



## National Unit Specification: general information

**UNIT** Creative Project (SCQF level 6)

**CODE** F58F 12

### SUMMARY

The purpose of this Unit is to allow candidates to plan, implement and evaluate a creative project. Candidates will be required to produce a project in response to a given brief. This project should be completed by an individual candidate, however the production of the evidence may involve working collaboratively with others. This Unit is designed to promote synthesis of knowledge and skills and to give candidates the opportunity to develop key skills such as planning, communication, problem solving and time management.

This Unit is a mandatory Unit within the National Certificate in Music (SCQF level 6) and the National Certificate in Sound Production (SCQF level 6), but can also be taken as a free-standing Unit.

This Unit is suitable for candidates studying/working in a creative context such as music, drama, dance or art and design, who wish to develop their creativity through planning, implementing and evaluating a creative project.

### OUTCOMES

- 1 Produce a plan for a creative project from a given brief.
- 2 Implement the creative project plan.
- 3 Evaluate the completed creative project.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

**Superclass:** LF

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## **National Unit Specification: general information (cont)**

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### **CREDIT VALUE**

1 credit at Higher (6 SCQF credit points at SCQF level 6\*).

*\*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.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Communication
- ◆ Problem Solving
- ◆ Working with Others

These opportunities are highlighted in the Support Notes of this Unit Specification.

## **National Unit Specification: statement of standards**

### **UNIT Creative Project (SCQF level 6)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **OUTCOME 1**

Produce a plan for a creative project from a given brief.

##### **Performance Criteria**

- (a) Select a suitable project in response to a given brief.
- (b) Identify the key tasks required to implement the project.
- (c) Identify the resources required to complete the project.
- (d) Identify the key timescales and review dates of the project.
- (e) Identify the end product(s) of the project.

#### **OUTCOME 2**

Implement the creative project plan.

##### **Performance Criteria**

- (a) Carry out the key tasks identified in the plan.
- (b) Use the resources appropriately in accordance with the plan.
- (c) Review the progress of the project plan at agreed review dates.
- (d) Carry out all practical activity efficiently and safely.
- (e) Maintain a concise record of the implementation process.

#### **OUTCOME 3**

Evaluate the completed creative project.

##### **Performance Criteria**

- (a) Identify strengths and areas for improvement in the project plan.
- (b) Identify strengths and areas for improvement in the implementation of the project.
- (c) Identify action points to improve the planning and implementation of future creative projects.

## **National Unit Specification: statement of standards (cont)**

### **UNIT Creative Project (SCQF level 6)**

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

The project must involve producing a creative piece of work (ie aural or visual material) based on personal drive and could reflect a message, mood, or symbolism for the observer to interpret. The piece of work will show creative expression, inventiveness and/or imagination and demonstrate the development of artistic, creative and individual expression of ideas and skills.

#### **Outcome 1**

For Outcome 1, written and/or oral evidence is required to demonstrate that the candidate has covered all of the Performance Criteria. This should be gathered under open-book, supervised conditions.

The candidate must produce a plan in response to the creative project brief. The completed plan must be clearly structured and cover:

- ◆ what the candidate proposes to do
- ◆ how the candidate intends to do it
- ◆ what resources are required
- ◆ when key tasks will be carried out

The completed plan will be submitted to the assessor for approval before commencing to Outcome 2.

#### **Outcome 2**

For Outcome 2, product evidence (ie the end product(s) of the plan) will be required to show that the candidate has completed the implementation of the project plan. The format of this evidence will depend on the nature of the creative project and the intended end product(s). Assessors should use a checklist to record progress through each of the Performance Criteria.

Additional written and/or oral recorded evidence in the form of a brief log (not an exhaustive diary) will be required to show that the candidate has:

- ◆ recorded concise details of their progress through the implementation process
- ◆ briefly recorded any discussions with the assessor at the agreed review dates

The review of progress at the agreed review dates will determine if candidates are on track to meet their original objectives.

#### **Outcome 3**

For Outcome 3, written and/or oral recorded evidence should cover:

- ◆ what you set out to achieve
- ◆ what you actually achieved
- ◆ a minimum of two strengths and two areas for improvement in the project plan
- ◆ a minimum of two strengths and two areas for improvement in the implementation of the project

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Creative Project (SCQF level 6)

- ◆ a minimum of two action points to improve future creative project planning
- ◆ a minimum of two action points to improve the implementation of future creative projects

The Assessment Support Pack (ASP) for this Unit provides sample assessment material including an Instrument of assessment, specified briefs and checklists. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

## National Unit Specification: support notes

### UNIT Creative Project (SCQF level 6)

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 a mandatory Unit within the National Certificate in Music (SCQF level 6) and the National Certificate in Sound Production (SCQF level 6), but can also be taken as a free-standing Unit.

It is recommended that this Unit would be delivered towards the end of a programme of study, when candidates are in a position to demonstrate the knowledge and skills they have accumulated over this course of study.

Centres should provide an unambiguous brief which must be sufficiently open for the candidate to respond to as a creative individual. It is intended that the project is carried out by individual candidates, however where group work is practical or is a necessity, the individual contribution of each candidate must be apparent.

The Unit is primarily concerned with the process, rather than the finished end product(s). Importance is placed on developing the candidate's ability to plan, implement, problem solve and evaluate effectively. Therefore, the product evidence for Outcome 2 may not meet, or it may exceed, the initial expectations but an explanation must be established through the critical evaluation process with recommendations for the future.

In the Sound Production and Music National Certificate frameworks, opportunities exist to integrate this Unit with a number of other Units. Centres should look for the best opportunities for integration without adding to the burden of the candidate and/or assessors. The Assessment Support Pack for this Unit details examples of integration.

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It is expected that by timetabling this Unit for delivery in the later part of the academic year, candidates will have gained suitable knowledge, skills, experience and confidence with which to carry out this Unit effectively. The delivery of this Unit is designed to give candidates the opportunity to use existing skills in a creative way; the Unit should not be concerned with re-teaching other Unit content.

Candidates will find it helpful in understanding how they might approach this Unit if they are given realistic examples of acceptable and achievable creative projects.

Unacceptable/unachievable projects will be those that:

- ◆ have very basic planning, implementation and evaluation
- ◆ have an over complicated plan/set of resources
- ◆ replicate the Evidence Requirements for another Unit

## National Unit Specification: support notes (cont)

### UNIT Creative Project (SCQF level 6)

Acceptable/achievable projects will be those that:

- ◆ contain complex elements in the planning, implementation and evaluation
- ◆ contain a controllable plan and/or a manageable set of resources
- ◆ combine a manageable range of knowledge and skills from other Units
- ◆ encourage the candidate to perform non-routine tasks

Centres will need to consider resource/facility/staff issues when timetabling this Unit and this may require well-defined project briefs that provide the candidate with realistic opportunities for success.

The use of formative e-assessment is encouraged. This may take the form of Learning Styles Index, Creative Skills Audit, SWOT, etc.

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There are opportunities to develop the Core Skill of *Communication* in the production of written evidence.

This Unit involves the key activities of planning, implementing and evaluating, which gives candidates opportunities to develop aspects of the Core Skill of *Problem Solving*.

Should candidates choose to undertake the Unit on a group basis there will be opportunities to develop aspects of the Core Skill of *Working with Others*.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

To ensure that the candidate provides a structured and achievable plan it is recommended that the candidate must successfully complete Outcome 1 before being allowed to progress to Outcome 2.

The evidence required can be of any appropriate format and could include audio, video, electronic and/or written documentation.

Candidates will benefit from formative exercises in the initial stages of this Unit to establish strengths and weaknesses for creative thinking and goal setting.

There are many possible solutions to the format of the planning and delivery but the plan should be logical and easy to follow. The use of a pro-forma may help candidates focus their ideas and encourage efficiency.

The candidate will be required to report to the assessor at the interim stage with a summary of the progress and agreement must be reached for continuation of the project using the revised plan, if required.

The candidate should be encouraged to use any appropriate medium for delivery of evidence including: written documentation; web based presentation; and/or suitable audio/visual presentation format(s). Candidates should be encouraged to submit work electronically by using any standard ICT package.

## **National Unit Specification: support notes (cont)**

### **UNIT**      Creative Project (SCQF level 6)

In particular, Outcome 3 may be assessed using a SWOT analysis in conjunction with a short report under open-book conditions.

Where evidence for this Unit is supplied as oral recorded evidence, the use of the pro-forma as a prompt may help students with their responses. It may prove useful for candidates with learning support plans to have transcripts of any orally recorded evidence.

Candidates should seek guidance regarding acceptable use of equipment in the course of producing the evidence and operate within the parameters of Centre Policies and Health and Safety procedures.

Time should be allowed for any necessary re-assessment.

#### **Opportunities for the use of e-assessment**

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

#### **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](http://www.sqa.org.uk)).