



**Higher National Qualifications  
Internal Assessment Report 2014  
Music Business**

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

# Higher National Units

## General comments

This report is based on five external verification visits. There was one full qualifications visit and four visits to verify Business Units in the context of either the Music or Sound Production frameworks. There were no Graded Unit visits.

All centres visited had significant strengths with no action points recorded. Therefore, this would suggest that, from this external verification sample, centres have a fairly clear and accurate understanding of the requirements of the national standards for HN Music Business.

## Unit specifications, instruments of assessment and exemplification materials

From this external verification sample it appears that assessors are familiar with Unit specifications, instruments of assessment and exemplification material, since all had significant strengths. Centre staff maintained up-to-date master packs containing Unit specifications, instruments of assessment, model answers and checklists, candidate achievement and internal verification forms and materials.

From the sample, assessments were valid, reliable, equitable and fair, and were constructed in accordance with Unit specification and SQA requirements. All evidence verified was deemed to be accurately and consistently marked in accordance with detailed and thorough marking schemes. However, there were recommendations to tighten up some internal assessment requirements to fully reflect the Unit specification.

Team meetings were undertaken to ensure standardisation of Unit delivery and assessment — showing evidence of pre-delivery planning. Meeting minutes were also available.

## Evidence Requirements

The sampled evidence would suggest that overall there is a clear understanding of the Evidence Requirements for Unit(s). Generally, for the Units verified there was evidence of pre-delivery checks and internal verification throughout the term, including sampling of student work therefore complying with SQA guidelines and standards.

## Administration of assessments

From the sample it was clear that assessment is at the appropriate level. In some centres, delivering staff have used SQA exemplars where available, and ensured that these, as well as their own instruments of assessment, matched all knowledge and skills for all Outcomes for each Unit.

There was, in this sample, a very good, robust internal verification system in place — although staff did not always fully adhere to it, hence the recommendations.

Curriculum planning, self-evaluation and review were also generally evident, showing how learning, teaching and the assessment process would be implemented with dates set for targets to be met throughout the year.

### **General feedback**

Feedback to candidates was, in the main, very good, constructive and fair.

Feedback from candidates in these centres was also very positive. Where interviewed, candidates stated that they were enjoying their course and study. Candidates generally felt that they were well supported in all aspects of their course and in the main had access to excellent resources and excellent teaching.

Access to assessment was thought to be fair for all. In each of the sampled centres, candidates were in one facility for their studies, therefore the process was easily managed.

It is clear that candidates across the sector are working conscientiously and very hard, producing exceptional work in some cases. They are supported throughout their studies by teaching teams that are committed and very experienced.

### **Areas of good practice**

In general, course teams are highly motivated and well informed about the assessment and internal verification procedures. They are committed to producing high quality learning environments, learning and teaching materials and producing rigorous and robust assessments. Teams are clearly giving serious consideration to the planning of integrated approaches to assessment at both Unit content level as well as integration across programmes, a factor that should be significant to the experience of every candidate.

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

Many centres appear to be using 'Turnitin' to ensure that evidence from candidates is their own work.

Comments from External Verifiers (EVs) included:

- ◆ *An annual Course Review online tool in one centre was considered a fantastic program that saves staff from manually putting these figures together in advance of review meetings, clearly saving time. All staff having access to this is also excellent for self-evaluation.*
- ◆ *'Mahara' is used to interact with students and set students learning targets throughout the year.*

- ◆ *The 'EV briefing session' by the quality department to teaching staff is a great example of the quality department communicating and working well with teaching staff to ensure positive outcomes of external quality assurance.*

### **Specific areas for improvement**

Delivering lecturers, assessors, internal verifiers and college management are striving to ensure that there is a culture of continuous improvement in their centres. It is therefore anticipated that any recommendations highlighted in an EV report will be implemented to ensure that there is continuous improvement.

Where staff are inexperienced, support should be given to ensure standards are maintained — possibly through assessor/verifier qualifications.