

# **Next Generation Higher National Unit Specification**

## **Industry and Audition Skills (SCQF level 7)**

**Unit code:** J8NN 47

**SCQF level:** 7 (8 SCQF credit points)

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

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the unit.

Published: August 2025 (version 1.0)

© Scottish Qualifications Authority 2025

# Contents

Unit purpose .....	1
Unit outcomes .....	2
Knowledge and skills .....	6
Meta-skills .....	9
Literacies .....	11
Learning for Sustainability .....	12
Delivery of unit .....	13
Additional guidance .....	14
Equality and inclusion .....	18
Information for learners .....	19
Administrative information.....	23

# Unit purpose

This unit enables learners to develop the audition skills they need to enter the performing arts industry.

Entry is at your centre's discretion. We recommend the unit to learners who have completed one or more of the following:

- Acting and Performance at SCQF level 6
- Acting and Theatre Performance at SCQF level 6
- Higher Drama
- Advanced Higher Drama

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

# Unit outcomes

Learners who complete this unit choose one audition project from the following.

## Digital audition

Learners who complete this project can:

1. prepare for a range of employment and progression opportunities
2. produce a self-tape for a stage or screen digital audition
3. reflect on the process and their self-taped performance

## Live audition

Learners who complete this project can:

1. prepare for a range of employment and progression opportunities
2. prepare for and perform a live audition
3. reflect on the process and their live performance

## Evidence requirements

### Digital audition

#### Outcome 1

Learners prepare for a range of employment and progression opportunities. They must:

- demonstrate an understanding of:
  - marketing
  - agents
  - auditions

- produce an actor's curriculum vitae (CV)

Learners should present their CVs in digital format.

## **Outcome 2**

Learners prepare a self-tape for a stage or screen digital audition. They must:

- produce a self-tape that includes a personal introduction, lasting no more than 2 minutes
- demonstrate a performance to the constraints of self-tape audition requirements, including:
  - audience and camera awareness
  - space awareness
  - appropriate vocal qualities
  - sustained emotional and physical authenticity of characterisation

## **Outcome 3**

Learners reflect on the digital audition process and performance. They must:

- participate in a professional dialogue or produce a short written self-reflection on the process and their self-taped performance, including:
  - advantages of producing a self-tape for marketing
  - different requirements for stage and film self-tapes
  - technical requirements for recording a self-tape

The written reflection should be a maximum of 500 words.

The professional dialogue may be recorded for evidence.

## **Live audition**

### **Outcome 1**

Learners prepare for a range of employment and progression opportunities. They must:

- demonstrate understanding of:
  - marketing
  - agents
  - auditions
- produce an actor's curriculum vitae (CV)

Learners should present their CVs in digital format.

### **Outcome 2**

Learners prepare for and perform a live audition. They must:

- select an appropriate audition speech. The speech should last no longer than 2 minutes
- rehearse a speech for a mock audition
- critically self-reflect throughout the rehearsal process
- perform a mock live audition to live audition requirements, including:
  - audience awareness
  - stage and space awareness
  - appropriate vocal qualities
  - sustained emotional and physical authenticity of characterisation

The audition must be filmed for evidence.

### **Outcome 3**

Learners reflect on the live audition preparation and performance. They must participate in a question-and-answer session or produce a short written self-reflection on their selection, rehearsal, and performance of the speech.

The question-and-answer session should last a minimum of 5 minutes.

The question-and-answer session may be recorded for evidence.

The written reflection should be a maximum of 500 words.

# Knowledge and skills

## Digital audition

Knowledge	Skills
<b>Outcome 1</b> Learners should understand: <ul style="list-style-type: none"><li>• how to market a career</li><li>• types of audition</li><li>• how to get an agent</li><li>• the purpose and construction of a CV</li><li>• the role of Equity, the actor's union, or any other relevant industry union</li></ul>	<b>Outcome 1</b> Learners can: <ul style="list-style-type: none"><li>• describe methods of marketing a career</li><li>• describe types of audition</li><li>• describe the strengths of social media and digital technology in marketing</li><li>• describe the role of agents and organisations such as Equity</li><li>• identify agents</li><li>• construct a CV</li></ul>
<b>Outcome 2</b> Learners should understand: <ul style="list-style-type: none"><li>• audition requirements</li><li>• audience and camera awareness</li><li>• use of voice</li><li>• spatial awareness</li><li>• emotional authenticity of characterisation</li></ul>	<b>Outcome 2</b> Learners can: <ul style="list-style-type: none"><li>• produce a self-tape for stage or film, in accordance with audition requirements</li></ul>



Knowledge	Skills
<b>Outcome 3</b> Learners should understand: <ul style="list-style-type: none"> <li>the advantages of producing a self-tape for marketing</li> <li>the specific requirements for stage and film</li> <li>the technical requirements for recording a self-tape</li> <li>the strengths and weaknesses of their final product</li> </ul>	<b>Outcome 3</b> Learners can: <ul style="list-style-type: none"> <li>describe the advantages of producing a self-tape for marketing</li> <li>describe the different requirements for stage and film self-tapes</li> <li>describe the technical requirements for recording a self-tape</li> <li>critically reflect on the strengths and weaknesses of their final product</li> </ul>

## Live audition

Knowledge	Skills
<b>Outcome 1</b> Learners should understand: <ul style="list-style-type: none"> <li>how to market a career</li> <li>types of audition</li> <li>how to get an agent</li> <li>the purpose and construction of a CV</li> <li>the role of Equity, the actor's union, or any other relevant industry union</li> </ul>	<b>Outcome 1</b> Learners can: <ul style="list-style-type: none"> <li>describe methods of marketing a career</li> <li>describe types of audition</li> <li>describe the strengths of social media and digital technology in marketing</li> <li>describe the role of agents and organisations such as Equity</li> <li>identify agents</li> <li>construct a CV</li> </ul>

Knowledge	Skills
<p><b>Outcome 2</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the specific requirements for the audition</li> <li>• the appropriateness of their choice of audition material</li> <li>• the context of chosen material</li> <li>• the process of preparation and rehearsal</li> <li>• the process of critical evaluation</li> <li>• the importance of adherence to audition requirements</li> <li>• audience awareness</li> <li>• the use of voice</li> <li>• stage and spatial awareness</li> <li>• emotional and physical authenticity of characterisation</li> </ul>	<p><b>Outcome 2</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• identify the specific requirements for the audition</li> <li>• select appropriate audition material</li> <li>• describe the context of chosen material</li> <li>• prepare and rehearse audition material</li> <li>• critically reflect on the rehearsal process</li> <li>• perform to the constraints of audition requirements</li> <li>• demonstrate audience awareness</li> <li>• demonstrate stage and spatial awareness</li> <li>• demonstrate appropriate vocal qualities</li> <li>• demonstrate sustained emotional and physical authenticity of characterisation</li> </ul>
<p><b>Outcome 3</b></p> <p>Learners should understand:</p> <ul style="list-style-type: none"> <li>• the critical reflection process</li> </ul>	<p><b>Outcome 3</b></p> <p>Learners can:</p> <ul style="list-style-type: none"> <li>• critically reflect on their performance, including: <ul style="list-style-type: none"> <li>○ selecting a text and character</li> <li>○ rehearsal</li> <li>○ performance</li> </ul> </li> </ul>

# Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We have suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

## Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
  - remaining focused throughout rehearsals and performances
- integrity:
  - being reliable and meeting deadlines
- adapting:
  - working in a different medium
  - working alone
  - taking direction
  - developing materials
  - reacting to audiences
- initiative:
  - selecting appropriate audition pieces
  - developing ideas

## **Social intelligence**

This includes communicating, feeling, collaborating and leading. The most relevant are:

- communicating:
  - communicating through the medium of live performance or screen work
  - communicating with audition panels
- feeling:
  - having empathy with characters
  - having empathy with the story
- collaborating:
  - taking direction during the audition process

## **Innovation**

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
  - learning about the industry and audition processes
- creativity:
  - in rehearsing and preparing for either live or filmed audition work
- sense-making:
  - researching
  - analysing texts
  - understanding different types of audition requirements

- critical thinking:
  - reviewing and reflecting on work
  - self-reflection

## **Literacies**

This unit provides opportunities to develop the following literacy.

### **Digital**

Learners develop digital skills and computer literacy by preparing an actor's CV and by preparing and producing a self-tape.

# Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

We suggest that the following SDGs are identifiable in the unit:

- good health and well-being (SDG 3)
- quality education (SDG 4)

# Delivery of unit

This is a mandatory unit in the Higher National Certificate (HNC) Acting and Performance.

There are opportunities to integrate and cross-assess with the other mandatory units at SCQF level 7:

- Performance Skills: Acting
- Performance Skills: Voice
- Performance Skills: Movement

There are also opportunities to integrate and cross-assess with optional units.

# **Additional guidance**

The guidance in this section is not mandatory.

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

The unit focuses on preparing learners for the audition process and for entering the performing arts industry. It also prepares them for progression to further learning. Learners must employ the knowledge and skills developed in the Performance Skills: Acting, Performance Skills: Voice and Performance Skills: Movement units, so that they understand their playing range, capabilities, and which type of roles are suitable for them.

Learners develop the ability to research the performing arts industry by accessing agents and other means of employment. 'Extras' agents are outwith the intentions of the unit.

Learners must meet the demands of the professional industry or higher-level courses when they prepare and perform their audition. They should choose material for audition purposes that best reflects their skills, while adhering to the critical requirements of the audition in terms of requested time constraints and performance material. Learners should demonstrate the appropriate etiquette at an audition.

This unit gives learners a choice of practical projects:

- digital audition (preparing and producing a self-tape)
- live audition (preparing for and performing in a live mock audition)

Self-reflection is an important part of the process. Throughout the preparation, rehearsals and performances, learners should critically reflect on their progress.

For the digital audition, learners should focus on 'acting for screen' and not filming techniques or editing when they prepare their self-tape. Learners should film



themselves by using a simple digital camera, for example one that is on a mobile phone. However, the end-product should look professional, for example backgrounds are appropriate, and the camera is steady. Learners must use acting techniques that are professional, such as the use of voice, eyeline, playing of subtext, and reactions. They should consider current industry trends.

For the live audition, the audition should take place in an appropriate space so that you can assess movement and vocal qualities.

Learners prepare and perform their audition material to demonstrate a level of vocal, physical, and psychological awareness consistent with required skills for employability.

You should encourage peer group and tutor feedback during the process of preparation.

## **Approaches to assessment**

### **Digital audition**

#### **Prepare for a range of employment and progression opportunities (outcome 1)**

Learners evidence their understanding of agents, marketing, auditions and industry through participation in class discussions. Evidence could be verbal or written, and examples could include (but are not limited to) a:

- short report
- presentation
- question-and-answer session

Learners should create an actor's CV. They should present their CV in digital format.

You can assess the outcome using assessors' checklists.

## **Prepare a self-tape for a stage or screen digital audition (outcome 2)**

Learners create a self-tape in which they evidence the knowledge and skills requirements.

You can assess the outcome using assessors' checklists.

## **Reflect on the digital audition process and performance (outcome 3)**

Learners demonstrate self-reflection on the process and their self-taped performance.

Learners can present their knowledge for assessment through a:

- written submission
- professional discussion

The written reflection should be a maximum of 500 words.

The professional dialogue may be recorded for evidence.

You can assess the outcome using assessors' checklists.

## **Live audition**

### **Prepare for a range of employment and progression opportunities (Outcome 1)**

Learners evidence their understanding of agents, marketing, auditions and industry through participation in class discussions. Evidence could be verbal or written, and examples could include (but are not limited to) a:

- short report
- presentation
- question-and-answer session

Learners should create an actor's CV. They should present their CV in digital format.

You can assess the outcome using assessors' checklists.

### **Prepare and perform a live audition (outcome 2)**

Learners perform a live audition in which they evidence the knowledge and skills requirements.

The audition must be filmed for evidence.

### **Learners reflect on the live audition preparation and performance (outcome 3)**

Learners demonstrate self-reflection on their preparation and performance.

Learners can present their knowledge for assessment through:

- a question-and-answer session
- written submission

For outcome 3, we recommend that learners perform their live audition to a panel consisting of at least two people, one of whom should be you, the assessor. You must film the audition for evidence. You may record the question-and-answer session for evidence.

The written reflection should be maximum 500 words.

You can assess the outcome using assessors' checklists.

# 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 must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

# Information for learners

## Industry and Audition Skills (SCQF level 7)

This information 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

In this unit, you develop the audition skills required for entering the performing arts industry. It helps you to prepare for auditions — either self-taped or live.

We recommend that you have completed one or more of the following (before you start the unit):

- Acting and Performance at SCQF level 6
- Acting and Theatre Performance at SCQF level 6
- Higher Drama
- Advanced Higher Drama

During the unit, you:

- learn about the importance of agents, casting directors, marketing and the types of audition processes that exist. You will produce an actor's CV
- produce a self-tape for an audition, or perform in a live mock audition. Throughout the unit, you critically reflect on your progress
- participate in question-and-answer sessions so that you can reflect on the process, the choices you made, and the performances of your audition task

You may be assessed by:

- an audition self-tape
- a live audition
- producing a CV
- a written reflection
- a professional dialogue
- a question-and-answer session

When you finish the unit, you should be able to audition for work in the performing arts industry. You should also be able to produce content and perform appropriately at auditions for drama schools and universities.

## **Meta-skills**

Throughout this unit, you develop meta-skills that are useful for the performing arts sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

## **Self-management**

This meta-skill includes:

- focusing:
  - remaining focused throughout rehearsals and performances
- integrity:
  - being reliable and meeting deadlines

- adapting:
  - working in a different medium
  - working alone
  - taking direction
  - developing materials
  - reacting to audiences
- initiative:
  - selecting appropriate audition pieces
  - developing ideas

## **Social intelligence**

This meta-skill includes:

- communicating:
  - communicating through the medium of live performance or screen work
  - communicating with audition panels
- feeling:
  - having empathy with characters
  - having empathy with the story
- collaborating:
  - taking direction during the audition process

## **Innovation**

This meta-skill includes:

- curiosity:
  - learning about the industry and audition processes

- creativity:
  - in rehearsing and preparing for either live or filmed audition work
- sense-making:
  - researching
  - analysing texts
  - understanding different types of audition requirements
- critical thinking:
  - reviewing and reflecting on work and self-reflection

## **Learning for Sustainability**

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the performing arts sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).



# Administrative information

**Published:** August 2025 (version 1.0)

**Superclass:** LC

## 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 unit.

The information in this unit specification may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).