

# Next Generation Higher National Unit Specification

## Drama Skills: Leading a Workshop (SCQF level 8)

**Unit code:** J7B6 48

**SCQF level:** 8 (8 SCQF credit points)

**Valid from:** session 2023 to 2024

### **Prototype unit specification for use in pilot delivery only (version 1.1) June 2024**

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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## Unit purpose

This unit gives learners the practical knowledge and understanding they need to plan, structure and lead a drama workshop.

We recommend the unit to learners who:

- ◆ have an interest in developing workshop skills
- ◆ wish to pursue a career in performing arts
- ◆ have completed Acting and Performance at SCQF level 6; Acting and Theatre Performance at SCQF level 6; and Higher or Advanced Higher Drama

Learners who complete the unit may wish to progress to further studies and seek work in the performing arts industry.

## Unit outcomes

Learners who complete this unit can:

- 1 participate in a variety of workshops
- 2 create and structure a drama workshop
- 3 lead a drama workshop
- 4 reflect on their participation and delivery

## Evidence requirements

### Outcome 1

Learners participate in a variety of workshops. They must:

- ◆ explore a variety of drama games and strategies
- ◆ participate in various workshops, games and strategies
- ◆ reflect on their participation in games and strategies

To assess learners' competence in the knowledge and skills for this outcome, you observe and assess their participation in and reflection on ongoing practical workshops and classes.

### Outcome 2

Learners create and structure drama workshops. They must produce two 40-minute workshop plans that show progression and linkage, and include:

- ◆ the needs and requirements of a group
- ◆ appropriate aims and objectives, and warm-up and introductory exercises that link to the aims and objectives
- ◆ teaching resources and environmental requirements
- ◆ allocation of appropriate time to tasks

To assess learners' competence in the knowledge and skills for this outcome, you assess their two workshop plans.

### Outcome 3

Learners lead a drama workshop from outcome 2. They show evidence of the knowledge and skills they need to demonstrate their competency. They must:

- ◆ confidently lead and control a group
- ◆ respond to the demands of a group and their environment
- ◆ deliver an effective and valuable workshop

To assess learners' competence in the knowledge and skills for this outcome, you observe and assess their delivery of a 40-minute workshop.

#### **Outcome 4**

Learners take part in reflective discussions throughout the unit. After delivering their workshop, they must conduct a reflective dialogue, lasting approximately 10 minutes. They must:

- ◆ reflect on the process
- ◆ reflect on the success of the workshop plan in meeting its aims and objectives
- ◆ consider and reflect on the group reaction to their workshop

To assess learners' competence in the knowledge and skills for this outcome, you assess their responses in a reflective dialogue, lasting a minimum of 5 minutes. This must be recorded for evidence.

The standard of evidence for the outcomes should be consistent with the SCQF level of the unit.

## Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
<p><b>Outcome 1</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the structure of a drama workshop</li> <li>◆ the practical application of a drama workshop</li> <li>◆ the importance of reflection</li> </ul>	<p><b>Outcome 1</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ explore a variety of drama games and strategies</li> <li>◆ take part in various drama workshops, games and strategies</li> <li>◆ reflect on their participation in drama games and strategies</li> </ul>
<p><b>Outcome 2</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ group needs and requirements</li> <li>◆ appropriate planning and the structure of a drama workshop</li> <li>◆ the importance of the teaching environment and resources</li> <li>◆ time management</li> </ul>	<p><b>Outcome 2</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ identify the needs and requirements of a group</li> <li>◆ identify appropriate aims and objectives, warm-ups, and introductory exercises that link to the aims and objectives</li> <li>◆ identify teaching resources and environmental requirements</li> <li>◆ allocate appropriate time to tasks</li> </ul>
<p><b>Outcome 3</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the role of a leader</li> <li>◆ time management</li> <li>◆ the importance of clear communication</li> <li>◆ the demands of a group and their environment</li> <li>◆ the importance of safety</li> </ul>	<p><b>Outcome 3</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ confidently lead and control a group</li> <li>◆ demonstrate time management</li> <li>◆ communicate clearly with participants</li> <li>◆ respond to the demands of a group and their environment</li> <li>◆ identify and respond to any safety issues</li> </ul>

Knowledge	Skills
<p><b>Outcome 4</b>                      Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the importance of reflection</li> <li>◆ the importance of listening skills</li> <li>◆ the success of their workshop plan in meeting its aims and objectives</li> <li>◆ the importance of group reaction</li> <li>◆ the importance of working with others</li> </ul>	<p><b>Outcome 4</b>                      Learners can:</p> <ul style="list-style-type: none"> <li>◆ verbally reflect as a participant and as a leader</li> <li>◆ listen to reflective dialogues from you and their peers</li> <li>◆ reflect on the success of the workshop plan in meeting its aims and objectives</li> <li>◆ consider and reflect on the group’s reaction to their workshop</li> <li>◆ reflect on working with others</li> </ul>

## Meta-skills

Throughout this unit, learners develop meta-skills to enhance their employability in the acting and performance sector.

### Self-management

This meta-skill includes:

- ◆ focusing: remaining focused on the workshop planning and delivery
- ◆ integrity: being a reliable workshop leader
- ◆ adapting: responding to the client group and their needs
- ◆ initiative: creating, planning and developing ideas for workshops

### Social intelligence

This meta-skill includes:

- ◆ communicating: through planning, developing and delivering workshops
- ◆ feeling: showing empathy with partner and with client group
- ◆ collaborating: working with others in exploring workshops
- ◆ leading: taking responsibility for delivering a drama workshop

### Innovation

This meta-skill includes:

- ◆ curiosity: learning about ideas and stimuli for workshops; learning about client groups
- ◆ creativity: in planning, developing and delivering workshops
- ◆ sense-making: researching; developing stimuli
- ◆ critical thinking: reviewing and reflecting on participation and delivery

## **Delivery of unit**

This unit is in the optional framework of the Higher National Certificate (HNC) and Higher National Diploma (HND) in Acting and Performance.



## **Additional guidance**

The guidance in this section is not mandatory.

### **Content and context for this unit**

You should lead a series of workshops. This allows learners to draw from a variety of examples of good general practice.

This period of practice and exploration should help learners to develop the knowledge and skills they need to plan their workshops. Group discussion and reflection should be an integral part of these sessions. Overall, this leads directly to outcomes 2 and 3.

You may wish to deliver outcomes 2 and 3 as paired work, however the option to work individually is available, to allow for learner or centre circumstances.

Ideally, learners work with the particular group they have planned their workshop for, but this is not always practicable. It is not necessary for learners to role-play types of client groups. If learners deliver their workshop to a different type of group than the one it is planned for, it will suffice that the group are informed but react as themselves.

Use your professional judgement to gather evidence for the unit. We recommend that you record the workshops, but if a client does not allow this, your assessment is enough.

### **Approaches to assessment**

You can assess the unit by a combination of written and oral evidence and practical demonstration.

#### **Participate in a variety of workshops (outcome 1)**

You can record your assessment with an observational checklist or any other supportive documentation.

#### **Create and structure a drama workshop (outcome 2)**

This outcome requires learners to provide two workshop plans. You can record your assessment with an observational checklist or any other supportive documentation.

Outcomes 2, 3 and 4 are linked in creating, structuring, leading and reflecting. The workshop learners plan in outcome 2 is also used in outcomes 3 and 4.

#### **Lead a drama workshop (outcome 3)**

This is a practical demonstration of leadership skills through the delivery of a 40-minute drama workshop. This should be video recorded as evidence, but where client groups oppose this, your assessment is enough. You can record your assessment with an observational checklist or any other supportive documentation.

**Reflect on their participation and delivery (outcome 4)**

This outcome involves ongoing reflective discussions and a final reflective dialogue with you, lasting a minimum of 5 minutes. You can record your assessment with an observational checklist or any other supportive documentation. The final reflective dialogue must be recorded for evidence.

## **Equality and inclusion**

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Information for learners

### Drama Skills: Leading a Workshop (SCQF level 8)

This section explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you need to do during the unit
- ◆ opportunities for further learning and employment

### Unit information

This unit teaches you the practical knowledge and understanding you need to plan, structure and lead a drama workshop.

We recommend the unit to learners who:

- ◆ have an interest in developing workshop skills
- ◆ wish to pursue a career in performing arts
- ◆ have completed Acting and Performance at SCQF level 6; Acting and Theatre Performance at SCQF level 6; and Higher or Advanced Higher Drama

On completion of the unit, you should be able to:

- ◆ participate in a variety of workshops
- ◆ create and structure a drama workshop
- ◆ lead a drama workshop
- ◆ reflect on your participation and delivery

In exploring the content of a drama workshop, you must actively engage in discussion and exploration of a variety of approaches to drama workshops.

In planning and structuring a drama workshop, you plan two workshops for a selected client group. You consider the group requirements, and plan appropriate workshops within stated resource and time limitations.

In leading your drama workshop, you deliver one of your planned drama workshops, displaying:

- ◆ control
- ◆ confidence
- ◆ appropriate communication
- ◆ responsiveness
- ◆ awareness of safety issues
- ◆ good time management

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Throughout the unit, you develop meta-skills covering self-management, social intelligence and innovation.

When you finish the unit, you can progress to further studies in the performing arts or seek work in the performing arts industry.

# Administrative information

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**Superclass:** GC

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## History of changes

Version	Description of change	Date
1.1	On pages 3 and 9, the words 'approximately 10 minutes' are amended to 'a minimum of 5 minutes'.	June 2024

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