



**Arrangements for:  
Professional Development Award in  
Arts Education in Practice at  
SCQF level 7**

**Group Award Code: G94H 47**

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## **Acknowledgement**

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# 1 Introduction

This is the Arrangements Document for the new Group Award: Professional Development Award (PDA) Arts Education in Practice (SCQF level 7), which was validated in April 2006. 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.

This Award meets the needs of the Community Arts sector in Scotland. The expansion in Community Arts provision across Scotland in the last twenty years has resulted in an increase in arts workers engaged in formal and informal activities in many diverse scenarios and contexts in communities throughout Scotland.

The new PDA is comprised of three Units:

*Arts Education in Practice: Preparing to Deliver Art Form Development Sessions*  
*Arts Education in Practice: Assist Individuals to Experience Art Form Practices*  
*Arts Education in Practice: Monitor, Evaluate and Develop Practice*

Prior to the development of the PDA, a partnership was forged between Arts Development workers for Children in Scotland and YouthLink Scotland. The collaboration between these national agencies, with complementary remits and knowledge and experience of arts related training in the field of youth and children's work, ensured that the development of the award for community arts professionals could be addressed effectively.

# 2 Rationale for the development of the Group Award

The development of this award was stimulated by discussions with arts practitioners following a *Creating safety — child protection and the arts* training course delivered in 2003 by Children in Scotland as part of a national training programme. The course resulted in discussions relating to future training needs and how they might be met. A significant Outcome was the development of the PDA.

The main Art Forms appropriate to Arts Education in Practice are visual arts, drama and theatre, dance and music, video and film. These skills form the foundations, structure and background to the successful expansion of arts in the community. However, highly skilled artists with these particular specialisms may not have the experience or training to engage with and facilitate groups, meet the challenges of working in different contexts, or to develop and deliver engaging sessions.

The contemporary demands of the many stakeholders involved in this area of professional engagement have established a climate of accountability, constructive evaluation and quality assurance to ensure that clients and practitioners engage within the best possible creative and educational environment. The 'life-long learning' agenda has also created the impetus for all professional artists, administrators and amateurs to engage in continuing professional development.

### **3 Aims of the Group Award**

#### **3.1 General aims of the Group Award**

The aims behind the development of this award are multiple and are informed by arts practitioners, national and local policy, the Education and Lifelong Learning strategy and the Scottish Executive's Creative Cultured Scotland.

#### **3.2 Specific aims of the Group Award**

- ◆ To create an opportunity where arts practitioners can increase their skills and knowledge in relation to working with children, young people and adults
- ◆ To fill an identified need and provide a Group Award which is tailored to and specifically meets the needs of arts practitioners across all art forms who wish to engage in education and community based practice
- ◆ Through training, to enhance current arts provision for children, young people and adults across Scotland
- ◆ To provide professional development opportunities within the arts field
- ◆ To offer a nationally recognised qualification which is flexible enough to allow practitioners to work in a range of art-forms across a wide range of different contexts

#### **3.3 Target groups**

The award has been designed for arts practitioners across all art forms who are currently involved in delivering art form sessions, or who wish to become involved in this work in the informal and formal sectors with groups of children, young people and adults.

Arts practitioners come from a wide range of backgrounds and professions and include: practitioners, amateurs, administrators, support staff and volunteers working in the community.

The award is also suitable for delivery within higher and further education establishments either as a stand-alone award or as an optional choice within a current course.

#### **3.4 Employment opportunities**

Candidates will normally be in employment in a community setting, but could also be working in a school, college or training centre, or on an arts outreach programme. However, it is possible that prospective candidates may not yet be in post and that they would undertake the PDA to increase their prospects of gaining work in the sector.

## 4 Access to Group Award

Entry to the PDA will be at the discretion of the centre and will follow an interview process. Candidates will normally be expected to provide evidence of artistic practice experience. The award is suitable for arts practitioners whether they are formally trained or not but who can demonstrate a commitment to their chosen art form and an interest or current practice in working with groups in formal or informal settings. For those without formal qualifications the Award could offer a platform/ springboard into other educational opportunities.

Candidates will normally be required to present a portfolio and CV to demonstrate a sound knowledge of their art form and a clear vision of why they wish to engage in Arts Education in Practice.

Good interpersonal skills and communication skills are very important.

## 5 Group Award structure

The PDA carries 24 credit points at SCQF level 7.

The PDA will be awarded on successful completion of a total of 3 credits. All three Units are mandatory.

### 5.1 Framework

| Unit title  | Code    | SCQF credit points | SCQF level | SQA credit value |
|---|---------|--------------------|------------|------------------|
| Arts Education in Practice: Preparing to Deliver Art Form Development Sessions  | F0H8 34 | 8                  | 7          | 1                |
| Arts Education in Practice: Assist Individuals to Experience Art Form Practices | F0H6 34 | 8                  | 7          | 1                |
| Arts Education in Practice: Monitor, Evaluate and Develop Practice              | F0H7 34 | 8                  | 7          | 1                |

### 5.2 Articulation, professional recognition and credit transfer

At present there is no direct articulation, professional recognition or credit transfer for the award. However, there are a number of new SQA qualifications, and others under development, which could provide a progression route in the future for successful candidates of this PDA.

## **6 Approaches to delivery and assessment**

### **Content and context**

There are three Units in the PDA. A brief summary of each of the Units is set out below.

#### **Arts Education in Practice: Preparing to deliver art form development sessions**

This Unit is designed to enable candidates to negotiate, plan and prepare for art form sessions. It prepares candidates by giving them the skills to appraise clients' needs, select appropriate materials, activities and resources and to match aspirations with time and resources available. It also gives candidates the knowledge and understanding of how to plan a safe and supportive environment for art form experiences.

#### **Arts Education in Practice: Assist individuals to experience art form practices**

This Unit is designed to enable candidates to assist individuals to experience art form practices in a one-to-one or group setting. It prepares candidates by giving them knowledge, understanding and skills to create a climate conducive to learning, to develop the skills and techniques to deliver effective art form sessions and to interact with individuals to support their learning goals.

#### **Arts Education in Practice: Monitor, evaluate and develop practice**

This Unit is designed to enable candidates to engage in effective evaluation of art form delivery. It will also prepare candidates to set goals and targets, gather reliable evidence and use a range of monitoring and evaluation tools to inform future delivery and to develop their own practice.

### **Delivery**

Advice on how to assess each Unit is given in detail in the individual Unit Specifications at the section — Evidence Requirements (for each Outcome), and in the Support Notes at the Section — Guidance on the Delivery and Assessment of this Unit.

The award has been designed to accommodate a broad approach to delivery and assessment. It allows for flexibility in delivery to meet a variety of learning styles and methods of delivery. It could be assessed by a portfolio, reflective journal or by work based assessment. If assessment is work-based, it could relate either to a placement or to a relevant piece of project-based work.

The qualification could be delivered in a range of settings which could include arts organisations, schools, colleges, local authorities and national agencies.

## 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](http://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](http://www.sqa.org.uk)).

## 8 General information for candidates

The PDA Arts Education in Practice level 7 will be suitable for you if you are an Arts Practitioner who is already involved in, or is planning to get involved in, Arts Education in a community learning setting.

The PDA consists of three Units:

*Arts Education in Practice: Preparing to deliver art form development sessions*  
*Arts Education in Practice: Assist individuals to experience art form practices*  
*Arts Education in Practice: Monitor, evaluate and develop practice*

You are required to complete all three Units to gain the Group Award — the PDA Arts Education in Practice level 7.

However, the Units which comprise the award are free-standing Units and may be taken as such for purposes of Continuing Professional Development.

The Units cover the following topics:

### **Arts Education in Practice: Preparing to deliver art form development sessions**

This Unit is designed to enable candidates to negotiate, plan and prepare for art form sessions. It prepares candidates by giving them the skills to appraise clients' needs, select appropriate materials, activities and resources and match aspirations with time and resources available. It also gives candidates the knowledge and understanding of how to plan a safe and supportive environment for art form experiences.

### **Arts Education in Practice: Assist individuals to experience art form practices**

This Unit is designed to enable candidates to work with individuals, in a one-to-one or group setting and to experience art form practices. It prepares candidates by giving them knowledge, understanding and skills to create a climate conducive to learning, to develop the skills and techniques to deliver effective art form sessions and to interact with individuals to support their learning goals.

### **Arts Education in Practice: Monitor, evaluate and develop practice**

This Unit is designed to enable candidates to engage in effective evaluation of art form delivery. It will also prepare candidates to set goals and targets, gather reliable evidence and use a range of monitoring and evaluation tools to inform future delivery and to develop their own practice.

You are required to undertake an assessment for each Unit. Some of the evidence for assessment may be obtained through a portfolio or it may be work-based or project-based.

## **9 Glossary of terms**

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

**SCQF levels:** The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

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

**Graded Unit:** Graded Units assess candidates' 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 candidates to retain and adapt their skills and knowledge.

**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 HNC/HND 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 HNCs and HNDs** are those developments or revisions undertaken by a group of centres in partnership with SQA.

**Specialist single centre and specialist collaborative devised HNCs and HNDs** are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.