NQ verification 2023–24 round 2

Qualification verification summary report

Section 1: verification group information

Verification group name:	Dance
Verification activity:	Event
Date published:	July 2024

National Units verified

Unit code	Unit level	Unit title
J28C 76	SCQF level 6	Dance: Technical Skills

Section 2: comments on assessment

Assessment approaches

Most centres continue to use assessment approaches from the SQA unit assessment support packs from SQA's secure website, or approaches derived from these.

There are three Dance unit assessment support packs to complement a range of learning and teaching approaches (unit-by-unit, combined, and portfolio approaches). If using revised or centre-created assessment tasks, it is strongly recommended that centres use SQA's prior verification service to ensure approaches to assessment are valid.

Assessments that are submitted for prior verification must be internally quality-assured by centre staff. There is more information on prior verification on [SQA's website](#).

Assessment standard 1.2 — Analysing the social and cultural influences on one selected dance style
Most centres used workbook tasks with questions to prompt candidate responses. An example of good practice encouraged personalisation and choice by allowing for candidates to present their work as a PowerPoint presentation.

Assessment standard 2.1 — Demonstrating refined technical skills and principles of two contrasting dance styles

An effective approach for this assessment standard would be to create an assessment checklist to assess elements — such as posture and alignment, timing, and musicality and the use of turnout/parallel in relation to skill-specific exercises — supported by video evidence and/or detailed tutor comments. A few centres have used the 'RAG' (red, amber, green) traffic light approach to show how they arrived at their assessment decisions. A good approach is to use the terminology of 'secure pass', 'pass', and 'fail', or 'good', 'satisfactory', and 'poor', with additional comments that clearly detail how the assessor has arrived at their assessment decisions.

Centres must remember to attach the digital footage: on occasion, the verification team could not verify assessment standard 2.1, as they did not receive any digital footage that captured the candidates demonstrating the required skills. Centres should not assign marks when making assessment judgements, as this is not appropriate for unit assessment.

Assessment standard 2.2 — Performing two tutor-choreographed dance sequences in contrasting dance styles

An effective approach for this assessment standard would be to create an assessment checklist to assess technical and performance skills in relation to specific skills, supported by digital footage evidence and/or detailed tutor comments. The assessment standard must be the same styles taught in assessment standard 2.1. Centres should not assign marks when making assessment judgements, as this is not appropriate for unit assessment. Do not use the course assessment marking sheets when assessing the unit assessments.

Assessment standard 2.3 — Applying knowledge of safe dance practice when demonstrating technical dance skills

This assessment standard should be demonstrated through practical work to show candidates applying their knowledge. Some centres demonstrated good practice by using worksheets with scaffolded questions and headings that further supported and developed the candidates' knowledge and understanding.

Assessment standard 2.4 — Analysing and evaluating technical dance skills in own and another's work

Some centres have presented candidate work that uses observation schedules to analyse and evaluate performance. This is a good approach, although centres should provide candidates with the opportunity to analyse this data to make informed and detailed evaluations about their own and another's work. A good approach would be to complete observation schedules and follow this up with a task sheet that prompts candidates to make detailed evaluative responses in relation to the results, clearly identifying strengths and areas for improvement.

For a number of centres, the assessment approach was not valid — the verification team could not fully verify this assessment standard due to limited assessment approach. The judging evidence table for this assessment standard states that 'candidates must evaluate themselves and one other dancer (peer or professional). The candidate must analyse and evaluate skills in some detail.' It was not clear if the candidates had evaluated the work of another dancer (peer of professional) due to the assessment instrument created by the centres. It is recommended that the approach includes evaluation of another dancer; this would allow candidates to give a full evaluative response, identifying strengths and areas of development for both themselves and another dancer.

Assessment judgements

Assessment standard 2.1 — Demonstrating the technical skills and fundamental principles of two contrasting dance styles
Assessment standard 2.2 — Performing two tutor-choreographed dance sequences in contrasting dance styles

When making assessment judgements for both assessment standards, some centres showed inconsistent judgements within their checklists. The overall assessment judgements were valid. However, the finer details within the assessment checklists, including assessor comments, did not always reflect the candidate's ability. Using assessment checklists is a good approach to providing candidates with feedback on their performance, but assessors must ensure that this feedback is accurate. Making assessment judgements using marks is not appropriate for unit assessment, and centres must make a pass/fail judgement only.

For several centres, this assessment judgement was not valid. The verification team could not fully verify this assessment standard due to centres submitting limited evidence. The centres did not submit digital footage to capture the candidates demonstrating the required skills and how they arrived at their assessment judgement. As evidence, centres should video and submit a selection of steps/exercises from a structured technique class, alongside a detailed assessor checklist.

Section 3: general comments

For each assessment standard submitted, centres must include candidate assessment records and clearly indicate the assessment judgement (pass or fail). Assessor comments should also reference how the candidate has or has not met the assessment standards relating to the provided candidate evidence. For verification purposes, it is possible to submit interim evidence for a unit that candidates have not fully completed. However, the centre must still indicate pass or fail judgements, with supplementary comments that detail what the candidate is required to do to meet the assessment standards. For more information, please refer to the 'Interim evidence for unit verification' section in '[Verification Submission Guidance (Units)](#)'.

When submitting video evidence, please ensure all candidates are clearly identified. This could be done through introductions, candidate numbers, or floorplans. Please also ensure that all videos are clearly labelled with the name of the exercise or task.

For technical exercises, solos and choreography workshops, centres must provide video evidence to show how they have arrived at their assessment decisions. If a centre decides not to use or provide video evidence, then they should provide checklists with detailed assessor comments.

For all assessment standards submitted for verification, centres must ensure that evidence is clearly labelled with the assessment standards it relates to. Centres are encouraged to use SQA unit assessment support packs and refer to the judging evidence tables — this contextualises the assessment task and gives advice on what a successful response would look like to meet the competency for each assessment standard.