



Higher National Unit specification

General information for centres

Unit title: Community Arts: Music

Unit code: F5CS 34

Unit purpose: This Unit has been designed to enable candidates to plan, organise, deliver and analyse a music activity for a client group in a community setting. It gives them underpinning knowledge and enhances their understanding about the Arts in the community. It is primarily intended for candidates who expect to be employed within a community arts environment.

On completion of the Unit the candidate should be able to:

- 1 Plan and organise a music activity for a community group.
- 2 Deliver a music activity to a community group.
- 3 Analyse the delivery of a music activity.

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: It is anticipated that the candidate will have had prior interest or experience in the expressive arts. This could be as an NQ course or series of Units in this area or Advanced Higher, Higher or Intermediate 2 courses or equivalent. It would also be suitable for candidates with community or voluntary experience in the arts.

Core Skills: There are opportunities to develop the Core Skills of *Problem Solving, Working with Others, Communication* and *Information Technology* at SCQF level 6, and *Numeracy* at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

General information for centres (cont)

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: Outcomes may be assessed individually or holistically. Evidence of the delivery of a music activity and use of protocol, may be in the form of tutor observation, recorded on a checklist, or attestation from an agreed observer. Supporting evidence could be presented as a collection, folio, folder, log book or diary in any format.

For Outcome 3 a report should be produced in any suitable format and should be an accurate, comprehensive and concise record of the process of delivery of the music activity.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Plan and organise a music activity for a community group

Knowledge and/or Skills

- ◆ Distinguishing features of a music activity
- ◆ Investigation of the needs of a community group
- ◆ Selection of a music activity
- ◆ Planning
 - Selection of resources, sources and materials
 - Budgets
 - Time management
 - Risk assessment
 - Health and safety considerations
 - Client satisfaction data

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that for one community group they can plan and organise a music activity and can:

- ◆ investigate and select a music activity that meets the needs of the selected community group. Explain three distinguishing features of this music activity.
- ◆ produce an action plan for the music activity taking into account health and safety requirements. The action plan should include:
 - a detailed activity timeline showing all elements of the planned activity
 - a risk assessment for the activity
 - resources and materials which must be within budget
 - the tool to be utilised for capturing client satisfaction data
- ◆ maintain a log of all tasks including the results of the risk assessment.

Assessment Guidelines

Evidence of discussions/contact with the client group may be a collection/log book/diary of e-mails, phone calls, faxes, meetings and research.

Evidence of the selection of a relevant music activity may be in the form of minutes, records of informal discussions, group discussions, and recordings.

Higher National Unit specification: statement of standards (cont)

Unit title: Community Arts: Music

Outcome 2

Deliver a music activity to a community group

Knowledge and/or Skills

- ◆ Activity protocol
- ◆ Activity delivery
- ◆ Capturing client satisfaction data
- ◆ Health and Safety requirements

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ deliver a music activity using the protocol consistent with the community group and explain why that protocol was employed
- ◆ capture client satisfaction data using the planned method
- ◆ comply with current health and safety legislation appropriate to the community group and the activity

Assessment Guidelines

Evidence of the delivery of a music activity and use of appropriate protocol, may be in the form of tutor observation (recorded on a checklist), or by attestation from an agreed observer.

Outcome 3

Analyse the delivery of the music activity

Knowledge and/or Skills

- ◆ Client satisfaction
- ◆ Strengths and weaknesses
- ◆ Analytical reporting

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can analyse the delivery of a music activity and can:

- ◆ analyse client satisfaction data with respect to the activity and taking account of resources and materials employed in the delivery of the activity
- ◆ make recommendations for future delivery of a similar activity by assessing the strengths and weaknesses of the activity

A report should be submitted as evidence. The report should be an accurate and concise record of the process of delivery of the activity.

Higher National Unit specification: statement of standards (cont)

Unit title: Community Arts: Music

Assessment Guidelines

The report may include visual material such as authenticated digital/still/moving images/photographs of the delivery of the activity.

Administrative Information

Unit code: F5CS 34
Unit title: Community Arts: Music
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Higher National Unit specification: support notes

Unit title: Community Arts: Music

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is primarily intended to enable candidates, studying in areas of community arts, to experience live Community Arts activities, through the planning, organisation, delivery and analysing of a music activity to a community group.

Outcome 1

After negotiation and discussion with the tutor, the candidate would investigate and find a suitable community group/organisation/project to whom a music activity can be delivered, for example, community arts projects, local festivals, youth groups, community action team projects, regeneration projects, environmental projects, community education groups, social work groups, after school clubs, nursery, primary and secondary schools.

After discussions and negotiations with the community group, the candidate will produce a music activity plan. This may include the following:

- ◆ background — who are the community group, where are they, what do they do, what kind of music activity do they want
- ◆ what type of activity has been chosen
- ◆ how it will be delivered and where
- ◆ what resources will be needed
- ◆ who is funding this activity and how
- ◆ risks involved

Outcome 2

Candidates will be asked to organise and deliver the chosen music activity to the client group. The organisational process will be detailed in a log/diary/collection/folio or equivalent and should include the following:

- ◆ identification of resources and materials and required quantities that are suitable and relevant for the activity.
- ◆ a risk assessment for the chosen activity. This may be a pro forma given by the tutor or the client group's own assessment form.
- ◆ a requisition for materials, with quantities and costs. The costs may be VAT or ex VAT depending on the status of the community group. This requisition may be sent to the client group if they are funding the activity. It is good practice to build up a database of arts activity materials suppliers for future reference.

Higher National Unit specification: support notes (cont)

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- ◆ a activity timeline which details the estimated time for each part of the activity, for example, setting up eight minutes; welcome and introduction four minutes; demonstration eight minutes; questions three minutes. This timeline could be in written/flow chart/digital format, for example.
- ◆ client survey. The candidate should devise an appropriate satisfaction sheet for the activity. For example, for an under five age-group the candidate may use a smiley face and a sad face.

It would be good practice for the candidate to do a trial activity, possibly with their peers, to identify possible snags and give candidates a chance to correct these before the actual activity. This 'dry run' will become less and less necessary as the candidate gains in experience and confidence.

Outcome 3

The candidate will be asked to produce an analysis of the music activity delivery, which should include the following elements:

- ◆ photographic/digital images of the delivery of the activity or examples of work produced during the activity. The tutor, assistant or other authorised persons could have produced these. In certain cases there is an issue with confidentiality and cropped/pixillated client images may be acceptable. The delivery of the activity may also be evidenced by tutor observation or attestation from the client group supervisor.
- ◆ examples of work produced during the activity, either in digital form or as product evidence.
- ◆ analysis of the activity with reference to the plan. Where there any changes to this plan, reasons for this and solutions should be given.
- ◆ analysis of client satisfaction. This will reflect the questionnaires given out to the community group at the end of the activity and can be expressed in a variety of ways, eg 8 out of 10 clients enjoyed the activity or 80% of the clients enjoyed the activity or this could also be presented in a pie or bar chart format.
- ◆ strengths and weaknesses.
- ◆ recommendations.

Guidance on the delivery and assessment of this Unit

This Unit is likely to form part of a Group Award designed to provide candidates with the knowledge and skills for employment within a community arts environment.

If this Unit is delivered as part of the HNC/D Community Arts award, opportunities may be taken to link or integrate with other aspects of the course and a thematic approach adopted for both delivery and assessment.

Current legislation requires that the candidates must have enhanced disclosure certificates before working with community groups. It is the responsibility of the delivering centre to ensure that candidates have this certificate which should be applied for at least six weeks prior to the delivery of the Unit.

The Unit allows the candidates to plan, organise and deliver a music activity to a chosen community group. This delivery will then be analysed by the candidate. Activity analysis is a requirement for all Community Arts workers in the field and many funding agencies will ask for specific formats.

Higher National Unit specification: support notes (cont)

Unit title: Community Arts: Music

Candidates should work independently, although it is permissible to have an activity assistant/technician to aid in the delivery of a particular music activity eg sound/lighting. Some client groups may have their own assistant/helper in the activity eg carer, social worker.

It is suggested that two to four half-day activities or equivalent would provide sufficient opportunity to achieve the required evidence for this Unit. Candidates should work independently and reflect the interests and needs of the community client group.

The candidates will analyse their delivery of the music activity and produce a written/verbal or digital report, supported where possible by visual/digital evidence that records the activity and gives examples of the creative work produced during the activity. Candidates will also be asked to identify the strengths and weaknesses in their delivery and to identify ways of improving their delivery in future. Finally, candidates should provide a brief analysis of client satisfaction, as gathered from the client survey devised for Outcome 2.

This Unit is suitable for both formative and summative assessment methods although it is recommended that a holistic approach be undertaken where possible.

Reassessment: the candidate could be reassessed by planning, organising, delivering and analysing a music activity to an in house group in the centre. This could be with a supported learning group or with a pre-five group if the centre has a nursery.

Opportunities for developing Core Skills

The Unit may also provide opportunities to develop a number of Core Skills, which could include:

Problem Solving — (Planning and Organising, Critical Thinking) at SCQF level 6, opportunities would be available in Outcome 1, during negotiations with client and the production of the plan, Outcome 2 during the organisation and delivery of the workshop.

Oral/Written Communication at SCQF level 6 — opportunities would be available in Outcome 1 during negotiations with the client and the production of a plan, in Outcome 2 during the, organising and delivery of the workshop, and in Outcome 3 in the analysis of the workshop.

Working with Others at level 6 — opportunities would be available during Outcomes 1 and 2, negotiations with the client and in the delivery of the workshop.

Numeracy at SCQF level 5 — opportunities may be available in Outcomes 1 and 2 during the planning and organising stages.

IT skills at SCQF level 5 — opportunities may be available during Outcomes 1, 2 and 3, this could be during negotiations via email, planning and organising stage and during the analysis.

Higher National Unit specification: support notes (cont)

Unit title: Community Arts: Music

Open learning

The practical nature of parts of this Unit would make it difficult to deliver via open learning. However, it may be possible for candidates to access source information and complete written work electronically.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Community Arts: Music

This Unit will enable you to plan, organise, and deliver a music activity and then analyse the delivery of that activity. You will deliver the activity to a client group in a community setting. This will build your knowledge and skills in the music activity area and may expand existing music experience.

This Unit will enable you to work as an individual with a community group. Your tutor will guide you in this based on your previous music knowledge, skills and experience.

You will be assessed throughout this Unit and your tutors may assess you at the end of the Unit (summative assessment) or may assess you Outcome by Outcome (formative assessment).

In **Outcome 1** you will investigate and negotiate with a selected community group and then report on your investigations and negotiations. After communication with the community group, select a music activity that meets their needs and produce a plan for a music activity. Your tutor will give you clear and precise details on how to produce your report and plan and its preferred format.

This Outcome will develop the following knowledge and skills:

- ◆ distinguishing features of a music activity
- ◆ investigation of requirements of a community group
- ◆ selection of a music activity
- ◆ planning
- ◆ health and safety considerations

In **Outcome 2** you will organise and deliver a music activity for your chosen community group, work out the quantities and costs of any materials needed for the activity and carry out a risk assessment. Your tutor will give you clear and precise details on how to produce your evidence of organisation and delivery of the activity and its preferred format.

This Outcome will develop the following knowledge and skills:

- ◆ selection of resources and materials
- ◆ risk assessment
- ◆ sourcing and costing
- ◆ time management
- ◆ activity protocol
- ◆ activity delivery
- ◆ recording client satisfaction
- ◆ health and safety requirements

General information for candidates (cont)

Unit title: Community Arts: Music

For **Outcome 3** you will analyse the delivery of your music activity, identify strengths and weaknesses in your delivery and suggest ways that you could improve delivery of similar activities in the future. Your tutor will give you clear and precise details on how to produce your analysis and its preferred format.

This Outcome will develop the following knowledge and skills:

- ◆ analysis of data
- ◆ analysis of process
- ◆ strengths and weaknesses
- ◆ analytical reporting

The Unit may also provide opportunities to develop a number of Core Skills, which could include *Problem Solving* (Planning and Organising, Critical Thinking) at SCQF level 6, *Oral/Written Communication* at SCQF level 6, *Working with Others* at SCQF level 6, *Numeracy* at SCQF level 5 and *IT* skills at SCQF level 5.