



## **Group Award Specification for:**

**NC Theatre Design: Set, Costume and Props — An Introduction**

**Group Award Code: GM40 46**

**Validation date: May 2017**

**Date of original publication: June 2017**

**Version: 01**

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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 Rationale for the Qualification

This qualification is suitable for applicants with an interest in back stage theatre activities, perhaps as a result of amateur or school participation. It is aimed at a broad age spectrum from school leavers to mature learners who have an aptitude for art, design and craft.

Theatre design is the design of the space and everything within it, in which performance takes place. Theatre designers create and interpret the environment, the costume and the properties we see as an audience to performance.

Some designers specialize in set or costume, particularly if it is a very large scale production such as an opera, which allows for 'experts and specialists' to take on a much more hands on active participation in the process. However, it has become common for designers to create designs for both set and costume due to budget constrictions or as a response to the director wanting a cohesive, holistic approach. With this in mind; The rationale for the qualification is to provide a basic training for learners interested in theatre and the performing arts, who wish to explore the disciplines and methods inherent to creative production and commonly used by costume makers, designers and stage property makers. Many of the processes and media explored in this course will possibly have been encountered in amateur productions, at school or in leisure courses focused on art and design, craft and needlework or theatre studies. This course will develop these skills further and in addition, will build communication skills and personal confidence.

Learners will be provided with a basic tool kit of processes which, once explored, could lead to further study at a higher level and meaningful employment in wardrobe and property departments for theatres in Scotland and beyond. Learning includes vocational training delivered by industry specialists to supply the theatre and film industries with designers, costume makers, craft specialists and stage production technicians.

This specialised training also provides many transferable skills in observation and research, compilation, design and the innovative development of original ideas. Key to the course rationale is the inclusion of techniques, practices and processes which are particular to costume cutting and construction and internationally used in the production of theatrical costume. Learners wishing to study design will receive instruction in the basic skills and methods used to produce costume, set and property designs for performers and will build a portfolio of practice which will help them progress to a Higher level qualification. The structure of the course enables learners to understand the importance of worker collaboration, critical thinking and the need for safe practice in the working environment.

This course was designed as an articulation route to HND Costume for Stage and Screen and HNC/D Technical Theatre as there is a demonstrable need for a qualification which fills a gap in the qualifications framework and makes a valuable and unique contribution to SQA's portfolio of qualifications.

## 1.2 Title of the qualification

The title NC Theatre Design: Set, Costume and Props — An Introduction has been chosen to reflect the roles in the current industry. The course covers many disciplines from, prop making, to set and costume design and costume making. Many people are not aware of the wide variety of employment opportunities that exist in the backstage environment and this course will provide the theory, practical knowledge and experience to inform interested and potential learners and workers.

## 1.3 Links to and from other qualifications

There are a number of qualifications offered which provide progression to and from the NC in Theatre Design: Set, Costume and Props — An Introduction. These are shown in the table below:

SCQF level	NQ	HNC/HND	SVQs/Competence qualifications
9	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>Ordinary Degree</b>                      ead BA Production Arts and                 </div>		
8		HND Costume for Stage and Screen HND Technical Theatre	
7		HNC Costume for Stage and Screen HNC Technical Theatre	SVQ Manufacturing Textiles SVQ in Design
6	<b>NC Theatre Design: Set, Costume and Props - An Introduction</b>		
5	NC Creative Industries Nat 5 Art and Design Nat 5 Fashion and Textile Technology		
4	NPA Creative Industries Nat 4 Art and Design Nat 4 Fashion and Textile Technology		

## 2 Qualification structure

### 2.1 Structure

To achieve the NC Theatre Design: Set, Costume and Props — An Introduction, learners would need to complete 12 SQA credits/72 SCQF credits.

This must include all mandatory units (7 SQA credits/42 SCQF credits) and optional units totaling 5 SQA credits/30 SCQF credits.

**Mandatory units** — Learners must take all units from this section (42 SCQF credit points)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
FP4V	11	Industrial Machine Sewing Skills: An Introduction	1	6	5
F5CC	12	Art and Design: 3D Skills Development	2	12	6
F5C2	12	Art and Design: Research and Investigation Skills	1	6	6
HK58	46	Creating Costume for Performance	1	6	6
F697	12	Theatrical Design	1	6	6
F9WN	12	Art and Design: Model Making Gen 1	1	6	6
<b>Total</b>				<b>42</b>	<b>6</b>

**Optional units** — Learners must select units totaling 30 SCQF credit points from the following:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
FP4X	11	Garment Pattern Construction: An Introduction	1	6	5
FP5F	12	Pattern Construction: Waist Suspended Garments	1	6	6
FP5G	12	Pattern Construction: Shoulder Suspended Garments	1	6	6
FP5H	12	Sewing Skills: Waist Suspended Garments	1	6	6
FP5J	12	Sewing Skills: Shoulder Suspended Garments	1	6	6
FP5N	12	Develop and Manufacture: Skirt	1	6	6
FP5L	12	Develop and Manufacture: Bodice	1	6	6
FP5K	12	Develop and Manufacture: Dress	1	6	6
D9GF	12	Design Realisation	1	6	6
H202	76	Art and Design: Expressive Activity	1.5	9	6
H204	76	Art and Design: Design Activity	1.5	9	6
F9VK	11	Art and Design: Introduction to Surface Decoration	1	6	5
F5C5	12	Art & Design: Creative Textile Development	1	6	6

## 3 Aims of the qualification

This qualification will provide training designed to meet the needs of learners who have the ambition to work in theatre, as costume makers, stage property makers and theatrical designers. The course is a valuable foundation towards further study at HNC/D.

Learners will be taught skills in pattern cutting and costume construction, together with decorative techniques used to embellish costume and other artifacts. They will be introduced to 3D sculptural design, design development, set model making and a range of media and methods, practices and processes.

### 3.1 General aims of the qualification

- ◆ To introduce methods and techniques used in industry which, could ultimately lead to a range of employment opportunities.
- ◆ To provide opportunities for progression within SCQF to further study, in particular at HNC and HND level.
- ◆ To develop skills in design and in refining design applications
- ◆ To develop transferable skills in research, planning, evaluation, presentation, team working and the core skills of communication, problem solving, IT, numeracy and working with others.
- ◆ To enable learners to understand the basic concepts of design and garment manufacture, 3D artefact construction and provide a foundation for the development of design skills.
- ◆ To provide learners with a positive and supportive learning environment and instill an interest and enthusiasm in the subject areas.

### 3.2 Specific aims of the qualification

- 1 To prepare learners for progression to qualifications at SCQF level 7 in related creative industries.
- 2 To develop research skills.
- 3 To develop skills in communication pertinent to design and practical projects.
- 4 To explore and devise practical solutions to realise design ideas.
- 5 To develop production patterns, basic pattern blocks and plans for garments. Design artefacts and stage sets by creating, production plans, ground plans, specific drawings, and scale models using industrial methods.
- 6 To create costumes, stage properties, designs and stage set models using production processes and skills.

## 4 Recommended entry to the qualification

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.

Entry to this qualification is at the discretion of the centre. There should be no artificial barriers to entry and the NC should be open to all learners who have a reasonable chance of achievement. However, it would be beneficial if learners have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Three passes at SCQF level 4/5
- ◆ Portfolio of work
- ◆ ESOL National 4 or equivalent (for those whom English is not their first language)

## 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	Personal presentations
Numeracy	4	Scale, pattern drafting, measurements
Information and Communication Technology (ICT)	4	Compiling research, power point presentations
Problem Solving	4	Realisation of creative product Interpretation of given specifications.
Working with Others	4	Team collaboration

## 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.

It is not anticipated that learners will have the required skills to directly enter employment when exiting from this course. The purpose of this training is to provide learners with foundation skills and personal confidence and communication skills to gain entry to higher levels of education. It is expected that learners will develop broad, generic and transferable skills over the duration of this course. *(Though this course would not lead directly to creative professional employment, it could lead to employment in related industries, eg costume hire and costume retail outlets, property hire).*

## 5.1 Mapping of specific qualification aims to units

Code	Unit title	Aims					
		1	2	3	4	5	6
FP4V 11	Industrial Machine Sewing Skills: An Introduction	X					
FP4X 11	Garment Pattern Construction: An Introduction	X		X	X	X	X
F5CC 12	Art and Design: 3D Skills Development	X	X	X	X	X	X
F5C2 12	Art and Design: Research and Investigation Skills	X	X	X	X		
HK58 46	Creating Costume for Performance	X	X	X	X	X	X
FP5F 12	Pattern Construction: Waist Suspended Garments	X				X	X
FP5G 12	Pattern Construction: Shoulder Suspended Garments	X				X	X
FP5H 12	Sewing Skills: Waist Suspended Garments	X				X	X
FP5J 12	Sewing Skills: Shoulder Suspended Garments	X				X	X
F697 12	Theatrical Design	X		X		X	X
F9WN 12	Art and Design: Model Making: General 1	X	X	X	X	X	X
FP5N 12	Develop and Manufacture: Skirt	X				X	X
FP5L 12	Develop and Manufacture: Bodice	X				X	X
FP5K 12	Develop and Manufacture: Dress	X				X	X
H202 76	Art and Design: Expressive Activity	X	X	X	X		
H204 76	Art and Design: Design Activity	X	X	X	X		X
F9VK 11	Art and Design: Introduction to Surface Decoration	X	X	X	X		
F5C5 12	Art and Design: Creative Textile Development	X	X	X	X	X	X
D9GF 12	Design Realisation	X	X	X	X		X

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

As noted above, it is not anticipated that learners will have the required skills to gain employment in specific theatre costume roles when exiting from this course. It is therefore difficult to map the units directly to the NOS. However, the basic skills acquired in the practical units would provide a good grounding for the following Creative and Cultural Skills/Creative Skillset NOS:

CCSWHM7	Create patterns for costumes
CCSWHM14	Dress performers
CCSWHM9	Fit and alter costumes and accessories
CCSWHM10	Maintain costumes and equipment
CCSWHM8	Make and finish costumes
SKSQ11	Costume fitting
SKSQ27	Carry out costume alterations
SKSQ12	Maintain and service costumes
SKSQ10	Assist performers with costumes and dressing
SKSQ2	Prepare costumes to meet production requirements
SKSCOSTQ3	Work with designers to fulfil the costume requirements of...
SKSCOSTQ4	Create the costume design and costume plot
SKSTEX30	Develop designs for textile products
SKSD12	Develop, produce and present design responses
CCSTP22.	Clean up own work area

### 5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	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
FP4V 11	Industrial Machine Sewing Skills: An Introduction	X	X	X	X	X	X			X	X	X	
FP4X 11	Garment Pattern Construction: An Introduction	X	X	X	X	E	X		X	X	X	X	
F5CC 12	Art and Design: 3D Skills Development	X	X	X	X	X	X		X	X	X	X	X
F5C2 12	Art and Design: Research and Investigation Skills	X	X	X			X	X			X		
HK58 46	Creating Costume for Performance	X	X	X	X	X	X	X	X	X	X	X	X
F697 12	Theatrical Design	X	X	X	X	X	X	X	X	X	X	E	E
F9WN 12	Art and Design: Model Making	X	X	X	X	X	X	X	E	X	X	E	
FP5N 12	Develop and Manufacture: Skirt	X	X	X	X	E	X		E	E	X	X	
FP5L 12	Develop and Manufacture: Bodice	X	X	X	X	E	X		E	E	X	X	
FP5K 12	Develop and Manufacture: Dress	X	X	X	X	E	X		E	E	X	X	
H202 76	Art and Design: Expressive Activity	X	X	X			X	X	X	X	X		
H204 76	Art and Design: Design Activity	X	X	X			X	X	X	X			
F9VK 12	Art and Design: Introduction to Surface Decoration	X	X	X			X		X	X	X		

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	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
F5C5 12	Creative Textile Development		X	X		X	X	X	X	X			
FP5F 12	Pattern Construction: Waist Suspended Garments	X	X	X	X	X	X			X	X	X	
FP5G 12	Pattern Construction: Shoulder Suspended Garments	X	X	X	X	X	X			X	X	X	
FP5H 12	Sewing Skills: Waist Suspended Garments	X	X		X	X	X			X	X	X	
FP5J 12	Sewing Skills: Shoulder Suspended Garments	X	X		X	X	X			X	X	X	
D9GF 12	Design Realisation	X	X	X			X	X	X	X	X		

X Opportunities to develop core skills  
E Embedded core skills

## 5.4 Assessment Strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Industrial Machine Sewing Skills: An Introduction	Practical exercise and sample log	Practical exercise and sample log		
Garment Pattern Construction: An Introduction	Practical exercise and log	Practical exercise and log	Practical assignment; observation checklist; and compilation log	
Art and Design: 3D Skills Development	Visual format and oral presentation	Practical exercise; project	Practical exercise; project	Q & A; oral presentation <b>Outcome 5:</b> written evaluation
Art and Design: Research and Investigation Skills	Compilation of research	Presentation of research		
Creating Costume for Performance	Practical exercise	Practical exercise: project	Practical assignment; observation checklist; and compilation log	
Theatrical Design	Short answer questions	Practical exercise and log	Practical exercise and project	Practical assignment Observation Compilation log
Art and Design: Model Making	Practical exercise	Practical exercise and log	Practical assignment Observation checklist Compilation log	
Develop and Manufacture: Skirt	Practical exercise	Practical exercise and log	Practical assignment; observation checklist; and compilation log	
Develop and Manufacture: Bodice	Practical exercise	Practical exercise and compilation log	Practical assignment; observation checklist; and compilation log	
Develop and Manufacture: Dress	Practical exercise	Practical exercise and log	Practical assignment; observation checklist; and compilation log	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Art and Design: Expressive Activity	Practical exercise	Practical exercise and compilation log		
Art and Design: Introduction to Surface Decoration	Compilation of source materials	Compilation of practical samples	Development of compiled practice	
Creative Textile Development	Project plan	Practical compilation for assessment	Evaluative critique	
Pattern Construction: Waist Suspended Garments	Practical exercise	Practical exercise and compilation log	Practical assignment; observation checklist; and compilation log	
Pattern Construction: Shoulder Suspended Garments	Practical exercise	Practical exercise and compilation log	Practical assignment; observation checklist; and compilation log	
Sewing Skills: Waist Suspended Garments	Practical exercise	Practical assignment; observation checklist; and compilation log		
Sewing Skills: Shoulder Suspended Garments	Practical exercise	Practical assignment; observation checklist; and compilation log		
Design Realisation	Compilation of research and evaluations	Sketchbook of design development	Developed design ideas	

## 6 Guidance on approaches to delivery and assessment

This qualification will be delivered face to face. It will be delivered and assessed in English and all assessment will be undertaken internally. The benefits for the learner will be the development and enhancement of work-related skills and knowledge. Regular visits to theatre performances (both internally and externally) and also to presentations from specialists, eg from The Costume Society of Scotland will inform and support learning.

All learning is carried out in a simulated wardrobe/property/ theatre environment with assignments structured to correspond and synthesize with each other. It is anticipated that all creative undertakings will satisfy the visual requirements of a given play or a vision statement. Unit specifications detail exactly the evidence requirements and assessment procedures for each assessment event. Feedback will be given at formative assessment and throughout delivery.

Learners will benefit from weekly tutorials.

### 6.1 Sequencing/integration of units

Unit	Delivery/Assessment	Integrated
Garment Pattern Construction: An Introduction or Pattern Construction: Waist Suspended Garments or Pattern Construction: Shoulder Suspended Garments	Semester one and two	Sewing Skills: Shoulder Suspended Garments/ Sewing Skills: Waist Suspended Garments/ Creating Costume for Performance
Industrial Machine Sewing Skills: An Introduction	Semester one	
Creating Costume for Performance	Semester two	Garment Pattern Construction: An Introduction or Pattern Construction: Waist Suspended Garments or Pattern Construction: Shoulder Suspended Garments
Art and Design: 3D Skills Development	Semester two	Theatrical Design Art and Design: Model Making
Art and Design: Research and Investigation Skills	Semester one and two	Introduction to surface Decoration; Creative Textile Development
Theatrical Design	Semester one	Art and Design: Model Making
Art and Design: Model Making	Semester two	Theatrical Design
Art and Design: Expressive Activity	Semester one	
Art and Design: Introduction to Surface Decoration	Semester one	Research and Investigation Skills; Creative Textile Development

Unit	Delivery/Assessment	Integrated
Creative Textile Development	Semester two	Research and Investigation Skills; Introduction to Surface Decoration
Sewing Skills: Waist Suspended Garments or Sewing Skills: Shoulder Suspended Garments	Semester one and two	Garment Pattern Construction: An Introduction or Sewing Skills: Waist Suspended Garments or Pattern Construction: Shoulder Suspended
Design Realisation	Semester two	Research and Investigation Skills;

## 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](http://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

### Access to HND Costume for Stage and Screen and HNC Technical Theatre

While articulation is at the discretion of the centre it is envisaged that learners who successfully complete this award will be viewed favorably. Learners may be advised to study higher English alongside the NC to meet the requirements of HND Costume for Stage and Screen/university courses.

#### Articulation

Learners wishing to apply to a university level course will be guided and supported by staff. These arrangements should be dealt with individually by centres and learners. Entry qualifications and articulation requirements for degree courses vary significantly and learners should be advised by centres to investigate articulation possibilities prior to choosing optional units.

Recent graduates on a similar course have progressed to degree level courses at:

- Heriot Watt (Fashion Production & Design)
- Royal Conservatoire Scotland – Design & Production
- Wimbledon College Of Art
- London College Of Fashion
- University Of Dundee (Fashion & Textiles)

## 6.3 Opportunities for e-assessment

Some aspects of the knowledge and understanding of the units could be delivered using e-learning, in particular those aspects which require learners to undertake research. The use of virtual learning environment for storing learner notes and visuals and website addresses should be encouraged by centres when building up their learning and teaching packs to accompany units. Additionally both learners and staff should be encouraged to use digital photography and film as a means of recording the development of design and manufacture of costumes and samples of work completed. Filming and photographing of costume fittings requires the consent of all parties involved. Digital photography could also be used by staff to set up archive materials.

## 6.4 Support materials

A list of existing ASPs is available to view on SQA's website.

## 6.5 Resource requirements

The following list is an example of the type of resources provided by the centre currently delivering this qualification.

#### Physical resources

#### Accommodation — Exclusive use for this course

### **Workroom 1**

- ◆ Liberally supplied with power sockets and high worktables
- ◆ Good daylight conditions
- ◆ 140 sq mts

### **Workroom 2**

- ◆ Liberally supplied with power sockets and high worktables
- ◆ Good daylight conditions
- ◆ Blackout facilities
- ◆ 140 sq mts
- ◆ Water supply
- ◆ Sink unit and draining

### **Storeroom**

- ◆ Storage for small quantities of inflammable chemicals

### **Fabric store**

- ◆ 10 sq mts
- ◆ Shelving
- ◆ Drawers for haberdashery

### **Equipment store x 2**

### **College learning resource centre**

- ◆ The college has four sites and the site that this course is located is at Granton Campus. The volumes held by the LRC is in the region of 30,000. Costume History amounting to about 500. There are approximately 250 dedicated books on Theatre Costume, 300 DVDs and access to Digital Theatre Plus, an online resource with educational access to current best theatre practice from internationally renowned practitioners. This resource is organised and looked after by the technician that works solely within this course.

There are also relevant periodicals to the course available and the learners have access to photocopying facilities.

### **Specific course equipment**

- ◆ 30 dress stands , 15 hat blocks, 18 head blocks, 12 wig stands, 1 industrial steam Irons, 1 twin tubs, 15 costume rails
- ◆ Three x steam guns
- ◆ Two x heat guns
- ◆ Button making machine plus two eyeletting making machines
- ◆ 30 assorted domestic and industrial sewing machines (including a number of special machines)

### **ICT Facilities**

- ◆ The college is well populated with learning streets populated with computers. All classrooms have computer, overhead projectors and IWBs.
- ◆ There is a drop-in study centre facility for all learners to use.

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

### 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](http://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:

- ◆ learners 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 learners 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](http://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 learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

## 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.

The National Certificate (NC) Theatre Design: Set, Costume and Props — An Introduction at SCQF level 6 will introduce you to a range of creative skills and disciplines commonly used in production departments for theatrical and creative installations.

Specifically, this course will introduce you to the design process pertinent to costume, stage properties and stage sets, all of which are driven by textual, musical or visual stimulus. In addition, you will discover ways to research and compile information, create a mood board, create sketches, compile a scene breakdown, story boards of information gathered from a broad spectrum of resources which will inform and inspire personal creative developments.

In the model making unit, you will use basic construction techniques to a given scale, and cover the safe use of handheld tools, equipment and materials. In addition you will also cover a unit as a Props maker creating objects for use on stage in theatre involving mood boards and scale drawings. Props are essential in helping to bring a production to life and prop makers make a huge variety of objects. As a prop maker, it would be your job to create realistic-looking objects for use in theatre, film and television. You might make anything from fake jewelry to replica weapons and moving models, depending on what the script calls for.

In sewing and pattern construction units you will be introduced to health and safety guidelines in common professional practice. Sessions will cover the safe use of handheld tools and equipment, the use of domestic and industrial irons, sewing machines and over lockers. Practical sessions will follow the sampling of basic construction techniques and methods. 'Developing pattern construction skills' will cover the basic principles before progressing to the creation of a pattern for a costume.

You will then create and alter a costume for a performance in a simulated scenario. You will be introduced to the relationship between the costumier and actor, in role played sessions. Sessions will cover measuring, storage, fabrics, costings and fittings and final costume finishing. You will produce a folio of your work, with production patterns, samples and garments you have sewn.

In addition you will research a range of decorative techniques commonly used to embellish costume. These techniques will subsequently be sampled and compiled in a portfolio explaining the product, process and overall effect you have created. These skills will then be incorporated and developed in a personally produced design and construction of a theatrical artifact or accessory.

Assessment can take a variety of forms, for example, observation of you undertaking activities which will ensure that you have used the correct techniques and have complied with Health and safety requirements. Other assessment methods could include compilations of work, personal and group presentations, tests, quizzes, projects and practical exercises

You will be encouraged to extend and develop your communication skills across the framework of the course and will be asked to articulate, discuss, debate, collaborate and present ideas.

Successful achievement of this award could lead to further study at HN level in a related discipline.