



## Higher National Unit Specification

### General information

**Unit title:** Stringed Instruments: Team Building Project  
(SCQF level 7)

**Unit code:** HN7L 34

**Superclass:** LJ

**Publication date:** September 2017

**Source:** Scottish Qualifications Authority

**Version:** 2

### Unit purpose

This unit is designed to provide a situation in which a small group of individuals combine to manufacture a musical instrument. This will give learners an insight into group instrument production as would be found in a small commercial workshop. Learners will use their experience of instrument making to plan the group project in its entirety. This will allow them to consider and then implement construction methods pertinent to group building.

This is an optional unit within the Higher National Certificate in Stringed Musical Instrument Making and Repair (SCQF level 7). The unit is aimed at learners who have achieved *Stringed Instruments: Assembly of Instrument Body and Neck* (SCQF level 6).

### Outcomes

On successful completion of the unit the learner will be able to:

- 1 Plan the group manufacture of a musical instrument.
- 2 Produce instrument components as part of a group.
- 3 Assemble instrument components as part of a group.
- 4 Evaluate the project.

### Credit points and level

1 National unit credit at SQF level 7: (8 SCQF credit points at SCQF level 7)

## Higher National Unit Specification: General information (cont)

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### Recommended entry to the unit

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

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

### Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill                      Working with Others at SCQF level 6

Core Skill component                      Planning and Organising at SCQF level 6

### Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

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

# Higher National Unit Specification: Statement of standards

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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

Plan the group manufacture of a musical instrument.

### Knowledge and/or skills

- ◆ Project management
- ◆ Team working
- ◆ Personal responsibilities
- ◆ Timetabling work schedule

## Outcome 2

Produce instrument components as part of a group.

### Knowledge and/or skills

- ◆ Practical woodworking skills
- ◆ Accurate layout skills
- ◆ Health and safety
- ◆ Team work

## Outcome 3

Assemble instrument components as part of a group.

### Knowledge and/or skills

- ◆ Practical woodworking skills
- ◆ Accurate layout skills
- ◆ Health and safety
- ◆ Team work

## Outcome 4

Evaluate the project.

### Knowledge and/or skills

- ◆ Analysis
- ◆ Peer review
- ◆ Team work

## Higher National unit specification: Statement of standards (cont)

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### Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

#### Outcome 1

- ◆ prepare pre team meeting notes.
- ◆ delegate or accept a team role.
- ◆ summarise their practical contribution.
- ◆ produce timetabled work schedule.

Each learner should present evidence detailing preparation notes for a team meeting, a written statement outlining their role and a clear written summary of their proposed practical contribution including timetabled work schedule.

#### Outcome 2

- ◆ produce Instrument components.
- ◆ work to a schedule.
- ◆ work as a team.
- ◆ work safely.

Evidence should be presented as completed components produced to a schedule.

#### Outcome 3

- ◆ assemble component parts.
- ◆ work safely.
- ◆ work to a schedule.
- ◆ work as a team.

Evidence should be presented as an assembled instrument.

#### Outcome 4

- ◆ analyse and record their assessment of the finished project.
- ◆ work as a team.
- ◆ produce a written appraisal of their conclusions of the meeting.

Evidence could be generated as a two part written document presented by the learner.



## Higher National Unit Support Notes

**Unit title:** Stringed Instruments: Team Building Project  
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Unit support notes are offered as guidance and 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 has been designed to develop instrument manufacturing skills in the context of a team where time management and teamwork are essential elements. This unit formalises the planning and scheduling of work in a multi person environment thus giving learners teamwork and time management skills relevant to employability.

Learners should be encouraged to use machines and jigs to expedite the project and align working practices with those of a small professional workshop. Safe working practices should be emphasised throughout the project

Learners could work individually to their schedule or as part of a team. Consultation and interaction should be encouraged. The team leader role could be adopted by all the team members at different stages of the project.

In Outcome 1 each learner should consider their strengths and weaknesses, their preferred role and what valid contributions they can make in a team discussion. Learners need to estimate the timescale for practical work and prepare notes to discuss with the rest of the team. The team should discuss each work schedule and amend as necessary.

Outcomes 2 and 3 are practical and the team leader should adopt a partially supervisory role to hold the whole project together, encouraging discussion where the whole team can suggest solutions to under employment or timescale slippage.

Outcome 4 is the pulling together of all elements of the project where learners can discuss how the project could have been improved or where the learners might be encouraged to assess each members contribution.

Time should be made available for short team meetings during the project where issues can be addressed and creative thinking can be encouraged in the search for solutions.

## Higher National Unit Support Notes (cont)

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### Guidance on approaches to delivery of this unit

Although this unit is structured in a particular order, learners should be encouraged to take responsibility for their learning by working to their timetable and adjusting completion dates to account for challenges in the practical work with the agreement of the team members. This reflects the reality of employment and prepares the learner with coping strategies.

As the main drive of this unit is learner centred, space should be made for group discussion and interpersonal constructive dialogue to stimulate the process of learning.

A discussion between the groups and the tutor should be used to clarify the objectives of the project and identify the team leader role which should be alternated. Delegation of the workload and team member roles should be discussed and the value of every member emphasised.

Lectures and discussion groups might help to identify methods of working to enhance production. Emphasis on production methods used in the small workshop environment would be relevant.

Referring to the units Stringed Instruments: Jig Making and Stringed Instruments: Wood Machining could be useful when giving consideration to production planning methods suitable to small workshops.

### Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcomes 1 and 4 can be assessed together by the submission of a written folio. This could be assessed in a formative manner prior to submission at the unit end, and this would clarify understanding of the unit requirements.

Checklists could be used to record the practical work undertaken in Outcomes 2 and 3. The inclusion of photographs and product could be used as extra supporting evidence.

## Higher National Unit Support Notes (cont)

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### Opportunities for 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 Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

This Unit has the Core Skill of Working with Others embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Working with Others at SCQF Level 6

This unit also has the Planning and Organising component of Problem Solving embedded in it. This means that when learners achieve the unit, their Core Skills profile will also be updated to show they have achieved Planning and Organising at SCQF level 6.

## History of changes to unit

Version	Description of change	Date
2	Core Skill Working with Others at SCQF level 6 embedded. Core Skills Component Planning and Organising at SCQF level 6 embedded.	14/09/2017

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## General information for learners

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This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

In most cases you will have achieved *Stringed Instruments: Assembly of Instrument Body and Neck* (SCQF level 6).

This unit enables you to adopt a commercially based approach to instrument making where you are a valued member of a small team. You will learn how to prepare a work schedule, prepare parts of an instrument and work with the team assembling the instrument.

You will gain an understanding of systems of timetabling and planning work schedules. Emphasis is given to the use of jigs relevant to production in a small workshop where you could be in employment along with others.

Evaluation is an integral part of any project and this unit contains elements of the evaluation process that you may encounter in a small commercial workshop.

This unit has the Core Skill of Working with Others embedded in it, so when you achieve this unit your Core Skills profile will be updated to show that you have achieved Working with Others at SCQF Level 6.

This unit has the Planning and Organising component of Problem Solving embedded in it. This means that when you achieve the unit, your Core Skills profile will also be updated to show you have achieved Planning and Organising at SCQF level 6.