



Group Award Specification for:

**National Progression Award in Dance at
SCQF level 5**

Group Award Code: GA7E 45

Validation date: January 2011

Date of original publication: January 2011

Version: 04 (April 2024)

Contents

1	Introduction	1
2	Qualification structure	5
2.1	Structure	5
3	Aims of the qualification	6
3.1	General aims of the qualification	6
3.2	Specific aims of the qualification	6
3.3	Employment opportunities	6
4	Recommended entry to the qualification	7
4.1	Core Skills entry profile	7
5	Additional benefits of the qualification in meeting employer needs	9
5.1	Mapping of qualification aims to units	10
5.2	Mapping of Core Skills development opportunities across the qualifications	12
5.3	Assessment strategy for the qualifications	15
6	Guidance on approaches to delivery and assessment	19
6.1	Sequencing / integration of units	20
6.2	Recognition of prior learning	21
6.2.1	Articulation and / or progression	21
6.3	Opportunities for e-assessment	21
6.4	Support materials	21
6.5	Resource requirements	22
7	General information for centres	23
8	Glossary of terms	25
9	General information for learners	27

1 Introduction

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 higher education institutes (HEIs) of the aims and purpose of the qualification.
- Provide details of the range of learners the qualification is suitable for and progression opportunities.

This is the group award specification for the 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 learners 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, Higher Dance and the NC Higher Dance 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).

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 learners adequately to progress to further study and qualifications or may enable successful learners 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 learners 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 learner.

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 lecturer-taught repertoire dance
- accepting and acting upon advice from lecturers 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.

2 Qualification 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 tables below shows the framework for the NPA in Dance.

2.1 Structure

The tables below show the framework for the NPA in Dance.

Mandatory unit:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
FH5T	11	Dance: Choreography	1	6	5

Optional units: Choose two from four

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
FH5V or H6N5 or HJ2W	11 11 45	Dance: Alternative or Dance Alternative (Scotland) or Dance: Scottish Step	1 1 1	6 6 6	5 5 5
FH5W	11	Dance: Classical	1	6	5
FH5X	11	Dance: Contemporary	1	6	5
FH5Y	11	Dance: Jazz	1	6	5

The mandatory unit Dance: Choreography allows learners 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 lecturer-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 lecturer-led dance sequences. Students will also contextualise their learning by analysing and appreciating dance styles and practitioners.

3 Aims of the qualification

The NPA in Dance at level 5 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 potential future employment.

3.1 General aims of the qualification

The general aims of the National Progression Award in Dance, level 5, 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 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.

3.2 Specific aims of the qualification

The principal aims of the National Progression Award in Dance, level, 5, are to provide opportunities for learners 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 lecturer-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.

3.3 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 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 (QDT) as guidance only.

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 5. 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:

- NQ Dance units at SCQF level 4
- 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 would 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.

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

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	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Oral presentation: Dance: Alternative Dance: Alternative (Scotland) Dance: Classical Dance: Contemporary Dance: Choreography Dance: Jazz Dance: Scottish Step
Information and Communication Technology (ICT)	5	Research, written evidence, logbook or written presentation: Dance: Alternative Dance: Alternative (Scotland) Dance: Classical Dance: Contemporary Dance: Choreography Dance: Jazz Dance: Scottish Step
Problem Solving	5	Exploring and refining choreography skills: Dance: Choreography
Working with Others	5	Tasks in pairs or small groups: Dance: Alternative Dance: Alternative (Scotland) Dance: Classical Dance: Contemporary Dance: Choreography Dance: Jazz Dance: Scottish Step

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. 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

The table below shows how the specific aims expressed in section 3 map to the units.

Aims	Dance: Choreography (FH5T 11)	Dance: Jazz (FH5Y 11)	Dance: Contemporary (FH5X 11)	Dance: Classical (FH5W 11)	Dance: Alternative (FH5V 11)	Dance: Alternative (Scotland) (H6N5 11)	Dance: Scottish Step (HJ2W 45)
Gain an appropriate learning experience in dance at a non- advanced level	X	X	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	X	X
Develop choreographic skills which will allow creative movement to evolve from stimuli	X	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Apply specific choreographic devices through lecturer-led tasks and workshops	X	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Develop self- evaluation skills	X	X	X	X	X	X	X

Aims	Dance: Choreography (FH5T 11)	Dance: Jazz (FH5Y 11)	Dance: Contemporary (FH5X 11)	Dance: Classical (FH5W 11)	Dance: Alternative (FH5V 11)	Dance: Alternative (Scotland) (H6N5 11)	Dance: Scottish Step (HJ2W 45)
Develop critical thinking skills within the context of analysing dance pieces	X	X	X	X	X	X	X
Take charge of their own learning and development	X	X	X	X	X	X	X
Experience live performances in order to broaden their experience of dance	X	X	X	X	X	X	X
Develop communication and interpersonal skills	X	X	X	X	X	X	X

5.2 Mapping of Core Skills development opportunities across the qualifications

Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
FH5T 11	Dance: Choreography	X	X	X
FH5V 11	Dance: Alternative	X	X	X
H6N5 11	Dance: Alternative (Scotland)	X	X	X
HJ2W 45	Dance: Scottish Step	X	X	X
FH5W 11	Dance: Classical	X	X	X
FH5X 11	Dance: Contemporary	X	X	X
FH5Y 11	Dance: Jazz	X	X	X

Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
FH5T 11	Dance: Choreography	Not applicable	Not applicable
FH5V 11	Dance: Alternative	Not applicable	Not applicable
H6N5 11	Dance: Alternative (Scotland)	Not applicable	Not applicable
HJ2W 45	Dance: Scottish Step	Not applicable	Not applicable
FH5W 11	Dance: Classical	Not applicable	Not applicable
FH5X 11	Dance: Contemporary	Not applicable	Not applicable
FH5Y 11	Dance: Jazz	Not applicable	Not applicable

Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing / Creating Information
FH5T 11	Dance: Choreography	X	X
FH5V 11	Dance: Alternative	X	X
H6N5 11	Dance: Alternative (Scotland)	X	X
HJ2W 45	Dance: Scottish Step	X	X
FH5W 11	Dance: Classical	X	X
FH5X 11	Dance: Contemporary	X	X
FH5Y 11	Dance: Jazz	X	X

Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
FH5T 11	Dance: Choreography	X	X	X
FH5V 11	Dance: Alternative	Not applicable	X	X
H6N5 11	Dance: Alternative (Scotland)	Not applicable	X	X
HJ2W 45	Dance: Scottish Step	Not applicable	X	X
FH5W 11	Dance: Classical	X	X	X
FH5X 11	Dance: Contemporary	Not applicable	X	X
FH5Y 11	Dance: Jazz	X	X	X

Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
FH5T 11	Dance: Choreography	X	Not applicable
FH5V 11	Dance: Alternative	X	Not applicable
H6N5 11	Dance: Alternative (Scotland)	X	Not applicable
HJ2W 45	Dance: Scottish Step	X	Not applicable
FH5W 11	Dance: Classical	X	Not applicable
FH5X 11	Dance: Contemporary	X	Not applicable
FH5Y 11	Dance: Jazz	X	Not applicable

In the above tables Core Skills are signposted, which means learners will be developing aspects of Core Skills through teaching and learning approaches.

5.3 Assessment strategy for the qualifications

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Choreography	<p>Demonstrate choreographic skills.</p> <p>Short lecturer-led choreographic movement studies. List of skills. Logbook which details the tasks and workshops.</p>	<p>Use stimuli to create movement.</p> <p>Short lecturer-led choreographic movement studies. Logbook which details the tasks and workshops.</p>	<p>Identify music and design appropriate to choreographic themes.</p> <p>Logbook which details the tasks and workshops.</p>	<p>Analyse a dance piece.</p> <p>Written and / or oral evidence. 500 words.</p>
Contemporary	<p>Demonstrate skills and techniques in contemporary dance.</p> <p>Performance evidence — list of skills.</p>	<p>Demonstrate contemporary dance sequences and phrases.</p> <p>Short lecturer-led movement phrases lasting a minimum of 1.5 minutes. This can be made up of short studies that add up to 1.5 minutes.</p>	<p>Demonstrate the ability to recreate contemporary dance repertoire.</p> <p>Solo lecturer-taught dance, 1.5 minutes. Written and / or oral evidence, 500 words.</p>	Not applicable

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Classical	<p>Demonstrate classical barre and centre work.</p> <p>Performance evidence — list of skills. Knowledge of basic French dance terms.</p>	<p>Perform enchainments incorporating basic skills and technique.</p> <p>Solo performance of centre-devised enchainments lasting a minimum of 1.5 minutes.</p>	<p>Analyse a classical dance piece.</p> <p>Written and / or oral evidence — in region of 750 words or 3 / 4 minutes oral presentation.</p>	Not applicable
Alternative	<p>Investigate a chosen dance form.</p> <p>Written and / or oral evidence — in region of 750 words (or 3 / 4 min oral presentation).</p>	<p>Demonstrate dance skills and techniques applicable to a chosen dance form.</p> <p>Warm-up, centre and floor work and travelling sequences, as appropriate to dance style.</p>	<p>Apply skills and techniques to the performance of a chosen dance form.</p> <p>Solo lecturer-taught dance, 1.5 minutes.</p>	Not applicable

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Jazz	<p>Demonstrate skills and techniques of jazz dance.</p> <p>Performance evidence — list of skills.</p>	<p>Apply skills and techniques to the performance of a jazz dance.</p> <p>Solo lecturer-led dance lasting a minimum of 1.5 minutes to involve change of direction, floor patterns and floor work.</p>	<p>Demonstrate appreciation of jazz as a dance genre.</p> <p>Written and / or oral evidence — in region of 750 words (or 3 / 4 minutes oral presentation).</p>	Not applicable
Alternative (Scotland)	<p>Investigate a chosen dance form.</p> <p>Written and / or oral evidence — in region of 750 words (or 3 / 4 min oral presentation).</p>	<p>Demonstrate dance skills and techniques applicable to a chosen dance form.</p> <p>Warm-up, centre and floor work and travelling sequences, as appropriate to dance style.</p>	<p>Apply skills and techniques to the performance of a chosen dance form.</p> <p>Solo lecturer-taught dance, 1.5 minutes.</p>	Not applicable

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Scottish Step	<p>Demonstrate basic skills and techniques in Scottish Step Dance.</p> <p>Performance evidence — list of skills.</p>	<p>Demonstrate basic dance sequences in Scottish Step Dance.</p> <p>Short lecturer-led movement phrases lasting a minimum of 1.5 minutes, to involve spot sequences and travelling sequences.</p>	<p>Apply basic skills and techniques to the performance of a dance.</p> <p>Solo lecturer-taught dance, 1.5 minutes.</p>	<p>Demonstrate a basic understanding of Scottish Step Dance.</p> <p>Written and / or oral evidence — in region of 300 words (or 2 minutes oral presentation).</p>

6 Guidance on 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:

- lecturer 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.

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.

Most 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.

Classes, workshops and assessments should take place in an appropriate location, such as a dance studio / gym hall / assembly hall / stage, preferably with a wooden / sprung floor. The location should also be equipped with a sound system and audio / visual equipment.

Staff delivering this group award and the mandatory unit should as a minimum, have subject expertise in Dance to at least SCQF level 8. Staff should have appropriate dance experience as well as knowledge of safe dance practice, for example appropriate posture, alignment, warm up, cool down, hydration and correct attire (more information on appropriate clothing can be found in the unit specifications).

6.1 Sequencing / integration of units

If the NPA is being delivered over one 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 two 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.

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.

6.2.1 Articulation and / or progression

On completion of the NPA level 5, the following are options for progression:

- NC in Dance level 6 (SCQF level 6).
- Higher 5 Dance Course (SCQF level 6).

6.3 Opportunities for e-assessment

E-assessment which is supported by ICT such as e-portfolios and checklists are evolving at present. The majority of evidence is currently oral, written and / or video.

6.4 Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

Assessment Support Packs (ASPs) are available for the mandatory unit of this award and for selected optional units as follows:

FH5T 11	Dance: Choreography
FH5V 11	Dance: Alternative
FH5X 11	Dance: Contemporary
FH5Y 11	Dance: Jazz
FH5W 11	Dance: Classical

SQA's secure website provides comprehensive exemplification of standards for the NPA in Dance at level 5, which teachers and assessors would find beneficial as a benchmark of standards.

Learners may develop their learning by reading, researching, watching live or recorded performances, taking part in dance classes and workshops.

6.5 Resource requirements

Classes, workshops and assessments should take place in an appropriate location, such as a dance studio / gym hall / assembly hall / stage, preferably with a wooden / sprung floor. The location should also be equipped with a sound system and audio / visual equipment.

Staff delivering this group award and the mandatory unit should as a minimum, have subject expertise in Dance to at least SCQF level 8. Staff should have appropriate dance experience as well as knowledge of safe dance practice, for example appropriate posture, alignment, warm up, cool down, hydration and correct attire (more information on appropriate clothing can be found in the unit specifications).

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All assessments used within these qualifications 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).

Guidelines on qualifications required for teaching, assessing and internally verifying the NPA in Dance at SCQF level 5 (GA7E 45)

To gain approval to deliver the NPA in Dance at SCQF level 5, centres must provide evidence that they can deliver the award and its mandatory unit successfully. Teachers / lecturers, assessors and internal verifiers must demonstrate competence in line with the requirements of the qualification.

Experience should be relevant to the specialist knowledge and skills contained within the unit specifications. Evidence of this is required in advance of an approval visit.

See Criterion 2.1 of the Systems and Qualification Approval Guide:
https://www.sqa.org.uk/sqa/files_ccc/Systems_and_Qualification_Approval_Guide.pdf

SQA must also be satisfied that centres have the required learning and reference materials available to teach and that learners have access to materials that will allow them to meet the requirements of the qualification.

See Criterion 2.4 and Part 2 of the Systems and Qualification approval Guide:
https://www.sqa.org.uk/sqa/files_ccc/Systems_and_Qualification_Approval_Guide.pdf

Teachers / lecturers

It would be preferable if those involved in teaching the NPA in Dance at SCQF level 4 had a degree in Dance.

As a minimum, subject expertise in Dance to at least SCQF level 8 is required.

Assessors

It would be preferable if those involved in assessing the NPA Dance at SCQF level 4 had a degree in Dance.

As a minimum, subject expertise in Dance to at least SCQF level 8 is required.

Where there are knowledge deficits, assessors should undertake appropriate continuous professional development (CPD) before assessing the award.

Internal verifiers

It would be preferable if those involved in the quality assurance of the NPA Dance at SCQF level 4 had a degree in Dance.

As a minimum, subject expertise in Dance to at least SCQF level 8 is required.

Where there are knowledge deficits, internal verifiers should undertake appropriate CPD before internally verifying the award.

Assessors and internal verifiers must meet the requirements of the assessment strategy.

Dance assessors and internal verifiers must have completed at least two years' successful study of dance to a minimum of Higher National Diploma (HND) level (SCQF level 8) or have extensive knowledge in dance, which can be supported by vocational and teaching qualifications through accredited dance awarding bodies with a minimum value of 40 SCQF credit points at level 7 and 40 SCQF points at level 8. It is vital that any vocational qualifications or awards achieved are appropriate for course assessment and internal verification for the group award.

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
04	Re-formatted to reflect current house-style and transferred to current template, for accessibility purposes. Tutor changed to lecturer and candidate changed to learner. Section 10: Appendices — Appendix 1: SCQF Ready Reckoner and Appendix 2: Assessment Mapping have been removed. Updated tables in sections 4 and 5. Change to approval for centres. Minimum qualifications added for delivery, assessment and verification of mandatory units and group award. Assessment strategy has been revised and updated to included qualifications required by staff delivering, assessing and verifying the award.	25 / 04 / 2024
03	This unit HJ2W 45 Dance: Scottish Step has been created for the Scottish Studies Award at National 5 Level and has been added to this framework as an optional provision to the Dance: Alternative unit (FH5V 11).	10 / 04 / 2024
02	Scottish Context unit added as an alternative: Dance Alternative (Scotland) (H6N5 75) added as an alternative to Dance Alternative (FH5V 11).	22 / 04 / 2024

Acknowledgement

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

Template version: March 2024

9 General information for learners

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

The 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 three 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)
or
- Dance: Alternative (Scotland) (SCQF level 5)
or
- Dance: Scottish Step (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, NC Dance 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.