



**Higher National and Vocational Qualifications  
Internal Assessment Report 2012  
Music Business**

The purpose of this report is to provide feedback to centres on verification in Higher National and Scottish Vocational Qualifications in this subject.

# Higher National Units

## General comments

This report is based on a small verification sample of HN Music Business Units.

There is a slight variation across the sector but, in general, centres appear to be adhering to national standards and practice is very good. However, there are still areas for further development and this report aims to highlight and help clarify these.

## Unit specifications, instruments of assessment and exemplification materials

From the Verification sample it is clear that, in general, assessors are familiar with Unit specifications, instruments of assessment and exemplification material. Where an integrated assessment approach has been undertaken this has meant that staff place too much focus on the project and not the Unit requirements. For example a comment in one report from an External Verifier identified that *'The integrated (holistic) assessment across Units is a very good idea and therefore an example of good practice, however, there must be a re-focus on the assessment requirements and amount of evidence.'*

## Evidence Requirements

The sampled evidence would suggest that there is, overall, a clear understanding of the evidence requirements for the Unit. However, where an integrated project approach has been taken, individual Unit Evidence Requirements appear to have been blurred. As one report from an External Verifier stated: *'The discussion mainly focused on evidence requirements and mainly for those contributing to the integrated (holistic) assessment covering a range of Units as well as requirements for the Creative Project Unit. Evidence in these areas was barely sufficient and was the minimum to meet requirements. Insofar as the integrated assessment was concerned it was agreed candidates had worked hard and produced very interesting work, however, the central requirement of each of the individual Outcomes for individual Units was barely achieved.'*

## Administration of assessments

From the sample it seems that, overall, centre assessments meet the appropriate level.

Candidates are given the opportunity to be assessed in real life scenarios or situations, for example, running a record label. Assessment appears to give candidates this 'real life' experience. There seems to be a very good, robust internal verification system in place.

## General feedback

Centres are making very good use of e-assessment. This type of activity is likely to alleviate the assessment burden.

## **Areas of good practice**

Observed areas of good practice were:

Tutors are industry practitioners and are committed to giving candidates a realistic experience reflecting industry practice.

Where they are established, college record companies give candidates invaluable experience of running a label, fully equipping and preparing them well for work in the music business.

Course teams are highly motivated and well informed. They are committed to producing high quality learning environments, learning and teaching materials, and producing rigorous and robust assessments. Integrated (holistic) assessment across Units is a very good idea and therefore an example of good practice, however, there must be a focus on the assessment requirements and amount of evidence required.

Centres are well equipped and up to date and this affords candidates an excellent learning experience. Tutors/assessors are generally active themselves in the music industry. This factor, coupled with visiting lectures from industry professionals, brings the industry into the classroom and ensures access to the latest information as well as access to these professionals.

## **Specific areas for improvement**

Delivering lecturers, assessors, Internal Verifiers and college management are striving to ensure that there is a culture of continuous improvement in the centre. It is important that centres remain fully aware of the evidence requirements for individual Units when integrating assessment across Units.