



Higher National Graded Unit Specification

General Information for Centres

This Graded Unit has been validated as part of the HND Music framework. 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: Music: Graded Unit 2

Graded Unit Code: DR33 35

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Credit points and level: 2 HN Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*).

**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 HND Music:

- ◆ an ability to analyse and synthesise knowledge and skills acquired through study
- ◆ an ability to develop study, organisational and research skills
- ◆ an ability to develop musicality, expression and creativity
- ◆ to build proficiency in instrumental performance and stagecraft and/or composition and promote sensitivity in musical presentation
- ◆ an ability to develop critical analysis; to reflect on own work and continually strive for best practice
- ◆ an ability to integrate these skills in practical or business application
- ◆ an ability to develop competencies in a range of specialised areas in line with their preferred career aims
- ◆ to enable progression to further study in music or a related discipline
- ◆ to enable the adoption of innovative practices and creativity in work and ability to respond quickly to the challenges posed by changes in the music industry
- ◆ an ability to develop personal skills and follow music industry protocol

Recommended Prior Knowledge and Skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relevant to their course of study and relating to the above specific aims prior to undertaking this Graded Unit.

General Information for Centres (cont)

HN Unit Title	HN Credit Value	Unit Number
Creative Industries Infrastructure	1	DJ21 34
Working in the Creative Industries	1	DJ3A 34
Music First Study 1: Instrument	3	F508 34
Music First Study 1: Composition	3	DJ20 34
Music Theory 1	1	F606 34
Music First Study 2: Instrument	3	F603 35
Music First Study 2: Composition	3	DR10 35
Professional Practice for Musicians	1	H1LV 34
Music Industry Digital Communication	1	FN1A 35

The above list is all of the mandatory Units for this HND Group Award.

Core Skills: There is no automatic certification of Core Skills or a Core Skill component as part of this Graded Unit. However, there may be opportunities to develop the Core Skill of Problem Solving.

Assessment: This Group Award Graded Unit will be assessed by the use of a practical assignment. The “fleshed-out” practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Group Award that this Graded Unit covers.

An assessment exemplar and marking guidelines have been produced to provide guidance on the type of evidence required to demonstrate achievement of the aims of the Group Award and to indicate the national standard of achievement required at SCQF level 8.

Administrative Information

Graded Unit Code:	DR33 35
Graded Unit Title:	Music: Graded Unit 2
Date of publication:	July 2018
Version:	03
Source:	SQA

History of changes to Unit

Version	Description of change	Date
02	The list of mandatory Units on page 2 has been updated to include the changes made to the HND Music framework in August 2012.	24/11/15
03	Update to Conditions of Assessment.	26/07/18

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Conditions of Assessment

The candidate should be given a date for completion of the practical assignment. 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 by 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 reassessment 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 reassessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a reassessment opportunity, or in exceptional circumstances, two reassessment 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 reassessment, remediation, and/or reasonable assistance provided.

At this level, candidates should work independently. It is up to centres to take reasonable steps to ensure that the project is the work of the candidate. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

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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

This assessment instrument is not concerned exclusively with practical activity — candidates are provided with a brief that allows them to prepare, plan and demonstrate creative skills. Candidates will be asked to research, prepare, evaluate and present relevant information.

The assessment is based on a combination of the result of the activity (the product) and the carrying out of the activity (the process).

Candidates will be asked to:

- ◆ interpret the brief
- ◆ gather information in response to the brief
- ◆ select and prepare materials
- ◆ present relevant material from their portfolio and participate in an interview
- ◆ evaluate their presentation and interview

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The project must involve a practical assignment culminating in a presentation and interview to a prospective employer or backer. Candidates must demonstrate the application of skills from all of the mandatory Units.

Staff should not direct the project, but candidates will be given appropriate support while preparing the project. A mentoring system would help the candidate to select a suitable portfolio subject and ensure that he/she was carrying out appropriate preparation of the task.

The practical assignment, and the way it is planned and conducted, must reflect the opportunities for individual research.

The Assessment Task

Candidates will be asked to prepare a presentation and participate in an interview (total time of 25 minutes duration) to a prospective employer or backer.

This project involves a job application where candidates will be told, at the beginning of the year, that there are a number of work/employment opportunities in both company and freelance positions at the end of the year. They must be told at the beginning of the year to allow them maximum time to address the requirements of this project. During the year the candidate will then develop a portfolio of evidence to demonstrate that they have attained the necessary skills and knowledge to be in a position to apply for one or more of these job vacancies.

Each candidate will be required to:

- ◆ carry out a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis on themselves
- ◆ map and match their strengths in relation to the opportunities and address weakness issues
- ◆ identify, from within the core of their course framework, their solution to what is included in their presentation to highlight their abilities and skills to a prospective employer or backer
- ◆ set goals and targets
- ◆ time and project manage the project
- ◆ develop an action plan
- ◆ participate in a presentation and interview with prospective employers/backers
- ◆ evaluate their presentation and interview

The work necessary to complete this assignment will synthesise knowledge and skills acquired throughout the HND Music course. Candidates will identify the requirements of their portfolio and select the elements and components to be included in their presentation and to prepare for the interview. These will employ skills developed through a combination of the mandatory Units from this Group Award. When planning and choosing how to construct their portfolio and what to include in their presentation, candidates should ensure that all materials are sufficient to meet all the requirements of this Graded Unit to reflect the Group Award and the music industry, creating a holistic project which is realistic.

Each candidate must provide his or her individual written responses to each of the first two stages of the practical assignment, and assessors must be satisfied that the work has been completed by the individual candidate. This should be presented in the form of a structured logbook.

Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

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Centres should supplement the written evidence with oral evidence obtained from each candidate, which should be recorded on a high quality format and kept as evidence for external verification.

Summary of Practical Assignment Evidence Requirements

Evidence of Planning	Evidence of Developing	Evidence of Evaluating
An Action Plan which includes:	Product — a presentation and interview requiring the following:	Evaluation Report which should:
<ul style="list-style-type: none"> * the candidate's interpretation of the brief * any information gathered to clarify the brief and SWOT analysis results * aims of the practical assignment with goals and targets * identification of information sources to be used from course and other sources * identification of materials and resources required and how they will be accessed * identification of the stages involved and the timescales for completion of each stage 	<ul style="list-style-type: none"> * collection and collation of information sources to be used from course and other sources * collection and collation of materials and resources required and how they will be accessed * The presentation and interview <p style="text-align: center;">And</p> <ul style="list-style-type: none"> * a written record of the processes underpinning the activity, eg logbook, diary 	<ul style="list-style-type: none"> * briefly outline the assignment * review and update the action plan in light of experience * summarise any unforeseen events and how they were handled * identify any knowledge and skills which have been gained and/or developed * assess the strengths and weaknesses of the output of the Practical Assignment * determine to what extent the assignment met the original brief

Weighting and Mark Allocation

The marks allocated for the Graded Unit are derived from three areas:

- 30% Planning
- 60% Developing ie portfolio preparation and delivery/interview
- 10% Evaluating

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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.

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Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ has an abundance of evidence for the three essential phases of the project, is produced and, where appropriate, performed to an extremely high standard and is quite clearly inter-related ◆ demonstrates a justified interpretation of the project brief which shows insight ◆ is highly focused and relevant to the tasks associated with the project ◆ has clear and well-structured professional concepts developed from plan to execution ◆ uses language which is of a high standard and appropriate in terms of level, accuracy, and technical content in written work ◆ demonstrates a high level of musical creativity and knowledge of the requirements of the musician ◆ effectively consolidates and integrates required knowledge and skills 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence of the three essential phases of the project ◆ is produced and, where appropriate, performed to an acceptable standard ◆ demonstrates an acceptable interpretation of the project brief ◆ is focused and relevant to the tasks associated with the project brief ◆ displays satisfactorily structured professional concepts ◆ uses language which is adequate in terms of accuracy and technical content in written work ◆ demonstrates an acceptable knowledge of the requirements of the musician ◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency

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.

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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	<p>Develop a plan to present a suitable portfolio to a prospective employer or backer and participate in a job interview. The plan must include:</p> <ul style="list-style-type: none"> ◆ Candidate’s interpretation of the brief ◆ Any information gathered in response to the brief ◆ Title of the project ◆ A statement of the project issue/solution, a SWOT analysis, a mapping of personal strengths in relation to the job opportunity, identify (from within the core of their course framework) a route to present what they have to offer a prospective employer or backer to maximise their potential. ◆ A statement of the aims of the practical assignment including personal goals and targets ◆ A timescale for conducting the project which should include both final and intermediate completion dates ◆ A statement demonstrating appropriate ways of working to achieve aims during the development process and the reasons for the choice of solutions. This must be directly related to a topic or topics covered as part of the Group Award ◆ Identification and explanation of the sources of information which will be used for the project and why each has been selected ◆ Identification of the resources (including time) required to carry out the project and how they will be accessed ◆ An explanation of the how the project will be conducted with reasons for the choice of methods used ◆ A statement of the criteria used to assess the effectiveness of route chosen. The criteria chosen and the justification for each criterion should be directly related to a topic or topics covered as part of the Group Award <p><i>The Planning Stage is worth 30% of the marks. The candidate must achieve all of the minimum evidence specified above in order to pass the Planning Stage.</i></p>

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Project Stage	Minimum Evidence Requirements
Stage 2 — Developing	<p>Collection and collation of information sources to be used from the course and other sources and the collection and collation of materials and resources required.</p> <p>A presentation and interview is the product of this project and will form the main part of the evidence. All contributing content must reflect the requirements of the mandatory Units. The presentation and interview is to be conducted with a prospective employer or backer.</p> <p>Candidates must choose, from their coursework, past projects, recording/live sessions, and compositions etc the materials to contribute to their presentation. They will then participate in an interview. The total time for presentation and interview should be approximately 25 minutes.</p> <p>In this project candidates must showcase themselves to secure either work or finance. Therefore, an ability to judiciously select and logically order high quality materials, then present effectively is key to the success of this project.</p> <p style="text-align: center;">and</p> <p>A written record of the processes underpinning the portfolio preparation should be contained in a structured logbook which should consist of the following:</p> <ul style="list-style-type: none"> ◆ The Action Plan. ◆ Research evidence of appropriate texts read showing how integration was achieved. ◆ Explanation and justification of actions. ◆ Analysis/description of the portfolio preparation process including creative and imaginative interpretation or response to ideas or issues from mentoring. ◆ Ideas relevant to the interview situation. <p><i>The Developing Stage is worth 60% of the marks. The candidate must achieve all of the minimum evidence specified above in order to pass the Developing Stage.</i></p>

Presentation and interview should be video-recorded as supporting evidence.

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Project Stage	Minimum Evidence Requirements
Stage 3 — Evaluating	<p>Provide an evaluation report of 500 – 750 words relating to the effectiveness of all parts of the investigation or implementation. The evaluation must include:</p> <ol style="list-style-type: none"> 1 An assessment of the extent to which each of the original objectives of the project have been met. This should include reference to any modifications made during the course of the project and to any alternative courses of action considered but rejected. The assessment should be supported with credible reasons. 2 A commentary on aspects of the planning and developing stages which worked effectively and why, and/or aspects of the planning and development stages which did not work as effectively as expected. Each aspect of the project should be covered in the commentary. 3 An assessment of the strengths and weaknesses of the activities of each of the first two stages of the project. Identify what could have been done to improve the presentation and interview. This should be supported by credible reasons and cover at least one strength and at least one weakness as well as outline the effectiveness of the mentoring process. 4 Recommendations for future projects. These should be based on items 1-3 above and could relate to the personal development of the candidate (eg in terms of the further development of skills used in this project) or aspects of the process or product of the project (eg with respect to setting timescales, gathering information or possible future projects). It should be clear from the recommendations that the candidate has reflected on what happened and has drawn conclusions from this reflection. <p><i>The Evaluation is worth 10% of the marks. The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating Stage.</i></p>

Written evidence of the above must be presented. It may be supplemented by evidence provided orally by the candidate in a discussion with the assessor. If this is done, a written record of the main points of the discussion must be provided.

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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.