Next Generation Higher National Unit Grading Pack

Higher National Diploma Acting and Performance

Qualification code: GV8Y 48

This qualification is available in a restricted delivery model from academic session 2025

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

You must read it alongside the Educator Guide.

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Contents

Approach to grading

Grading in Next Generation: Higher National (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 HND. 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: HND qualifications are at SCQF level 8. Learners who complete a NextGen: HND can:

- convey an insightful understanding of the subject's core theories, concepts and principles, along with its scope and defining features
- apply skills, knowledge and understanding of the subject in relevant practical and professional contexts, showing some specialist knowledge and using a range of relevant techniques and materials
- describe and explain significant topical issues and specific areas of interest
- exercise autonomy and initiative in carrying out activities, and have developed their professional practice and behaviours relevant to the context of the qualification
- formulate and critically evaluate evidence-based responses to issues in the context of the subject area, appropriately applying research and academic processes

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.

SQA's quality assurance teams use the grade descriptors and the grading matrix to ensure that grades awarded in a particular NextGen: HN 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 competence descriptors

Criterion 1	Achieved	Merit	Distinction
Apply key acting practices in rehearsals	The learner: • understands rehearsal etiquette • works effectively with other actors and directors	The learner: • engages with all aspects of the rehearsal process • develops character throughout the rehearsal process • works highly effectively with other actors and directors • collaborates positively throughout	The learner: • is highly engaged and engaging in the rehearsal process • is prepared to take risks and challenges in the rehearsal process • can reflect with maturity

Criterion 1 sector-specific competence guidance

This criterion should be evidenced in:

- Advanced Performance Skills: Acting (all outcomes)

- Advanced Performance Skills: Voice (all outcomes)

- Advanced Performance Skills: Movement (all outcomes)

- Performance Skills: Advanced Application

    o stage-based work (outcomes 2 and 4)

    o devised work (outcomes 2, 3 and 4)

    o screen work (outcomes 2, 3 and 4)

    o small group project (outcomes 2 and 3)

- Industry and Audition Advanced Skills (outcomes 2 and 3)

This aligns with and provides evidence for meta-skills in Performance Skills: Advanced Application (outcome 1).

Criterion 2 sector-specific competence descriptors

Criterion 2	Achieved	Merit	Distinction
Apply key acting practices in performances	The learner: • demonstrates an understanding of a character or characters, using textual clues • sustains a character or characters • conveys relationships through interaction with other characters	The learner: • demonstrates a clear understanding of a character or characters, using textual clues • sustains a character or characters • conveys believable relationships through credible interaction with other characters	The learner: • demonstrates a fully integrated character or characters • demonstrates a highly convincing connection with a character or characters and textual clues • sustains a fully rounded character or characters • conveys believable relationships through highly credible interaction with other characters

Criterion 2 sector-specific competence guidance

This criterion should be evidenced in:

• Advanced Performance Skills: Acting (outcome 2)

• Advanced Performance Skills: Voice (all outcomes)

• Advanced Performance Skills: Movement (all outcomes)

- Performance Skills: Advanced Application

    o stage-based work (outcome 5)

    o devised work (outcome 5)

    o screen work (outcome 5)

    o small group project (outcome 4)

- Industry and Audition Skills (outcomes 2 and 4)

Criterion 3 sector-specific competence descriptors

Criterion 3	Achieved	Merit	Distinction
Demonstrate vocal techniques in a range of materials	The learner: • demonstrates appropriate vocal techniques across a range of materials	The learner: • demonstrates highly effective vocal techniques across a range of materials • conveys clear and credible character and emotions	The learner: • demonstrates versatility, creativity, range and consistency throughout voice work • is highly convincing and credible

Criterion 3 sector-specific competence guidance

This criterion should be evidenced in:

- Advanced Performance Skills: Acting (outcome 2)

- Advanced Performance Skills: Voice (all outcomes)

- Performance Skills: Advanced Application

  o stage-based work (outcomes 3 and 5)

  o devised work (outcomes 3 and 5 (if appropriate))

  o screen work (outcomes 2, 4 and 5)

  o small group project (outcome 4)

- Industry and Audition Advanced Skills (outcomes 2 and 4)

Criterion 4 sector-specific competence descriptors

Criterion 4	Achieved	Merit	Distinction
Demonstrate movement techniques in a range of materials	The learner: • demonstrates appropriate movement techniques across a range of materials	The learner: • demonstrates highly effective movement techniques across a range of materials • conveys clear and credible character and emotions	The learner: • demonstrates versatility, creativity, range and consistency throughout movement work • is highly convincing and credible

Criterion 4 sector-specific competence guidance

This criterion should be evidenced in:

- Advanced Performance Skills: Acting (outcome 2)

- Advanced Performance Skills: Movement (all outcomes)

- Performance Skills: Advanced Application

  o stage-based work (outcomes 2, 4 and 5)

  o devised work (outcomes 3 and 5)

  o screen work (outcomes 2, 4 and 5)

  o small group project (outcome 4)

- Industry and Audition Advanced Skills (outcomes 2 and 4)

Criterion 1 academic competence descriptors

Criterion 1	Achieved	Merit	Distinction
Critical thinking	The learner: • adequately analyses, interprets and develops ideas and stimuli	The learner: • competently questions, analyses, interprets and evaluates ideas and stimuli	The learner: • can work with complex ideas • shows an open mind as they question, analyse, synthesise, interpret and evaluate

Criterion 1 academic competence guidance

This criterion should be evidenced in:

- Advanced Performance Skills: Acting (outcome 3)
- Performance Skills: Advanced Application

  o stage-based work (outcome 1)

  o devised work (outcome 1)

  o screen work (outcome 1)

  o small group project (outcome 1)

- Industry and Audition Advanced Skills (outcome 1)

Criterion 2 academic competence descriptors

Criterion 2	Achieved	Merit	Distinction
Research skills	The learner: • demonstrates good and mostly relevant research • makes good use of sources • demonstrates sound knowledge and understanding of material • presents their findings in the appropriate format	The learner: • demonstrates very good, relevant and effective research • cites references appropriately • makes very good use of sources • demonstrates a very good knowledge and understanding of material • presents their findings in the appropriate format	The learner: • demonstrates detailed, relevant and highly effective research • cites references appropriately • makes excellent use of sources • demonstrates an excellent knowledge and understanding of material • is accurate and insightful • presents their findings in the appropriate format

Criterion 2 academic competence guidance

This criterion is evidenced in:

• Acting Performance Skills: Acting (outcomes 1 and 3)

- Performance Skills: Advanced Application

  - stage-based work (outcome 1)

  - devised work (outcome 1)

  - screen work (outcome 1)

  - small group project (outcome 1)

- Industry and Audition Advanced Skills (outcome 1)

Criterion 3 academic competence descriptors

Criterion 3	Achieved	Merit	Distinction
Reflective practice	The learner: • can adequately reflect, analyse and evaluate	The learner: • can competently reflect, analyse and evaluate • can incorporate feedback from others	The learner: • is insightful and perceptive • can reflect objectively • can incorporate feedback and develop in a positive way • can analyse and evaluate self as well as others

Criterion 3 academic competence guidance

This criterion should be evidenced in:

- Advanced Performance Skills: Acting (outcome 3)
- Performance Skills: Advanced Application

    o stage-based work (outcome 4)

    o devised work (outcome 4)

    o screen work (outcome 4)

    o small group project (outcome 4)

- Industry and Audition Advanced Skills (outcomes 2 and 4)

This aligns with and provides evidence for meta-skills (outcome 1) in Performance Skills: Advanced Application.

Criterion 4 academic competence descriptors

Criterion 4	Achieved	Merit	Distinction
Presentation skills	The learner: • adequately presents themself and their ideas • uses appropriate language for the situation and audience	The learner: • competently presents themself and their ideas • is articulate and genuine	The learner: • confidently presents themself and their ideas • is highly articulate and engaging • uses positive and open body language

Criterion 4 academic competence guidance

This criterion should be evidenced in:

- Advanced Performance Skills: Acting (outcome 3)
- Performance Skills: Advanced Application

  o stage-based work (outcome 4)

  o devised work (outcome 4)

  o screen work (outcome 4)

  o small group project (outcome 4)

- Industry and Audition Advanced Skills (outcomes 2 and 4)

This aligns with and provides evidence for meta-skills (outcome 1) in Performance Skills: Advanced Application.

Criterion 1 professional behaviours descriptors

Criterion 1	Achieved	Merit	Distinction
Working with others	The learner: • works effectively with others in classes, workshops, rehearsals and performances	The learner: • works with others in a highly effective manner • is committed, reliable, supportive and helpful	The learner: • works with others in a highly effective and mature manner • is fully committed, reliable, supportive and helpful • has strong emotional intelligence

Criterion 1 professional behaviours guidance

This criterion should be evidenced in:

- Advanced Performance Skills: Acting (outcome 1 and 2)

- Advanced Performance Skills: Voice (all outcomes)

- Advanced Performance Skills: Movement (all outcomes)

- Performance Skills: Advanced Application

    o   stage-based work (outcomes 2, 4 and 5)

    o   devised work (outcomes 2, 4 and 5)

    o   screen work (outcomes 3, 4 and 5)

    o   small group project (all outcomes)

This aligns with and provides evidence for meta-skills (outcome 1) in Performance Skills: Advanced Application.

Criterion 2 professional behaviours descriptors

Criterion 2	Achieved	Merit	Distinction
Timekeeping and preparation	The learner: • is sometimes late for classes and rehearsals • has good attendance • meets most deadlines	The learner: • is mostly reliable • arrives on time for classes, rehearsals and performances • is mostly prepared • has very good attendance • meets most deadlines	The learner: • is always reliable • always arrives on time for classes, rehearsals and performances • is always prepared • is always ready, with a focused and mature approach • has excellent attendance • meets all deadlines

Criterion 2 professional behaviours guidance

This criterion is evidenced in:

- Advanced Performance Skills: Acting (all outcomes)

- Advanced Performance Skills: Voice (all outcomes)

- Advanced Performance Skills: Movement (all outcomes)

- Performance Skills: Advanced Application (all outcomes)

- Industry and Audition Advanced Skills (all outcomes)

This aligns with and provides evidence for meta-skills (outcome 1) in Performance Skills: Advanced Application.

Criterion 3 professional behaviours descriptors

Criterion 3	Achieved	Merit	Distinction
Industry standards	The learner: • demonstrates an understanding of industry requirements and standards	The learner: • demonstrates an insightful and accurate understanding of industry requirements and standards	The learner: • demonstrates a highly insightful, accurate and in-depth understanding of industry requirements and standards

Criterion 3 professional behaviours guidance

This criterion should be evidenced in:

• Industry and Audition Advanced Skills (all outcomes)

This aligns with and provides evidence for meta-skills (outcome 1) in Performance Skills: Advanced Application.

Criterion 4 professional behaviours descriptors

Criterion 4	Achieved	Merit	Distinction
Audition skills	The learner: • presents effective audition skills	The learner: • presents very effective audition skills, including performances and articulate responses	The learner: • presents excellent audition skills, including performances, articulate responses and a connection with the audition panel

Criterion 4 professional behaviours guidance

This criterion should be evidenced in:

• Industry and Audition Advanced Skills (outcomes 2, 3 and 4)

Develop meta-skills (competence in professional behaviours) descriptors

Criterion 5	Achieved	Merit	Distinction
Develop meta-skills	The learner adequately engages with the process of meta-skills development in the context of the qualification by: • carrying out a self-assessment of meta-skills, giving reasons for ratings or judgements made • setting clear and measurable goals, plus action strategies to develop meta-skills in all three categories • using reflective practice strategies to track progress and analyse the links between course activities, experiences and meta-skills development	The learner demonstrates a clear commitment to the process of meta-skills development in the context of the qualification by: • carrying out a self-assessment of meta-skills, giving some insightful reasons for ratings or judgements made • setting clear and measurable goals, plus action strategies to develop meta-skills in all three categories • using reflective practice strategies to track progress and demonstrate some insight into the impact of their course activities and experiences on their meta-skills development	The learner demonstrates a strong commitment to the process of meta-skills development in the context of the qualification by: • carrying out a self-assessment of meta-skills, giving insightful reasons for ratings or judgements made • setting clear and measurable goals, plus action strategies to develop meta-skills in all three categories, and updating these as required • using reflective practice strategies very effectively to track progress and demonstrate insight into the impact of their course activities and experiences on their meta-skills development

Develop meta-skills (competence in professional behaviours) 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 [SQA's meta-skills web page](#).

This guidance details the expectations of learners' engagement with meta-skills, and how we expect them to go about this in the context of their qualification.

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

Although a meta-skills outcome is in Performance Skills: Advanced Application, evidence of meta-skills development can be gathered from any activity at any time during the course. For meaningful reflection to take place, the process of meta-skills development should happen continually throughout the course. The range of contexts in which this can happen is very wide, and dependent on the sector as well as individual preferences. Each unit signposts opportunities for meta-skills development.

Additional grading guidance

Key competency approach

Learners work on a range of projects and activities created by their subject teams, including rehearsals, performances, reflection and analysis. These projects and activities are in the five mandatory units, and they provide opportunities for learners to cover all the unit requirements and all the key competencies required for the qualification.

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

- rehearsal and performance skills evidenced throughout Advanced Performance Skills: Acting, Advanced Performance Skills: Voice and Advanced Performance Skills: Movement
- larger performance projects in Performance Skills: Advanced Application
- industry and audition requirements in Industry and Audition Advanced Skills

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.

Grading for HND Acting and Performance is on the successful completion of the full 15 credits. However, grades are based on learners' performances across the 12 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: apply key acting practices in rehearsal

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			
Advanced Performance Skills: Voice			
Advanced Performance Skills: Movement			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			

Project or activities	Achieved	Merit	Distinction
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

Criterion 2: apply key acting practices in performances

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			
Advanced Performance Skills: Voice			
Advanced Performance Skills: Movement			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

Criterion 3: demonstrate vocal techniques in a range of materials

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			
Advanced Performance Skills: Voice			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

Criterion 4: demonstrate movement techniques in a range of materials

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			
Advanced Performance Skills: Movement			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

Sector-specific competencies comments

Academic competencies

Criterion 1: critical thinking

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

Criterion 2: research

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

Criterion 3: reflective practice

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

Criterion 4: presentation skills

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

Academic competencies comments

Professional behaviours

Criterion 1: working with others

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			
Advanced Performance Skills: Voice			
Advanced Performance Skills: Movement			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			

Criterion 2: timekeeping and preparation

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			
Advanced Performance Skills: Voice			
Advanced Performance Skills: Movement			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

Criterion 3: industry standards

Project or activities	Achieved	Merit	Distinction
Industry and Audition Advanced Skills			

Criterion 4: audition skills

Project or activities	Achieved	Merit	Distinction
Industry and Audition Advanced Skills			

Develop meta-skills (competence in professional behaviours)

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			
Advanced Performance Skills: Voice			
Advanced Performance Skills: Movement			
Performance Skills: Advanced Application project 1			
Performance Skills: Advanced Application project 2			
Performance Skills: Advanced Application small group project			
Industry and Audition Advanced Skills			

Professional behaviours comments

Final grade:

Worked example of grading model: Candidate A

Sector-specific competencies

Criterion 1: apply key acting practices in rehearsal

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting	X		
Advanced Performance Skills: Voice	X		
Advanced Performance Skills: Movement	X		
Performance Skills: Advanced Application project 1	X		
Performance Skills: Advanced Application project 2	X		

Project or activities	Achieved	Merit	Distinction
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills	X		

Criterion 2: apply key acting practices in performances

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting	X		
Advanced Performance Skills: Voice	X		
Advanced Performance Skills: Movement	X		
Performance Skills: Advanced Application project 1	X		
Performance Skills: Advanced Application project 2	X		
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills	X		

Criterion 3: demonstrate vocal techniques in a range of materials

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting	X		
Advanced Performance Skills: Voice	X		
Performance Skills: Advanced Application project 1	X		
Performance Skills: Advanced Application project 2	X		
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills	X		

Criterion 4: demonstrate movement techniques in a range of materials

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting	X		
Advanced Performance Skills: Movement	X		
Performance Skills: Advanced Application project 1	X		
Performance Skills: Advanced Application project 2	X		
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills	X		

Sector-specific competencies comments

Candidate A reached a fair standard of performance. You could still see the 'joins' and the thought processes in their performances. They need to trust their instincts more and rely less on thinking everything through, to give performances that are 'in the moment' and 'present'.

Academic competencies

Criterion 1: critical thinking

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills		X	

Criterion 2: research

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills		X	

Criterion 3: reflective practice

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting	X		
Performance Skills: Advanced Application project 1	X		
Performance Skills: Advanced Application project 2	X		
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills	X		

Criterion 4: presentation skills

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting	X		
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2	X		
Performance Skills: Advanced Application small group project	X		
Industry and Audition Advanced Skills	X		

Academic competencies comments

Candidate A produced a very good e-portfolio for their stage-based project. All of their work was appropriately referenced. They produced very good research for their stage-based project and their devised project. Their oral presentations suffered from a lack of clarity, but their digital work was very well-presented. They have a very clear and analytical approach to their work.

Professional behaviours

Criterion 1: working with others

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting	X		
Advanced Performance Skills: Voice	X		
Advanced Performance Skills: Movement	X		
Performance Skills: Advanced Application project 1	X		
Performance Skills: Advanced Application project 2	X		
Performance Skills: Advanced Application small group project	X		

Criterion 2: timekeeping and preparation

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Advanced Performance Skills: Voice		X	
Advanced Performance Skills: Movement		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

Criterion 3: industry standards

Project or activities	Achieved	Merit	Distinction
Industry and Audition Advanced Skills	X		

Criterion 4: audition skills

Project or activities	Achieved	Merit	Distinction
Industry and Audition Advanced Skills	X		

Develop meta-skills (competence in professional behaviours)

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Advanced Performance Skills: Voice		X	
Advanced Performance Skills: Movement		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

Professional behaviours comments

Candidate A has very good attendance and timekeeping. They occasionally missed the task in hand and focused on being academically prepared, rather than 'in the moment' of the rehearsal.

Candidate A engaged with their meta-skills journey. They set clear and measurable goals. They could see the value in developing meta-skills and their application in future work and studies.

Final grade: Achieved

Worked example of grading model: Candidate B

Sector-specific competencies

Criterion 1: apply key acting practices in rehearsal

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Advanced Performance Skills: Voice		X	
Advanced Performance Skills: Movement		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	

Project or activities	Achieved	Merit	Distinction
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

Criterion 2: apply key acting practices in performances

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Advanced Performance Skills: Voice		X	
Advanced Performance Skills: Movement		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

Criterion 3: demonstrate vocal techniques in a range of materials

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Advanced Performance Skills: Voice		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

Criterion 4: demonstrate movement techniques in a range of materials

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			X
Advanced Performance Skills: Movement		X	
Performance Skills: Advanced Application project 1			X
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills		X	

Sector-specific competencies comments

Candidate B engaged with all aspects of the rehearsal process. They:

- worked highly effectively with other actors and directors
- collaborated positively throughout the rehearsal and the performance process
- demonstrated a clear understanding of characters and used textual clues
- demonstrated a range of vocal techniques in a range of materials
- demonstrated versatility, creativity, range and consistency in their movement work, particularly in their first stage production and in their small group project

Academic competencies

Criterion 1: critical thinking

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

Criterion 2: research

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

Criterion 3: reflective practice

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

Criterion 4: presentation skills

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

Academic competencies comments

Candidate B worked very well throughout the course, researching relevant materials, and justifying their choices and decisions. They made very good use of sources and stimuli. They reflected well, and took on feedback from others.

Professional behaviours

Criterion 1: working with others

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Advanced Performance Skills: Voice		X	
Advanced Performance Skills: Movement		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project			X

Criterion 2: timekeeping and preparation

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			X
Advanced Performance Skills: Voice			X
Advanced Performance Skills: Movement			X
Performance Skills: Advanced Application project 1			X
Performance Skills: Advanced Application project 2			X
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills			X

Criterion 3: industry standards

Project or activities	Achieved	Merit	Distinction
Industry and Audition Advanced Skills		X	

Criterion 4: audition skills

Project or activities	Achieved	Merit	Distinction
Industry and Audition Advanced Skills		X	

Develop meta-skills (competence in professional behaviours)

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Advanced Performance Skills: Voice		X	
Advanced Performance Skills: Movement		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

Professional behaviours comments

Candidate B works with others in a highly effective manner. They are reliable, supportive and helpful. They are always on time and prepared for classes, rehearsals and performances, with a focused and mature approach. They have excellent attendance. They have an insightful and accurate understanding of industry requirements and standards.

Candidate B engaged with their meta-skills journey and was reflective during professional discussions. They set clear and measurable goals.

Final grade: Merit

Worked example of grading model: Candidate C

Sector-specific competencies

Criterion 1: apply key acting practices in rehearsal

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			X
Advanced Performance Skills: Voice		X	
Advanced Performance Skills: Movement		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2			X

Project or activities	Achieved	Merit	Distinction
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills			X

Criterion 2: apply key acting practices in performances

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			X
Advanced Performance Skills: Voice		X	
Advanced Performance Skills: Movement		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2			X
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills			X

Criterion 3: demonstrate vocal techniques in a range of materials

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			X
Advanced Performance Skills: Voice		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2			X
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills			X

Criterion 4: demonstrate movement techniques in a range of materials

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Advanced Performance Skills: Movement		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

Sector-specific competencies comments

Candidate C was highly engaged and engaging in the rehearsal process. They were prepared to take risks and challenges in the rehearsal room. In their screen-based project, they sustained character and believable relationships

through credible interaction with other characters. In their stage-based production, they demonstrated fully integrated characters, highly convincing connections, and sustained highly credible and believable relationships with the other characters on stage. They demonstrated versatility, creativity, range and consistency throughout their voice work and highly effective movement techniques across a range of materials.

Academic competencies

Criterion 1: critical thinking

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

Criterion 2: research

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

Criterion 3: reflective practice

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			X
Performance Skills: Advanced Application project 1			X
Performance Skills: Advanced Application project 2			X
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills			X

Criterion 4: presentation skills

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			X
Performance Skills: Advanced Application project 1			X
Performance Skills: Advanced Application project 2			X
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills			X

Academic competencies comments

Candidate C is insightful and perceptive. They can reflect objectively. They can incorporate feedback and develop in a positive way. They can analyse and evaluate themselves as well as others. They confidently present themselves and their ideas. They are highly articulate and engaging.

Professional behaviours

Criterion 1: working with others

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			X
Advanced Performance Skills: Voice			X
Advanced Performance Skills: Movement			X
Performance Skills: Advanced Application project 1			X
Performance Skills: Advanced Application project 2			X
Performance Skills: Advanced Application small group project			X

Criterion 2: timekeeping and preparation

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting			X
Advanced Performance Skills: Voice			X
Advanced Performance Skills: Movement			X
Performance Skills: Advanced Application project 1			X
Performance Skills: Advanced Application project 2			X
Performance Skills: Advanced Application small group project			X
Industry and Audition Advanced Skills			X

Criterion 3: industry standards

Project or activities	Achieved	Merit	Distinction
Industry and Audition Advanced Skills			X

Criterion 4: audition skills

Project or activities	Achieved	Merit	Distinction
Industry and Audition Advanced Skills			X

Develop meta-skills (competence in professional behaviours)

Project or activities	Achieved	Merit	Distinction
Advanced Performance Skills: Acting		X	
Advanced Performance Skills: Voice		X	
Advanced Performance Skills: Movement		X	
Performance Skills: Advanced Application project 1		X	
Performance Skills: Advanced Application project 2		X	
Performance Skills: Advanced Application small group project		X	
Industry and Audition Advanced Skills		X	

Professional behaviours comments

Candidate C works with others in a highly effective and mature manner. They are fully committed, reliable, supportive and helpful. They have strong emotional intelligence. They are always reliable, arriving on time and always prepared for classes, rehearsals and performances. In Industry and Audition Advanced Skills they demonstrated a highly insightful, accurate and in-depth understanding of industry requirements and standards. They presented excellent audition skills and connection with their audition panel.

Candidate C engaged with their meta-skills journey and was reflective during professional discussions. They set clear and measurable goals, with action strategies for all three categories (self-management, social intelligence and innovation).

Final grade: Distinction

Administrative information

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History of changes

Version	Description of change	Date

Please check SQA's 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.