



**Arrangements for:
HNC Acting and Performance
at SCQF level 7**

Group Award Code: G7G115

and

**HND Acting and Performance
at SCQF level 8**

Group Award Code: G7G216

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

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1 Introduction

This is the Arrangements Document for the ***HN Group Awards in Acting and Performance***. 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.

All other component Units have been validated separately, and have been written or re-written according to the new design principles.

2 Rationale for the revision of the Group Awards

2.1 Background

SQA's predecessor body (SCOTVEC) had been offering HN awards in Theatre Skills and Drama since 1991. In 1995 when the award was due for review and re-validation, SCOTVEC convened a consortium with representatives of the four colleges offering the award (Fife, Langside, Telford and Motherwell) to undertake the necessary review and evaluation work.

The Outcome of this review was the development of the HN awards in Acting and Performance.

SQA initiated the five-yearly revision of the HN Acting and Performance awards in 2001. This coincided with the introduction and development of new design principles.

The revision process drew together representatives from 12 of the centres offering the award. This group formed the consortium, with a smaller group later being identified to form a Qualification Design Team. Other contributors included Scottish Arts Council, Royal Scottish Academy of Music and Drama, Queen Margaret's University College, Equity, Scottish Theatres Technical Training Trust (S4T) and industry professionals.

One of the first decisions of the review group was to decide whether to:

- ◆ continue under the current framework, with existing Units under existing design rules
- ◆ revise the framework and continue under existing design rules
- ◆ revise the framework and Units under the new 'draft' design rules

It was decided to revise the framework and Units under 'draft' new design rules. This was considered to be the most appropriate course for the following reasons:

- ◆ almost all of the mandatory Units required major revision
- ◆ a fair number of new Units and radical reworking of old Units to reflect current industrial practise were identified
- ◆ the need to rationalise the award to avoid repetition and over assessment

2.2 Review Process

2.2.1 Consultation Process

Extensive consultation was carried out at all stages of the review process to ascertain the relevance of the framework and the individual Units. The findings were then considered during the subsequent development of the framework and Unit structure and content.

This consultation involved:

- ◆ colleges offering the current HN Acting and Performance Group Awards
- ◆ employers and industry bodies in the field of performing arts
- ◆ candidates who had recently completed the award
- ◆ higher education institutions to which successful candidates could articulate

2.2.2 Feedback of consultation

The consultation confirmed the usefulness of the awards to candidates entering the profession or higher education and highlighted its practical base as a main strength from employers. Some weaknesses were highlighted in aspects of the award, and these have been addressed in the new format. They include:

- ◆ the introduction of mandatory professional practices
- ◆ more emphasis on textual analysis
- ◆ the grading of candidates which will allow for easier identification of standards

The design team responded to the feedback by ensuring that the successful elements of the original award were retained, whilst opportunities were provided to reflect the demands of employers and users of the award. The revised courses reflected the skills most in demand for actors in the performance industry today.

2.2.3 Qualification Design Team/Steering Group

The review process involved initial meetings with all interested parties to discuss the validity of the current awards and to evaluate their strengths and weaknesses. During the process the individual Units were discussed and their validity evaluated. Many Units were removed from the framework, and the remaining Units were identified as being in need of either:

- ◆ major revisions
- ◆ minor revisions
- ◆ no changes, but reformed to the new format

A range of new Units were also identified for development.

From this point, members of the team or other industry professionals were approached with the task of producing the identified Units in the new format. Over the following year, Units were produced which were then vetted by a team formed from members of the consortium. All Units were redrafted and revetted until they were fit for purpose. Graded Units were discussed latterly and experienced members of the qualification design team were identified as Unit writers for the graded Units. After an extensive consultation and research period was completed, the new proposed frameworks were finalised by the consortium.

2.2.4 Revised HN Acting and Performance Frameworks

As a result of the consultation and research findings, two new frameworks were designed which meet the needs of all stakeholders:

HNC Acting and Performance — 10 mandatory credits; 2 optional
HND Acting and Performance — 23 mandatory credits; 7 optional

The mandatory Units reflect the importance of Voice, Movement, Acting and Production as core elements of an actor's training, and the addition of a half-credit Professional Development Unit to the mandatory section of the HND acknowledges the importance of these skills to those entering the profession.

The expansion of the HND Production Unit to 5 credits is recognised as an unusual solution to a challenge which is particular to HND Acting and Performance. The manner in which evidence for the Unit is generated reflects industry practice as closely as possible. In fact, the integration of all knowledge and skills in large-scale, high-pressure projects is an essential professional skill in itself, and any attempt to divide the Unit may have resulted in a diminution of standards. Furthermore, any attempt to divide the Unit would have resulted in duplication of assessment. The size of the Unit can be justified, as at least 200 hours of production time are essential to begin the process of integrating all of the candidates' knowledge and skills in two major production projects. In fact, additional time will always need to be found for this by integrating other Units with Production. Although the size of the Unit does present a significant challenge to the candidate, it is in no way seen as an unnecessary barrier to achievement.

The other change to the structure of the HND is the introduction of a Professional Development Unit, which will ensure the delivery of vital knowledge and skills for actors entering the profession. The Unit develops knowledge of professional bodies, areas for employment, representation and legal requirements, and will allow graduates to enter the profession with confidence and maximise their chances of success.

The reduction in credit value of the HND Acting Unit recognises the fact that this Unit will generally be integrated with Production. The requirement for formal evaluation has therefore been removed, as it will tend to happen as part of the production process.

The HN Acting and Performance frameworks are detailed in Section 5.

2.3 Target groups

The awards are designed for those who wish to pursue a career in the Performing Arts and seek the relevant training in Acting and Performance. The HNC is aimed at those who have some previous experience of Theatre Arts and Performance, perhaps through a lower level course or interest developed in youth theatre or amateur dramatics, or who show potential and demonstrate a strong interest in performance and who seek to develop their skills in order to progress to drama colleges or to the HND in Acting and Performance. All candidates must fulfil the audition criteria of particular centres.

The HND Acting and Performance is a development of the HNC. As such it is intended to facilitate progression to employment within the industry or to Higher Education.

2.4 Relationship to other SQA qualifications

The Scottish Credit and Qualifications Framework (SCQF) has been given all due consideration in the design of these awards. This has resulted in the HNC award being broadly equivalent to the first year of a Scottish degree, while the HND award will be broadly equivalent to the first and second years of a Scottish degree. All new Units have been allocated an SCQF level, HNC being level 7 while HND is level 8.

The award progresses from National Qualification Units at level 6 and National Certificate programmes and it articulates to degree courses.

There is some linkage, in terms of component Units, to the HNC/D Musical Theatre frameworks.

All centres offering the award were either involved in the review or consulted, and a wide range of stakeholders were also consulted.

2.5 Progression Routes and Onward Destinations

In designing the awards, the Qualification Design Team has been fully aware of the need for the qualifications to contain relevant technical and transferable skills to enable immediate entry to employment whilst at the same time allowing articulation to degree courses.

Some of the onward destinations of former candidates are:

- ◆ entry to year three of Drama degree at Sunderland University
- ◆ Strathclyde University
- ◆ Glasgow University
- ◆ University of Exeter
- ◆ entry to year two at the Liverpool Institute for Performing Arts
- ◆ Royal Scottish Academy of Music and Drama
- ◆ Queen Margaret's University College
- ◆ Rose Bruford
- ◆ East 15
- ◆ Welsh College of Music and Drama
- ◆ Royal Academy of Dramatic Art
- ◆ The Guildhall School of Music and Drama
- ◆ Dartington College
- ◆ Central School of Speech and Drama
- ◆ numerous film and TV productions
- ◆ numerous theatre companies
- ◆ commercial and corporate enterprises

3 Aims of the Group Awards

3.1 General aims of the Group Awards

The HNC and HND awards have a range of general aims as well as some specific aims. These general aims are to:

- ◆ develop communication and interpersonal skills
- ◆ develop candidates' skills as actors and performers
- ◆ develop self-presentation skills
- ◆ develop self-evaluative skills, enabling professional development
- ◆ develop analytical skills
- ◆ develop the ability to work independently
- ◆ develop the confidence to perform to potential
- ◆ develop professional attitudes
- ◆ enhance employment prospects and/or facilitate progression to Higher Education
- ◆ enable progression within the SCQF

3.2 Specific aims of HNC Acting and Performing

To develop the following areas of skills and knowledge:

- 1 Skills in voice, movement, acting and stagecraft.
- 2 The ability to integrate these skills in production.
- 3 Working with text.
- 4 An innovative and creative approach to work in rehearsal and performance.
- 5 Co-operative team working skills.
- 6 Adaptability.
- 7 An understanding of theatre practice.
- 8 The ability to respond to direction.
- 9 Explore and develop an awareness of the self.

Other key aims are:

- 10 To prepare candidates to audition for employment and places at Higher Education establishments.
- 11 To prepare candidates for progression to further study.
- 12 To develop candidates as performers and to meet the needs of the labour market.

3.3 Specific aims of HND Acting and Performing

To develop the following areas of skills and knowledge:

Taking the depth and breadth of the HNC as a starting point, to further develop the following areas of skills and knowledge:

- 1 Advanced skills in voice, movement, acting and stagecraft.
- 2 A thorough working knowledge of the processes involved in preparing for production and the ability to integrate superior performance skills in production.
- 3 Working confidently with text.
- 4 Co-operative team working skills, as well as opportunities for leadership.
- 5 An innovative and creative approach to work in rehearsal and performance.
- 6 Adaptability.
- 7 An understanding of contemporary theatre practice.
- 8 The ability to respond to direction.
- 9 Explore and develop a deeper awareness of the self.

Other key aims of the award are:

- 10 To prepare candidate to present themselves for audition.
- 11 Provide candidates with the knowledge and skills needed to sell themselves in the industry and to work as a freelance operator.
- 12 To allow a choice of optional Units which would develop personal strengths and facilitate progression to industry or Higher Education.

3.4 Realisation of Aims by Unit and Award

General Aims

Performance skills are developed in the vast majority of individual Units, most of which require a final demonstration of skills before the assessor and possibly an appropriate audience. This regular requirement for formal and less formal presentation will develop an awareness of how to improve self-presentation as well as building candidates' confidence.

Self-evaluative skills are developed through an integrated approach to evaluation. The Voice, Movement, Acting and Production Units at both HNC and HND level require regular entries into a personal progress record, and/or an evaluation report, which will be monitored and assessed on a regular basis. This will provide candidates with the skills and discipline necessary to identify areas of strength and weakness in their performance, and an opportunity to produce strategies and targets for improvement.

With regard to employment prospects, one common response to the consultation was that formal qualifications, whilst being of use in showing a possession of the basic skills required by employers, are of less importance than demonstrable talent. Also, the nature of the employment market is such that performers are very often self-employed, or employed for short periods on specific projects. To gain such employment, the appropriate characteristics and aptitudes must be proven on demand. The courses have therefore been designed to reflect the unusual nature of the jobs market for actors by integrating skills in Graded Units based on an audition.

HNC specific aims

The specific aims for the HNC are numbered 1–12 above (3.2). The table below shows how each of the Units meet the specific aims of the Group Award.

Unit/Aim	1	2	3	4	5	6	7	8	9	10	11	12
Acting 1: Developing Skills	x	x	x	x	x	x	x	x	x		x	x
Movement 1: Developing Skills	x	x		x	x	x	x		x		x	x
Voice 1: Developing Skills	x	x		x	x	x	x		x		x	x
Production 1: Developing Skills	x	x	x	x	x	x	x	x	x		x	x
Acting and Performance: Graded Unit 1	x		x			x	x		x	x	x	x

HND specific aims

The specific aims for the HND are numbered 1–12 above (3.3). The table below shows how each of the Units meets the specific aims of the Group Award

Unit/Aim	1	2	3	4	5	6	7	8	9	10	11	12
Acting 1: Developing Skills	x	x	x	x	x	x	x	x	x		x	x
Movement 1: Developing Skills	x	x		x	x	x	x		x		x	x
Voice 1: Developing Skills	x	x		x	x	x	x		x		x	x
Production 1: Developing Skills	x	x	x	x	x	x	x	x	x		x	x
Voice 2: Applying Skills in Performance	x	x		x	x	x	x		x		x	x
Movement 2: Applying Skills in Performance	x	x		x	x	x	x		x		x	x
Production 2: Applying Skills in Performance	x	x	x	x	x	x	x	x	x		x	x
Professional Development for Actors	x			x	x	x	x		x		x	x
Acting 2: Applying Skills in Performance	x	x	x	x	x	x	x	x	x		x	x
Acting and Performance: Graded Unit 1	x		x			x	x		x	x	x	x
Acting and Performance: Graded Unit 2	x		x		x	x	x		x	x	x	x

4 Access to Group Awards

As with all SQA qualifications, access will be at the discretion of the centre and the following recommendations are for guidance only.

Potential candidates may demonstrate suitability for the HNC Group Award by possessing any of the following:

- ◆ 12 relevant National Units at SCQF level 5 or 6 from an appropriate NC programme
- ◆ any two relevant National Courses at Higher, preferably including Higher Drama or Higher English
- ◆ relevant industrial experience

Formal academic achievements will not, in themselves, represent adequate course entry criteria. A more accurate prediction of candidate attainment may be achieved through appraisal which includes an element of guidance. This is very likely to include a formal audition, in which interviewees offer prepared speeches/monologues or evidence of relevant experience. This sort of contact will enable an appropriately subtle and realistic assessment of suitability for the course.

A non-academic assessment interview may also be conducted by academic staff with experience in course tutorship, candidate counselling, advice and guidance, work placement and post-qualification career monitoring.

This informally structured, adaptive interview process will allow the prospective candidate to form a realistic perception of the course and its demands in terms of work load, content and assessment methods. This will improve retention and allow for earlier career planning and development.

Entry into the HND will nearly always be through the HNC, but Centres may wish to consider Accreditation of Prior Learning where appropriate.

5 Group Awards structure

HNC Acting and Performance — 10 mandatory credits and 2 optional credits
HND Acting and Performance — 23 mandatory credits and credits and 7 optional credits

5.1 Framework

HNC Mandatory Units

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Movement 1: Developing Skills*	H4SK 34	16	7	2
Acting 1: Developing Skills*	H4SJ 34	16	7	2
Production 1: Developing Skills	DG47 34	24	7	3
Voice 1: Developing Skills	H1KW 34*	16	7	2
Acting and Performance: Graded Unit 1	DG4T 34	8	7	1

HND Mandatory Units

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Movement 1: Developing Skills*	H4SK 34	16	7	2
Acting 1: Developing Skills*	H4SJ 34	16	7	2
Production 1: Developing Skills	DG47 34	24	7	3
Voice 2: Applying Skills in Performance	H1KX 35*	16	8	2
Movement 2: Applying Skills in Performance*	H4SL 35	16	8	2
Production 2: Applying Skills in Performance	DG48 35	40	8	5
Professional Development for Actors*	H4TP 34	4	8	0.5
Voice 1: Developing Skills	H1KW 34*	16	7	2
Acting 2: Applying Skills in Performance	H1KV 35*	12	8	1.5
Acting and Performance: Graded Unit 1	DG4T 34	8	7	1
Acting and Performance: Graded Unit 2	DG4V 35	16	8	2

*Refer to History of Changes for revision changes.

Optional Units — all will be available in both the HNC and HND frameworks

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Developing Entrepreneurial Skills	H7V6 34*	8	7	1
Theatre Arts: An Introduction to Technical Theatre	DG4J 34	16	7	2
Technical Theatre: A Performer's Introduction	DG4F 34	8	7	1
Acting for Radio	DG3R 34	8	7	1
Acting for Camera	DG3M 34	8	7	1
Directing a Text	DG3Y 35	8	8	1
Physical Theatre: Skills for Devising and Performance	DG46 34	8	7	1
Text and Performance*	H4TN 34	8	7	1
Singing Skills for the Actor 1	DG4W 34	8	7	1
Singing Skills for the Actor 2	H1L3 34*	8	8	1
Shakespeare in Practice	DG4A 34	8	7	1
Acting Methods and Practitioners	DG3T 34	8	7	1
Theatre Styles	DG4M 34	8	7	1
Stage Combat: Introduction to Swords	DG4E 34	8	7	1
Stage Combat: Hand to Hand and Blunt Instruments	DG4D 34	8	7	1
Creating Drama Scripts	DG3W 34	8	7	1
Devising Theatre	DG3X 34	8	7	1
Community Drama	DG3V 34	16	7	2
Drama Skills: Leading a Workshop	DG42 35	8	8	1
Live Performance Administration	DG43 34	8	7	1
Creating Devised Theatre	DM2M 34	16	7	2
Site Specific Theatre and/or Street Theatre	DM2N 34	8	7	1
Theatre History in Performance	F385 34	8	7	1
Communication: Practical Skills	D77G 34*	8	7	1
Personal Development Planning	DE3R 34	8	7	1
Working in the Creative Industries	DJ3A 34	8	7	1
Working in the Creative Industries 2	DM2L 35	8	8	1
Creative Industries: An Introduction*	H4A1 34	8	7	1
Work Placement	HJ4W 34*	8	7	1

*Refer to History of Changes for revision changes.

5.2 Graded Units

The purposes of the Graded Units are to assess the candidates' ability to retain and integrate the knowledge and/or skills gained in the Units; to assess that the candidate has met the principle aims of the Group Award and to grade candidate achievement.

Candidates will undertake one Graded Unit at level 7 for the HNC Award and in addition a double credit Graded Unit at level 8 for the HND Award.

5.3 Types of Graded Units

The HNC Graded Unit will be a project in the form of a practical assignment. This should take place in the latter part of the course. This Unit will cover a range of knowledge/skills.

Candidate Brief

Graded Unit 1

Candidates will prepare and present an audition speech of approximately 3 minutes in order to synthesise knowledge and skills acquired throughout the HNC Acting and Performance.

Candidates will select a speech from a published play to perform individually and which employs skills developed through a combination of the mandatory Units from the Group Award. When choosing a speech, candidates should ensure that it will be a sufficient basis for a practical assignment which meets all the requirements of this Graded Unit.

The HND Graded Unit is designed as a two credit Unit and again is a project in the form of a practical assignment. This should take place in the latter part of the course. This double credit Unit will cover a range of knowledge/skills achieved through the mandatory Units.

Candidate Brief

Graded Unit 2

The assessment task should be a performance project. Candidates should be given a brief for a mock audition where they perform two contrasting pieces lasting a total of 5–6 minutes. These may be monologues or pieces involving more than one performer. In addition to this, the assessment task should also include a sight reading exercise for which the candidate has access to the text no more than 5 minutes beforehand. It is essential that centers ensure that the text is unfamiliar to the candidates so that no candidate has an unfair advantage. This may involve the use of more than one text.

There must be more than one assessor present for the practical performance and audition interview element of the practical assignment.

Centres may use the assessment instruments developed by the Qualification Design Team. Alternatively, it is proposed that centres who wish to use their own assessment materials have any such materials prior verified.

5.4 Rationale for Graded Unit Assessments

The most common method of gaining employment as a performer is through audition and interview. This is also the case in progressing on to Higher Education in the field of performing arts.

The Qualification Design Team felt that the Graded Units would provide an ideal opportunity for candidates to integrate the knowledge and skills gained in the mandatory Units in the form of an audition and an audition which involved preparation for a showcase.

5.5 Core Skills

The following tables show the draft arrangements for Core Skills in the HNC and HND frameworks. These are subject to separate Core Skills auditing and validation, and a further update will be provided before the Group Award validation event.

The Qualification Design Team are making a claim for exemption from the need to provide opportunities for Numeracy at both levels and ICT at HNC level. There is evidence from the consultation that employers give these skills much lower importance than Communication, Problem Solving and Working with Others, and the consortium of colleges, higher education and industry representatives felt that these were not necessary core skills for actors. Given that entirely new Outcomes would need to have been created to provide opportunities for progression in these areas, it is felt that the courses are more coherent and relevant without them.

Core Skills — HNC

Core Skill	Recommended Entry Level	Recommended Exit Level
Written Communication	Intermediate 1	Intermediate 1
Oral Communication	Intermediate 2	Higher
Numeracy	None specified	None specified
ICT	None specified	None specified
Problem Solving	Intermediate 2	Higher
Working with Others	Intermediate 2	Higher

Core Skills — HND

Core Skill	Recommended Entry Level	Recommended Exit Level
Written Communication	Intermediate 1	Intermediate 1
Oral Communication	Higher	Higher
Numeracy	None specified	None specified
ICT	None specified	Intermediate 1
Problem Solving	Higher	Higher
Working with Others	Higher	Higher

6 Approaches to delivery and assessment

6.1 Content and Context

The HNC Acting and Performance is a specialised award which allows candidates to gain skills and knowledge in the core performance areas of Acting, Movement, and Voice Studies and to integrate these in production. The award is aimed at those who wish to embark on a career as an actor and who wish to develop the necessary skills to progress to further training or employment.

The HND Acting and Performance seeks to further advance and develop the skills base of the HNC and allow for greater breadth in the skills base by the selection of optional Units which will enhance employment prospects and facilitate progression to Higher Education.

Both the HNC and HND Acting and Performance awards allow candidates to progress to a range of study options, ie Higher Education (see 2.6 Progression Routes).

Although Units are designed to be delivered as part of the Group Award it is possible for them to be delivered as stand-alone qualifications.

6.2 Delivery and Assessment

In both courses, the aim of the curriculum design is to provide a balance between and awareness and understanding of the acting profession and the role and application of performance skills within the context of integrated productions.

This balance is intended to develop candidates' ability to identify and apply individual skills and facilitating abilities in their chosen specialisation within the performance industries, thereby enhancing future employability.

Centres can choose the order in which to teach the Units within the awards, however it is envisaged that the core skills of movement, voice and acting will be embarked upon before production is delivered. In all cases it is important that the mandatory Units have been delivered before the Graded Units are assessed, although in some centres some elements of the mandatory Units may be delivered concurrently with the Graded Units.

The assessment strategy of the Design Principles, ie to encourage a more holistic approach to assessment, has been adopted in both awards. The new HN Unit specification places the emphasis on reducing the assessment load for both candidates and centres by:

- ◆ devising assessments which assess the entire Unit or join the assessments of Outcomes together

There is opportunity to integrate some assessments across Units, particularly in performance elements of Voice and Acting which may be integrated in Production. The logistics of this will depend on the programme in individual centres.

Unit specifications detail exactly the evidence requirements and assessment procedures for each assessment event. Should centres wish to use a different mode of assessment from the recommendation they should seek prior verification from SQA. Exemplar assessment instruments will be produced for mandatory Units which indicate to centres what is required from the assessment instrument.

6.3 Open Learning

Distance learning may be feasible for some Outcomes within some Units in these awards. These opportunities are highlighted within the Unit specifications. The great majority of Outcomes rely, however, on developing performance skills in the presence of a lecturer and/or fellow candidates. Group work and workshop activities underpin much of the learning, and so the opportunities for distance learning are very limited. Centres may, however, find it possible to develop solutions for all or parts of some Units, provided all Unit and verification requirements are met in full. Technological advances may make the possibility of such creative solutions more widespread in the future.

Because of the intensive nature of the training and the rehearsal requirements for many Units, part-time provision would be most unusual and difficult to achieve.

7 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these Group Award(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).

7.1 History of changes

It is anticipated that changes will take place during the lifetime of the qualifications eg additional options/updated specifications, and this section will record these changes.

September 2005: The following Units have been reviewed. Version 2 should be used when delivering the Units:

**DG4N 34 Voice 1: Developing Skills
DG44 34 Movement 1: Developing Skills
DG3K 34 Acting 1: Developing Skills
DG47 34 Production 1: Developing Skills**

December 2005: The following Unit has been reviewed. Version 2 should be used when delivering the Unit:

DGT 34 Acting and Performance: Graded Unit 1

Assessment Exemplar packs for all the above have been reviewed accordingly and are on SQA's secure website, which can be accessed through the SQA Co-ordinator in your centre.

8 General information for candidates

The HNC/D in Acting and Performing is designed to develop communication; interpersonal; self presentation; self evaluative analytical skills; develop ability to work independently; develop confidence; develop professional attitudes; develop skills as actors and performers. This qualification will also enable progress within the SCQF and enhance employment prospects and/or facilitate progression to Higher Education.

Although Units are designed to be delivered as part of the Group Award it is possible for them to be delivered as stand-alone qualifications.

9 Glossary of terms

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

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

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

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

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

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