



Arrangements for:
National Progression Award in
Technical Theatre in Practice
(SCQF level 6)

Group Award Code: G9KR 46

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.

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1 Introduction

This is the Arrangements Document for the new National Progression Award (NPA) in Technical Theatre in Practice at SCQF level 6, which was validated in November 2009. This document includes: background information on the development of the NPA, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The National Progression Award (NPA) in Technical Theatre in Practice is part of SQA's national qualification framework in Drama. Specifically, it is one of a new suite of small NPAs which cover a range of aspects of the theatre industry.

The award is designed to meet the needs of learners who wish to develop specialist skills and knowledge in technical theatre.

The National Progression Award (NPA) in Technical Theatre in Practice consists of NQ Units drawn from the framework of the National Certificate in Technical Theatre at SCQF level 6 (G98C 46) and consists of two mandatory Units with one further credit required from an optional section.

2 Rationale for the development of the Group Award

The rationale for the NPA in Technical Theatre in Practice at SCQF level 6 is based on three main factors, each of which will supplement and enhance current SQA provision in this area at this level. The first is the development of a defined set of skills and knowledge in the specialist vocational area of technical theatre; the second is the provision of further skills development to students who have attained qualifications at SCQF level 6 (eg Higher Drama) and who wish to extend their practical skills and knowledge of technical theatre; the third is to allow part-time study for those already in work.

The NPA has been developed by SQA following consultation with Scotland's colleges, Scotland's schools, the theatre industry and the Creative and Cultural Skills Council, with the purpose of improving learners applied skills in technical theatre within the Creative Industries sector.

This NPA is designed to:

- ◆ develop a defined set of skills and knowledge in the specialist vocational area of technical theatre
- ◆ provide a progression route for students who have achieved qualifications at SCQF level 5, eg Drama at Intermediate 2 level and who wish to progress further
- ◆ provide further skills development to students who have attained qualifications at SCQF level 6, eg Drama at Higher level and who wish to extend their practical skills and knowledge of Technical Theatre, as a potential alternative to Drama at Advanced Higher level
- ◆ be used in colleges, secondary schools, and college/school partnerships

- ◆ be followed part-time for those already in work, or for those who have a desire to enter employment /further study in technical theatre

Completion of the NPA may also provide candidates with opportunities for progression either within the technical theatre industry or to other advanced level qualifications.

Nature and purpose of the award

The NPA in Technical Theatre in Practice at SCQF level 6 is designed to provide candidates with a range of design skills applicable for use in technical theatre. Candidates will use design skills as well as specialising in specific areas such as:

- ◆ Lighting
- ◆ Sound
- ◆ Prop making
- ◆ Model set construction

Candidates may also have the opportunity to integrate their skills through the undertaking of a project, depending on which optional Unit is selected from the framework.

The NPA has the potential to improve progression to further study, providing students with relevant experiences which develop skills of commitment, collaboration, creative thinking and self-discipline; skills which contribute to the growth of an individual.

The award structure and Unit content provides a coherent and progressive curriculum which creates and promotes effective articulation and transition into further and higher education, whilst simultaneously recognising and supporting skills for industry and future employment.

Curriculum for Excellence (CfE) invites schools and colleges to think creatively about the courses and programmes they offer. The new NPA in Technical Theatre in Practice responds to and endorses the four capacities of CfE:

- ◆ successful learners
- ◆ effective contributors
- ◆ confident individuals
- ◆ responsible citizens

Successful learners through:

- ◆ preparation and realisation of design plans
- ◆ accepting and acting upon advice from tutors and peers
- ◆ listening to and evaluating one's own designs in relation to requirements from others
- ◆ communicating effectively and working effectively as part of a team

Effective contributors through:

- ◆ participating in production meetings
- ◆ evaluating self and others

Confident individuals through:

- ◆ decision-making as an individual and as part of a group
- ◆ taking risks – exploring the potential
- ◆ attending a theatrical performance

Responsible citizens through:

- ◆ taking care of equipment
- ◆ being prepared and punctual for production meetings
- ◆ taking responsibility to meet deadlines
- ◆ accepting responsibility if something goes wrong and helping to put it right
- ◆ consideration of health and safety issues

The NPA provides a specific pathway to success whilst building on existing strengths and interests and relates to the CfE ‘totality of experiences’ through offering personalisation and choice and encouraging interdisciplinary learning and cross sector teamwork.

- ◆ The mandatory Unit *Theatrical Design* (F697 12) offers scope for personalisation and choice
- ◆ The range of options within the NPA offers scope for personal choice, specialism and diversity of experience
- ◆ There may be the opportunity for Drama and Craft, Design and Technology (CDT) staff to engage in cross-sector teamwork and school-college partnerships – offering the opportunity for interdisciplinary learning.

Establishing the need for the qualification

During 2006-2009, SQA successfully undertook the development of a new National Certificate (NC) in Technical Theatre as part of the National Qualifications Group Award (NQGA) programme. The outcome was an NC in Technical Theatre at SCQF level 6.

Throughout the development, SQA noted clear interest from the main stakeholder groups in the potential for smaller Group Awards which could be appropriate for secondary school students and/or FE students who seek alternative or additional pathways from NQ or Standard Grade Drama courses.

In July 2009 SQA undertook a wide cross-sector consultation to clarify issues around the nature, content and focus of such an award.

The result of the consultation was a scoping report which contained feedback from the relevant stakeholders: namely, Scotland’s Colleges and Scotland’s schools, Higher Education (HE) institutions, the theatre industry and Creative and Cultural Skills Scotland.

Using the information from the scoping report, a viable NPA in the area of technical theatre was identified and outlined. It was decided that a group of existing new Units, with a strong emphasis on design, was most appropriate to provide a coherent structure for an NPA.

Target client group

The National Progression Award (NPA) in Technical Theatre in Practice is suitable for both college/school students and adult returners seeking formal recognition of both existing and new skills. It is recommended that centres ensure that candidates have a specialist interest and/or experience before progressing onto the NPA.

The NPA is intended for candidates who want to develop skills and knowledge in the design areas of technical theatre, or candidates who have a desire to develop specific expertise in an area of the creative industries sector that has a shortage of skilled personnel.

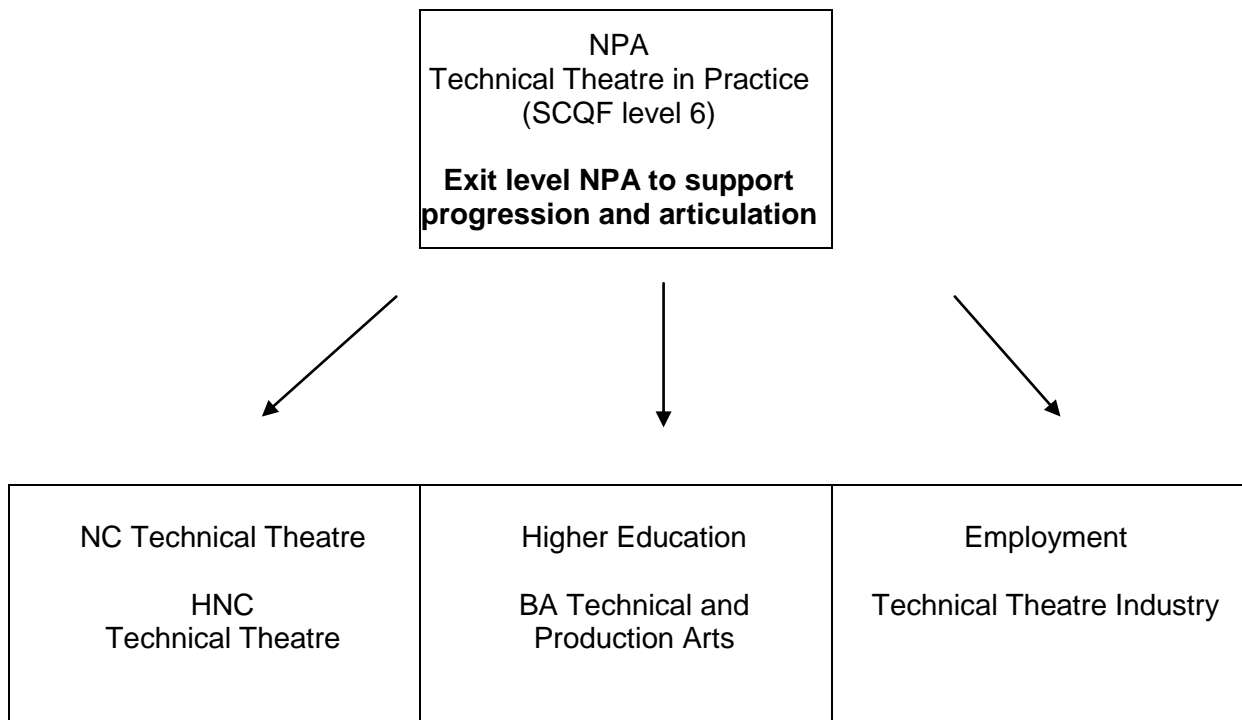
- ◆ In May 2007 *The Stage* newspaper, which is dedicated to the performing arts profession, identified that 30,000 new technical staff would be required by 2017 by theatre and live music employers
- ◆ In June 2008 Creative and Cultural Skills published the *Creative Blueprint Scotland*. This document highlighted the technical and music employers specialist skills gap within the creative industries. These gaps were described as significant in work-based technical and specialist provision. The document also highlighted the need for a Technical Theatre Skills Academy for Scotland which would be established to teach technical theatre skills in areas such as lighting, sound, set construction and also for the handling of live music performance. It would be linked with theatres across Scotland and host FE/HE courses in backstage technical theatre and live music skills.
- ◆ In February 2009, *The Herald* newspaper highlighted the fact that the Creative and Cultural Skills Council predicted a shortage of 1000 skilled theatre and music technicians by 2012.

It is against this backdrop of skills shortage that the NPA targets individuals who may wish to enter an area of the creative industries which has a strong demand for their skills.

Progression routes

The NPA in Technical Theatre in Practice (SCQF level 6) provides learners with skills in creative design within specific areas of technical theatre. The NPA has been designed as a short course for candidates with or without prior experience of technical theatre. It provides candidates with a transitional programme of study to support articulation and progression into relevant NC and HN awards. The award can also be used for recognition of formal work based or experiential learning.

The diagram below illustrates how the award can be used to support a variety of progression opportunities.



Establishing the level of the awards

The level of the NPA in Technical Theatre in Practice (SCQF level 6) was influenced by a number of factors:

- ◆ the characteristics, design and problem solving abilities of candidates attracted into programmes of study in technical theatre
- ◆ the progression routes and destinations for candidates completing these awards – NC Technical Theatre, HNC Technical Theatre, BA Technical and Production Arts (see Appendix 1).

The NPA is intended to provide candidates with the necessary skills and knowledge to develop applied skills in technical theatre within a design context. It may also provide candidates with the opportunity to:

- ◆ gain entry into employment within the technical theatre in the creative industries sector at an appropriate level

and/or

- ◆ progress onto an NC/HNC course in technical theatre or a BA Technical and Production Arts course

Relationship to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

The NOS for Technical Theatre within the Creative Industries sector (Creative and Cultural Skills) were reviewed before developing the NPA. Also taken into consideration was feedback (contained within the scoping report) from Creative and Cultural Skills Scotland. This process resulted in the identification of key skills and competences for employability in the creative industries sector including the need to develop learners who:

- ◆ have developed a range of complementary technical and 'soft' skills
- ◆ can develop and communicate design ideas
- ◆ can communicate effectively with others
- ◆ can develop design responses to meet agreed requirements
- ◆ can contribute to and can engage in effective team working

3 Aims of the Group Award

3.1 Principal aims of the Group Award

The principal aims of the NPA in Technical Theatre in Practice (SCQF level 6) are to:

- ◆ provide candidates with knowledge and skills which are directly relevant to current and/or future practice in the technical theatre industry
- ◆ provide a structured award that further develops existing skills and competences in an applied context for the technical theatre creative industries sector
- ◆ allow candidates to develop a range of applied design and practical skills, competences and understanding within areas of technical theatre
- ◆ provide a structured award that uses problem based learning approaches to develop design skills and competences for areas within technical theatre
- ◆ develop a range of creative critical problem solving within areas of technical theatre
- ◆ encourage candidates to take charge of their own learning and development
- ◆ provide opportunities to develop core skills in team working, problem solving and communication
- ◆ develop analytical skills
- ◆ develop the ability and confidence to work independently

3.2 General aims of the Group Award

General aims of the NPA in Technical Theatre in Practice (SCQF level 6) are to:

- ◆ provide the opportunity for progressive development of competences and personal learning through the use of SCQF and the development of reflective practice approaches to learning
- ◆ develop a range of practical and organisational skills relating to technical theatre
- ◆ allow candidates to develop expertise and benefit from practical experience of developing technical skills relating to theatre, developing skills and knowledge that can support and develop future career aspirations within the technical theatre industry

- ◆ provide an award structure which has sufficient flexibility to allow for a number of different modes of delivery and which can be tailored to suit an identified range of progression pathways
- ◆ provide opportunities to develop Core Skills such as Working with Others and Problem Solving

3.3 Employment opportunities

It is recognised that candidates who achieve the NPA in Technical Theatre in Practice could possibly find employment or enhance their opportunities within their existing employment in the following areas:

- ◆ Theatre Technician
- ◆ Theatre Design

4 Access to Group Award

The NPA in Technical Theatre in Practice (SCQF level 6) is accessible to school and college students, as well as adult returners/learners who have an interest in and/or experience of technical theatre.

The award may also be suitable to the Continuous Professional Development (CPD) market for adults and could also be of interest to those currently in amateur dramatic groups.

While entry is at the discretion of the centre, candidates would benefit from previous experience of a course that included some element of design and problem solving skills, Units or qualifications, or related work based experience and skills at SCQF levels 4 and 5.

5 Group Award structure

The NPA in Technical Theatre in Practice consists of a 120 hour programme in total, which equates to 3 Unit credits (18 SCQF credit points). The NPA comprises a framework of two mandatory Units and one optional Unit. The mandatory Units provide a foundation from which to develop both creative design and problem solving skills in the optional Units which allow for specialisation within an area of technical theatre.

5.1 Framework

Mandatory Units

Unit title	Code	Credit value
Technical Theatre in Context	F5L5 12	1
Theatrical Design	F697 12	1

Optional Units (select one)

Theatre Stage Lighting Operations	F693 12	1
Theatre Stage Sound Operations	F694 12	1
Theatrical Prop Making	F5LE 12	1
Creative Project	F58F 12	1
Theatre Stage Model Set Construction	F699 12	1

The Unit *Technical Theatre in Context* (F5L5 12) is mandatory and provides an introduction to technical theatre and gives candidates the opportunity to explore technical theatre in the context of a live production.

The other mandatory Unit, *Theatrical Design* (F697 12), provides the fundamental design skills necessary to combine effectively with any one of the 5 optional Units. The specialist areas in the options are lighting, sound, prop making and stage model set construction.

5.2 Mapping information

The table below shows how the principal aims expressed in Section 3 map to the Units in Section 5.

Aims	Units						
	Technical Theatre in Context	Theatrical Design	Theatre Stage Lighting Operations	Theatre Stage Sound Operations	Theatrical Prop Making	Creative Project	Theatre Stage Model Set Construction
provide candidates with knowledge and skills which are directly relevant to current and/or future practice in the technical theatre industry	x	x	x	x	x	x	x
provide a structured award that further develops existing skills and competences in an applied context for the technical theatre creative industries sector	x	x	x	x	x	x	x
allow candidates to develop a range of applied design and practical skills, competences and understanding within areas of technical theatre	x	x	x	x	x	x	x
provide a structured award that uses problem based learning approaches to develop design skills and competences for areas within technical theatre	x	x	x	x	x	x	x

develop a range of creative critical problem solving within areas of technical theatre	x	x	x	x	x	x	x
encourage candidates to take charge of their own learning and development	x	x	x	x	x	x	x
provide opportunities to develop core skills in team working, problem solving and communication		x	x	x	x	x	x
develop analytical skills	x	x	x	x	x	x	x
develop the ability and confidence to work independently	x	x	x	x	x	x	x

Core Skills

Entry and exit levels of Core Skills for the National Progression Award in Technical Theatre in Practice will be set by individual centres. Opportunities exist to gather evidence which can contribute towards all Units of the award. The table below highlights the Units of the award which can be used to gather evidence for each of the following Core Skills:

Core Skill	Developed through
Communication	Technical Theatre in Context (SCQF level 6) Theatrical Design (SCQF level 6) Theatre Stage Sound Operations (SCQF level 6) Theatre Stage Lighting Operations (SCQF level 6) Theatrical Prop Making (SCQF level 6) Theatrical Stage Model Set Construction (SCQF level 6) Creative Project (SCQF level 6)
Problem Solving	Technical Theatre in Context (SCQF level 6) Theatrical Design (SCQF level 6) Theatre Stage Sound Operations (SCQF level 6) Theatre Stage Lighting Operations (SCQF level 6) Theatrical Prop Making (SCQF level 6) Theatrical Stage Model Set Construction (SCQF level 6) Creative Project (SCQF level 6)
Working with Others	Theatrical Design (SCQF level 6) Theatre Stage Sound Operations (SCQF level 6) Theatre Stage Lighting Operations (SCQF level 6) Theatrical Prop Making (SCQF level 6) Theatrical Stage Model Set Construction (SCQF level 6) Creative Project (SCQF level 6)

5.3 Articulation, professional recognition and credit transfer

The NPA in Technical Theatre in Practice has been designed to articulate with existing provision at SCQF levels 3-6, HNC/HND courses at Further Education Colleges, Higher Education Degree courses, as well as possible immediate entry into employment (see Appendix 1).

6 Approaches to delivery and assessment

The structure of the qualification allows centres a high degree of flexibility in delivery. It is suggested that when considering the approach to delivery and the choice of optional Units, centres should take account of their needs and the needs of candidates.

The award can be offered:

- ◆ as an alternative to or in addition to an NC Technical Theatre programme in college or school
- ◆ as an interdisciplinary course in college or school, eg Drama department/Craft Design and Technology (CDT) department
- ◆ as a full time short course, day release or evening class
- ◆ as part of year one in a two year NC programme at college or as part of a school/ college partnership
- ◆ as a stand alone CPD course

Delivery of the NPA allows for a variety of teaching and learning approaches:

- ◆ tutor or teacher led, working with individuals or with groups
- ◆ self study in the form of individual project work, promoting independent learning
- ◆ evaluation of self and others
- ◆ peer support
- ◆ distance learning may be possible with use of video conferencing/web cameras

Delivery and Assessment

The Unit *Creative Project* (F58F 12) is a generic, project-based Unit which is included to allow a flexible and integrated approach to design, perhaps as part of a production. By selecting specific options, centres can still offer the award whether or not they have operational theatre facilities at their disposal.

The Unit content is developed to allow for integrative and cross assessment. Use of an integrated and linked delivery methodology in centres will provide candidates with a more meaningful learning experience and promote an increased coherence between Units.

Unit assessment may take place on an on-going basis during the delivery of the NPA. It is also possible for an integrated approach to assessment to be adopted. The mandatory design Unit, *Theatrical Design* (F697 12), has in-built optionality. For example, a candidate may choose to follow a lighting design route within this mandatory Unit and this could be complemented with the Unit *Theatre Stage Lighting Operations* from the optional section. This would result in the realisation of lighting from the design plan, thereby integrating the assessment of the two Units.

Unit specifications detail all mandatory Evidence Requirements, providing centres with valuable information relating to assessment procedures and conditions (see Appendix 2).

Most Units which make up the award have Assessment Support Packs (ASPs) which provide 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.

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 Group Award 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 and Quality Assurance for Colleges of Further Education* (www.sqa.org.uk).

8 General information for candidates

The National Progression Award (NPA) in Technical Theatre in Practice will give you the opportunity to develop your skills in the area of design within technical theatre. It will also offer you the opportunity to realise your design.

You need to successfully complete 3 Units in order to achieve the award. There are 2 mandatory Units (both at SCQF level 6):

- ◆ *Technical Theatre in Context*
- ◆ *Theatrical Design*

There are 5 optional Units (all at SCQF level 6) from which you must choose one Unit:

- ◆ *Theatre Stage Lighting Operations*
- ◆ *Theatre Stage Sound Operations*
- ◆ *Theatrical Prop Making*
- ◆ *Theatre Stage Model Set Construction*
- ◆ *Creative Project*

This is a flexible award which will give you a variety of opportunities for personal choice and specialism in areas of technical theatre which may be of particular interest to you.

There are no specific entry requirements but you should preferably have problem solving skills equivalent to SCQF level 4 to access the award.

The NPA in Technical Theatre will give you a platform for progression into further education; this could include progressing on to a National Certificate or HNC programme, or help you to be better equipped to work in the technical theatre industry. This NPA programme is suitable for you if you are at school, have just left school or are an adult learner. It also may be of interest to you if you are involved in amateur dramatics.

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 SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. 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.

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 National Certificate/National Progression Award 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 National Certificates/National Progression Awards are those developments or revisions undertaken by a group of centres in partnership with SQA.

10 Appendices

Appendix 1: Technical Theatre Progression Map

Appendix 2: Assessment Mapping

Appendix 3: Drama and Technical Theatre Qualifications Map

Appendix 1: Technical Theatre Progression Map

SCQF levels	NQ Technical Theatre	NC Provision		HN Provision	Degree	SCQF levels
10					BA/BA (hons)	10
9						9
8					HND Technical Theatre	8
7	AH				HNC Technical Theatre	
6	H	NPA Technical Theatre in Practice	NC Technical Theatre		6	
5	Int 2				5	
4	Int 1				4	
3	Access				3	

Appendix 2: Assessment Mapping

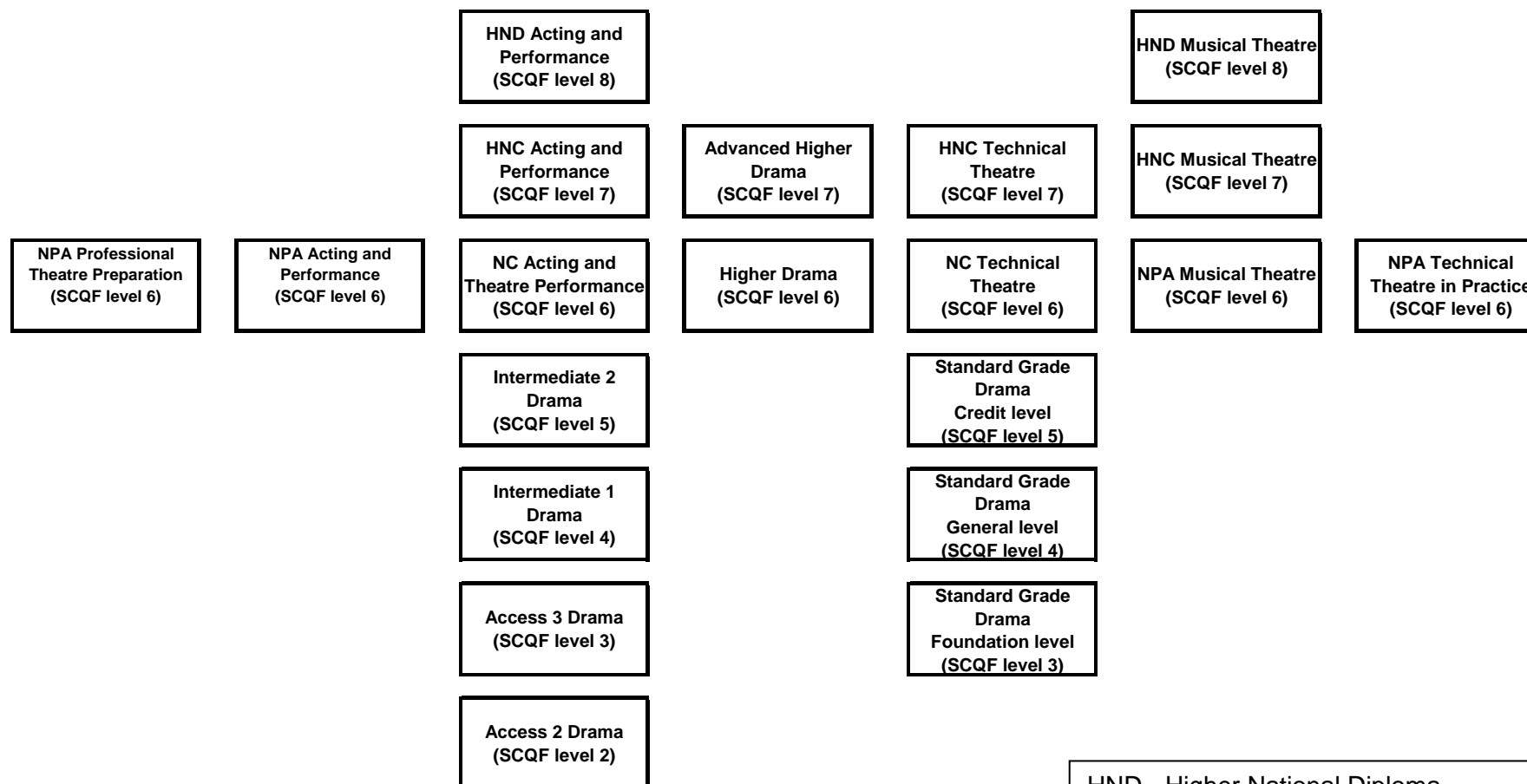
Unit Title	SCQF level	No. Credits	Outcomes	Assessment Evidence	Comments
Technical Theatre in Context	6	1	1 Demonstrate knowledge and understanding of theatre roles, terminology and practices within the production process	Written and/or oral evidence	Closed book
			2 Investigate a range of performance spaces	Written and/or oral evidence	Closed book
			3 Identify technical aspects required within a textual extract	Product evidence	Portfolio of the technical requirements
			4 Identify and describe the technical aspects	Written and/or oral	Open book
Theatrical Design	6	1	1 Demonstrate knowledge and understanding of theatrical design	Written and/or oral evidence	Open book Folio
			2 Demonstrate an ability to match a theatrical design to a text and performance space for a production	Written and/or oral evidence Product evidence	Open book Folio
			3 Produce final designs in liaison with the director and/or production team	Performance evidence under supervised	Production meeting

			4 Communicate designs and oversee their realisation for a production	conditions Product evidence Performance evidence under supervised conditions	Production meeting
Theatre Stage Lighting Operations	6	1	1 Demonstrate knowledge and understanding of theatre lighting 2 Prepare and set up lighting equipment according to a given plan 3 Plot lighting states and run lighting cues	Written and/or oral evidence Performance evidence under supervised conditions Performance evidence under supervised conditions	Closed book Practical assignment Practical assignment
Theatre Stage Sound Operations	6	1	1 Demonstrate knowledge and understanding of theatre sound 2 Prepare and set up theatre sound equipment according to a given plan	Written and/or oral evidence Performance evidence under supervised	Closed book Practical assignment

			3 Plot and run sound cues	conditions Performance evidence under supervised conditions	Practical assignment
Theatrical Prop Making	6	1	1 Demonstrate knowledge and understanding of theatrical prop design and construction techniques 2 Provide, manage and maintain props for a production	Written and/or oral evidence Written and/or oral evidence Product evidence, Checklist	Closed book Open book Practical assignment
Creative Project	6	1	1 Produce a plan for a creative project from a given brief 2 Implement the creative project plan 3 Review and evaluate the completed creative project	Written and/or oral evidence, Checklist Product evidence, Log and checklist Written and/or oral evidence Checklist	Open book Open book

Theatre Stage Model Set Construction	6	1	1 Develop knowledge of the process of model set construction	Written and/or oral evidence	Open book
			2 Plan the construction of the specified model set	Written and/or oral evidence	Folio
			3 Construct a scale model set	Product evidence, Observation checklist	Practical assignment

Appendix 3: Drama and Technical Theatre Qualifications Map



HND - Higher National Diploma
HNC - Higher National Certificate
NPA - National Progression Award
NC - National Certificate