



Higher National Project-based Graded Unit Specification

General information

This graded unit has been validated as part of the HNC Stringed Instruments Making and Repair. Centres are required to develop a project-based assessment in accordance with this validated specification.

Graded unit title: HNC Stringed Instruments Making and Repair:
Graded Unit 1 (SCQF level 7)

Graded unit code: HN7E 34

Type of Project: Practical Assignment

Publication date: July 2018

Source: Scottish Qualifications Authority

Version: 02

Graded unit purpose

This graded unit is designed to provide evidence that the learner has achieved the following principal aims of the HNC Stringed Instruments Making and Repair:

- ◆ develop high level vocational skills within *Stringed Instrument Making and Repair*
- ◆ develop critical thinking, reflective, evaluative skills within stringed musical instrument making and repair
- ◆ develop practical and transferable skills in stringed musical instrument making and repair
- ◆ conduct project work involving the planning, integration and application of a variety of skills within a determined time scale
- ◆ develop safe and considerate work practice

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:

Stringed Instruments: Manufacture of Instrument Necks (SCQF level 7)

Stringed Instruments: Manufacture of Instrument body components (SCQF level 7)

Stringed Instruments: Assembly of Instrument Bodies and Necks (SCQF level 7)

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.

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 (cont)

Graded unit title: HNC Stringed Instruments Making and Repair:
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Assessment

This graded unit will be assessed by the use of a project-based *practical assignment* developed by centres. 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:

- ◆ 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 project is a practical assignment on a musical instrument where the learner will complete the fingerboard and set-up ready for playing. Learners will demonstrate that they have researched fingerboard and set-up data and have completed the assignment to chosen specifications which they will then evaluate.

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.

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.

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

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Graded Unit 1 (SCQF level 7)

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 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 re-assessment of that stage.

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

Graded unit title: HNC Stringed Instruments Making and Repair:
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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.

Project stage	Minimum evidence requirements	% Mark allocation
Stage 1 — Planning	<p>The planning stage for the manufacture of components or practical task should contain folio evidence of:</p> <ul style="list-style-type: none"> ◆ research of instrument set-up specifications ◆ assimilation of commercial set-up data ◆ production of a set-up specification document ◆ a schedule of work detailing materials and labour costings to a given timescale 	20
	<p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>	
Stage 2 — Developing	<p>The development stage of the practical assignment should contain evidence of:</p> <ul style="list-style-type: none"> ◆ the ability to interpret the work schedule ◆ that the completed fingerboard is set up correctly and ready for playing ◆ that the strings are correctly adjusted to height and the string stops at each end function correctly ◆ that all points where the strings are anchored function correctly ◆ that the project has met the required quality which should be of a commercially aware standard corresponding with mid-range priced instruments ◆ that safe working practice has been demonstrated throughout <p>A documented record of the process underpinning the activity should be contained in appropriate format and should consist of the following:</p> <ul style="list-style-type: none"> ◆ a maintained work schedule with appropriate editing where the initial schedule is updated ◆ a record of tools and materials used ◆ a record of the work processes undertaken 	50
	<p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>	

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

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Project stage	Minimum evidence requirements	% Mark allocation
Stage 3 — Evaluating	<p>The Evaluation report will:</p> <ul style="list-style-type: none"> ◆ review the quality, playability and tone of the completed instrument set-up ◆ assess the strengths and weaknesses of the completed setup ◆ determine to what extent the assignment met the original brief <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>	30

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

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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 re-assessment of learners for that particular stage. This includes the final *Evaluation* stage. Any re-assessment should be carried out in line with the centre's own assessment policy.

Grade Related Criteria	
Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ contains sufficient evidence that the three essential phases of the assignment are produced to a high standard, and are quite clearly inter-related ◆ Demonstrates accurate interpretation of the data gathered ◆ is highly focused and relevant to the tasks associated with work schedule ◆ demonstrates a high level of technical skills that result in a playable instrument to a commercially aware standard 	<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 assignment produced to an adequate standard ◆ demonstrates an acceptable interpretation of the data gathered ◆ is focused and relevant to the tasks associated with the assignment ◆ demonstrates a level of technical skill that results in a playable instrument in accord with the specification document ◆ demonstrates technical skills in the use of materials, their application and techniques

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Grade Related Criteria (cont)	
Grade A	Grade C
<ul style="list-style-type: none"> ◆ effectively consolidates and integrates required knowledge and skills ◆ demonstrates the learner's ability to work autonomously 	<ul style="list-style-type: none"> ◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency ◆ demonstrates independent learning with minimum support and revision during project

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 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 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 re-assessment, remediation, and/or reasonable assistance provided.

Higher National Project-based Graded Unit Support Notes

Graded unit title: HNC Stringed Instruments Making and Repair:
Graded Unit 1 (SCQF level 7)

Guidance on approaches to delivery and assessment of this graded unit

It is envisaged that this graded unit will follow on from the units described in the 'Recommended entry to the graded unit' section of this document. This would probably be towards the latter third of the course.

Time management is an important aspect of planning, developing and evaluating a practical activity and in order to help learners manage their time effectively, lecturers should consider setting up individual progress reviews with learners at the start of the Unit delivery time. Lecturers may consider developing a centre pro forma to record their discussions with learners. These discussions or mentoring activities are an essential part of the Graded Unit and should help ensure that learners keep to timelines.

The grade finally achieved by the learner depends on the work submitted. It is therefore very important that staff do not give undue assistance to students. The amount of time spent planning the project at this stage is seen as critical to the development of skills which are genuinely transferable to employment where the ability to work with others is essential.

Use of visuals and appropriate software should be encouraged throughout the course. Learners should be encouraged throughout to use digital images as part of their evidence and to record the ongoing product development.

In Stage 2 learners will be assessed on the quality of the practical work in terms of how well it functions, is it fit for purpose and does it meet a commercially aware standard with regard to 'finish'. Stage 1 and 3 will be assessed by the quality of the learner's research, assimilation and interpretation of data and the degree to which learners have understand the processes and are able to analyse and evaluate the results.

It would be expected that the stage 2 practical assignment would meet the acceptable level of competence for a mid-range priced commercial instrument. The following will be assessed:

- ◆ That the completed fingerboard is set up correctly and ready for playing.
- ◆ That the strings are correctly adjusted to height and the string stops at each end function correctly with the correct degree of string separation.
- ◆ That all points where the strings are anchored function correctly.

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The achievement of these processes with accuracy, efficiency and a finish corresponding to higher end mid-range priced instruments and at first attempt would indicate an award at A. Where the learner requires more than one attempt or where there are slight errors of accuracy or where the finish corresponds to lower end mid-range priced instruments this would indicate a pass at B or C depending on the number of further attempts taken to complete the work, the degree of inaccuracy, number of inaccuracies and/or quality of finish.

Opportunities for developing Core and other essential skills

Learners will demonstrate *Communication* and *ICT* skills evidenced by their folio. The interpretation and assimilation of manufacturers' data will enhance problem solving and numeracy skills. The Core Skill: *Problem Solving* at SCQF level 6 is automatically certificated by this graded Unit.

Additionally, learners will demonstrate their ability to work with others in a healthy and safe workshop environment.

History of changes to graded unit

Version	Description of change	Date
02	Update of Conditions of Assessment	Jul 2018

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General information for learners

Graded unit title: HNC Stringed Instruments Making and Repair: Graded Unit 1 (SCQF level 7)

Towards the end of your course you will start your graded Unit. The purpose of this Unit is to bring together many of the different skills you have learnt throughout your course. You will already have studied or be in the process of studying the following units:

Stringed Instruments: Manufacture of Instrument necks (SCQF level 7)

Stringed Instruments: Manufacture of Instrument body components (SCQF level 7)

Stringed Instruments: Assembly of Instrument Bodies and Necks (SCQF level 7)

This graded Unit also reflects the main aims of the award. These are:

- ◆ to develop learners' knowledge and skills such as planning, analysis and synthesizing
- ◆ to develop transferable skills including Core Skills to the levels demanded by employers and for progression to HND
- ◆ to conduct project work involving the planning integration and application of a variety of skills within a determined time scale
- ◆ to develop a range of contemporary vocational skills within the context of Stringed Instrument making and repair

You will be asked to apply some of the skills and knowledge you have learnt in these Units to a practical assignment. As part of this unit you will be asked to demonstrate your practical skills but you will also have to show how you planned your assignment, how you developed your ideas and how you evaluated what you had produced.

At the start of the unit you will be given an assignment to prepare an instrument for optimal playability and tone. The assignment will be marked out of 100 and you have to pass each part of the project to pass the unit. The marks you get for each part will be added up and you will be given a grade for the unit. The grade you receive is based on the following:

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

If you pass, you will not only achieve the unit but you will also develop your *Communication* skills through discussions with your peers and lecturers. *ICT* and *Numeracy* skills are embedded in the unit and you will also develop skills in *Working with Others*. There is automatic certification of the Core Skill: *Problem Solving* through this graded unit.

Throughout the unit you will meet with your lecturer who will advise you and make sure you are on the right track to achieve your unit within the given timescale.