Higher National Project-based Graded Unit Specification

General Information

This Graded Unit has been validated as part of HN Music, Music Business and Sound Production. Centres are required to develop a project-based assessment in accordance with this validated specification.

Graded Unit title: Music: Graded Unit 1 — F508 34
Music Business: Graded Unit 1 — F507 34
Sound Production: Graded Unit 1 — F506 34

Graded Unit code: As above

Type of Project: Practical Assignment

Publication date: July 2018

Source: Scottish Qualifications Authority

Version: 04

Graded Unit purpose

This Graded Unit is designed to provide evidence that the learner has achieved the following principal aims of either, HNC in Music, HNC Music Business or HNC Sound Production.

♦   analyse and synthesise knowledge and skills acquired through study
♦   develop study, organisational and research skills
♦   develop competencies in a range of specialised areas of their choice in line with their preferred career aims
♦   prepare candidates for progression to further study in music/music business/sound production or a related discipline
♦   adopt innovation and creativity in their work and be able to respond quickly to the challenges posed by changes in the music or audio industries

Learners will plan and produce a portfolio of work that could be used to showcase their ability in, for example, a job application or interview situation for either employment or further study. They will also evaluate their effectiveness when planning and producing the portfolio.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Project-based Graded Unit Specification: General Information (cont)

Recommended entry to the Graded Unit

It is recommended that the learner should have completed or be in the process of completing the following Units relating to the above principal aims prior to undertaking this Graded Unit:

HNC and HND Music:
	DJ21 34	*Creative Industries Infrastructure*
	DJ3A 34	*Working in the Creative Industries*
	H1LV 34	*Professional Practice for Musicians*
	H1M7 34	*Music Theory 1*
	DJ20 34	*Music First Study 1: Composition* **or**
	F603 34	*Music First Study 1: Instrument*

HNC and HND Music Business:
	DJ21 34	*Creative Industries Infrastructure*
	DJ3A 34	*Working in the Creative Industries*
	DJ2V 34	*Music Law 1*
	DJ2P 34	*Music Industry Marketing 1*
	DJ2R 34	*Music Industry Promotions*
	FV6M 34	*Music Industry: Financial Management*
	F5CR 34	*Music Industry Management 1*

HNC and HND Sound Production:
	DJ21 34	*Creative Industries Infrastructure*
	DJ3A 34	*Working in the Creative Industries*
	H1M1 34	*Sound Production Theory 1*
	DJ36 34	*Sound Production Practice 1*
	H1M4 34	*Digital Audio Workstations 1*
	DJ1W 35	*Acoustics 1*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Graded Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Graded Unit.

Assessment Support Pack

The Assessment Support Pack for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard. Assessment Support Packs are available on SQA's secure website.

Higher National Project-based Graded Unit Specification: General Information (cont)

Equality and inclusion

This Graded Unit 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 SQA's website:
www.sqa.org.uk/assessmentarrangements

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

Graded Unit title: Music: Graded Unit 1 — F508 34
Music Business: Graded Unit 1 — F507 34
Sound Production: Graded Unit 1 — F506 34

Assessment

This Graded Unit will be assessed by the use of a project-based practical assignment. The project should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of this Graded Unit.

The project undertaken by the learner must be a complex task which involves:

♦ variables which are complex or unfamiliar
♦ relationships which need to be clarified
♦ a context which may be unfamiliar to the learner

The project must require the learner to interpret, apply and evaluate the knowledge and skills developed in the core Units and in so doing they should:

♦ 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 following three assessment tasks provide context to each specific Group Award:

HNC Music Assessment task: The project must require the candidate to plan, develop and evaluate a portfolio of material which will demonstrate and enhance their employability or potential for further study within a chosen music role (selected by the candidate). Examples of suitable roles may include Music Tutor, Peripatetic Instrumental Music Tutor, Music Composition for Media (TV, Film, Radio, Games).

HNC Music Business Assessment task: The project must require the candidate to plan, develop and evaluate a portfolio of material which will demonstrate and enhance their employability or potential for further study within a chosen music business role (selected by the candidate). Examples of suitable roles may include Artist Management, Music Promotion Company (Live or Media), Independent record label.

HNC Sound Production Assessment task: The project must require the candidate to plan, develop and evaluate a portfolio of material which will demonstrate and enhance their employability or potential for further study within a chosen sound production role (selected by the candidate). Examples of suitable roles may include music re-mixer, music recording, audio post for film/tv/games, live sound.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Graded Unit title: Music: Graded Unit 1 — F508 34
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Conditions of assessment

The learner should be given a date for completion of the project. However, the instructions for the project should be distributed to allow the learner sufficient time to assimilate the details and carry out the project.

During the time between the distribution of the project 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 learners 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.

Each candidate will be entitled to five mentoring sessions; two during the planning stage, two during the developing stage and one during the evaluation stage. During the mentoring sessions candidates will present their ideas for each of the three stages and receive appropriate guidance.

Remediation allows an assessor to clarify learner 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, learners 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 learner to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, learners 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.

The project should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the learner's evidence at the time of the completion date.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Graded Unit title: Music: Graded Unit 1 — F508 34
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Evidence Requirements for this Graded Unit

The project undertaken by learners will consist of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

HNC Music

Minimum Evidence Requirements:

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 1 — Planning	**The plan should consist of:** 1 The portfolio proposal detailing the overall aims of the assignment. 2 A description of the role of the chosen specialism including information gathered from research. 3 Identification of the intended artifacts for inclusion, justifying why they have been selected with reference to the chosen role and how knowledge and skills from the core Units of the Group Award will be reflected. 4 A method statement or production plan for the creation of each artifact which includes identification of resources required. 5 Identification of timescales for the creation the portfolio. *The learner **must** achieve all of the minimum evidence specified above in order to pass the Planning stage.*	20%

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Project stage	Minimum Evidence Requirements	% Mark Allocation

Stage 2 — Developing	**The portfolio should consist of:**
	
	1 An Introduction and cover sheet.
	2 Contents and brief description of portfolio items.
	3 Artifacts outlined in the planning stage which must include:
	   ♦ Biography/CV
	   ♦ A range of performance related elements (studio/live)
	   ♦ Evidence of scoring and/or appropriate application of music theory
	   ♦ Appropriate marketing materials
	   ♦ Statements of Intellectual property/Copyright considerations.
	4 Logbook containing relevant documentation; evidence of research and the application of findings to the creation of the artifacts. Examples of relevant documentation may include:
	   ♦ Evidence of research and investigation of musical genres and compositional/arrangement techniques
	   ♦ Evidence of communication and negotiation with third parties
	   ♦ Live performance tech specs and plans
	   ♦ Production logs
	   ♦ Rehearsal logs
	   ♦ Risk Assessments
	   ♦ Contracts
	   ♦ Copyright clearance statements/release forms
	   ♦ Identification of potential funding relevant to chosen role
	   ♦ Appropriate financial documentation
	
	The portfolio should be presented to a standard that would be acceptable to prospective employers or further study institutions.
	
	*The learner **must** achieve all of the minimum evidence specified above in order to pass the Developing stage.*
		70%
		
		50% for portfolio
		
		20% for logbook

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 3 — Evaluating	**Learners must evaluate the planning, development process and the final portfolio.** **The evaluation should:** 1 Outline the assignment. 2 Comment on the effectiveness of the key stages of the assignment, highlighting any unforeseen events and how they were handled. 3 Identify any knowledge and skills which have been gained and/or developed. 4 Assess the strengths and weaknesses of the planning stage. 5 Assess the strengths and weaknesses of the development stage. 6 Determine to what extent the assignment met the original brief and make recommendations for future projects. *The learner **must** achieve all of the minimum evidence specified above in order to pass the Evaluating stage.*	10%

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

HNC Music Business

Minimum Evidence Requirements:

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 1 — Planning	**The plan should consist of:** 1 The portfolio proposal detailing the overall aims of the assignment. 2 A description of the role of the chosen specialism including information gathered from research. 3 Identification of the intended artifacts for inclusion, justifying why they have been selected with reference to the chosen role and how knowledge and skills from the core Units of the Group Award will be reflected. 4 A method statement or production plan for the creation of each artifact which includes identification of resources required. 5 Identification of timescales for the creation the portfolio.	20%
	*The learner **must** achieve all of the minimum evidence specified above in order to pass the Planning stage.*	

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 2 — Developing	**The portfolio should consist of:** 1 An Introduction and cover sheet. 2 Contents and brief description of portfolio items. 3 Artifacts outlined in the planning stage which must include: ♦ Biography/CV ♦ Statements concerning contracts ♦ Statements of Intellectual Property/Copyright considerations. ♦ Marketing Strategy ♦ Promotional Material ♦ Financial forecast or detailed budget ♦ Identification of potential funding sources for your project 4 Logbook containing relevant documentation; evidence of research and the application of findings to the creation of the artifacts. Examples of relevant documentation may include: ♦ Evidence of further research and investigation ♦ Evidence of communication and negotiation with third parties ♦ Evidence of research and justification for application of marketing strategies, contracts, copyright, promotional, financial and management approaches The portfolio should be presented to a standard that would be acceptable to prospective employers or further study institutions. *The learner **must** achieve all of the minimum evidence specified above in order to pass the Developing stage.*	70% 50% for portfolio 20% for logbook

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 3 — Evaluating	**Learners must evaluate the planning, development process and the final portfolio.** **The evaluation should:** 1 Outline the assignment. 2 Comment on the effectiveness of the key stages of the assignment, highlighting any unforeseen events and how they were handled. 3 Identify any knowledge and skills which have been gained and/or developed. 4 Assess the strengths and weaknesses of the planning stage. 5 Assess the strengths and weaknesses of the development stage. 6 Determine to what extent the assignment met the original brief and make recommendations for future projects. *The learner **must** achieve all of the minimum evidence specified above in order to pass the Evaluating stage.*	10%

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

HNC Sound Production

Minimum Evidence Requirements:

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 1 — Planning	**The plan should consist of:**	20%
	1 The portfolio proposal detailing the overall aims of the assignment.	
	2 A description of the role of the chosen specialism including information gathered from research.	
	3 Identification of the intended artifacts for inclusion, justifying why they have been selected with reference to the chosen role and how knowledge and skills from the core Units of the Group Award will be reflected.	
	4 A method statement or production plan for the creation of each artifact which includes identification of resources required.	
	5 Identification of timescales for the creation the portfolio.	
	*The learner **must** achieve all of the minimum evidence specified above in order to pass the Planning stage.*	

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Project stage	Minimum Evidence Requirements	% Mark Allocation

Stage 2 — Developing	**The portfolio should consist of:**
	
	1 An Introduction and cover sheet.
	2 Contents and brief description of portfolio items.
	3 Artifacts outlined in the planning stage which must include:
	   ♦ Biography/CV
	   ♦ A minimum three audio or audio/visual artifacts in an agreed delivery format
	4 Logbook containing relevant documentation; evidence of research and the application of findings to the creation of the artifacts. Examples of relevant documentation may include:
	   ♦ production logs
	   ♦ sound maps
	   ♦ cue sheets
	   ♦ stage plans
	   ♦ live performance tech specs
	   ♦ statements concerning contracts
	   ♦ copyright clearance statements/release forms
	
	The portfolio should be presented to a standard that would be acceptable to prospective employers or further study institutions.
	
	*The learner **must** achieve all of the minimum evidence specified above in order to pass the Developing stage.*
		70%
		
		50% for portfolio
		
		20% for logbook

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 3 — Evaluating	**Learners must evaluate the planning, development process and the final portfolio.** **The evaluation should:** 1 Outline the assignment. 2 Comment on the effectiveness of the key stages of the assignment, highlighting any unforeseen events and how they were handled. 3 Identify any knowledge and skills which have been gained and/or developed. 4 Assess the strengths and weaknesses of the planning stage. 5 Assess the strengths and weaknesses of the development stage. 6 Determine to what extent the assignment met the original brief and make recommendations for future projects. *The learner **must** achieve all of the minimum evidence specified above in order to pass the Evaluating stage.*	10%

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Graded Unit title: Music: Graded Unit 1 — F508 34
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Assessing and grading learners

The overall project will be marked out of **100**. Only whole marks should be used.

The percentage of marks allocated to each stage of the project is outlined in the **Evidence Requirements**.

It is a requirement that learners must meet the minimum *Evidence Requirements* for the *Planning* stage *before progressing to the Developing stage before progressing to the Evaluating* stage. Learners may produce evidence over and above that specified in the minimum *Evidence Requirements* and deserve more than half the available marks for that stage. Assessors should use the Grade Related Criteria outlined below to judge learner performance.

Learners are required to work independently to meet the *Evidence Requirements* of the Graded Unit. At the same time, learners need appropriate support. SQA uses the term reasonable assistance to describe the balance between supporting learners in their project and not providing too much assistance.

At the end of *each* stage there should be opportunities for remediation and reassessment of learners for that particular stage. This includes the final *Evaluation* stage. Any reassessment should be carried out in line with the centre's own assessment policy.

Guidance on grading learners

Stage 1 — Planning

Stage 1 of this Graded Unit is designed to allow learners the opportunity to plan for the production of a portfolio.

The following is intended to distinguish a Grade A learner from a Grade C learner.

A Grade A learner will produce a high standard of planning where the artifacts identified for inclusion are highly focused and relevant to a chosen role. Detailed timescales and comprehensive consideration where appropriate, of working methods and/or resource requirements, will be evident. The plan will also include all appropriate accompanying documentation for each artifact as detailed in the Evidence Requirements. In addition, the learner will have identified an abundance of relevant documentation that will be completed during the development stage.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

By contrast, a grade C learner will produce a satisfactory standard of planning where the artifacts identified for inclusion are somewhat focused and relevant to a chosen role. Overall timescales are outlined and some consideration is given to working methods and/or resource requirements. The plan will include accompanying documentation which is limited in detail or scope. The learner will have identified some relevant documentation that will be completed during the development stage.

Stage 2 — Developing (Portfolio production)

Stage 2 of this Graded Unit is designed to allow the learners the opportunity to develop and complete the portfolio that was planned in stage 1. All candidates are expected to produce a portfolio that demonstrates the knowledge and skills of the core Units of the Group Award and as such, the emphasis would be on demonstrating their skills in sound production, music or music business. It is expected that the portfolio will be presented appropriately which could be in an electronic (ie web based) or physical format.

The following is intended to distinguish a Grade A learner from a Grade C learner.

A Grade A learner will produce a portfolio which demonstrates a sophisticated understanding of the chosen role. The learner will select, create and present material that clearly demonstrates the skills required for that role. The learner will create comprehensive relevant documentation as suggested in the Evidence Requirements in addition to, for example, high quality audio material, proficient standards of performance and composition, or a cohesive solution to the requirements of the chosen role.

A Grade C learner by contrast will produce a portfolio which demonstrates some understanding of the chosen role. The learner will select or create material that demonstrates adequate skills required for that role to an acceptable standard. A Grade C learner would create some relevant documentation as suggested in the Evidence Requirements in addition to, for example, satisfactory audio material, satisfactory standard of performance and composition, or a satisfactory solution to the requirements of the chosen role.

Stage 3 — Evaluating

Stage 3 of this Graded Unit is designed to allow learners to reflect on and evaluate the activity of the planning and development stages and the final portfolio itself.

A Grade A learner will provide a comprehensive outline of the assignment. Attention will be given to all of the key stages of the project and in so doing the learner will highlight the effectiveness of each stage. Any unforeseen events will be highlighted and explanations given as to how these were overcome. The skills and knowledge gained during the planning and development stages will be clearly identified, as will the strengths and weaknesses, and recommendations for future projects. A conclusion will be made that determines to what extent the assignment has met the original brief.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

A Grade C learner will provide a basic outline of the assignment. Attention will be given to some of the key stages of the project and in so doing the learner will highlight the effectiveness of each stage. Any unforeseen events will be highlighted and a brief explanation will be given as to how these were overcome. Some skills and knowledge gained during the planning and development stages will be identified as will the strengths and weaknesses, and recommendations for future projects. A conclusion will be made that determines to what extent the assignment has met the original brief.

Grade Related Criteria	
Grade A	**Grade C**
Is a seamless, coherent piece of work which:	Is a co-ordinated piece of work which:
♦ has sufficient evidence for the three essential phases of the project, is produced to a high standard, and is quite clearly inter-related	♦ has sufficient evidence of the three essential phases of the project, is produced to an adequate standard
♦ demonstrates an accurate and insightful interpretation of the project brief	♦ demonstrates an acceptable interpretation of the project brief
♦ is highly focused and relevant to the tasks associated with the project brief	♦ is focused and relevant to the tasks associated with the project brief
♦ is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content	♦ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content
♦ effectively consolidates and integrates required knowledge and skills	♦ consolidates and integrates knowledge and skills but this may lack some continuity and consistency
♦ demonstrates the learner's ability to work autonomously	♦ demonstrates independent learning with minimum support and revision during project

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Graded Unit title: Music: Graded Unit 1 — F508 34
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The marks allocated to each stage will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the learner for this Graded Unit based on the following grade boundaries.

A = 70%–100%
B = 60%–69%
C = 50%–59%

These grade boundaries are fixed and should **not** be amended.

Any learner 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 learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved — whether through first submission or through any reassessment, remediation, and/or reasonable assistance provided.

Higher National Project-based Graded Unit Support Notes

Graded Unit title: Music: Graded Unit 1 — F508 34
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Guidance on approaches to delivery and assessment of this Graded Unit

As this Unit is candidate initiated and candidate driven, it requires only guidance and direction on the part of the assessor. The same staff member may undertake the roles of Assessor and Mentor. Alternatively, each role may be undertaken by a different staff-member. The candidate is expected to work independently in a creative, expressive and professional manner, displaying time management skills in order to successfully complete the Unit.

It is envisaged that this Graded Unit would be delivered in the second half of the academic year. This would mean that the Core Units will ideally have already been completed or nearing completion. However, if a centre wishes to issue the brief towards the beginning of the academic year then attention should be paid to what Knowledge and/or Skills will have been gained prior to the submission of the planning stage. This should ensure that candidates are able to fully consider all aspects of the Core Units when planning for their portfolio.

Centres should consider timing delivery of this Graded Unit to ensure that sufficient time is allowed for any remediation and reassessment and subsequent internal and external verification. This is likely to mean that in a 'standard' academic year, the Graded Unit could be completed by late May.

During the five formal mentoring sessions candidates will present their ideas for each of the three stages. Assessors should ensure that plans are clear and realistic. For the Development Stage, candidates should be able to demonstrate ideas relating to portfolio content and processes. Assessors should encourage the candidate to explain and justify their actions by asking questions about the development of the portfolio and the techniques and methods chosen. The mentoring session for the Evaluation stage should be held prior to its submission and should encourage the candidate to reflect on all aspects of the Graded Unit.

Higher National Project-based Graded Unit Support Notes (cont)

Opportunities for developing Core and other essential skills

Problem Solving: Planning and Organising at SCQF level 6

Learners will develop a plan to complete a complex task and then identify and obtain the resources to carry it out. The task will involve a number of variables. Many will be in a context unfamiliar to the learner and some relationships will also be unfamiliar. The plan will include taking account of information, issues, aspects or situations and will need to be reviewed as work progresses. The learner will know that the strategy will need to be adjusted if/when circumstances change.

The learner will identify and obtain resources which s/he must select from a wide range of familiar and unfamiliar sources, probably by means of various searching techniques. The resources must be appropriate to the task and will include sources of information, set procedures, people, equipment and physical resources. The learner must decide how to manage and carry out the task, possibly allocating some of the sub-tasks to others in a group situation.

Problem Solving: Critical Thinking at SCQF level 6

The Unit requires learners to analyse a complex task, identify and assess the relevance of the factors involved, and develop and justify an approach which will ensure its successful completion.

The variables may be complex or unfamiliar to the learner and relationships may need to be explained or simplified. The learner must identify the variables associated with the task and ascertain their relevance, significance and any relationships between them. Thereafter the learner must evaluate the situation (by summarising, explaining or drawing conclusions) and identify a strategy to deal with it. A new approach may then be devised or an existing one modified. The revised approach must be justified by the learner's taking account of the factors involved, the resources available and/or by comparing various possible alternatives

Problem Solving: Reviewing and Evaluating at SCQF level 6

This Unit requires learners to evaluate their own problem solving activity by reviewing the effectiveness of their techniques/strategies in meeting the aims of the task once the work has been completed. The learner will analyse the effectiveness of all aspects of their problem solving strategies, including any actual or considered modifications to it during the course of the activities. They may devise their own or adopt other established evaluation criteria.

Appropriate evidence to support the learner's conclusions must be gathered from a suitable range of sources and coherent conclusions must be drawn taking account of all the evidence. Recommendations could include suggestions by the learner for further investigation or the use of a different strategy to improve her/his future performance.

Higher National Project-based Graded Unit Support Notes (cont)

Communication: Written Communication (Reading) at SCQF level 6

This Unit involves reading a wide range of materials which may present complex ideas and arguments and which will require the learner to be able to understand and identify key and linked facts, arguments and issues. Learners will read text concerned with the analysis and synthesis of information. Learners will be aware that the text may include images and will often serve more than one purpose, eg to inform, persuade or recommend. Learners will extract information from the text and synthesise ideas and information to support their own arguments or points of view.

Communication: Written Communication (Writing) at SCQF level 6

Learners will undertake research and use their analytical skills to find, select and interpret the information needed to produce documentation which has a clearly defined purpose and structure. The information presented must be analysed and evaluated and relevant ideas developed. The task involves some complex research, and will involve a large number of related ideas and detail which will need to be analysed and evaluated clearly and end with logical conclusions.

Information and Communication Technology (ICT): Accessing Information at SCQF level 6

Learners will use a range of ICT equipment independently, carry out complex searches and manage the organisation and security of their work. They will present relevant, accurate information effectively using media appropriate to their specialist area.

Information and Communication Technology (ICT): Providing/Creating Information at SCQF level 6

Learners will be expected to use a range of processing tasks independently. They will extract and present information from local or remote data sources which may be textual, graphical, audio etc. They will use ICT to gather and evaluate information and present findings in an appropriate format.

History of changes to Graded Unit

Version	Description of change	Date
04	Update to Conditions of Assessment.	24/07/18
03	This Unit has been rationalised and specific contexts are now provided for the HN Music, HN Music Business and HN Sound Production projects.	26/08/14
02	Previous versions were made before the introduction of the History of Changes table.	24/09/08

General information for learners

Graded Unit title: Music: Graded Unit 1 — F508 34
                           Music Business: Graded Unit 1 — F507 34
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This Graded Unit integrates the main knowledge and skills gained in the mandatory Units of the HNC in Music, HNC in Music Business or HNC in Sound Production.

It is therefore expected that you will have either completed or be in the process of completing the mandatory Units of your HNC in Music, Music Business or Sound Production.

This Graded Unit is based on a project and the assessment is a practical assignment, with three stages (planning, developing and evaluating) which give you the opportunity to show that you possess the skills and knowledge needed to undertake employment or further study within the areas of Music, Music Business or Sound Production. You will plan and produce a portfolio of related items that demonstrate your employability or potential for further study in a chosen specialist role in the Music, Music Business or Sound Production industries. At the end of the process you will evaluate the effectiveness of your planning and development stages.

There are three stages to this Graded Unit and the main activities in each stage are:

Stage 1 — Planning

You are required to produce a plan where you will identify a chosen specialist role, select items for inclusion in your portfolio and plan for their development.

Stage 2 — Developing

The stage of the project deals with the creation of the items for the portfolio that was planned in Stage 1. In addition, you are required to keep a logbook which will contain any relevant documentation and evidence of research and the application of your findings to the creation of the items in your portfolio.

Stage 3 — Evaluating

In this final stage, you are to carry out an evaluation of your project in which you will comment on the effectiveness of your activities during the planning and development stages, and make recommendations for future projects.

Your project will be marked out of 100 and **you must pass each stage before moving onto the next stage**. Each stage has the following marks:

Planning — 20 marks
Developing — 70 marks (50 marks for the portfolio and 20 marks for the logbook)
Evaluating — 10 marks

You will be assigned an overall grade which will be based on the following boundaries:

Grade A = 70%–100%
Grade B = 60%–69%
Grade C = 50%–59%