



## Higher National Graded Unit specification

### General information for centres

This Graded Unit has been validated as part of the HNC/HND Community Arts. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Graded Unit title:** Community Arts: Graded Unit 1

**Graded Unit code:** F6CT 34

**Type of Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**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 National 1 to Doctorates.*

**Purpose:** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC Community Arts:

- ◆ To prepare candidates for employment in the Community Arts at support level by progressing opportunities for active engagement in the community and by integrating awareness of relevant legislation and safe working practices
- ◆ To further develop candidates' knowledge and skills in the expressive arts, which will include drama, music, movement and visual arts
- ◆ To further develop an understanding of the interdisciplinary connections between the various subject areas
- ◆ To integrate skills in event management and promoting working with others
- ◆ To integrate knowledge for accessing funds for the arts
- ◆ To integrate practical communications skills
- ◆ To integrate Core Skills
- ◆ To further enable candidates to empower others to achieve and enhance communities

## General information for centres (cont)

**Recommended prior knowledge and skills:** It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

F5CS 34	<i>Community Arts: Music</i>
F5GE 34	<i>Community Arts: Drama</i>
F1MT 34	<i>Community Arts: Visual Arts</i>
F569 34	<i>Arts Funding</i>
D77G 34	<i>Communication: Practical Skills</i>
DH21 34	<i>Working within a Project Team</i>
F1W6 34	<i>Art and Design: Introduction to Digital Media</i>

**Core Skills:** The achievement of this Unit gives automatic certification of the following:

Problem Solving at SCQF level 5

There are also opportunities to develop aspects of the Core Skills *Working with Others*, *Communication* and *Information and Communication Technology* at SCQF level 6. *Numeracy* at SCQF level 5 in this Unit and these are highlighted in the Support Notes of this Unit specification.

**Assessment:** This Graded Unit will be assessed by the use of a practical assignment. The developed practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

## Administrative Information

**Graded Unit code:** F6CT 34  
**Graded Unit title:** Community Arts: Graded Unit 1  
**Original date of publication:** August 2009  
**Version:** 02

### History of changes:

Version	Description of change	Date
02	Update of Conditions of Assessment.	03/08/18

**Source:** SQA

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## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates**

**Graded Unit title:** Community Arts: Graded Unit 1

### **Conditions of assessment**

The candidate should be given a date for completion of the project. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions; provide clarification, guidance and reasonable assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier.

In relation to Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

**Graded Unit title:** Community Arts: Graded Unit 1

### **Instructions for designing the assessment task**

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

The Practical Assignment is a community arts activity or event which allows the candidate to meet the minimum Evidence Requirements. The way it is planned should provide opportunities for the candidate to conduct individual research and development within a given brief, which asks them to plan and deliver a Community Arts Activity or Event for a Community Group which has a need or desire for the event. The theme for the event should be a contemporary issue to enable engagement with the community group. The candidate must be able to meet with the Community Group on a regular basis, but a minimum of three meetings. The brief must involve one of the expressive arts and allow the candidates to complete the three stages. It is not necessary to include multi expressive arts into the activity or event.

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

### **Planning**

The candidate should be required to select a Community Group of a minimum of six individuals which they must negotiate with and produce a proposal for an Expressive Arts Event to be delivered within that community. The proposal should be agreed by the community group and then be developed to form an Action Plan.

### **Developing**

Using the action plan the candidate should then organise and deliver a Community Arts Event which meets the proposal and the requirements of the brief. This should allow the candidate to show the knowledge and skills in community empowerment, resource management, budgetary control, risk assessment and safe working practices and gaining client feedback.

### **Evaluating**

The candidate should evaluate the success of the event and how it met the requirements of the brief.

At all three stages, the requirements of the brief should allow the candidates to show knowledge and skills in communication, problem solving, group working, technical competency, safe working practices, organisational competency and community involvement and engagement.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

### Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ Has a body of evidence for the three phases of the project that is quite clearly inter-related</li> <li>◆ Demonstrates a justified interpretation of the brief which shows a high level of creativity and community engagement</li> <li>◆ Is highly focused and relevant to the tasks associated to the project</li> <li>◆ Shows engagement with the Community Group throughout the project which is consistent and highly focused on the communities needs</li> <li>◆ Has cohesive and comprehensively developed proposals and concepts</li> <li>◆ Demonstrates high level of community involvement</li> <li>◆ Demonstrates high level of competence in the safe handling of relevant materials, tools and equipment</li> <li>◆ Demonstrates a high level of technical skills in the use and application of materials and techniques</li> <li>◆ Displays high levels of evaluative skills</li> <li>◆ Uses evaluative language which is accurate, comprehensive and appropriate</li> <li>◆ Displays high levels of understanding and application of relevant current legislation</li> <li>◆ demonstrates the candidate's ability to work autonomously</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ Has sufficient evidence for the three phases of the project although may lack some intergration</li> <li>◆ Demonstrates an acceptable interpretation of the brief and shows an acceptable level of community engagement</li> <li>◆ Is relevant to the tasks associated with the brief</li> <li>◆ Shows engagement with the community Group throughout the project which is intermittent although focused on the communities needs</li> <li>◆ Displays adequate structured proposals and concepts</li> <li>◆ Demonstrates adequate level of community involvement</li> <li>◆ Demonstrates adequate competence in the safe handling of relevant materials, tools and equipment</li> <li>◆ Demonstrates adequate technical skills in the use and application of materials and techniques</li> <li>◆ Displays a adequate level of evaluative skills</li> <li>◆ Uses evaluative language which is adequate in terms of accuracy and technical content</li> <li>◆ Displays adequate levels of understanding and application of relevant current legislation</li> <li>◆ demonstrates independent learning with minimum support and revision during project</li> </ul>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A	=	70%	—	100%
B	=	60%	—	69%
C	=	50%	—	59%

**Note:** the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

**Note:** The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning <b>35%</b>	<p><b>Candidates must produce an Action Plan which includes the following:</b></p> <ul style="list-style-type: none"> <li>◆ Records of engagement and negotiation with the community group</li> <li>◆ A timeline for the proposed project</li> <li>◆ Interpretation of a project brief</li> <li>◆ Information gathered in response to the brief</li> <li>◆ Solutions to the brief</li> <li>◆ Identification of materials and resources required</li> <li>◆ Any costs or budgetary requirements</li> <li>◆ Any risks involved and proposed solutions to manage the risks</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

**Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

Project stage	Minimum Evidence Requirements
Stage 2 — Developing <b>40%</b>	<p><b>Candidates must organise and deliver a community arts event or activity and provide evidence of:</b></p> <ul style="list-style-type: none"> <li>◆ Further engagement and planning with the community group</li> <li>◆ Meeting the projected timeline</li> <li>◆ Any re-interpretation of the brief</li> <li>◆ Any additional information gathered</li> <li>◆ Availability of materials and resources</li> <li>◆ Meeting budget targets</li> <li>◆ Safe working practices</li> <li>◆ Delivery of the community arts event or activity</li> <li>◆ Gathered client feedback</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>
Stage 3 — Evaluating <b>25%</b>	<p><b>The candidate must produce an evaluation report which includes:</b></p> <ul style="list-style-type: none"> <li>◆ Outline the development of the community event or activity</li> <li>◆ Identification of knowledge and skills which have been gained or developed</li> <li>◆ Description of community engagement and involvement</li> <li>◆ Description of how the requirements of the brief have been met or justification of why they haven't been met</li> <li>◆ Assess the strengths and weaknesses of the processes undertaken in the project and of the final community event or activity</li> <li>◆ Identify strategies for further development or improvement</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

### **Support notes**

The Graded Unit is designed to harness the skills, knowledge and competencies that the candidate has gained during the majority of the course and in particular, to reflect the skills and knowledge achieved during the mandatory Units. In designing the instrument of assessment for this Graded Unit, a holistic and integrated approach is recommended. The instrument of assessment or brief used should reflect the national standard of achievement required at SCQF level 7 as well as demonstrating achievement of the aims of the Group Award. The instrument of assessment or brief should be designed to cover the three mandatory stages of the project as well as covering the principal aims of the HNC/HND Community Arts Group Awards. The three stages are:

- ◆ Planning
- ◆ Developing
- ◆ Evaluating

Each candidate must provide his or her individual responses to the first stage of the assignment and this should be presented in the form of a work book, log book, diary, report or plan in any format and should include a time plan giving deadlines for the achievement for all significant stages of the project.

A mentoring system would help the candidate to select an appropriate brief if a choice is given and allow the candidate if necessary to ensure they were carrying out relevant preparation for the task and the three stages of the Graded Unit. It should be remembered however that the level of tutor intervention is one of the grading criteria and therefore care should be taken not to disadvantage the candidate.

The approach to the project must be one that requires candidates to integrate skills in order to produce a creative and expressive solution to a given project brief. The candidate should be asked to engage with a community and research, investigate, analyse, negotiate, plan, develop and consider diverse creative and expressive solutions by using the expressive arts, methods, processes and techniques to deliver the activity or event for a community related project.

#### **Stage 1: Planning**

Each candidate must provide his or her individual responses to the first stage of the assignment and this could be presented in the form of a work book, log book, diary, report or plan in any format and should include a time plan giving deadlines for the achievement for all significant stages of the project.

#### **Stage 2: Developing**

The next stage will be evidenced by the production of a completed creative and expressive community activity or event that has been developed from Stage 1. The evidence for Stage 2 could be in the same format chosen for Stage 1 or a continuation of this. For example, a diary could continue to log and record the developing process as it relates to a community arts activity which has been developed and carried out from the planning stage.

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

### **Stage 3: Evaluating**

The final stage will be evidenced by an evaluation report for the project by the candidate. Candidates should critically reflect on the success of the activity or event within the context of the brief and review the effectiveness of their planning process. Candidates should use suitable terminology to clearly justify decisions and reflect on strengths and weaknesses and possible amendments that could have improved the final Activity or Event.

An approximate breakdown of the time and marks allocated to each stage are as follows:

Planning	35% = 35 marks
Developing	40% = 40 marks
Evaluating	25% = 15 marks

Candidates should undertake the Graded Unit as an individual project.

### **Equality and inclusion**

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## General information for candidates

This Graded Unit will bring together the skills, knowledge, understanding, techniques and processes, which you have developed during the majority of the HNC Community Arts Group Award, or the first year of the HND Community Arts Group Award. The Unit will show your understanding of and competence in, the knowledge and skills you have gained in the mandatory Units in the Community Arts Group Award.

The Graded Unit will give you an opportunity to plan, develop and evaluate a project that reflects your abilities in community arts and show to your best advantage, the knowledge and skills you have gained during the course. It will also show and integrate the knowledge and skills gained in community involvement and engagement.

The project will be internally assessed by your tutor and be subject to external verification by SQA. You will be graded A, B, C, Unit and your tutor will explain this to you in more detail during the Unit overview.

For this Unit you will work individually to a project brief that requires you to produce a community arts expressive activity or event and **plan, develop** and **evaluate** your project,

The approach to the project must be one that requires you to integrate skills in order to produce a creative and expressive solution to a given project brief. You will be asked to research, investigate, analyse, negotiate, plan, develop and consider diverse creative and expressive solutions by using the expressive arts, methods, processes and techniques to deliver an activity or event for a community related project.

### Stage 1: Planning

You must provide individual responses to the first stage of the assignment and this could be presented in the form of a work book, log book, diary, report or plan in any format and should include a time plan giving deadlines for the achievement for all significant stages of the project.

### Stage 2: Developing

The next stage will be evidenced by the production of a completed creative and expressive community activity or event that has been developed from Stage 1. The evidence for Stage 2 could be in the same format chosen for Stage 1 or a continuation of this. For example, a diary could continue to log and record the developing process as it relates to a community arts activity which has been developed and carried out from the planning stage.

### Stage 3: Evaluating

The final stage will be evidenced by an evaluation report for the project by the candidate. You should critically reflect on the success of the activity or event within the context of the brief and review the effectiveness of your planning process. You should use suitable terminology to clearly justify decisions and reflect on strengths and weaknesses and possible amendments that could have improved the final Activity or Event.