



**Arrangements for:  
National Progression Award in Dance  
at SCQF level 5**

**Group Award Code: GA7E 45**

**Validation date: January 2011**

**Date of original publication: May 2011**

**Version: 03**

## **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 (NPA) in Dance, at SCQF level 5, which was validated in January 2011. 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 NPA in Dance is designed to equip candidates with an introduction to knowledge, understanding and skills in Dance. These same skills are required for progression to further qualifications and/or potential career paths within the dance industry. The NPA in Dance provides an articulated progressive qualification pathway to existing provision at SCQF level 6: a range of NQ Units and the Higher Dance Practice Course.

The award consists of a range of revised NQ Units which meet the needs of learners and offer personalisation, choice and opportunities for specialism. It offers the development of a solid foundation for progression to further study and provides skills and knowledge appropriate to the dance industry as well as fully embracing the four capacities of Curriculum for Excellence (CfE).

# 2 Rationale for the development of the Group Award

The rationale for the National Progression Award in Dance is based on two main factors, both of which reflect gaps in current SQA provision in this area at this level. The first is the need for a suitable SQA award at SCQF level 5 while the second is the need for an articulated progressive qualifications pathway to underpin the existing Course and Unit provision at SCQF level 6. This award allows centres to provide programmes of study which will help prepare candidates adequately to progress to further study and qualifications or may enable successful candidates after further study to enter into employment. This National Progression Award in Dance provides a clear pathway of progression/transferable skills to the Project-Based National Course (PBNC) in Higher Dance Practice or onto the Higher National (HN) awards in Dance Artists, Contemporary Dance Performance or Professional Stage Dance. It also complements other NPAs at SCQF level 6 in: Acting and Performance, Musical Theatre, and Professional Theatre Preparation.

This NPA in Dance aims to provide candidates with appropriate skills and knowledge with one mandatory Unit and a range of optional Units which can be tailored to the needs of the individual candidate.

The main target group for this award is learners who are interested in dance and the performing arts and would like to progress to further study. The NPA also provides learners with experiences and skills that they can take into the workplace.

## **Establishing the need for the qualification**

For a number of years there has been a strong stakeholder lobby for a qualification in Dance at SCQF level 5. The demand for a suitable SQA award at level 5 which is compact and flexible and provides a solid foundation for progression is further evidenced by the increase in entries for Higher Dance Practice and free-standing NQ Dance Units over the past five years.

A Qualifications Design Team (QDT) comprising representatives from secondary schools, Scotland's Colleges and industry was set up. The starting point for the QDT was SQA's Business Case which was submitted and accepted in April 2010. This confirmed that the NPA in Dance clearly meets the SQA Business Objective to specifically 'develop, deliver and maintain a portfolio of qualifications and services to support the needs and aspirations of Scotland and its people'.

## **Nature and purpose of the award**

Essential skills and knowledge appropriate to dance were identified and content and structure agreed. The following skills provide the basis for the new National Progression Award in Dance:

- ◆ Performing
- ◆ Rehearsing
- ◆ Preparing the body
- ◆ Development of technique
- ◆ Researching
- ◆ Planning
- ◆ Evaluating
- ◆ Working collaboratively

The NPA in Dance has the potential to improve progression to further study, providing learners with relevant experiences which 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 future employment.

## **Curriculum for Excellence**

Curriculum for Excellence invites schools, colleges and external training providers to think creatively about the courses and programmes they offer. This new National Progression Award in Dance responds to and endorses the four capacities of CfE:

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

### **Successful Learners** through:

- ◆ demonstration and application of appropriate skills and techniques from two different genres of dance
- ◆ demonstration of tutor taught repertoire dance
- ◆ accepting and acting upon advice from tutors and peers
- ◆ observing and evaluating own performance and that of others
- ◆ provision of a coherent written account of all choreographic tasks
- ◆ identification of music and design elements appropriate for choreographic themes

### **Effective Contributors** through:

- ◆ listening, evaluating and offering support to others — the process by which appropriate skills and techniques are refined in dance
- ◆ sharing choreographic themes and exploring their development

### **Confident Individuals** through:

- ◆ decision making as an individual and as part of a group
- ◆ taking risks — exploring the creative potential
- ◆ participation in presentation/performance

### **Responsible Citizens** through:

- ◆ taking care of the body, understanding the correct use of muscles and recognising safe boundaries
- ◆ being prepared, punctual and appropriately dressed for rehearsals, presentations and performances
- ◆ accepting responsibility if something goes wrong and helping to put it right

The NPA in Dance aims to provide a specific pathway to success whilst building on existing strengths and interests and relates to the CfE 'totality of experiences' through offering personalisation and choice within its framework. It is a flexible award that is appropriate for a variety of delivery modes and supports the development of a range of transferable generic employability and essential skills, including Core Skills.

### **National Occupational Standards**

The importance of benchmarking any development with appropriate National Occupational Standards (NOS) is recognised. 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.

### **Target Group**

The main target group for this award is learners who are interested in dance and the performing arts and would like to progress to further study. The NPA in Dance is suitable for college students, school pupils, students from

performing arts centres and private dance schools and adult learners/returners who have the interest and necessary underpinning skill level. The NPA in Dance provides articulation from existing NQ Units at SCQF level 4 in Dance to further study at National Certificate level and beyond by equipping the learner with specific knowledge, skills and experience related to and in the context of dance. The NPA also provides learners with experiences and skills that they can take into the workplace.

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

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

The principal aims of the National Progression Award in Dance are to provide opportunities for candidates to:

- ◆ gain 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 choreographic skills which will allow creative movement to evolve from stimuli
- ◆ apply specific choreographic devices through tutor-led tasks and workshops
- ◆ develop self-evaluation skills
- ◆ develop critical thinking skills within the context of analysing dance pieces
- ◆ take charge of their own learning and development
- ◆ experience live performances in order to broaden their experience of dance
- ◆ develop communication and interpersonal skills

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

The general aims of the National Progression Award 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 candidates for progression to qualifications at SCQF level 6 in dance or the performing arts or progression to further study in alternative qualification pathways if desired and/or initiate entry into employment
- ◆ provide an award that supports the development of a range of transferable generic employability and essential skills (including Core Skills)
- ◆ provide an award structure which has sufficient flexibility to allow for a number of different modes of delivery



### **3.3 Employment opportunities**

It is anticipated that the majority of those completing the NPA in Dance will articulate with other programmes of study. The National Progression Award in Dance at SCQF level 5 has the potential to enhance an individual's employability profile.

## **4 Access to Group Award**

It would be expected that candidates 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 5. The latter may be particularly applicable to adult learners.

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

- ◆ NQ Dance Units at SCQF level 4
- ◆ Programmes of study and qualifications in dance offered by private dance schools/performing arts centres

### **Core Skills**

It is recommended that candidates for this award should have achieved Core Skills at SCQF level 4.

## 5 Group Award structure

The NPA in Dance is a 120 hour programme of study in total, which equates to 3 SQA Unit credits. There is one mandatory Unit and two other Units will be selected from an optional section. A minimum of 18 SCQF points (3 credits) is required to achieve the award.

The table below shows the framework for the NPA in Dance.

### 5.1 Framework

Unit title	Code	SCQF level	SCQF credit points	SQA credit value
Dance: Choreography	FH5T 11	5	6	1
<b>Optional Units — choose two from four</b>				
Dance: Alternative <b>or</b>	FH5V 11	5	6	1
Dance: Alternative (Scotland) <b>or</b>	H6N5 11	5	6	1
Dance: Scottish Step	HJ2W 45	5	6	1
Dance: Classical	FH5W 11	5	6	1
Dance: Contemporary	FH5X 11	5	6	1
Dance: Jazz	FH5Y 11	5	6	1

The mandatory Unit *Dance: Choreography* allows candidates to develop choreographic skills which allow them to create movement, use stimuli and analyse a dance piece by an established choreographer. They will be introduced to choreographic devices and stimuli and will put these skills into practice through tutor-led tasks and workshops.

The optional Units focus on the development and application of appropriate dance skills both in a technique class and through the performance of tutor-led dance sequences. Students will also contextualise their learning by analysing and appreciating dance styles and practitioners.

## 5.2 Mapping information

The table below shows how the principal aims expressed in Section 3 map to the Units listed above.

<b>Aims</b>	<b>Choreography</b>	<b>Jazz</b>	<b>Contemporary</b>	<b>Classical</b>	<b>Alternative</b>
Gain an appropriate learning experience in dance at a non-advanced level	X	X	X	X	X
Develop a range of appropriate practical skills, knowledge and understanding relevant to dance technique and dance performance	X	X	X	X	X
Develop choreographic skills which will allow creative movement to evolve from stimuli	X				
Apply specific choreographic devices through tutor-led tasks and workshops	X				
Develop self-evaluation skills	X	X	X	X	X
Develop critical thinking skills within the context of analysing dance pieces	X	X	X	X	X
Take charge of their own learning and development	X	X	X	X	X
Experience live performances in order to broaden their experience of dance	X	X	X	X	X
Develop communication and interpersonal skills	X	X	X	X	X

### 5.3 Core Skills

Entry and exit levels of Core Skills for the NPA in Dance will be set by individual centres. There are opportunities to gather evidence within the Units which can contribute towards Core Skills. The table below highlights where each Unit can be used to generate evidence for Core Skills.

Core Skill	Developed through	SCQF level
Communication	Dance: Alternative Dance: Classical Dance: Contemporary Dance: Choreography Dance: Jazz	Level 5
Information and Communication Technology	Dance: Alternative Dance: Classical Dance: Contemporary Dance: Choreography Dance: Jazz	Level 5
Problem Solving	Dance: Choreography	Level 5
Working with Others	Dance: Alternative Dance: Classical Dance: Contemporary Dance: Choreography Dance: Jazz	Level 5

## 6 Approaches to delivery and assessment

### Content and context

The nature of this award allows for flexible delivery and may be delivered by centres as part of an articulated pathway in Dance qualifications. Scotland's Colleges may find it beneficial as an introduction to HNC programmes of study. The NPA in Dance will also offer schools timetabling flexibility, which suits modes of delivery of Curriculum for Excellence.

### Delivery and assessment

The flexibility of this award lends itself to a variety of delivery approaches. It is suggested, however, 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
- ◆ required criteria laid down by other bodies for student entry to advanced courses
- ◆ any requirements for employment

This qualification could be delivered in secondary schools, colleges and school/college partnerships, private dance schools or performing arts centres. This may be on a part-time stand-alone basis, or embedded within a broader programme of study.

There are a number of ways in which this award could be delivered and sequence of delivery will depend on a number of factors:

- ◆ personnel and their expertise
- ◆ resources
- ◆ timetabling
- ◆ duration of the programme of study

For example, if the NPA is being delivered over 1 year, the Choreography Unit could span the duration of that year and the two optional Units could be delivered either concurrently or consecutively. If the NPA is being delivered over 2 years, one optional Unit could be delivered in year 1 and the other optional Unit in year 2; the Choreography Unit could be introduced slightly later and straddle both years.

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

- ◆ tutor or teacher-led working with groups or individuals
- ◆ individual tasks in the form of practice and/or choreographic tasks promoting independent learning supported by evaluation of self and others
- ◆ self-supported study
- ◆ peer support

- ◆ e-assessment which is supported by ICT such as e-portfolios and checklists

The assessment strategy for the NPA in Dance 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 written assignments/tasks, where appropriate, to contextualise learning.

Please refer to Appendix B for Assessment Mapping.

It is not anticipated that assessment will be integrated across Units. However, there are opportunities for integration of assessment within Units and the Unit Specifications give details of possible approaches.

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.

All 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.

## **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 National progression Award should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## 8 General information for candidates

The National Progression Award (NPA) in Dance at SCQF level 5 offers you the opportunity to develop your skills in Choreography and two different styles/genres of dance selected from the following: Classical, Contemporary, Jazz, Alternative. The NPA will focus on developing your skills in the selected dance styles/genres, and give you the opportunity to explore choreography and gain an appreciation of the dance skills and techniques you are learning.

You need to successfully complete 3 Units in order to obtain the award.

There is one mandatory Unit:

- ◆ Dance: Choreography (SCQF level 5)

There are four optional Units from which you must choose **two** Units:

- ◆ Dance: Alternative (SCQF level 5)
- ◆ Dance: Classical (SCQF level 5)
- ◆ Dance: Contemporary (SCQF level 5)
- ◆ Dance: Jazz (SCQF level 5)

There are no specific entry requirements, however, it would be expected that you would have an interest and/or some experience in dance and performance. If you have no previous formal qualifications in dance, it could be that you have other experience in dance performing or performing arts which means that you may be able to undertake Units in Dance at SCQF level 5.

This NPA in Dance is suitable for you if you are at school or college, have just left school or are an adult learner or returner. The NPA in Dance at SCQF level 5 will give you a platform which may allow you to progress into further education. This could include progressing on to other NQ Dance Units, Higher Dance Practice Course or further onto the HN in Dance Artists, Contemporary Dance Performance or Professional Stage Dance.

Successful completion of this NPA has the potential to enhance your employability profile both in dance/performing arts and in general.

## 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 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.

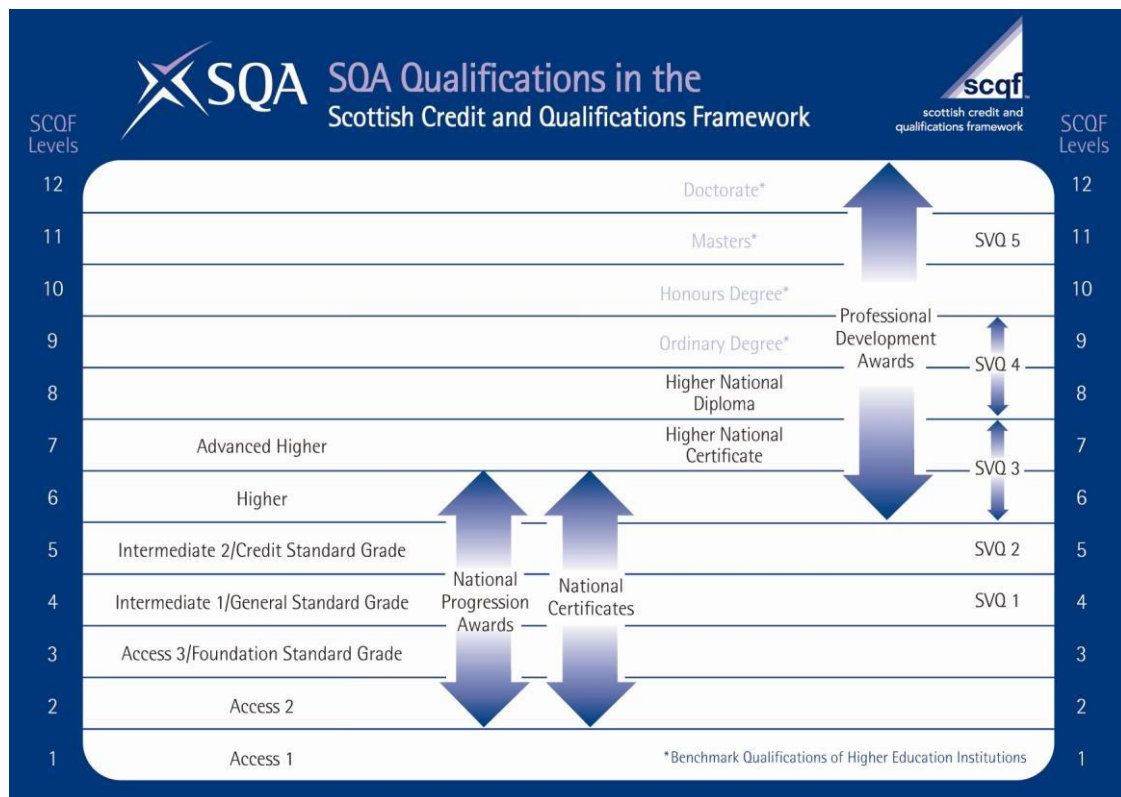
## 10 Appendices

Appendix 1: SCQF Ready Reckoner

Appendix 2: Assessment Mapping



## Appendix A: SCQF Ready Reckoner



## Appendix B: Assessment Mapping

	Outcome 1	Outcome 2	Outcome 3	Outcome 4
<b>Choreography</b>	<p><b>Demonstrate choreographic skills.</b></p> <p>Short tutor-led choreographic movement studies. List of skills. Logbook which details the tasks and workshops.</p>	<p><b>Use stimuli to create movement.</b></p> <p>Short tutor-led choreographic movement studies. Logbook which details the tasks and workshops.</p>	<p><b>Identify music and design appropriate to choreographic themes.</b></p> <p>Logbook which details the tasks and workshops.</p>	<p><b>Analyse a dance piece.</b></p> <p>Written and/or oral evidence. 500 words.</p>
<b>Contemporary</b>	<p><b>Demonstrate skills and techniques in contemporary dance.</b></p> <p>Performance evidence — list of skills.</p>	<p><b>Demonstrate contemporary dance sequences and phrases.</b></p> <p>Short tutor-led movement phrases lasting a minimum of 1.5 minutes. This can be made up of short studies that add up to 1.5 mins.</p>	<p><b>Demonstrate the ability to recreate contemporary dance repertoire.</b></p> <p>Solo tutor taught dance, 1.5 mins. Written and/or oral evidence, 500 words.</p>	N/A
<b>Classical</b>	<p><b>Demonstrate classical barre and centre work.</b></p> <p>Performance evidence — list of skills. Knowledge of basic French dance terms.</p>	<p><b>Perform enchainments incorporating basic skills and technique.</b></p> <p>Solo performance of centre-devised enchainments lasting a minimum of 1.5 minutes.</p>	<p><b>Analyse a classical dance piece.</b></p> <p>Written and/or oral evidence — in region of 750 words or 3/4 min oral presentation.</p>	N/A
<b>Alternative</b>	<p><b>Investigate a chosen dance form.</b></p> <p>Written and/or oral evidence — in region of 750 words (or 3/4 min oral presentation).</p>	<p><b>Demonstrate dance skills and techniques applicable to a chosen dance form.</b></p> <p>Warm-up, centre and floor work and travelling sequences, as appropriate to dance style.</p>	<p><b>Apply skills and techniques to the performance of a chosen dance form.</b></p> <p>Solo tutor taught dance, 1.5 minutes.</p>	N/A
<b>Jazz</b>	<p><b>Demonstrate skills and techniques of jazz dance.</b></p> <p>Performance evidence — list of skills.</p>	<p><b>Apply skills and techniques to the performance of a jazz dance.</b></p> <p>Solo tutor led dance lasting a minimum of 1.5 mins to involve change of direction, floor patterns and floor work.</p>	<p><b>Demonstrate appreciation of jazz as a dance genre.</b></p> <p>Written and/or oral evidence — in region of 750 words (or 3/4 min oral presentation).</p>	N/A