



**Group Award Specification for:
SQA Advanced Certificate in Professional Dance
Performance**

Group Award code — GT11 47

**SQA Advanced Diploma in Professional Dance
Performance**

Group Award code — GT10 48

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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 higher education institutions of the aims and purpose of the qualification
- ◆ provide details of the range of learners that the qualification is suitable for and the progression opportunities

Rationale

These qualifications were developed by a consortium of providers and after extensive consultation with the following groups: centres offering dance provision; employers and industry bodies; higher education institutions; learners.

The auditions for the majority of work in the professional dance sector focus solely on the replication of dance choreography and have no requirement for the preparation or performance of a song or monologue. This is increasingly different to previous years when there was a more musical theatre specific focus in dance work. Due to the developments in the sector it is important that the stage dance qualification has a specific dance focus.

It has been identified by the Qualifications Development Team and SQA's external verifiers that a Professional Dance Performance qualification requires flexibility for the delivering institution to create a dance programme which can be diverse and tailored to the specific type of dancer that each institution aims to develop and train.

It has been clearly identified that singing and acting units both assist and support some aspects of the stage dance work available. The framework allows flexibility for institutions to include acting and singing in their courses if desired and appropriate.

Current learners progress to specific top-up courses such as the BA (Hons) in Dance at Edinburgh's College which has no requirement for acting and singing as this is solely a dance based course. This also the case for the London Theatre School and the Liverpool Institute of Performing Arts (LIPA) which are also solely commercial dance-based top-up programmes.

Top-up degrees have an equal focus on the creation of dance work as well as performance therefore it is important that learners have a clear understanding of the skills which underpin the choreography of dance work. To reflect this, the unit *Dance: Choreographic Skills* is part of the mandatory section of the framework. It is also important to highlight that many performers in the dance profession will at some point be required to undertake roles such as rehearsal director, dance captain and/or choreographer's assistant. In these roles it is vital to understand the choreographic process and be able to identify aesthetics, staging, choreographic structures and the specific devices used by individual choreographers. Therefore including this unit in the mandatory section of the framework will prepare dancers for the professional industry.

Title of qualifications

The titles of the awards — SQA Advanced Certificate/Diploma in Professional Dance Performance — have been chosen to reflect both the competencies of the group award as well as the sector. The mandatory units of the SQA Advanced Certificate and Diploma provide learners with a secure grounding in the technical performance and creative skills required for entry into Professional Dance Performance programmes.

Target groups

The target group for these awards is those interested in pursuing a career in dance and who wish to develop the knowledge and the creative and technical skills required for the dance industry. The awards are offered on a full-time or part-time basis and are aimed at school leavers, adult returners, self-employed, etc.

Prospective learners may also demonstrate eligibility for SQA Advanced Certificate/Diploma in Professional Dance Performance by possessing any of the following:

- ◆ relevant industry experience
- ◆ evidence of appropriate practical skills at audition

Framework/units

The framework consists of mandatory technical dance units in ballet, jazz and commercial dance which demonstrate the broad range and most relevant dance requirements for the current industry.

Tap dance is part of the optional section of the framework. This is because there are fewer opportunities than formerly for tap specific dance work within the industry and, with the exception of certain specialist companies, most of this occurs in the musical theatre arena.

Singing and acting units are also part of the optional section of the framework as this is less of a requirement for a dance performer and more of a requirement for a musical theatre performer.

The commercial dance units take into account the drivers of the current industry. This area constantly evolves and changes and these units are not prescriptive, allowing tutors to deliver them taking into account changing trends in dance.

Any provider who is delivering the SQA Advanced Diploma in Professional Dance Performance has substantial scope in the optional section to allow the course to be individualised to that which is most appropriate for their centre and learners — given the plethora of dance genres and styles.

2 Qualifications structure

2.1 Structure

SQA Advanced Certificate in Professional Dance Performance

The SQA Advanced Certificate in Professional Dance Performance is made up of 12 SQA unit credits. It comprises 96 SCQF credit points of which 80 are at SCQF level 7 in the mandatory section, including the graded unit of 8 SCQF credit points at SCQF level 7.

For a learner to achieve the SQA Advanced Certificate in Professional Dance Performance, they would require to attain all of the 10 mandatory credits (80 SCQF credit points) plus 2 optional credits (16 SCQF credit points).

Mandatory units

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J5G4	47	Dance: Classical Ballet Techniques 1	2	16	7
J5G5	47	Jazz Dance Techniques 1	2	16	7
J5G6	47	Dance Technique for Commercial Performance 1	2	16	7
J5G7	47	Dance: Choreographic Skills	1	8	7
J5G8	47	Dance: An Introduction to Performance and Production	1	8	7
J5G9	47	Dance: Anatomy and Injury Prevention for Dancers	1	8	7
J5G2	47	Professional Dance Performance: Graded Unit 1	1	8	7

Optional units

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J5GA	47	Tap Dance Techniques 1	2	16	7
J5GB	47	Singing Skills for the Actor 1	1	8	7
J5GC	47	Acting for Dancers	1	8	7
J5GD	47	Sound Editing for Choreography	1	8	7
J5GE	47	Dance History: An Introduction	1	8	7
J5GF	48	Dance Teaching Skills	1	8	8
J5GG	47	Theatre Gymnastics	1	8	7

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J5GH	47	Dance: Contemporary Dance Techniques 1	2	16	7
J5GJ	47	Theatrical Make-up	1	8	7
J5GK	47	Dance: Body Conditioning	2	16	7
J5GL	47	Dance: Choreography for Screen	1	8	7
J5GM	48	Dance: Pas de deux	1	8	8
J5GN	48	Audition and Portfolio for Dance	1	8	8
J5GP	48	Dance: Contextual Studies	1	8	8
J5GV	48	Dance Technique for Commercial Performance 2	2	18	8
J5GR	48	Dance: Body Conditioning: Advanced	2	16	8
HR3E	47	Preparing to Start a Business	1	8	7
HP6M	47	Personal Development Planning	1	8	7
HP4X	47	Work Placement	1	8	7

SQA Advanced Diploma in Professional Dance Performance

The SQA Advanced Diploma in Professional Dance Performance is made up of 30 SQA unit credits. It comprises 240 SCQF credit points of which 88 are at SCQF level 8 in the mandatory section, including the graded unit of 16 SCQF credit points at SCQF level 8.

For a learner to achieve the SQA Advanced Diploma in Professional Dance Performance, they would require to attain all of the 21 mandatory credits (168 SCQF credit points) plus 9 optional credits (72 SCQF credit points).

Mandatory units

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J5G4	47	Dance: Classical Ballet Techniques 1	2	16	7
J5G5	47	Jazz Dance Techniques 1	2	16	7
J5G6	47	Dance Technique for Commercial Performance 1	2	16	7
J5G7	47	Dance: Choreographic Skills	1	8	7
J5G8	47	Dance: An Introduction to Performance and Production	1	8	7

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J5G9	47	Dance: Anatomy and Injury Prevention for Dancers	1	8	7
J5G2	47	Professional Dance Performance: Graded Unit 1	1	8	7
J5GS	48	Dance: Classical Ballet Techniques 2	2	16	8
J5GT	48	Jazz Dance Techniques 2	2	16	8
J5GV	48	Dance Technique for Commercial Performance 2	2	16	8
J5GW	48	Dance: Advanced Performance and Production	1	8	8
J5GN	48	Audition and Portfolio for Dance	1	8	8
J5GP	48	Dance: Contextual Studies	1	8	8
J5G3	48	Professional Dance Performance: Graded Unit 2	2	16	8

Optional units

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J5GA	47	Tap Dance Techniques 1	2	16	7
J5GB	47	Singing Skills for the Actor 1	1	8	7
J5GC	47	Acting for Dancers 1	1	8	7
J5GH	47	Dance: Contemporary Dance Techniques 1	2	16	7
J5GX	48	Tap Dance Techniques 2	2	16	8
J5GY	48	Singing Skills for the Actor 2	1	8	8
J5H0	48	Acting for Dancers: Advanced	1	8	8
J5H1	48	Dance: Contemporary Dance Techniques 2	2	16	8
J5GD	47	Sound Editing for Choreography	1	8	7
J5GE	47	Dance History: An Introduction	1	8	7
J5GF	48	Dance Teaching Skills	1	8	8
J5GG	47	Theatre Gymnastics	1	8	7
J5GJ	47	Theatrical Make-up	1	8	7

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J5GK	47	Dance: Body Conditioning	2	16	7
J5GL	47	Dance: Choreography for Screen	1	8	7
J5GM	48	Dance: Pas de deux	1	8	8
J5GR	48	Dance: Body Conditioning: Advanced	2	16	8
HR3E	47	Preparing to Start a Business	1	8	7
HP6M	47	Personal Development Planning	1	8	7
HP4X	47	Work Placement	1	8	7

3 Aims of the qualifications

The Professional Dance Performance qualification has been designed to provide learners with the appropriate subject knowledge and practical technique to develop as a performer in the dance industry. The overall aim is for learners to develop dance technique, performance skills, choreographic skills for the dance industry, 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 higher education or to industry employment.

3.1 General aims of the qualifications

The general aims of both the SQA Advanced Certificate and Diploma are to:

- ◆ enable progression within the Scottish Credit and Qualifications Framework (SCQF)
- ◆ enhance employment prospects and/or facilitate progression to higher education
- ◆ develop learners' skills as dancers and performers
- ◆ develop communication and interpersonal skills
- ◆ develop skills in the creating of professional dance choreography
- ◆ develop self-evaluative skills
- ◆ develop analytical skills
- ◆ develop the ability to work independently
- ◆ develop the confidence to perform to potential
- ◆ develop professional attitudes

3.2 Specific aims of the qualifications

The specific aims of the SQA Advanced Certificate are:

- 1 to develop dance performance
- 2 to develop the ability to integrate these skills in performance at intermediate level
- 3 to develop the skill of working with music
- 4 to develop innovative and creative approaches to work in rehearsal and performance
- 5 to develop co-operative team working skills
- 6 to develop adaptability
- 7 to develop an understanding of dance practice
- 8 to develop the ability to respond to direction
- 9 to develop exploration and development of an awareness of the self
- 10 to prepare learners to present themselves for audition
- 11 to develop creativity within Professional Dance Performance
- 12 to develop individual style and presentation of Professional Dance Performance

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SQA Advanced Diploma in Professional Dance Performance

Taking the depth and breadth of the SQA Advanced Certificate as a starting point, the specific aims of the SQA Advanced Diploma are to:

- 1 develop advanced dance performance
- 2 develop a thorough working knowledge of the processes involved in preparing for production and the ability to integrate advanced performance skills in production
- 3 develop the skill of working confidently with music to a professional level
- 4 develop co-operative team working skills
- 5 develop innovative and creative approaches to work in rehearsal and performance
- 6 develop adaptability
- 7 develop the ability to respond to direction to a professional level
- 8 develop exploration and development of a deeper awareness of the self
- 9 prepare learners to audition for employment and places at higher education establishments
- 10 provide learners with the knowledge and skills needed to promote themselves in the industry and to work as a freelance operator
- 11 develop creativity in Professional Dance Performance
- 12 develop individual style and presentation in Professional Dance Performance

3.3 Graded units

- ◆ SQA Advanced Certificates should include one graded unit of 8 SCQF credit points at SCQF level 7
- ◆ SQA Advanced Diplomas should include one graded unit of 8 SCQF credit points at SCQF level 7, plus 16 SCQF credit points of graded unit(s) at SCQF level 8

Performance skills are developed across the vast majority of units in the mandatory section of the SQA Advanced Certificate/Diploma in Professional Dance Performance framework, a number of which include the requirement for formal and informal demonstration of skills in front of an assessor and/or appropriate audience. This helps to develop learners as performers and develops their awareness of how to improve self-presentation, as well as building confidence.

Choreographic skills are integrated into the various mandatory dance technique and performance and production units. The choreographic skills unit has also been placed in the mandatory section of the framework. This is to ensure that learners have a full and broad understanding of the different types of choreographic work and design available within the field, and the techniques required to enable them to implement this through the graded unit and improve their overall understanding of Professional Dance Performance.

Self-evaluative skills are developed through an integrated approach to evaluation. This includes the use of personal progress records/log books which are monitored and assessed and aim to provide learners with the skills and disciplines necessary to identify areas of strength and weakness in their performance, and opportunities to produce strategies and targets for development and improvement.

Type of graded units

Both graded units are project-based graded units as they allow learners to demonstrate their achievement of the principal aims of the group award in a manner which is appropriate to the discipline. The choice of practical assignments involves learners in planning, carrying out and

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evaluating a practical performance. New revisions made to the graded units offer fuller integration of the mandatory units of the framework.

Graded Unit 1

Graded Unit 1 maintains the audition brief with the project stage demonstrating the performance of one dance solo of two to three minutes in length, choreographed by the learner plus a group choreography for a minimum of two people, excluding the learner, which lasts three to five minutes in length.

Graded Unit 2

Graded Unit 2 maintains the audition brief with the project stage demonstrating the performance of two dance solos lasting two to three minutes in length, both choreographed by the learner.

Rationale for graded unit assessments

The most common method of gaining employment as a dance performer is through audition and interview and this is also the case in articulation and progression to higher education.

As a dance performer it is important to be versatile, as it can require many different skills. In order to have the best possible chance of gaining employment, performers need competence in dance, performance, staging and choreographic knowledge and understanding of the aesthetics of entertainment dance and the effect of spectacle on the audience.

4 Recommended entry to the qualifications

Entry to these qualifications is at the discretion of the centre. The following information on prior knowledge, skills, experience, or qualifications that provide suitable preparation for the qualifications has been provided by the Qualification Design Team as guidance only.

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

- ◆ relevant units from an appropriate SQA programme in Dance (SCQF level 6)
- ◆ Higher Dance Practice Course (C0ED 12)
- ◆ Higher Dance Course (SCQF level 6) — available from August 2014
- ◆ National Certificate (NC) in Dance (SCQF level 6) — available from August 2014
- ◆ relevant industry experience
- ◆ evidence of appropriate practical skills at audition

For entry onto first year SQA Advanced Certificate/Diploma, formal academic attainment will not in itself meet adequate course entry criteria. A more accurate prediction of overall learner attainment may be achieved through appraisal which may include an element of guidance. It is suggested that this would include a formal audition, in which learners could participate in a ballet class, a jazz class and a commercial dance class. It would be expected that the following attributes would be assessed at audition: posture/alignment, strength, stamina, flexibility, coordination, timing, musicality and the ability to pick up phrases and sequences. This enables an appropriately realistic assessment of suitability for the course. However, individual centres may wish to use alternative recruitment methods as appropriate to their institution and programme delivery.

If a learner is unable to attend the audition in person it is recommended that they provide audio/visual recording of their performance.

A pre-entry guidance interview may also be carried out. A structured, adaptive interview process would allow the prospective learner to form a realistic perception of the course and its demands in terms of workload, content and assessment methods.

4.1 Core Skills entry profile

The Core Skills 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.

The recommended Core Skills entry profile for the awards is:

Core Skills — SQA Advanced Certificate

Core Skill	Recommended entry level
Communication	SCQF level 5

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Numeracy	SCQF level 4
Information and Communication Technology (ICT)	SCQF level 4
Problem Solving	SCQF level 4
Working with Others	SCQF level 4

Core Skills — SQA Advanced Diploma

Core Skill	Recommended entry level
Communication	SCQF level 5
Numeracy	SCQF level 4
Information and Communication Technology (ICT)	SCQF level 4
Problem Solving	SCQF level 5
Working with Others	SCQF level 5

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 more generic skills, known as Core Skills, through this qualification.

5.1 Mapping of qualification aims to units

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The specific aims of the SQA Advanced Certificate are to:

- 1 develop dance performance
- 2 develop the ability to integrate these skills in performance at intermediate level
- 3 develop the skill of working with music
- 4 develop innovative and creative approaches to work in rehearsal and performance
- 5 develop co-operative team working skills
- 6 develop adaptability
- 7 develop an understanding of dance practice
- 8 develop the ability to respond to direction
- 9 develop exploration and development of an awareness of the self
- 10 prepare learners to present themselves for audition
- 11 develop creativity within Professional Dance Performance
- 12 develop individual style and presentation of Professional Dance Performance

The table below shows how each of the units meets the specific aims of the SQA Advanced Certificate:

Units	Aims											
	1	2	3	4	5	6	7	8	9	10	11	12
Dance: Classical Ballet Techniques 1	X	X	X	X		X	X	X	X	X		
Jazz Dance Techniques 1	X	X	X	X		X	X	X	X	X	X	X
Dance Technique for Commercial Performance 1	X	X	X	X		X	X	X	X	X	X	X
Dance: Choreographic Skills	X		X		X	X	X		X		X	X
Dance: An Introduction to Performance and Production	X	X	X	X	X	X	X	X	X	X	X	X

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Dance: Anatomy and Injury Prevention for Dancers						X	X	X	X	X		
Professional Dance Performance: Graded Unit 1	X	X	X	X		X	X		X	X	X	X

SQA Advanced Diploma in Professional Dance Performance

Taking the depth and breadth of the SQA Advanced Certificate as a starting point, the specific aims of the SQA Advanced Diploma are to:

- 1 develop advanced dance performance
- 2 develop a thorough working knowledge of the processes involved in preparing for production and the ability to integrate advanced performance skills in production
- 3 develop the skill of working confidently with music to a professional level
- 4 develop co-operative team working skills
- 5 develop innovative and creative approaches to work in rehearsal and performance
- 6 develop adaptability
- 7 develop the ability to respond to direction to a professional level
- 8 develop exploration and development of a deeper awareness of the self
- 9 prepare learners to audition for employment and places at higher education establishments
- 10 provide learners with the knowledge and skills needed to promote themselves in the industry and to work as a freelance operator
- 11 develop creativity in Professional Dance Performance
- 12 develop individual style and presentation in Professional Dance Performance

The table below shows how each of the units meets the specific aims of the SQA Advanced Diploma.

Units	Aims											
	1	2	3	4	5	6	7	8	9	10	11	12
Dance: Classical Ballet Techniques 2	X	X	X		X	X	X	X	X	X		
Jazz Dance Techniques 2	X	X	X		X	X	X	X	X	X	X	X
Dance Technique for Commercial Performance 2	X	X	X	X	X	X	X	X	X	X	X	X

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Dance: Advanced Performance and Production	X	X	X	X	X	X	X	X	X	X	X	X
Audition and Portfolio for Dance	X	X	X		X	X	X	X	X	X		
Dance: Contextual Studies						X	X			X		
Professional Dance Performance: Graded Unit 2	X	X	X	X	X	X		X	X	X	X	X

5.2 National Occupational Standards (NOS)

The QDT recognised the importance of benchmarking any proposed development with appropriate National Occupational Standards (NOS). 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 NOS for Dance.

5.3 Mapping of Core Skills development opportunities across the qualifications

Unit code	Unit title	Numeracy	Problem Solving	Working with Others	Communication	ICT
Mandatory units						
J5G4 47	Dance: Classical Ballet Techniques 1		level 5 Signposted			
J5G5 47	Jazz Dance Techniques 1			level 4 Signposted	level 4 Signposted	
J5G6 47	Dance Techniques for Commercial Performance 1		level 5 Signposted	level 4 Signposted		
J5GV 48	Dance Techniques for Commercial Performance 2		level 6 Signposted	level 5 Signposted		
J5G7 47	Dance: Choreographic Skills		level 5 Signposted	level 5 Signposted	level 5 Signposted	
J5G8 47	Dance: An Introduction to Performance and Production		level 5 Signposted	level 5 Signposted	level 5 Signposted	
J5G9 47	Dance: Anatomy and Injury Prevention for Dancers		level 5 Signposted		level 5 Signposted	level 5 Signposted
J5GS 48	Dance: Classical Ballet Techniques 2		level 6 Signposted	level 5 Signposted	level 5 Signposted	
J5GT 48	Jazz Dance Techniques 2		level 5 Signposted	level 5 Signposted	level 5 Signposted	
J5GN 48	Audition and Portfolio for Dance		level 5 Signposted		level 5 Signposted	level 5 Signposted
J5GP 48	Dance: Contextual Studies			level 5 Signposted	level 6 Signposted	
J5GW 48	Dance: Advanced Performance and Production		level 6 Signposted	level 6 Signposted	level 6 Signposted	
J5G2 47	Professional Dance Performance: Graded Unit 1		level 5 Signposted		level 5 Signposted	level 5 Signposted
J5G3 48	Professional Dance Performance: Graded Unit 2		level 6 Signposted		level 6 Signposted	

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Unit code	Unit title	Numeracy	Problem Solving	Working with Others	Communication	ICT
Optional units						
J5GA 47	Tap Dance Techniques 1			level 4 Signposted	level 4 Signposted	
J5GX 48	Tap Dance Techniques: 2		level 5 Signposted	level 5 Signposted	level 5 Signposted	
J5GH 47	Dance: Contemporary Dance Techniques 1		level 5 Signposted	level 5 Signposted	level 5 Signposted	
J5H1 48	Dance: Contemporary Dance Techniques 2		level 6 Signposted	level 6 Signposted		
J5GC 47	Acting for Dancers		level 6 Signposted	level 6 Signposted	level 5 Signposted	
J5GB 47	Singing Skills for the Actor 1					
J5H0 48	Acting for Dancers: Advanced		level 6 Signposted	level 6 Signposted	level 6 Signposted	
J5GY 48	Singing Skills for the Actor 2					
J5GF 48	Dance Teaching Skills		level 6 Signposted	level 6 Signposted	level 6 Signposted	
J5GL 47	Dance: Choreography for Screen		level 5 Signposted	level 4 Signposted	level 5 Signposted	level 5 Signposted
J5GM 48	Dance: Pas de deux		level 4 Signposted	level 5 Signposted	level 5 Signposted	
J5GJ 47	Theatrical Make-up					
J5GE 47	Dance History: An Introduction				level 5 Signposted	level 5 Signposted
J5GD 47	Sound Editing for Choreography		level 5 Signposted	level 5 Signposted		level 6 Signposted
J5GG 47	Theatre Gymnastics		level 4 Signposted	level 4 Signposted	level 4 Signposted	
J5GK 47	Dance: Body Conditioning		level 6 Signposted		level 6 Signposted	
J5GR 48	Dance: Body Conditioning: Advanced		level 6 Signposted		level 6 Signposted	
HP6M 47	Personal Development Planning		level 6 Signposted		level 5 Signposted	level 4 Signposted
HR3E 47	Preparing to Start a Business	level 5 Signposted	level 6 Signposted		level 5 Signposted	level 5 Signposted
HP4X 47	Work Placement		level 6 Certificated			

5.4 Assessment strategy for the qualifications

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Dance: Classical Ballet Techniques 1	Performance of classical ballet classwork demonstrating technical ability and control	Performance of classical ballet work in response to terminology	Performance of classical ballet work demonstrating musicality	Performance of a classical ballet dance piece	N/A
Jazz Dance Techniques 1	Performance of jazz dance classwork	Performance of jazz dance sequences	Performance of a jazz dance piece	N/A	N/A
Dance Technique for Commercial Performance 1	Performance of commercial dance classwork	Demonstration of a clear understanding of rhythmic response for commercial dance through identification of three rhythms and replication of these	Performance of three commercial dance sequences with appropriate response to music and tempo	Performance of a self-choreographed commercial dance sequence	Performance of a commercial dance piece
Dance Technique for Commercial Performance 2	Performance of advanced commercial dance classwork	Performance of three complex commercial dance sequences with appropriate response to music and tempo including improvisation	Performance of a commercial dance piece	Choreograph a commercial dance piece for a minimum of three dancers	N/A
Dance: Choreographic Skills	Practical demonstration of choreographic devices	Practical demonstration of the use of choreographic structures	Presentation of self-choreographed dance piece Submission of reflective log of choreographic process and unit learning	N/A	N/A
Dance: An Introduction to Performance and Production	Open-book log of rehearsal process including devising process, understanding of performance skills, working in a company environment with colleagues and choreographer. Performance of a new piece of dance work. Open-book evaluation of personal and group performance				N/A

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Dance: Anatomy and Injury Prevention for Dancers	Closed-book assessment covering; skeletal system, muscular system, action of the muscles on the skeletal system	Closed-book assessment covering: <ul style="list-style-type: none">◆ respiratory system◆ cardiovascular system◆ adaptations to exercise◆ aerobic respiration◆ anaerobic respiration	Closed-book assessment covering: <ul style="list-style-type: none">◆ injury risks◆ clothing and equipment◆ principles and guidelines: warm up, cool down and contra-indicatory exercises◆ contra-indications to exercise	N/A	N/A
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Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Dance: Classical Ballet Techniques 2	Performance of classical ballet classwork demonstrating advanced technical ability and control	Performance of classical ballet work in response to complex terminology	Performance of classical ballet work demonstrating musicality and interpretive sensitivity	Performance of a classical ballet dance piece with a well-developed sense of performance	N/A
Jazz Dance Techniques 2	Performance of advanced jazz dance classwork	Performance of complex jazz dance sequences	Performance of a jazz dance piece	N/A	N/A
Audition and Portfolio for Dance	Open-book presentation of CV Open-book presentation of evidence showing audition advertisements	Presentation of photographic portfolio specific to particular field of employment within Professional Dance Performance	Three minute show reel demonstrating technique and performance	Performance of a mock audition in a stage dance style	N/A
Dance: Contextual Studies	Presentation demonstrating knowledge and understanding of: <ul style="list-style-type: none"> ◆ art forms ◆ dance types ◆ artistic dance context 	Closed-book assessment covering dance in relation to: <ul style="list-style-type: none"> ◆ gender ◆ race ◆ sexuality ◆ politics 	Presentation of a critique of two professional dance performances	N/A	N/A

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Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Dance: Advanced Performance and Production	Open-book log of rehearsal process including devising process, understanding of performance skills, working in a company environment with colleagues and choreographer. Performance of a new piece of dance work. Open-book evaluation of personal and group performance				N/A

6 Guidance on approaches to delivery and assessment

Content and context

This award has a degree of flexibility, specifically in the SQA Advanced Diploma framework due to the number of optional credits available, and should be delivered by centres as a full-time or part-time course of study.

Delivery and assessment

It is suggested that when considering delivery, award structure and selection of optional units, centres should take account of:

- ◆ the individual learner
- ◆ prior learning
- ◆ expertise and specialism of those delivering the award
- ◆ resources
- ◆ timetabling
- ◆ duration of the programme of study
- ◆ requirements of the industry
- ◆ any specific progression route

This qualification could be delivered in colleges, private dance schools or performing arts centres on a part-time stand-alone basis, or full-time programme of study.

The delivery of the SQA Advanced Certificate/Diploma in Professional Dance Performance allows for a variety of teaching and learning approaches:

- ◆ tutor or teacher-lead, working with groups or individuals
- ◆ practical dance classes
- ◆ performance based work
- ◆ company working
- ◆ individual tasks in the form of practice, technical and/or choreographic tasks promoting independent learning supported by evaluation of self and others
- ◆ self-supported study
- ◆ peer support
- ◆ peer and self-evaluation

The assessment strategy for the Professional Dance Performance award aims for a balanced approach to assessment as well as complementary and supplementary methods of assessment which reflect the nature of dance. The majority of assessment is practical-based with assignments/tasks, where appropriate, to contextualise learning. However, contextual units which support and underpin knowledge gained in practical class work may be delivered via lectures, seminars or on-line courses. For example this could contribute to the following units: *Dance: Anatomy and Injury Prevention for Dancers* (J5G9 47) and *Dance: Contextual Studies* (J5GW 48). There is scope for individuality and creativity throughout this group award and evidence for the presentation of contextual assignments/tasks could be presented in any of the following formats: written, electronic, audio visual or spoken; presentation, poster or display material — as long as the evidence requirements are met.

There is a range of potential opportunities to integrate assessment across units. There are also opportunities for integration of assessment within units and the unit specifications give details of possible approaches. For example, the choreographic element of the units *Dance Technique for Commercial Performance 1* and *Dance Technique for Commercial Performance 2* could potentially be cross-assessed with the unit *Dance: Choreographic Skills*. Likewise, there is also potential for the classwork sections to be cross-assessed for the units *Dance: Jazz Techniques 1* and *Dance: Jazz Techniques 2* and the units *Dance Technique for Commercial Performance 1* and *Dance Technique for Commercial Performance 2* — should the warm-up movement cover the required knowledge, understanding and evidence requirements from both units. There is also scope for the performance elements of the production and performance units to be cross-assessed with the performance outcome from one of the dance technique units. This has the potential for greater flexibility of delivery time but staff must ensure and be satisfied that learners are achieving all required outcomes of the units being assessed.

Unit specifications detail all mandatory evidence requirements, providing centres with valuable information relating to assessment procedures and conditions for each assessment event. This will assist with standardisation both in and across centres.

A number of units in the award will 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.

6.1 Sequencing/integration of units

In both group awards, the aim is to provide a balance of awareness and understanding of the demands of the Professional Dance Performance profession and the role and application of dance technique, performance and choreographic skills.

Although centres can choose in which order to deliver the units in the framework, it is essential that dance technique and choreographic skills are embarked upon before graded units are delivered. In all cases it is important that the mandatory units are delivered before the graded units are assessed. However, some elements of the mandatory units may be delivered concurrently with the graded units.

The assessment strategy adopted in both group awards encourages a holistic approach to assessment. The volume of assessment may be reduced by integrating assessment of units (some examples are given above). There are opportunities to integrate assessment particularly in the performance elements of dance technique and choreography.

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.

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The recognition of prior learning may not be used as a method of assessing in the following types of units and assessments:

- ◆ SQA Advanced 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 license 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 may be found on our website: www.sqa.org.uk.

The following sub-sections outline how existing SQA units 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

On completion of the SQA Advanced Certificate/Diploma in Professional Dance Performance, the following are potential options for progression:

Top-up degree programmes in Dance at an HEI, including:

- ◆ BA (Hons) Top-Up via Northumbria University Franchise delivered at Edinburgh's College and Scottish School of Contemporary Dance
- ◆ Liverpool Institute of Performing Arts (LIPA)

Further advanced level training at a performing arts provider, including:

- ◆ London Theatre School
- ◆ London Studio Centre
- ◆ Laine Theatre Arts
- ◆ Italia Conti
- ◆ Stella Mann

Industry employment through agencies, including:

- ◆ Rudeye
- ◆ World Dance Management
- ◆ Dancers International

6.2.2 Professional recognition

This qualification is not designed to gain any professional recognition although centres may wish to provide graded examinations by professional bodies ie RAD, ISTD, BTDA, ATODI, BBO, BAL, etc as part of their individual delivery structure of the course.

6.3 Opportunities for e-assessment

E-assessment is not appropriate for the practical aspects of this course. However, e-portfolios, blogs, VLEs, social media, video diaries, etc can be used to the advantage of the learner for assessment within the reflective, evaluative and contextual outcomes of the course.

6.4 Supporting materials

Assessment Support Materials will be developed for some of the units and available on SQA Secure website.

6.5 Resource requirements

Classes, workshops and assessments should take place in an appropriate location, eg a dance studio/gym hall/assembly hall/stage, preferably with a wooden-sprung floor and mirrors for self-evaluation and corrective purposes. The location should also be equipped with a sound system and audio visual equipment.

For the purposes of practical assessment the centre and teaching staff should have access to video recording equipment.

Staff delivering this group award should have appropriate dance and contextual academic experience as well as knowledge of safe dance practice, eg appropriate posture, alignment, warm up, cool down, hydration and correct attire.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within these group awards 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).

8 Glossary of terms

Embedded Core Skills: 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).

Graded unit: Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

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 SQA Advanced unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. SQA Advanced Certificates and SQA Advanced Diplomas are available at SCQF levels 7 and 8, respectively. SQA Advanced 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: These contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: These refer to opportunities to develop Core Skills in learning and teaching, but are not automatically certificated.

9 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 Connect to confirm that they are using the most 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

Acknowledgements

SQA acknowledges the valuable contribution that Scotland’s colleges have made to the development of SQA Advanced Qualifications.

Further information

Call SQA’s Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

10 General information for learners

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

The SQA Advanced Certificate/Diploma in Professional Dance Performance will give you a platform which may allow you to progress into professional industry employment or progress onto further study to degree level at a higher education establishment.

The SQA Advanced Certificate (SCQF level 7) and the SQA Advanced Diploma (SCQF level 8) in Professional Dance Performance are mainly practical-based dance training courses aimed at individuals wishing to pursue a career in a variety of dance environments including, but not limited to:

- ◆ dance companies
- ◆ cruise ships
- ◆ music videos
- ◆ music artist tours
- ◆ cabarets
- ◆ entertainment venues
- ◆ dance shows/tours
- ◆ televised performances
- ◆ burlesque
- ◆ musical theatre ensemble

It offers you the opportunity to develop your skills in dance technique, performance, choreography, audition preparation, company working and the contextualisation of dance. It will focus primarily on practical learning and development in a variety of dance disciplines with mandatory units in:

- ◆ ballet
- ◆ jazz
- ◆ commercial dance
- ◆ choreographic skills
- ◆ audition and portfolio skills
- ◆ contextual studies
- ◆ production and performance
- ◆ anatomy and injury Prevention

In order to complete the SQA Advanced Certificate you will need to complete 10 credits from the SQA Advanced Certificate mandatory units plus two credits from a variety of optional units available. To complete the SQA Advanced Diploma award you need to achieve a total of 21 credits from the SQA Advanced Diploma mandatory units plus a further nine credits from the optional units available.

SQA Advanced Certificate/Diploma

To complete the SQA Advanced Certificate you will be required to complete Professional Dance Performance: Graded Unit 1. For this unit you will have to prepare for an audition by choreographing and performing one dance solo lasting two to three minutes. In addition you will also choreograph a group piece for a minimum of two people excluding yourself which is to last three to five minutes. Following the performances you will require to evaluate your own performance and the performance of the group piece.

To complete the SQA Advanced Diploma you will require to complete Professional Dance Performance: Graded Unit 2. For this unit you will have to prepare for an audition by choreographing and perform two contrasting solo dances lasting three to five minutes. Following the performances you will require to evaluate your performance.

For entry onto SQA Advanced Certificate and SQA Advanced Diploma Year 1 formal academic achievements will not in themselves represent adequate course entry criteria. You will be expected to undertake a formal audition, in which you may be required to participate in a ballet class, jazz class and a commercial dance class. The following attributes will be assessed at audition: posture/alignment, strength, stamina, flexibility, coordination, timing, musicality and the ability to pick up phrases and sequences. This will enable a realistic assessment of your suitability for the course and realistic awareness of the physical requirements of the qualification.

Most of the assessment in the award will be practical-based but there are also contextual units to supplement your knowledge and learning. Therefore, you should be aware that you will be required to undertake a level of theoretical study alongside your practical training.

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