

# NextGen: HN grading pack

## HNC Dance

**Qualification code:** GAGX 47

**Valid from:** August 2026

This grading pack provides information about the process of grading the Higher National Certificate (HNC). It is for lecturers and assessors, and contains all the mandatory information you need to grade the HNC.

You must read it alongside the educator guide.

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# Approach to grading

Grading in NextGen: HN Qualifications produces a valid and reliable record of a learner's level of achievement across the breadth of the qualification content.

As well as grading the whole qualification, you assess individual units on a pass or fail basis. Each unit has evidence requirements that learners must achieve before you can consider them for whole-qualification grading.

## Whole-qualification grade outcomes

Learners who pass NextGen: HN Qualifications receive one of the following grade outcomes for the qualification as a whole:

- Achieved with Distinction
- Achieved with Merit
- Achieved

To determine a learner's whole-qualification grade, you use the grading matrix to assess and judge their performance across the key aspects of the HNC. You must align your judgements with the following whole-qualification grade descriptors.

## Whole-qualification grade descriptors

### Achieved with Distinction

The learner has achieved an excellent standard across the course content, going significantly beyond meeting the qualification requirements. They showed a comprehensive knowledge and understanding of course concepts and principles, and consistently used them to apply skills to complete high-quality work. They engaged significantly with the process of developing their meta-skills in the context of their HN Qualification.

## **Achieved with Merit**

The learner has achieved a very good standard across the course content, going beyond meeting the qualification requirements. They showed a very good knowledge and understanding of course concepts and principles and consistently used them to apply skills to complete work of a standard above that expected for an Achieved grade. They actively engaged with the process of developing their meta-skills in the context of their HN Qualification.

## **Achieved**

The learner has achieved a good standard across the course content, credibly meeting the qualification requirements. They showed a good knowledge and understanding of course concepts and principles, and used them to apply skills to complete work of the required standard. They engaged with the process of developing their meta-skills in the context of their HN Qualification.

## **What the whole-qualification grade descriptors do and how they are used**

The whole-qualification grade descriptors outline the skills, knowledge and understanding a learner needs to show across the whole qualification to achieve that specific grade. They align with the Scottish Credit and Qualifications Framework (SCQF) level descriptors.

NextGen: HNC qualifications are at SCQF level 7. Learners who complete a NextGen: HNC can:

- convey knowledge of the subject's main theories, concepts and principles
- apply skills, knowledge and understanding of the subject in relevant practical and professional contexts
- use a broad range of approaches to address problems and issues in the context of the subject area
- exercise initiative and independence in carrying out activities, and have started to develop their professional practice and behaviours relevant to the context of the qualification
- differentiate between and appropriately apply the knowledge gained through practice, research and other sources

Please use this information, as well as the whole-qualification grade descriptors, to help you understand the standard at which learners should be assessed and graded.

Higher education institutes (HEIs) can use the grade descriptors to set admissions requirements, and employers can use them to help make decisions during a recruitment process.

Qualifications Scotland's quality assurance teams use the grade descriptors and the grading matrix to ensure that grades awarded in a particular NextGen: HNC Qualification are at a consistent national standard, regardless of the setting in which they are achieved.

Successful learners receive their grade, along with the grade descriptor, on their certificate.

## Using the grading matrix

You must use the grading matrix to judge the learner's whole-qualification grade. You can use the grading matrix at any time, but you only make a whole-qualification grading judgement when you are confident the learner has met all the evidence requirements of all the required units.

The criteria in the grading matrix reflect the knowledge, skills and qualities HEIs and employers can expect of a learner who has completed the qualification. These criteria align with the overall purpose of the qualification, and remain the same for its duration.

Each criterion has sector-specific descriptors of a typical learner's performance standard, aligned to the whole-qualification grade outcomes of Achieved, Achieved with Merit and Achieved with Distinction. These descriptors describe the standard a learner of that whole-qualification grade is expected to show.

The guidance accompanying each criterion can include, but is not limited to, information on:

- relevant types of assessment that may produce useful or meaningful evidence for judging that criterion
- mapping to content that is particularly relevant to that criterion
- mapping to meta-skills

This guidance may be updated over time.

When you make your final grading judgement, you must use a 'best fit' approach based on the learner's achievement across the grading matrix. This may be straightforward — for example, if the learner's evidence shows a consistent standard across the grading matrix criteria. If it is not straightforward, you must make a 'best fit' judgement — for example, if a learner shows a mix of standards across the grading matrix criteria, with no clear pattern. The criteria may not always have equal value. You can decide some are more important to the final grade than others.

## **Meta-skills**

Meta-skills are a key part of NextGen: HN Qualifications and learners can develop them throughout the qualification. A learner's engagement with developing their own meta-skills contributes to their qualification grade. You do not assess or grade competence or progress in individual meta-skills — for example, by judging the quality of a learner's feeling or creativity. Instead, you look at the process of development learners go through. This means learners need to provide evidence of planning, developing and reflecting on their meta-skills.

If qualification content also contributes to meta-skills development, it contributes to a learner's whole-qualification grading through the grading matrix approach.

## **Learning for Sustainability**

Learning for Sustainability does not contribute to a learner's qualification grade.

The exception is where Learning for Sustainability content is part of the qualification content. In this case, the Learning for Sustainability content contributes to a learner's whole-qualification grade, through the grading matrix.

## Grading matrix

### Criterion 1: sector-specific competencies descriptors

Criterion 1	Achieved	Merit	Distinction
<b>Demonstrates knowledge and understanding of technique in a range of dance genres</b>	<p>The learner:</p> <ul style="list-style-type: none"><li>• demonstrates fundamental technique in a range of dance genres</li><li>• demonstrates an awareness of rhythmical frameworks, accents and tempos</li></ul>	<p>The learner:</p> <ul style="list-style-type: none"><li>• consistently demonstrates secure technique in a range of dance genres</li><li>• demonstrates an enhanced response to rhythmical frameworks, musical phrasing, accents and tempos</li></ul>	<p>The learner:</p> <ul style="list-style-type: none"><li>• consistently demonstrates highly developed technique in a range of dance genres</li><li>• demonstrates an excellent response to rhythmical frameworks, and excellent musical interpretation through phrasing, texture and dynamics</li></ul>

## **Criterion 1: sector-specific competencies guidance**

Learners provide evidence for this in:

- Choreographic Practice (outcome 3)
- Dance Injury Prevention, Wellbeing and Health (outcome 2)
- Classical Ballet (outcome 1)
- Commercial Dance (outcome 1)
- Contemporary Dance (outcome 1)
- Jazz Dance (outcome 1)

## Criterion 2: sector-specific competencies descriptors

Criterion 2	Achieved	Merit	Distinction
<b>Demonstrates key practices in performance across a range of dance genres</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• accurately replicates choreography</li> <li>• demonstrates synthesis of technique, expression, and performance skills</li> <li>• demonstrates projection of styles across a range of dance genres</li> <li>• demonstrates spatial awareness</li> <li>• maintains focus and concentration</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• accurately replicates choreography with a high level of detail</li> <li>• demonstrates diverse expressive movement qualities and performance skills, while maintaining secure technique in a range of dance genres</li> <li>• projects and communicates performance intentions effectively with the audience and other dancers</li> <li>• demonstrates very good use of space and an enhanced awareness of other dancers</li> <li>• consistently demonstrates good focus and concentration</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• replicates set choreography with nuanced detail, conveying the subtleties of the choreographic intention</li> <li>• demonstrates excellent artistry and integrity in performance, while consistently demonstrating highly developed technique</li> <li>• projects and communicates with the audience and other dancers in a highly effective way to convey mood, emotion or character</li> <li>• demonstrates excellent use of space and adaptability throughout a performance</li> <li>• consistently demonstrates excellent focus, concentration and maturity</li> </ul>

## **Criterion 2: sector-specific competencies guidance**

Learners provide evidence for this in:

- Choreographic Practice (outcome 3)
- Dance Injury Prevention, Wellbeing and Health (outcome 2)
- Classical Ballet (outcome 3)
- Commercial Dance (outcome 3)
- Contemporary Dance (outcome 3)
- Jazz Dance (outcome 3)

### Criterion 3: sector-specific competencies descriptors

Criterion 3	Achieved	Merit	Distinction
<b>Applies anatomical and physiological knowledge in the demonstration of safe dance practice</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>demonstrates and applies fundamental knowledge of anatomy, physiology and movement mechanics</li> <li>applies some strategies and behaviours that support injury prevention, wellbeing and health</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>demonstrates and applies enhanced knowledge of anatomy, physiology and movement mechanics</li> <li>applies strategies that support injury prevention, wellbeing and health in daily practice</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>demonstrates and applies in-depth knowledge of anatomy, physiology and movement mechanics</li> <li>consistently demonstrates strategies and behaviours that support injury prevention, wellbeing and health in a highly effective way</li> </ul>

### Criterion 3: sector-specific competencies guidance

Learners provide evidence for this in:

- Choreographic Practice (outcomes 2 and 3)
- Dance Injury Prevention, Wellbeing and Health (outcomes 1, 2 and 3)
- Classical Ballet (outcomes 1, 2 and 3)
- Commercial Dance (outcomes 1, 2 and 3)
- Contemporary Dance (outcomes 1, 2 and 3)
- Jazz Dance (outcomes 1, 2 and 3)

#### Criterion 4: sector-specific competencies descriptors

Criterion 4	Achieved	Merit	Distinction
<b>Applies key skills in choreographic practice</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>demonstrates an ability to research, develop and plan a self-choreographed work</li> <li>presents a piece of choreography that fulfils its intended purpose, utilising a range of choreographic principles and tools</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>demonstrates very good research, development and planning skills when creating a self-choreographed work</li> <li>presents a very good piece of choreography that effectively fulfils its purpose, successfully utilising a broad range of choreographic principles and tools</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>demonstrates excellent research, development and planning skills when creating a self-choreographed work</li> <li>presents an exceptional piece of choreography, utilising choreographic principles and tools to explore new movement and very effectively convey their artistic vision</li> </ul>

#### Criterion 4: sector-specific competencies guidance

Learners provide evidence for this in Choreographic Practice (outcomes 1, 2 and 3).

## Criterion 1: academic competencies descriptors

Criterion 1	Achieved	Merit	Distinction
<b>Critical thinking</b>	The learner: <ul style="list-style-type: none"><li>• appropriately analyses, interprets and develops ideas and stimuli</li></ul>	The learner: <ul style="list-style-type: none"><li>• effectively questions, analyses, interprets and evaluates ideas and stimuli</li></ul>	The learner: <ul style="list-style-type: none"><li>• works confidently with complex ideas</li><li>• shows an open mind and is highly effective as they question, analyse, synthesise, interpret and evaluate</li></ul>

## Criterion 1: academic competencies guidance

Learners provide evidence for this in:

- Choreographic Practice (outcomes 1 and 2)
- Dance Injury Prevention, Wellbeing and Health (outcomes 2 and 4)

## Criterion 2: academic competencies descriptors

Criterion 2	Achieved	Merit	Distinction
<b>Research skills</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates appropriate and mostly relevant research</li> <li>• makes suitable use of sources</li> <li>• demonstrates sound knowledge and understanding of research material</li> <li>• presents their findings in an appropriate format</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates good, relevant and effective research</li> <li>• cites references appropriately</li> <li>• makes good use of sources</li> <li>• demonstrates a good knowledge and understanding of research material</li> <li>• presents their findings in an appropriate format</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• demonstrates detailed, relevant and highly effective research</li> <li>• cites references appropriately</li> <li>• makes excellent use of sources</li> <li>• demonstrates an excellent knowledge and understanding of research material</li> <li>• is accurate and insightful when discussing research</li> <li>• presents their findings in an appropriate format</li> </ul>

## **Criterion 2: academic competencies guidance**

Learners provide evidence of this in:

- Choreographic Practice (outcome 1)
- Dance Injury Prevention, Wellbeing and Health (outcome 3)

### Criterion 3: academic competencies descriptors

Criterion 3	Achieved	Merit	Distinction
<b>Reflective practice</b>	The learner: <ul style="list-style-type: none"><li>• can appropriately reflect, analyse and evaluate</li></ul>	The learner: <ul style="list-style-type: none"><li>• can effectively reflect, analyse and evaluate</li><li>• can incorporate feedback from others</li></ul>	The learner: <ul style="list-style-type: none"><li>• can analyse and evaluate themselves and others in a highly effective way</li><li>• is insightful and perceptive when reflecting on themselves and others</li><li>• can reflect objectively</li><li>• can incorporate feedback and develop in a highly effective way</li></ul>

### **Criterion 3: academic competencies guidance**

Learners can evidence this in:

- Choreographic Practice (outcome 4)
- Dance Injury Prevention, Wellbeing and Health (outcome 2)
- Classical Ballet (outcome 4)
- Commercial Dance (outcome 4)
- Contemporary Dance (outcome 4)
- Jazz Dance (outcome 4)

## Criterion 4: academic competencies descriptors

Criterion 4	Achieved	Merit	Distinction
<b>Presentation skills</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• can appropriately present themselves and their ideas</li> <li>• uses appropriate language for themselves and their audience</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• effectively presents themselves and their ideas</li> <li>• is articulate and genuine when presenting</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• confidently presents themselves and their ideas</li> <li>• is highly articulate and engaging when presenting</li> <li>• uses positive and open body language when presenting</li> </ul>

## Criterion 4: academic competencies guidance

Learners provide evidence for this in:

- Choreographic Practice (outcome 1)
- Dance Injury Prevention, Wellbeing and Health (outcome 3)
- Classical Ballet (outcome 4)
- Commercial Dance (outcome 4)
- Contemporary Dance (outcome 4)
- Jazz Dance (outcome 4)

## Criterion 1: professional behaviours competencies descriptors

Criterion 1	Achieved	Merit	Distinction
<b>Working with others</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>works appropriately with others in classes, rehearsals, workshops and performances</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>works effectively with others</li> <li>is committed, reliable, supportive and helpful</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>works with others in a highly effective and mature manner</li> <li>is fully committed, reliable, supportive and helpful</li> <li>demonstrates strong emotional intelligence</li> </ul>

## Criterion 1: professional behaviours competencies guidance

Learners provide evidence for this in:

- Choreographic Practice (outcomes 2 and 3)
- Dance Injury Prevention, Wellbeing and Health (outcomes 1, 2 and 3)
- Classical Ballet (outcomes 1, 2 and 3)
- Commercial Dance (outcomes 1, 2 and 3)
- Contemporary Dance (outcomes 1, 2 and 3)
- Jazz Dance (outcomes 1, 2 and 3)

## Criterion 2: professional behaviours competencies descriptors

Criterion 2	Achieved	Merit	Distinction
<b>Timekeeping and preparation</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• is generally reliable</li> <li>• has generally good time management</li> <li>• meets most deadlines</li> <li>• has generally good attendance</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• is reliable</li> <li>• has good time management</li> <li>• meets most deadlines</li> <li>• has good attendance</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• is always reliable</li> <li>• has excellent time management</li> <li>• is always prepared and meets all deadlines</li> <li>• is always ready with a focused and mature approach</li> <li>• has excellent attendance</li> </ul>

## **Criterion 2: professional behaviours competencies guidance**

Learners provide evidence for this in:

- Choreographic Practice (outcomes 2 and 3)
- Dance Injury Prevention, Wellbeing and Health (outcomes 1, 2, 3 and 4)
- Classical Ballet (outcomes 1, 2 and 3)
- Commercial Dance (outcomes 1, 2 and 3)
- Contemporary Dance (outcomes 1, 2 and 3)
- Jazz Dance (outcomes 1, 2 and 3)

### Criterion 3: professional behaviours competencies descriptors

Criterion 3	Achieved	Merit	Distinction
<p><b>Applies key practices in classes, rehearsals and performances</b></p>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• understands and applies appropriate class, rehearsal and performance etiquette</li> <li>• works effectively with other dancers and choreographers</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• engages with all aspects of classes, rehearsals and performances</li> <li>• develops technique and performance skills throughout classes and the rehearsal process</li> <li>• works very effectively with other dancers and choreographers</li> <li>• collaborates positively throughout classes and rehearsals</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• is highly engaged and engaging in classes, rehearsals and performances</li> <li>• is prepared to take risks and challenges in the rehearsal process</li> <li>• works in a highly effective way, collaborating successfully with other dancers and choreographers</li> <li>• can reflect constructively and with maturity</li> </ul>

### **Criterion 3: professional behaviours competencies guidance**

Learners provide evidence for this in:

- Choreographic Practice (outcomes 2, 3 and 4)
- Dance Injury Prevention, Wellbeing and Health (outcome 2)
- Classical Ballet (outcomes 1, 2, 3 and 4)
- Commercial Dance (outcomes 1, 2, 3 and 4)
- Contemporary Dance (outcomes 1, 2, 3 and 4)
- Jazz Dance (outcomes 1, 2, 3 and 4)

#### Criterion 4: professional behaviours competencies descriptors

Criterion 4	Achieved	Merit	Distinction
<b>Demonstrates key skills in workshop and rehearsal planning and management</b>	<p>The learner:</p> <ul style="list-style-type: none"> <li>demonstrates planning, leadership and management skills in a creative workshop and rehearsals</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>demonstrates effective planning, leadership and management skills in a creative workshop and rehearsals, encouraging collaborative practice within the group</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>demonstrates highly effective planning, leadership and management skills in a creative workshop and rehearsals, fostering an exceptionally collaborative, creative environment</li> </ul>

#### Criterion 4: professional behaviours competencies guidance

Learners provide evidence for this in Choreographic Practice (outcomes 2 and 3).

## Criterion 5: professional behaviours competencies (meta-skills) descriptors

Criterion 5	Achieved	Merit	Distinction
<p><b>Develops meta-skills</b></p>	<p>The learner adequately engages with the process of meta-skills development in the context of the qualification by:</p> <ul style="list-style-type: none"> <li>• carrying out self-assessment of meta-skills, giving reasons for ratings or judgements made</li> <li>• setting clear and measurable goals plus action strategies to develop meta-skills in all three categories</li> <li>• using reflective practice strategies to track progress and analyse the links between course activities, experiences and meta-skills development</li> </ul>	<p>The learner demonstrates a clear commitment to the process of meta-skills development in the context of the qualification by:</p> <ul style="list-style-type: none"> <li>• carrying out self-assessment of meta-skills, giving some insightful reasons for ratings or judgements made</li> <li>• setting clear and measurable goals plus action strategies to develop meta-skills in all three categories</li> <li>• using reflective practice strategies to track progress, analyse and demonstrate some insight into the impact of their course activities and experiences on their meta-skills development</li> </ul>	<p>The learner demonstrates strong commitment to the process of meta-skills development in the context of the qualification by:</p> <ul style="list-style-type: none"> <li>• carrying out self-assessment of meta-skills, giving some insightful reasons for ratings or judgements made</li> <li>• setting clear and measurable goals plus action strategies to develop meta-skills in all three categories, and updating these as required</li> <li>• using reflective practice strategies very effectively to track progress, analyse and demonstrate insight into the impact of their course activities and experiences on their meta-skills development</li> </ul>

## **Criterion 5: professional behaviours competencies (meta-skills) guidance**

Maps to all units.

You must refer to the meta-skills assessment guidance when grading meta-skills. You can find meta-skills teaching, learning and assessment resources on [our meta-skills web page](#).

This guidance details how we expect learners to engage with meta-skills in the context of their particular qualification.

We are not judging competence in individual meta-skills here — for example, the quality of learners' feelings or creativity. Rather, it is the process of development learners go through — planning, developing and reflecting — that should be evidenced and assessed.

Although there is a meta-skills outcome in Choreographic Practice, evidence of meta-skills development can be gathered from any activity, at any time throughout the course. The range of contexts in which this can happen is very wide, and can depend on the sector, as well as individual preferences. Each unit signposts opportunities for meta-skills development.

# Additional grading guidance

Learners engage in a range of activities, including classes, rehearsals, performances, projects, reflection and analysis.

These learning activities are in the five mandatory units, and they provide opportunities for learners to cover all the unit requirements and key competencies for the qualification.

The number and type of performances and projects may vary, and can include the:

- rehearsal and performance skills evidenced throughout Classical Ballet, Contemporary Dance, Jazz Dance and Commercial Dance
- creative and research skills required for Choreographic Practice
- participation in conditioning classes for Dance Injury Prevention, Wellbeing and Health

The projects and assessments are listed under each criterion in the grading matrix. You should use this matrix to record grading judgements against each criterion during qualification delivery, before making a final overall grading judgement.

HNC Dance is graded on the successful completion of the full 15 credits. However, grades are based on learners' performance across the 11 mandatory credits:

**Delivery of mandatory units, projects and activities**



**Aligned with key competencies**



**Draft or 'working towards' judgements made throughout year**

**Grading matrix**



**Grade**

## Grading model

### Sector-specific competencies

**Criterion 1: demonstrates knowledge and understanding of technique in a range of dance genres**

Unit	Achieved	Merit	Distinction
Choreographic Practice			
Dance Injury Prevention, Wellbeing and Health			
Classical Ballet*			
Commercial Dance*			
Contemporary Dance*			
Jazz Dance*			

\*delete as appropriate to chosen areas of study

**Criterion 2: demonstrates key practices in performance across a range of dance genres**

<b>Unit</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Choreographic Practice			
Dance Injury Prevention, Wellbeing and Health			
Classical Ballet*			
Commercial Dance*			
Contemporary Dance*			
Jazz Dance*			

\*delete as appropriate to chosen areas of study

**Criterion 3: applies anatomical and physiological knowledge in the demonstration of safe dance practice**

<b>Unit</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Choreographic Practice			
Dance Injury Prevention, Wellbeing and Health			
Classical Ballet*			
Commercial Dance*			
Contemporary Dance*			
Jazz Dance*			

\*delete as appropriate to chosen areas of study

**Criterion 4: applies key skills in choreographic practice**

<b>Unit</b>	<b>Achieved</b>	<b>Merit</b>	<b>Distinction</b>
Choreographic Practice			

**Sector-specific competencies comments**

## Academic competencies

### Criterion 1: critical thinking

Unit	Achieved	Merit	Distinction
Choreographic Practice			
Dance Injury Prevention, Wellbeing and Health			

### Criterion 2: research skills

Unit	Achieved	Merit	Distinction
Choreographic Practice			
Dance Injury Prevention, Wellbeing and Health			

### Criterion 3: reflective practice

Unit	Achieved	Merit	Distinction
Choreographic Practice			
Dance Injury Prevention, Wellbeing and Health			
Classical Ballet*			
Commercial Dance*			
Contemporary Dance*			
Jazz Dance*			

\*delete as appropriate to chosen areas of study

#### Criterion 4: presentation skills

Unit	Achieved	Merit	Distinction
Choreographic Practice			
Dance Injury Prevention, Wellbeing and Health			
Classical Ballet*			
Commercial Dance*			
Contemporary Dance*			
Jazz Dance*			

\*delete as appropriate to chosen areas of study

#### Academic competencies comments

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## Professional behaviours competencies

### Criterion 1: working with others

Unit	Achieved	Merit	Distinction
Choreographic Practice			
Dance Injury Prevention, Wellbeing and Health			
Classical Ballet*			
Commercial Dance*			
Contemporary Dance*			
Jazz Dance*			

\*delete as appropriate to chosen areas of study

### Criterion 2: timekeeping and preparation

Unit	Achieved	Merit	Distinction
Choreographic Practice			
Dance Injury Prevention, Wellbeing and Health			
Classical Ballet*			
Commercial Dance*			
Contemporary Dance*			
Jazz Dance*			

\*delete as appropriate to chosen areas of study

**Criterion 3: applies key practices in classes, rehearsals, and performances**

Unit	Achieved	Merit	Distinction
Choreographic Practice			
Dance Injury Prevention, Wellbeing and Health			
Classical Ballet*			
Commercial Dance*			
Contemporary Dance*			
Jazz Dance*			

\*delete as appropriate to chosen areas of study

**Criterion 4: demonstrates key skills in workshop and rehearsal planning and management**

Unit	Achieved	Merit	Distinction
Choreographic Practice			

**Criterion 5: professional behaviours competencies (meta-skills)**

Unit	Achieved	Merit	Distinction
Choreographic Practice			
Dance Injury Prevention, Wellbeing and Health			
Classical Ballet*			
Commercial Dance*			
Contemporary Dance*			

Unit	Achieved	Merit	Distinction
Jazz Dance*			

\*delete as appropriate to chosen areas of study

**Professional behaviours competencies comments**

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**Final grade**

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## Worked example of grading model: Candidate A

### Sector-specific competencies

**Criterion 1: demonstrates knowledge and understanding of technique in a range of dance genres**

Unit	Achieved	Merit	Distinction
Choreographic Practice	X		
Dance Injury Prevention, Wellbeing and Health	X		
Classical Ballet	X		
Commercial Dance		X	
Contemporary Dance	X		

**Criterion 2: demonstrates key practices in performance across a range of dance genres**

Unit	Achieved	Merit	Distinction
Choreographic Practice	X		
Dance Injury Prevention, Wellbeing and Health	X		
Classical Ballet	X		
Commercial Dance		X	
Contemporary Dance	X		

**Criterion 3: applies anatomical and physiological knowledge in the demonstration of safe dance practice**

Unit	Achieved	Merit	Distinction
Choreographic Practice	X		
Dance Injury Prevention, Wellbeing and Health	X		
Classical Ballet	X		
Commercial Dance	X		
Contemporary Dance	X		

**Criterion 4: applies key skills in choreographic practice**

Unit	Achieved	Merit	Distinction
Choreographic Practice	X		

**Sector-specific competencies comments**

Candidate A has made steady progress throughout the course and is able to demonstrate key skills in all dance genres, with particularly secure technique in commercial dance. The candidate is showing improved posture and alignment and can demonstrate safe practice in travelling, elevated and floor work phrases.

Candidate A is able to retain and replicate set choreography and is working positively towards effective synthesis of technique and artistry. They understand the contrasting stylistic qualities required to convey different performance intentions and they are developing skills in projection and communication with an audience.

Candidate A demonstrated appropriate understanding of safe practice in structuring rehearsals using suitable warm ups and cool downs, but would benefit

from a more consistent approach to applying injury prevention techniques to their daily practice.

Candidate A drew on research of an established choreographer's work to choose a suitable stimulus and create a cohesive piece of choreography. They employed simple choreographic principles and tools to create a work that fulfilled its intended purpose and showed some development.

## Academic competencies

### Criterion 1: critical thinking

Unit	Achieved	Merit	Distinction
Choreographic Practice		X	
Dance Injury Prevention, Wellbeing and Health		X	

### Criterion 2: research skills

Unit	Achieved	Merit	Distinction
Choreographic Practice		X	
Dance Injury Prevention, Wellbeing and Health		X	

### Criterion 3: reflective practice

Unit	Achieved	Merit	Distinction
Choreographic Practice		X	
Dance Injury Prevention, Wellbeing and Health		X	
Classical Ballet		X	
Commercial Dance		X	
Contemporary Dance		X	

#### Criterion 4: presentation skills

Unit	Achieved	Merit	Distinction
Choreographic Practice		X	
Dance Injury Prevention, Wellbeing and Health		X	
Classical Ballet		X	
Commercial Dance		X	
Contemporary Dance		X	

#### Academic competencies comments

Candidate A presented ideas and research that reflected a very good understanding of their chosen choreographer and how they developed and conveyed their choreographic intention.

Candidate A presented a detailed report making good use of a range of sources, which they cited appropriately. They have very good understanding of the risk factors and prevention strategies that can influence a dancer's injury, wellbeing and health.

Candidate A engaged positively with feedback from both tutors and peers and understood how to reflect, analyse and evaluate effectively. They are confident when expressing their ideas and present confidently in professional dialogue.

## Professional behaviours competencies

### Criterion 1: working with others

Unit	Achieved	Merit	Distinction
Choreographic Practice	X		
Dance Injury Prevention, Wellbeing and Health	X		
Classical Ballet	X		
Commercial Dance		X	
Contemporary Dance		X	

### Criterion 2: timekeeping and preparation

Unit	Achieved	Merit	Distinction
Choreographic Practice		X	
Dance Injury Prevention, Wellbeing and Health		X	
Classical Ballet		X	
Commercial Dance		X	
Contemporary Dance		X	

**Criterion 3: applies key practices in classes, rehearsals and performances**

Unit	Achieved	Merit	Distinction
Choreographic Practice	X		
Dance Injury Prevention, Wellbeing and Health	X		
Classical Ballet	X		
Commercial Dance		X	
Contemporary Dance	X		

**Criterion 4: demonstrates key skills in workshop and rehearsal planning and management**

Unit	Achieved	Merit	Distinction
Choreographic Practice	X		

**Criterion 5: professional behaviours competencies (meta-skills)**

Unit	Achieved	Merit	Distinction
Choreographic Practice	X		
Dance Injury Prevention, Wellbeing and Health	X		
Classical Ballet*	X		
Commercial Dance*		X	
Contemporary Dance*	X		

## **Professional behaviours competencies comments**

Candidate A is well organised and has a very good attendance and timekeeping record. They are conscientious and reliable in both class and rehearsal settings.

Candidate A engages positively with choreographers and other dancers, but can find the application of technique and performance skills challenging in a fast-paced rehearsal.

Candidate A demonstrated good planning ahead of delivering a well-structured rehearsal. They would benefit from considering how to foster a more collaborative environment in the studio.

Candidate A engaged with the meta-skills journey. They completed all tasks and were able to set appropriate, achievable goals throughout the course.

## **Final grade**

**Achieved**

## Worked example of grading model: Candidate B

### Sector-specific competencies

**Criterion 1: demonstrates knowledge and understanding of technique in a range of dance genres**

Unit	Achieved	Merit	Distinction
Choreographic Practice		X	
Dance Injury Prevention, Wellbeing and Health		X	
Classical Ballet		X	
Contemporary Dance		X	
Jazz Dance		X	

**Criterion 2: demonstrates key practices in performance across a range of dance genres**

Unit	Achieved	Merit	Distinction
Choreographic Practice		X	
Dance Injury Prevention, Wellbeing and Health		X	
Classical Ballet		X	
Contemporary Dance		X	
Jazz Dance		X	

**Criterion 3: applies anatomical and physiological knowledge in the demonstration of safe dance practice**

Unit	Achieved	Merit	Distinction
Choreographic Practice		X	
Dance Injury Prevention, Wellbeing and Health		X	
Classical Ballet		X	
Contemporary Dance		X	
Jazz Dance			X

**Criterion 4: applies key skills in choreographic practice**

Unit	Achieved	Merit	Distinction
Choreographic Practice		X	

**Sector-specific competencies comments**

Candidate B has a well-developed understanding of technique and musicality across a range of dance genres. Secure placement and weight transference allows for detailed, fast-paced movement phrases and very good use of space.

Candidate B performs with expression and maturity, effectively conveying choreographic intention to the audience.

Candidate B has a good understanding of anatomy and movement mechanics and works in a safe and informed way to maximise performance.

Candidate B produced a very good piece of choreography that effectively conveyed the purpose and intention of the work while using a broad range of choreographic principles and tools.

## Academic competencies

### Criterion 1: critical thinking

Unit	Achieved	Merit	Distinction
Choreographic Practice	X		
Dance Injury Prevention, Wellbeing and Health	X		

### Criterion 2: research skills

Unit	Achieved	Merit	Distinction
Choreographic Practice	X		
Dance Injury Prevention, Wellbeing and Health	X		

### Criterion 3: reflective practice

Unit	Achieved	Merit	Distinction
Choreographic Practice		X	
Dance Injury Prevention, Wellbeing and Health		X	
Classical Ballet		X	
Contemporary Dance		X	
Jazz Dance		X	

#### Criterion 4: presentation skills

Unit	Achieved	Merit	Distinction
Choreographic Practice	X		
Dance Injury Prevention, Wellbeing and Health	X		
Classical Ballet	X		
Contemporary Dance		X	
Jazz Dance	X		

#### Academic competencies comments

Candidate B worked very well interpreting a range of creative stimuli that they used effectively in choreographic tasks. Research of established choreographers and their works was mostly relevant but would have benefited from more detail and a broader use of sources. Research findings were presented in an oral presentation of appropriate length and content.

Candidate B is very open to receiving feedback and works positively to apply it. They can reflect and evaluate their own practice effectively.

## Professional behaviours competencies

### Criterion 1: working with others

Unit	Achieved	Merit	Distinction
Choreographic Practice		X	
Dance Injury Prevention, Wellbeing, and Health		X	
Classical Ballet		X	
Contemporary Dance		X	
Jazz Dance		X	

### Criterion 2: timekeeping and preparation

Unit	Achieved	Merit	Distinction
Choreographic Practice			X
Dance Injury Prevention, Wellbeing and Health			X
Classical Ballet			X
Contemporary Dance			X
Jazz Dance			X

**Criterion 3: applies key practices in classes, rehearsals and performances**

Unit	Achieved	Merit	Distinction
Choreographic Practice		X	
Dance Injury Prevention, Wellbeing and Health		X	
Classical Ballet		X	
Contemporary Dance			X
Jazz Dance		X	

**Criterion 4: demonstrates key skills in workshop and rehearsal planning and management**

Unit	Achieved	Merit	Distinction
Choreographic Practice		X	

**Criterion 5: professional behaviours competencies (meta-skills)**

Unit	Achieved	Merit	Distinction
Choreographic Practice		X	
Dance Injury Prevention, Wellbeing and Health		X	
Classical Ballet*		X	
Contemporary Dance*			X
Jazz Dance*		X	

### **Professional behaviours competencies comments**

Candidate B is a committed and reliable individual with an excellent attendance and timekeeping record. They contribute very well to group tasks and encourage others to engage through their collaborative approach. Candidate B's positive engagement in the studio has allowed for fast-paced development of technique and performance skills across all genres.

Candidate B engaged positively with their development of meta-skills, setting clear goals and employing effective strategies to achieve them.

### **Final grade**

**Merit**

## Worked example of grading model: Candidate C

### Sector-specific competencies

**Criterion 1: demonstrates knowledge and understanding of technique in a range of dance genres**

Unit	Achieved	Merit	Distinction
Choreographic Practice			X
Dance Injury Prevention, Wellbeing and Health			X
Classical Ballet		X	
Commercial Dance			X
Jazz Dance			X

**Criterion 2: demonstrates key practices in performance across a range of dance genres**

Unit	Achieved	Merit	Distinction
Choreographic Practice			X
Dance Injury Prevention, Wellbeing and Health			X
Classical Ballet		X	
Commercial Dance			X
Jazz Dance			X

**Criterion 3: applies anatomical and physiological knowledge in the demonstration of safe dance practice**

Unit	Achieved	Merit	Distinction
Choreographic Practice			X
Dance Injury Prevention, Wellbeing and Health			X
Classical Ballet		X	
Commercial Dance			X
Jazz Dance			X

**Criterion 4: applies key skills in choreographic practice**

Unit	Achieved	Merit	Distinction
Choreographic Practice			X

## **Sector-specific competencies comments**

Candidate C is a versatile performer who demonstrates excellent skills in a range of dance genres. Their artistry and performance skills are highly developed, conveying a deep understanding of choreographic intention.

Candidate C has very good anatomical and physiological knowledge and demonstrates a mature and autonomous approach to injury prevention and wellbeing. Good practice in and out of the studio has maximised individual potential and will support longevity of career.

Candidate C presented an outstanding piece of choreography. The work was innovative and effective and reflected excellent research, development and planning skills.

## Academic competencies

### Criterion 1: critical thinking

Unit	Achieved	Merit	Distinction
Choreographic Practice			X
Dance Injury Prevention, Wellbeing and Health			X

### Criterion 2: research skills

Unit	Achieved	Merit	Distinction
Choreographic Practice			X
Dance Injury Prevention, Wellbeing and Health			X

### Criterion 3: reflective practice

Unit	Achieved	Merit	Distinction
Choreographic Practice			X
Dance Injury Prevention, Wellbeing and Health			X
Classical Ballet			X
Commercial Dance			X
Jazz Dance			X

#### Criterion 4: presentation skills

Unit	Achieved	Merit	Distinction
Choreographic Practice			X
Dance Injury Prevention, Wellbeing and Health			X
Classical Ballet			X
Commercial Dance			X
Jazz Dance			X

#### Academic competencies comments

Candidate C drew on highly effective research to analyse, interpret and evaluate a range of sources to develop their choreography.

Candidate C's report on injury prevention, wellbeing and health reflected an excellent knowledge of material and cited credible sources appropriately.

Candidate C is able to analyse themselves and others very effectively, using feedback constructively for self-development.

## Professional behaviours competencies

### Criterion 1: working with others

Unit	Achieved	Merit	Distinction
Choreographic Practice			X
Dance Injury Prevention, Wellbeing and Health			X
Classical Ballet			X
Commercial Dance			X
Jazz Dance			X

### Criterion 2: timekeeping and preparation

Unit	Achieved	Merit	Distinction
Choreographic Practice			X
Dance Injury Prevention, Wellbeing and Health			X
Classical Ballet			X
Commercial Dance			X
Jazz Dance			X

**Criterion 3: applies key practices in classes, rehearsals and performances**

Unit	Achieved	Merit	Distinction
Choreographic Practice			X
Dance Injury Prevention, Wellbeing and Health			X
Classical Ballet		X	
Commercial Dance			X
Jazz Dance			X

**Criterion 4: demonstrates key skills in workshop and rehearsal planning and management**

Unit	Achieved	Merit	Distinction
Choreographic Practice			X

**Criterion 5: professional behaviours competencies (meta-skills)**

Unit	Achieved	Merit	Distinction
Choreographic Practice			X
Dance Injury Prevention, Wellbeing and Health			X
Classical Ballet*		X	
Commercial Dance*			X
Jazz Dance*			X

## **Professional behaviours competencies comments**

Candidate C worked in a highly effective way with both in-house and guest choreographers. Their approach in the rehearsal room was mature, supportive and generous. Candidate C had an interesting and positive journey as a choreographer, exploring different approaches in the studio and fostering an exceptionally collaborative and creative environment.

Candidate C has an excellent timekeeping and attendance record.

Candidate C shows excellent commitment to their meta-skills development, setting clear and measurable goals, and using reflective practice strategies to very effectively track progress.

## **Final grade**

**Distinction**

# Administrative information

**Published:** June 2026 (version 1.0)

## History of changes

Version	Description of change	Date

Please check [our website](#) to ensure you are using the most up-to-date version of this guide.

If a unit is revised:

- no new centres can be approved to offer the previous version of the unit
- centres should only enter learners for the previous version of the unit if they can complete it before its finish date

For more information on NextGen: HN Qualifications please visit the [NextGen: HN web page](#).

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