



**Arrangements for:
HNC Musical Theatre
at SCQF level 7**

Group Award Code: G81J 15

and

**HND Musical Theatre
at SCQF level 8**

Group Award Code: G81K 16

Validation date: August 2005

Date of original publication: August 2006

Version: 06 (August 2016)

Acknowledgement

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

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.

Version number	Description	Date
06	<i>H4J4 34 Movement 1 for Musical Theatre has been moved from Optional A to Optional B for both frameworks</i>	10/08/16
05	<i>Revision of Unit H1L0 35 Vocal techniques for Musical Theatre 2 has been replaced by H90E 35 and will finish on 31/7/2017. Revision of Unit H1L2 35 Singing Skills for Musical Theatre 2 has been replaced by H90F 35 and will finish on 31/7/2017.</i>	31/07/16
04	<i>Movement for Musical Theatre 1 (H4JY 34) and Movement for Musical Theatre 2 (H4K2 35) added as optional Units to both HNC and HND Frameworks. DG49 34 Professional Development for Actors has been revised by H4TP 34, DG3K 34 Acting 1: Developing Skills has been revised by H4SJ 34, DP8J 34 Ballet for Musical Theatre 1 has been revised by H4K3 34, DP8K 35 Ballet for Musical Theatre 2 has been revised by H4K4 35, DP8L 34 Contemporary Dance for Musical Theatre 1 has been revised by H4K5 34, DP8M 35 Contemporary Dance for Musical Theatre 2 has been revised by H4K6 35, DP8N 34 Jazz Dance for Musical Theatre 1 has been revised by H4K7 34, DP8P 35 Jazz Dance for Musical Theatre 2 has been revised by H4K8 35, DP90 34 Tap Dance for Musical Theatre 1 has been revised by H4K9 34, DP91 35 Tap Dance for Musical Theatre 2 has been revised by H4KA 35, DG44 34 Movement 1: Developing Skills has been revised by H4SK 34 and will all finish on 31/07/2015.</i>	22/08/13
03	<i>Revision to Units: DP93 34 Vocal Techniques 1 has been revised by Vocal Techniques for Musical Theatre 1 H1KY 34, DP8H 35 Vocal Techniques 2 has been revised by Vocal Techniques for Musical Theatre 2 H1L0 35, DG3L 35 Acting 2: Applying Skills in Performance has been revised by H1KV 35, DP8X 34 Singing Skills for Musical Theatre 1 has been revised by H1L1 34, DP8Y 35 Singing Skills for Musical Theatre 2 H1L2 35 and will all finish on 31/07/2014.</i>	02/08/12
02	<i>New Arrangements Document shell.</i>	21/10/11

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1 Introduction

This is the Arrangements Document for the **revised Group Awards in HN Musical Theatre, which were validated in August 2005**. 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.

2 Rationale for the revision of the Group Awards

2.1 Rationale for change

Colleges have been offering HN awards in Musical Theatre since 1999. In 2004 when the awards were due for review and re-validation, SQA convened a meeting of colleges offering the awards to undertake the necessary review and evaluation work.

The outcome of this review was the development of the HN awards in Musical Theatre.

The review process drew together representatives from three centres offering or intending to offer the award. The review was supported by an HN Development Manager.

The framework and Units were revised for the following reasons:

- ◆ Almost all of the mandatory Units required major revision to improve possible approaches to learning and teaching, including better opportunities for integration.
- ◆ Consistency of approach across all mandatory and optional Units was regarded as important.
- ◆ Various Units required updating to reflect current industry practice.

2.2 Current demand for awards under review

The HNC is currently delivered in three centres, and four offer the HND.

Number of candidate entries per year

HNC Musical Theatre

2003/04	2004/05	2005/06	Total
6	4	46	56

HND Musical Theatre

2001/02	2002/03	2003/04	2004/05	2005/06	Total
37	51	81	45	139	353

This demand demonstrates confidence in the awards and justifies the amendments designed to meet the needs of both users and providers.

2.3 Review Process

2.3.1 Consultation Process

Extensive consultation was carried out at all stages of the review process by the Qualification Design Team 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:

- ◆ centres offering the current HN Musical Theatre 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
- ◆ current candidates on the award
- ◆ current candidates articulating to the award

Consultation details are summarised in the following table:

Stakeholder	Consultation Method
Current NQ students (42)	Postal Questionnaire
Current HNC/D Musical Theatre students (16)	Postal Questionnaire
Former HNC/D Musical Theatre students (16)	Postal Questionnaire
Higher Educational Institutions (5)	Postal Survey/telephone contact/e-mail correspondence/meetings with QDT
Employers (5)	Postal Survey/telephone contact/e-mail correspondence/meetings with QDT
Colleges currently offering the award (4)	Postal Survey/telephone contact/e-mail correspondence

2.3.2 Feedback of consultation

The consultation confirmed the usefulness of the awards to candidates entering the profession or higher education. Employers also recognised the multi skilled aspects of the course.

Some weaknesses were highlighted in aspects of the award, and these have been addressed in the new format. They include:

- ◆ variety and proportion of dance tuition
- ◆ the need for individual singing tuition

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 reflect the skills most in demand for musical theatre performers in the performance industry today.

2.3.3 Qualification Design Team/Steering Group

The review process involved initial meetings with the Qualification Design Team 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

A range of new Units was also identified for development.

From this point, members of the team met the task of producing the identified Units in the new format. Units were produced which were then vetted by the QDT. All Units were redrafted and a member of the QDT was identified as Unit writer for the Graded Units. After the consultation and research period was completed, the new proposed frameworks were finalised by the QDT.

2.3.4 Revised HN Musical Theatre Frameworks

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

HNC Musical Theatre — 10 mandatory credits; 2 optional credits
HND Musical Theatre — 23 mandatory credits; 7 optional credits

The mandatory Units reflect the importance of Singing, Acting, Vocal Skills, Dance and Performance as core elements of a Musical Theatre performer'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 Performance Unit to 5 credits is recognised as an unusual solution to a challenge, which is peculiar to both HND Acting and Performance and HND Musical Theatre. 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. 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. 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 musical theatre performers 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 Acting 2 Unit (DG3L35) recognises the fact that this Unit will generally be integrated with Performance. The requirement for formal evaluation has therefore been removed, as it will tend to happen as part of the production process.

The HN Musical Theatre frameworks are detailed in Section 5.

2.4 Target groups

The awards are designed for those who wish to pursue a career in the Performing Arts and seek the relevant training in Musical Theatre. 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 higher institutions or to the HND in Musical Theatre. Candidates must fulfil the audition criteria of particular centres.

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

2.5 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 a SCQF level, HNC being level 7 and HND level 8.

The awards allow progression from National Qualification Units at level 6 which are offered in schools and on National Certificate programmes in Further Education, and can lead to entry to degree courses by audition.

There is some linkage, in terms of component Units, to the HNC/D Acting and Performance frameworks. As all centres offering the award were either involved in the review or consulted and a wide range of stakeholders were consulted, the resulting frameworks are genuinely specialist collaborative awards.

2.6 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 candidates are:

- ◆ entry to year 3 of degree at Sunderland University
- ◆ entry to year 3 of degree at Hull University
- ◆ entry to year 3 of degree at Doncaster College
- ◆ Arts Educational, London
- ◆ Guildford School of Musical Theatre
- ◆ Mountview Academy of Theatre Arts
- ◆ Royal Academy of Music and Drama, London
- ◆ Central School of Speech and Drama
- ◆ University of Surrey
- ◆ Strathclyde University
- ◆ Glasgow University
- ◆ London School of Musical Theatre
- ◆ Royal Scottish Academy of Music and Drama
- ◆ Queen Margaret's University College
- ◆ The Guildhall School of Music and Drama
- ◆ Dartington College
- ◆ Vocaltech, London
- ◆ film and TV productions
- ◆ theatre companies
- ◆ commercial and corporate enterprises

Entry to degree and post-graduate level courses in performing arts subjects is usually by audition only therefore formal articulation routes do not exist.

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 of both the HNC and HND awards 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 progress within the SCQF

3.2 HNC Specific Aims

To develop skills and knowledge:

- 1 Singing, acting, voice and dance.
- 2 The ability to integrate these skills in performance.
- 3 Working with text and music.
- 4 Innovative and creative approaches 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 Exploration and development of 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 HND Specific Aims

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 singing, acting, voice and dance.
- 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 and music.
- 4 Co-operative team working skills.
- 5 Innovative and creative approaches to work in rehearsal and performance.
- 6 Adaptability.
- 7 The ability to respond to direction.
- 8 Exploration and development of a deeper awareness of the self.

Other key aims of the award are:

- 9 To prepare candidate to present themselves for audition.
- 10 Provide candidates with the knowledge and skills needed to sell themselves in the industry and to work as freelance operators.
- 11 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. Various 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, some responses to the consultation were 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 performers 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 meets the specific aims of the Group Award.

Unit/Aim	1	2	3	4	5	6	7	8	9	10	11	12
Acting 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Singing Skills 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vocal Techniques 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Performance 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dance Units	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Graded Unit	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

HND specific aims

The specific aims for the HND are numbered 1–11 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
Acting 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Singing Skills 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vocal Techniques 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Performance 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Professional Development for actors							✓			✓	✓
Dance Units	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Graded Units	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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 both Group Awards by possessing any of the following:

- ◆ relevant Units from an appropriate NQ programme
- ◆ Higher Drama, Higher Dance or Higher Music would be preferable
- ◆ relevant industrial experience
- ◆ evidence of appropriate practical skills at audition

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 will include a formal audition, in which interviewees offer prepared speeches/monologues, songs, participation in a dance workshop or evidence of relevant experience. This sort of contact will enable an appropriately subtle and realistic assessment of suitability for the course.

Academic staff with experience in course tutorship, student counselling, advice and guidance, work placement and post-qualification career monitoring may also conduct a pre-entry guidance interview.

This informally structured, adaptive interview process will allow the prospective student 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.

5 Group Awards structure

HNC Musical Theatre — 10 mandatory credits and 2 optional credits

HND Musical Theatre — 23 mandatory credits and 7 optional credits

5.1 Framework

HNC Mandatory Units

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Vocal Techniques for Musical Theatre 1	H1KY 34*	8	7	1
Singing Skills for Musical Theatre 1	H1L1 34*	24	7	3
Acting 1: Developing Skills	H4SJ 34*	16	7	2
Performance 1: Developing Skills for Musical Theatre	DP8T 34	24	7	3
Musical Theatre: Graded Unit 1	DP9P 34	8	7	1

HND Mandatory Units

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Performance 1: Developing Skills for Musical Theatre	DP8T 34	24	7	3
Performance 2: Applying Skills for Musical Theatre	DP8V 35	40	8	5
Professional Development for Actors	H4TP 34*	4	7	0.5
Acting 1: Developing Skills	H4SJ 34*	16	7	2
Vocal Techniques for Musical Theatre 1	H1KY 34*	8	7	1
Vocal Techniques for Musical Theatre 2	H90E 35*	8	8	1
Acting 2: Applying Skills in Performance	H1KV 35*	12	8	1.5
Singing Skills for Musical Theatre 1	H1L1 34*	24	7	3
Singing Skills for Musical Theatre 2	H90F 35*	24	8	3
Musical Theatre: Graded Unit 1	DP9P 34	8	7	1
Musical Theatre: Graded Unit 2	DP9R 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

HNC: A minimum of one credit should be selected from Section A.
An additional credit should be selected from either Section A or Section B.

HND: A minimum of two credits should be selected from Section A.
A minimum of two credits should be selected from Section B.
An additional three credits should be selected from Section A or Section B.

SECTION A

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Ballet for Musical Theatre 1	H4K3 34*	8	7	1
Ballet for Musical Theatre 2	H4K4 35*	8	8	1
Contemporary Dance for Musical Theatre 1	H4K5 34*	8	7	1
Contemporary Dance for Musical Theatre 2	H4K6 35*	8	8	1
Jazz Dance for Musical Theatre 1	H4K7 34*	8	7	1
Jazz Dance for Musical Theatre 2	H4K8 35*	8	8	1
Tap Dance for Musical Theatre 1	H4K9 34*	8	7	1
Tap Dance for Musical Theatre 2	H4KA 35*	8	8	1
Movement for Musical Theatre 2	H4K2 35*	16	8	2

SECTION B

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Theatrical Make-Up	DP92 34	8	7	1
Musical Theatre Repertoire	DP8R 34	8	7	1
Score Interpretation for Musical Theatre	DP8W 34	8	7	1
Acting for Radio	DG3R 34	8	7	1
Acting for Camera	DG3M 34	8	7	1
Physical Theatre: Skills for Devising and Performance	DG46 34	8	7	1
Stage Combat: An Introduction to Swords	DG4E 34	8	7	1
Stage Combat: An Introduction to Hand to Hand and Blunt instruments	DG4D 34	8	7	1
Movement 1: Developing Skills	H4SK 34*	16	7	2
Movement for Musical Theatre 1	H4JY 34*	16	7	2

*Refer to History of Changes for revision changes.

5.2 Graded Units

The purpose of the Graded Unit is to assess the candidates' ability to retain and integrate the knowledge and/or skills gained in the Units, to demonstrate they have achieved the principal 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

Graded Unit 1

The HNC Graded Unit will be a project in the form of a practical assignment. Candidates will prepare and present an audition consisting of a monologue and a song with movement in order to synthesise knowledge and skills acquired throughout the HNC Musical Theatre.

Graded Unit 2

The HND Graded Unit is designed as a two-credit Unit and again is a project in the form of a practical assignment. Candidates will prepare and present a performance consisting of two contrasting songs and a monologue and participate in a dance workshop in order to synthesise knowledge and skills acquired throughout the HND Musical Theatre.

Both Graded Units should take place in the latter part of the course. Both Units cover a range of knowledge/skills achieved through studying the mandatory Units.

Centres should have assessment materials verified prior to assessment dates.

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 Graded Units will provide an ideal opportunity for candidates to integrate the knowledge and skills gained in the mandatory Units in the form of an audition, and prepare them for a professional audition.

5.5 Core Skills

The importance of the Core Skills has been recognised and these are developed throughout the award. It should be noted that although there is mandatory Entry on Exit levels the recommended Core Skills would be:

Core Skills — HNC

Core Skill	Recommended Entry Level	Recommended Exit Level
Written Communication	SCQF level 4	SCQF level 5
Oral Communication	SCQF level 4	SCQF level 5
Numeracy	None specified	None specified
ICT	None specified	None specified
Problem Solving	SCQF level 4	SCQF level 5
Working with Others	SCQF level 4	SCQF level 5

Core Skills — HND

Core Skill	Recommended Entry Level	Recommended Exit Level
Written Communication	SCQF level 5	SCQF level 6
Oral Communication	SCQF level 5	SCQF level 6
Numeracy	None specified	None specified
ICT	None specified	SCQF level 4
Problem Solving	SCQF level 5	SCQF level 6
Working with Others	SCQF level 5	SCQF level 6

HNC/D Musical Theatre Core Skills Development

Title	Code	Problem solving	Working with others	Communication	Numeracy	ICT
Vocal Techniques 1	DP9334	✓		✓		
Singing Skills for Musical Theatre 1	DP8X34	✓		✓		
Acting 1: Developing Skills	DG3K34	✓	✓	✓		✓
Performance 1: Developing Skills for Musical Theatre	DP8T34	✓	✓	✓		✓
Vocal Techniques 2	DP8H35	✓		✓		✓
Singing Skills for Musical Theatre 2	DP8Y35	✓	✓	✓		✓
Acting 2: Applying Skills in Performance	DG3L35	✓	✓	✓		✓
Performance 2: Applying Skills for Musical Theatre	DP8V35	✓	✓	✓		✓
Professional Development for Actors	DG4934	✓		✓	✓	✓
Contemporary Dance for Musical Theatre 1	DP8L34	✓	✓			
Contemporary Dance for Musical Theatre 2	DP8M35	✓	✓			
Ballet for Musical Theatre 1	DP8J34	✓	✓			
Ballet for Musical Theatre 2	DP8K35	✓	✓			
Jazz Dance for Musical Theatre 1	DP8N34	✓	✓			
Jazz Dance for Musical Theatre 2	DP8P35	✓	✓			
Tap Dance for Musical Theatre 1	DP9034	✓	✓			
Tap Dance for Musical Theatre 2	DP9135	✓	✓			
Theatrical Make-up	DP9234	✓	✓			
Musical Theatre: Repertoire	DP8R34	✓	✓			
Score Interpretation for Musical Theatre	DP8W34	✓			✓	
Acting for Radio	DG3R34	✓	✓			✓
Acting for Camera	DG3M34	✓	✓			✓
Physical Theatre: Skills for Devising and Performance	DG4634	✓	✓	✓		✓
Movement 1: Developing Skills	DG4434	✓	✓			✓
Stage Combat: Hand to Hand and Blunt Instruments	DG4D34	✓	✓			
Stage Combat: Introduction to Swords	DG4E34	✓	✓			
Graded Unit HNC	DP9P34	✓		✓		✓
Graded Unit HND	DP9R35	✓	✓	✓		✓

6 Approaches to delivery and assessment

6.1 Content and Context

The HNC Musical Theatre is a specialised award, which allows candidates to gain skills and knowledge in the core performance areas of Singing, Acting, Voice and Dance and to integrate these in performance. The award is aimed at those who wish to embark on a career as a musical theatre performer and who wish to develop the necessary skills to progress to further training or employment.

The HND Musical Theatre 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 Musical Theatre 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 awareness and understanding of the musical theatre profession and the role and application of performance skills within the context of integrated productions.

Centres can choose the order in which to teach the Units within the awards, however it is essential that singing, acting, voice and dance skills are 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 adopted in both awards has been used to encourage a more holistic approach to assessment.

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

Unit specifications detail exactly the Evidence Requirements and assessment guidelines for each assessment event. Should centres wish to use a different mode of assessment from the recommendation they should seek prior verification from SQA. No exemplar assessment instruments will be produced at present for these awards.

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 majority of Outcomes rely, however, on developing performance skills in the presence of a lecturer and/or other 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 Evidence Requirements 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).

8 General information for candidates

These awards are designed to help candidates progress to Higher Education or to prepare them for a career in the Performing Arts industry. Former candidates have progressed to a wide range of advanced courses at both degree and post-graduate level in the fields of musical theatre, acting and dance. Candidates will be able to investigate career opportunities in musical theatre, cruise ships, cabaret, summer seasons, pantomime, theatre, and within the popular music industry.

The course will allow candidates to develop:

- ◆ skills in singing, acting, voice and dance
- ◆ the ability to integrate these skills in performance
- ◆ an innovative and creative approach to work in rehearsal and performance
- ◆ an understanding of theatre practice
- ◆ audition skills either for employment or for places at Higher Education establishments

The awards place great emphasis on the development of practical skills and the ability to apply these skills to performance. There is also opportunity for candidates to develop personal and interpersonal skills through both individual and group rehearsal and assessment.

9 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.

10 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.