target Groups

The NC in Dance is designed for those learners with an interest in dance and who wish to develop their knowledge and skills further. The framework has been developed to be flexible within the subject area so centres can allow for wider catchment of learners interested in Dance. Therefore the qualification is as appropriate to learners looking for a vocational practical training as it is to those looking for a more theoretical knowledge of dance and the industry.

1.4 Employment Opportunities

The NC is designed to develop the learners' knowledge and skills in dance. However, at this level, it is unlikely to provide many employment opportunities in dance but will allow learners to develop a good grounding in dance to enable them to progress further in their studies.

1.5 Progression

The table below highlights qualifications in the sector and progression opportunities:

SCQF level	NQ	HNC/HND/PDA	SVQs
10		Honours Degree BA (Hons) in Dance	
9		Ordinary Degree eg BA in Modern Ballet	
8		HND Professional Dance Performance HND Contemporary Dance Performance HND Dance Artists HND Musical Theatre	There are currently no SVQs in Dance. However, Creative and Cultural Skills has developed a suite of NOS for Dance Leadership
7		HNC Professional Dance Performance HNC Contemporary Dance Performance HNC Dance Artists HNC Musical Theatre	
6	NC Dance Higher Dance (valid from Aug 2014)		
5	NPA Dance National 5 Dance		
4	NPA Dance		

2 Qualification structure

This Group Award is made up of 12 SQA Unit credits. It comprises 72 SCQF credit points. Both mandatory Units are at SCQF level 6. A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

For a learner to achieve the NC in Dance at SCQF level 6 (12 SQA credits), they would need to achieve:

- ◆ The two mandatory Units (2 SQA credits/12 SCQF credit points)
- ◆ A minimum of three Units from Group A Restricted Mandatory Units (3 SQA credits/18 SCQF credits)
- ◆ A minimum of one Unit from Group B Restricted Mandatory Units (1 SQA credit/6 SCQF credits)
- ◆ 6 SQA credits (36 SCQF credits from either Group A, B or C)

Mandatory Section (2 SQA credits)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H73E	46	Dance: Choreography	1	6	6
H73D	46	Dance: Anatomy, Conditioning and Safe Practice	1	6	6

Group A — Restricted Mandatory Section — Practical (3 to 8 SQA credits)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H73C	46	Dance: Classical Ballet	1	6	6
H73F	46	Dance: Contemporary	1	6	6
H73G	46	Dance: Jazz	1	6	6
H73H	46	Dance: Highland	1	6	6
H73J	46	Dance: Tap	1	6	6
F8LC	12	Group Dance Performance	1	6	6
H73K	46	Dance: Preparation for Audition	1	6	6
H73L	46	Dance Improvisation: An Introduction	1	6	6

Group B — Restricted Mandatory Units — Theory (1 to 6 SQA credits)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H73M	46	Dance Appreciation	1	6	6
H73N	46	Dance: History	1	6	6
H73X	46	Dance: Theory of Dance Teaching	1	6	6
H73P	46	Dance and Technology	1	6	6
H73R	46	Dance Notation	1	6	6
H73S	46	Dance Etiquette and Personal Development	1	6	6

Group C — Optional Units — to meet local needs (0 to 6 SQA credits)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H73B	46	Dance for the Commercial Industry	1	6	6
H73T	46	Dance: World Traditions	1	6	6
H73V	46	Dance: Partner Work	1	6	6
H73W	46	Dance: Hip Hop	1	6	6
F5KY	12	Drama: Acting Skills	2	12	6
F5LF	12	Drama: Voice Skills	2	12	6
F5L1	12	Drama: Movement Skills	2	12	6
F5LB	12	Drama: Theatre Skills in Performance	2	12	6
F5LA	12	Theatre Performance	2	12	6
F5L9	12	Theatre Performers: Solo Singing Skills	1	6	6
F5L8	12	Theatre Performers: Group Singing Skills	1	6	6
F5LD	12	Theatrical Make Up	1	6	6
F3GE	11	Working with Others	1	6	5
F3GC	11	Information and Communication Technology	1	6	5
F3GD	11	Problem Solving	1	6	5
F3GB	11	Communication	1	6	5
H23W	75	Or Literacy	1	6	5
F3GF	11	Numeracy	1	6	5
F3GB	11	Or Numeracy	1	6	5

3 Aims of the qualification

The NC in Dance at SCQF level 6 is designed to provide opportunities for learners to develop their knowledge and skills in dance. The qualification will allow learners to develop skills of 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 further and higher education whilst simultaneously recognising and supporting skills for potential employment.

3.1 General aims of the qualification

The general aims of the NC in Dance are to:

- ◆ enable progression within the Scottish Credit and Qualifications Framework (SCQF)
- ◆ provide a structured award that will recognise existing skills and competences relating to dance
- ◆ prepare learners for progression to qualifications at SCQF level 7 in dance or the performing arts or progression to further study in alternative qualification pathways if desired
- ◆ develop a range of transferable generic employability and essential skills (including Core Skills)
- ◆ develop communication and interpersonal skills
- ◆ develop self-evaluation skills
- ◆ encourage learners to take charge of their own learning and development

3.2 Specific aims of the qualification

The specific aims of the NC in Dance are to:

- ◆ provide learners with an appropriate learning experience in dance at a non-advanced level
- ◆ develop a range of appropriate practical skills, knowledge and understanding relevant to dance technique and dance performance
- ◆ develop the skill of working with music
- ◆ develop critical thinking skills within dance
- ◆ prepare learners to present themselves for audition
- ◆ develop individual style and performance
- ◆ develop a range of theoretical aspects appropriate to dance

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 that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only. **The over-riding criterion to be satisfied is that the applicant has a realistic chance of achieving the proposed qualification.**

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

It would be expected that learners would have an interest and/or some experience in dance and performance. Those 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 to adult learners.

Whilst access to the award is at the discretion of the centre, learners would benefit from previous experience of any of the following areas:

- ◆ NPA in Dance at SCQF levels 4 or 5
- ◆ National 5 Dance
- ◆ Group of NQ Dance Units at SCQF level 5
- ◆ Higher Dance Practice
- ◆ Programmes of study and qualifications in dance offered by private dance schools/performing arts centres

4.1 Core Skills entry profile

The Core Skill 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.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	4	Good listening and communication skills are required to ensure learners perform as directed in the technical dance skills. Learners are also required to take at least one dance theory Unit which will require good communication skills.
Problem Solving	4	Within the mandatory Unit <i>Dance: Anatomy, Conditioning and Safe Practice</i> , learners are required to describe ways to prevent dance injuries and to create exercises that increase core stability. Learners are also required to complete at least three technical dance Units. This will include the need to recreate choreographed sequences and the demonstrate spatial awareness, timing and musicality, etc.
Working with Others	4	Learners are required to work with others in dance performances.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to Units

General aims

- 1 Enable progression within the Scottish Credit and Qualifications Framework (SCQF).
- 2 Develop a range of transferable generic employability and essential skills (including Core Skills).
- 3 Develop communication and interpersonal skills.
- 4 Develop self-evaluation skills.
- 5 Encourage learners to take charge of their own learning and development.

Specific aims

- 6 Provide learners with an appropriate learning experience in dance at a non-advanced level.
- 7 Prepare learners for progression to qualifications at SCQF level 7 in dance or the performing arts or progression to further study in alternative qualification pathways if desired and/or initiate entry into employment.
- 8 Develop a range of appropriate practical skills, knowledge and understanding relevant to dance technique and dance performance.
- 9 Develop the skill of working with music.
- 10 Develop critical thinking skills within dance.
- 11 Prepare learners to present themselves for audition.
- 12 Develop individual style and performance.
- 13 Develop a range of theoretical aspects appropriate to dance.

Code	Unit title	Aims												
		1	2	3	4	5	6	7	8	9	10	11	12	13
H73E 46	Dance: Choreography	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H73D 46	Dance: Anatomy, Conditioning and Safe Practice	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
H73C 46	Dance: Classical Ballet	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H73M 46	Dance Appreciation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H73F 46	Dance: Contemporary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H73G 46	Dance: Jazz	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H73H 46	Dance: Highland	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H73J 46	Dance: Tap	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H73B 46	Dance for the Commercial Industry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F8LC 12	Group Dance Performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H73K 46	Dance: Preparation for Audition	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Code	Unit title	Aims												
		1	2	3	4	5	6	7	8	9	10	11	12	13
H73L 46	Dance Improvisation: An Introduction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H73N 46	Dance History	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓
H73X 46	Dance: Theory of Dance Teaching	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
H73P 46	Dance and Technology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H73R 46	Dance Notation	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓
H73S 46	Dance Etiquette and Personal Development	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
H73T 46	Dance: World Traditions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H73V 46	Dance: Partner Work	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H73W 46	Dance: Hip Hop	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

The QDT recognised the importance of benchmarking any proposed development with appropriate National Occupational Standards (NOS). However, the only dance NOS available to map against were those developed by Creative and Cultural Skills for Dance Leadership which the QDT did not believe were appropriate for the NC in Dance given the level and content of this qualification.

5.3 Mapping of Core Skills development opportunities across the qualification

E = Embedded Core Skills

S = Signposting of opportunities to develop Core Skills

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H73C 46	Dance: Classical Ballet	S: SCQF L5	S: SCQF L5			S: SCQF L4		S: SCQF L5		S: SCQF L5	S: SCQF L5	S: SCQF L5
H73M 46	Dance Appreciation	S: SCQF L5	S: SCQF L5			S: SCQF L4	S: SCQF L4	S: SCQF L5				
H73D 46	Dance: Anatomy, Conditioning and Safe Practice	S: SCQF L5	S: SCQF L5			S: SCQF L4	S: SCQF L4	S: SCQF L5	S: SCQF L5	S: SCQF L5	S: SCQF L5	S: SCQF L5
H73E 46	Dance: Choreography	S: SCQF L5	S: SCQF L5			S:SCQ F L4		S: SCQF L5	S: SCQF L5	S: SCQF L5	S: SCQF L5	S: SCQF L5
H73G 46	Dance: Jazz	S: SCQF L5	S: SCQF L5			S: SCQF L4		S: SCQF L5		S: SCQF L5	S: SCQF L5	S: SCQF L5
H73H 46	Dance: Highland	S: SCQF L5	S: SCQF L5			S: SCQF L4		S: SCQF L5		S: SCQF L5	S: SCQF L5	S: SCQF L5
H73J 46	Dance: Tap	S: SCQF L5	S: SCQF L5			S; SCQF L4		S: SCQF L5		S: SCQF L5	S: SCQF L5	S: SCQF L5
H73T 46	Dance: World Traditions	S: SCQF L5	S: SCQF L5			S: SCQF L4		S: SCQF L5		S: SCQF L5	S: SCQF L5	S: SCQF L5

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H73V 46	Dance: Partner Work	S: SCQF L5	S: SCQF L5			S: SCQF L4		S: SCQF L5		S: SCQF L5	S: SCQF L5	
H73W 46	Dance: Hip Hop	S: SCQF L5	S: SCQF L5			S: SCQF L4		S: SCQF L5		S: SCQF L5	S: SCQF L5	S: SCQF L5
H73F 46	Dance: Contemporary	S: SCQF L5	S: SCQF L5			S: SCQF L4		S: SCQF L5		S: SCQF L5	S: SCQF L5	S: SCQF L5
H73L 46	Dance Improvisation: An Introduction	S: SCQF L5	S: SCQF L5			S: SCQF L4		S: SCQF L5	S: SCQF L5	S: SCQF L5	S: SCQF L5	S: SCQF L5
H73B 46	Dance for the Commercial Industry	S: SCQF L5	S: SCQF L5			S: SCQF L4		S: SCQF L5	S: SCQF L5	S: SCQF L5	S: SCQF L5	S: SCQF L5
H73R 46	Dance Notation	S: SCQF L5	S: SCQF L5			S: SCQF L4	S: SCQF L4	S: SCQF L5	S: SCQF L5	S: SCQF L5	S: SCQF L5	S: SCQF L5
H73 S 46	Dance Etiquette and Personal Development Planning	S: SCQF L5	S: SCQF L5			S: SCQF L4	S: SCQF L4	E: SCQF L4	E: SCQF L4	E: SCQF L4	S: SCQF L5	S: SCQF L5
H73N 46	Dance: History	S: SCQF L5	S: SCQF L5			S: SCQF L4	S: SCQF L4	S: SCQF L5	S: SCQF L5		S: SCQF L5	
H73X 46	Dance: Theory of Dance Teaching	S: SCQF L5	S: SCQF L5			S: SCQF L4	S: SCQF L4	S: SCQF L5	S: SCQF L5		S: SCQF L5	
H73P 46	Dance and Technology	S: SCQF L5	S: SCQF L5			S: SCQF L4	S: SCQF L4	S: SCQF L5	S: SCQF L5		S: SCQF L5	

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
F8LC 12	Group Dance Performance	S: SCQF L5	S: SCQF L5								S: SCQF L5	S: SCQF L5
H73K 46	Dance: Preparation for Audition	S: SCQF L5	S: SCQF L5			S: SCQF L4	S: SCQF L4	S: SCQF L5	S: SCQF L5	S: SCQF L5	S: SCQF L5	

5.4 Assessment Strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Dance: Choreography	Videoed evidence of performance demonstrating skills and techniques used in choreographing dance.	Videoed evidence of performance demonstrating ability to create contrasting movement phrases.	Videoed evidence of performance demonstrating a range of skills and techniques in choreographing a group dance. The group dance piece choreographed should last between 1 minute and 1 minute 15 seconds.	
Dance: Anatomy, Conditioning and Safe Practice	Open-book Oral/written evidence covering the different kinds of joints and main functions of skeleton and muscles.	Open-book Oral/written evidence covering common dance related injuries and how they can be prevented.	Videoed evidence of performance demonstrating body conditioning exercises.	
Dance: Classical Ballet	Videoed evidence of performance of classical ballet classwork.	Videoed evidence of performance of classical ballet work through two short amalgamations.	Videoed evidence of performance of classical ballet work recreating tutor taught choreographed sequence. The dance should last between 1 minute and 1 minute 15 seconds.	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Dance Appreciation	Open-book assessment Oral/written evidence describing contrasting dance styles and key choreographers.	Open-book assessment. Oral/written evidence discussing social and cultural factors influencing contrasting dance styles.	Open-book assessment. Oral/written evidence evaluating contrasting dance works.	
Dance: Contemporary	Videoed evidence of performance demonstrating a range of skills and techniques through classwork.	Videoed evidence of performance demonstrating contemporary dance knowledge and technical ability through the performances of sequences.	Videoed evidence of performance demonstrating skills through a tutor taught choreographed solo dance. The dance should last between 1 minute and 1 minute 15 seconds.	
Dance: Jazz	Videoed evidence of performance demonstrating knowledge and technical ability of jazz dance through structured classwork.	Videoed evidence of performance demonstrating technical ability of jazz dance through choreographed sequences.	Videoed evidence of performance of a group jazz dance piece lasting 2 minutes under supervised and controlled conditions.	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Dance: Highland	Videoed evidence of performance demonstrating skills and techniques of highland dance through classwork.	Videoed evidence of performance demonstrating two contrasting set Highland dances as solo performances.	Videoed evidence of performance of a self-choreographed solo dance sequence lasting a minimum of 1 minute to music of the learner's choice.	
Dance: Tap	Videoed evidence of performance demonstrating knowledge and technical ability of Jazz dance through structured classwork.	Videoed evidence of performance demonstrating technical ability of jazz dance through set sequences and amalgamations.	Videoed evidence of performance of a group tap dance piece lasting 2 minutes under supervised and controlled conditions.	
Dance for the Commercial Industry	Videoed evidence of performance demonstrating ability to interpret brief and create two contrasting group dance pieces. Development of personal record.	Videoed evidence demonstrating ability to perform two contrasting group dance pieces lasting a minimum combined time of 6 minutes. Updated personal record.	Open-book assessment. Evaluation of contribution to group dance performances. Updated personal record.	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Group Dance Performance	Written/oral evidence in the form of a log book. Performance demonstrating learner's contribution and ability to work effectively with others.	Videoed evidence of performance of group dance lasting a minimum of 3 minutes and a maximum of 8 minutes and which contain a minimum of three dancers.	Open-book assessment. Written and/or oral evidence between 750 and 1,000 words demonstrating learners' reflection of their learning experience and their participation in the preparation and performance of a group dance.	
Dance: Preparation for Audition	Open-book assessment Written and/or oral presentation demonstrating knowledge of skills and techniques for employment/training in the sector.	Open-book assessment Production of CV, covering letter and personal statement for employment or training.	Videoed evidence of practical assessment under supervised conditions demonstrating learner's performance, technique, and movement memory in a mock audition. The dance/sequence should last 1 minute.	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Dance Improvisation: An Introduction	Controlled supervised conditions. Videoed evidence of performance demonstrating range of skills and techniques within improvisation for dance.	Controlled supervised conditions. Videoed evidence of performance demonstrating a minimum of two separate movement improvisations which lasting 30 seconds each.	Open-book assessment. Written/oral evidence providing a short outline of learner's self-choreographed improvised dance piece. Controlled supervised conditions Videoed evidence of performance demonstrating learner's self-choreographed improvised dance which should last approximately 1 minute.	
Dance History	Open-book assessment Verbal or visual or written response/presentation demonstrating knowledge of two contrasting dance styles.	Open-book assessment Verbal or visual or written response/presentation demonstrating knowledge of key dance practitioners in contrasting dance styles.	Open-book assessment demonstrating knowledge of selected dance style through a research project or an oral presentation.	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Dance: Theory of Dance Teaching	Open-book assessment demonstrating knowledge of dance teaching methods; creative process used for dance teaching and feedback process.	Open-book assessment demonstrating knowledge of safe methods for dance instruction including an assessment the dance environment for risk.	Open-book assessment demonstrating ability to plan a dance class.	
Dance and Technology	Open-book assessment demonstrating knowledge of the application of technology for dance practice.	Open-book assessment demonstrating knowledge use of technology within dance performance.		
Dance Notation	Open-book assessment demonstrating knowledge of dance notation using one western system.	Open-book assessment demonstrating the use of appropriate symbols to notate body parts; direction and level of movement; and timing.	Open-book assessment Videoed evidence of learner performing a short dance motif or combination of movement from a piece of dance notation.	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Dance Etiquette and Personal Development	Open-book assessment demonstrating knowledge of dance class etiquette.	Open-book assessment Videoed evidence of learner demonstrating his/her ability to implement dance class etiquette across three contrasting dance disciplines.	Open-book assessment covering the covers the design, implementation and review of a personal development plan for dance progression.	
Dance: World Traditions	Videoed evidence of performance demonstrating skills and techniques relating to a specific dance genre.	Videoed evidence of performance demonstrating knowledge and technical ability of a specific dance genre through a sequence or amalgamation.	Videoed evidence of performance demonstrating skills through the presentation of a choreographed sequence. The sequence will be performed as a solo and last at least 1 minute 30 seconds.	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Dance: Partner Work	Videoed evidence of performance demonstrating a minimum of four supported positions.	Videoed evidence of performance demonstrating a minimum of three basic lifts.	Videoed evidence of performance demonstrating of a tutor-taught choreographed partnering sequence of the learner performing two supportive positions and two lifted positions which lasts approximately 2 minutes.	
Dance: Hip Hop	Controlled supervised conditions. Videoed evidence of performance demonstrating Hip Hop knowledge and technical ability through structured classwork and set sequences lasting a total of approximately 15–20 minutes.		Controlled supervised conditions. Videoed evidence of performance demonstrating performance skills through a solo choreographed dance lasting approximately 1 minute 15 seconds.	

6 Guidance on approaches to delivery and assessment

Content and context

This award has been designed so individual centres can create a flexible framework appropriate to the aspect of dance that is the focus of their progressional dance qualifications at SCQF levels 7 and 8 and should ideally 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. It may also be possible to deliver this qualification in school/college partnerships.

The delivery allows for a variety of teaching and learning approaches:

- ◆ tutor or teacher-led 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 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, theory Units, which support the academic underpinning and knowledge of practical class work, may be delivered via lectures, seminars or online courses but may also be subsumed into practical classes to maintain contextually relevant delivery.

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 covered.

There is a range of potential opportunities to integrate assessment across Units. There also opportunity for integration of assessment within Units and the Unit specifications give details of possible approaches. For example: the group dance performance Unit could potentially be cross-assessed with one of the technical Unit performances.

There is also potential for all evaluations to be included in one logbook that the learner keeps throughout the learning year. This enables greater use of delivery hours to advantage the learner however delivery staff must ensure and be satisfied that learners are achieving all required elements from the assessed Units.

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 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.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met.

6.1 Sequencing/integration of Units

The aim of the award is to provide a balance between awareness and understanding of the dance profession and the role and application of dance technique, performance, and theory.

Centres can choose the order to deliver the Units to meet their needs and those of their learners. However, it is suggested that the mandatory Unit — *Dance: Anatomy, Conditioning and Safe Practice* — be taught early in the programme to ensure all learners are aware of the importance of health, fitness and safe practice when performing.

Where centres choose to offer *Dance: Classical Ballet* it is suggested that this be taught early in the course as ballet technique can be the basis of training for other types of dance. This will allow learners to develop their strength, spatial and temporal awareness, and improve their coordination which can be used in the other dance technique Units.

The assessment strategy adopted should be used to encourage a more holistic approach to assessment. The assessment burden can be reduced by integrating assessment of Units with some examples given above. The Unit specifications detail the particular Evidence Requirements and Assessment Guidelines for each Unit. However linkages exist across Units of this Group Award which could assist in both delivery and assessment - these are also outlined in the Unit specifications and examples include:

Unit Titles	Outline of linkages
<p>Dance: Anatomy, Conditioning and Safe Practice</p> <p>Wide range of Dance genres, such as Classical Ballet, Jazz, Tap, Highland, etc</p>	<p>Dance: Anatomy, Conditioning and Safe Practice could be incorporated into delivery of many Outcomes of the other dance genre Units in the NC in Dance.</p>
<p>Dance: Anatomy, Conditioning and Safe Practice</p> <p>Dance: Etiquette and Personal Development</p>	<p>In Outcomes 3 and 4 of Dance: Etiquette and Personal Development, learners are to create and maintain a personal development plan. This plan could be used as part of Outcome 3 of Dance: Anatomy, Conditioning and Safe Practice.</p>
<p>Dance: Choreography</p> <p>Dance Improvisation: An Introduction</p>	<p>In Outcome 3 of Dance Improvisation: An Introduction, learners are required to create and perform a self-choreographed improvisational task or dance.</p>
<p>Dance Notation</p> <p>Dance: Choreography and a wide range of Dance genres, such as Classical Ballet, Jazz, Tap, Commercial, etc</p>	<p>In Dance Notation Unit, learners record their work (eg their complete choreography; starting positions; simple combinations; solo or group dances). These records could be used to support relevant aspects of many dance genre Units and Dance: Choreography</p>
<p>Dance and Technology</p> <p>Dance: Choreography and a wide range of Dance genres, such as Classical Ballet, Jazz, Tap, Contemporary, etc</p>	<p>In Dance and Technology Unit learners use technology to solve problems in the dance environment and in critical/ creative processes, including developing dance compositions. Also, learners can make connections between the use of technology in dance and other related activities, eg assist with spatial understanding.</p>
<p>Dance: Theory of Dance Teaching</p> <p>Wide range of Dance genres, such as Classical Ballet, Jazz, Tap, Hip Hop, World Traditions, etc</p>	<p>There are connections between dance teaching and other dance genre Units. Learning to dance is a complex process and appreciating the appropriate skills for any chosen dance genre could include:</p> <ul style="list-style-type: none"> ◆ the correct use of en dehors or 'turn out' in Classical Ballet as a fundamental technique to this dance style could be addressed through understanding how this technique facilitates the required aesthetic and dynamic alignment. ◆ the mechanism of 'isolation' as a basic technique in a range of dance contexts such as Jazz and Hip Hop expressions. The learner could be taught how isolations require the technical ability to control and manipulate body parts in separation from the rest of the body.

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

This NC in Dance at SCQF Level 6 will provide progression into the following HNs in Dance and Musical Theatre:

- ◆ HNC Contemporary Dance Performance
- ◆ HNC Dance Artists
- ◆ HNC Professional Dance Performance
- ◆ HNC Musical Theatre

6.2.2 Professional recognition

The qualification is not designed to gain any professional recognition although centres may wish to provide Graded examinations by professional bodies such as, the Imperial Society of Teachers of Dancing (ISTD) and the Royal Academy of Dance (RAD), as part of their individual delivery structure of the course.

6.3 Opportunities for e-assessment

E-assessment is not appropriate for the practical aspects of this qualification. However, e-portfolios, blogs, wikis, social media, video diaries, etc can be used for the reflective, evaluative and contextual Outcomes of the qualification.

6.4 Support materials

Details of available Assessment Support Packs (ASPs) can be found on SQA's website.

6.5 Resource requirements

Classes, workshops and assessment for the practical aspects of the qualification should take place in an appropriate location, for example, 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 assessments the centre and teaching staff should have access to video recording equipment.

Staff delivering this qualification 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

Although this is primarily a practical award and therefore may not be suitable for all learners, reasonable adjustments can be made to allow access to a wider range of learners. If you are in any doubt as to whether a particular assessment arrangement would be acceptable please contact us for advice as soon as possible.

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:

- ◆ candidates 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)

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 candidates 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 candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
02	H23W 75 Literacy has been added as an alternative to F3GB 11 Communication. H225 75 Numeracy has been added as an alternative to F3GF 11 Numeracy.	16/02/2016

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.

Welcome to the National Certificate (NC) in Dance at SCQF level 6 (Higher level). The overall aim of this award is that it is a stimulating and enjoyable learning experience for you.

The NC in Dance has been developed through rigorous research and consultation and offers you the opportunity to develop your knowledge and skills in choreography and safe dance practice which is covered by the mandatory Units. In addition, there are a number of optional Units which allows you to specialise in particular dance styles, for example, classical ballet, jazz, tap, contemporary, highland etc. You will also need to undertake at least one theory Unit from a choice of six — dance appreciation, dance etiquette and personal development, dance history, dance teaching, dance technology or dance notation.

Throughout your study, you will have the opportunity to develop more generic/Core Skills such as, communication, problem solving, working with others and information and communication technology.

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

There are no specific entry requirements for this qualification, however it would be expected that you would have an interest and/or some experience in dance. You may be required to audition for entry to this qualification. If so, the following attributes are extremely important: posture/alignment, strength, stamina, flexibility, coordination, timing and musicality. This will enable a realistic assessment of your suitability for the qualification and realistic awareness of the physical requirements of the qualification.

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

Successful completion of the NC in Dance will provide opportunities for you to progress to further studies, such as, HNC Contemporary Dance Performance, HNC Dance Artists, HNC Professional Dance Performance or HNC Musical Theatre.

Good luck with your studies.