



**Higher National Qualifications
Internal Assessment Report 2015
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 eight external verification visits. There was one full qualification visit and four visits to verify Music Business Units in the context of either the Music or Sound Production frameworks. There were three Graded Unit 2 visits.

All centres visited had significant strengths with no action points recorded. This would suggest that from this external verification sample centres have a clear and accurate understanding of the national standard 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 materials, since all had significant strengths. Centre staff maintained up-to-date master packs containing Unit specifications, instruments of assessment, model answers and checklists, candidate records and internal verification forms and materials.

From the sample, assessments were valid, reliable equitable and fair and were constructed in accordance with Unit specifications 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 requirements to fully reflect Unit specifications.

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. This complies 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, match the knowledge and skills required for all Outcomes for each Unit.

In this sample there were very good, robust internal verification systems in place.

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 and, in some cases, producing exceptional work. 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 assessment and internal verification procedures. They are committed to producing high quality, learning environments and learning and teaching materials, and to producing and managing 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, 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 software to ensure that evidence from candidates is their own work.

A number of good practice areas were identified.

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 hoped that any recommendations highlighted in the External Verifiers' (EV) reports will support this.

Higher National Graded Units

Titles/levels of HN Graded Units verified:

DR34 35 Music Business: Graded Unit 2 (SCQF level 8)

Graded Unit 1 was verified but allocated under Music (63), therefore see the HN Music internal assessment report for comments.

General comments

Across the sector all centres visited had significant strengths with no action points recorded. Therefore this would suggest from this external verification sample that centres have a clear and accurate understanding of the requirements of the national standard for HN Music Business Graded Unit 2.

Unit specifications, instruments of assessment and exemplification materials

Assessors are familiar with the Unit specifications, instruments of assessment and exemplification materials as well as the SQA online support material for this Graded Unit.

From the sample all assessments were valid, reliable, equitable and fair and were constructed in accordance with Unit specifications and SQA requirements. All evidence verified was deemed to be accurately and consistently marked in accordance with marking schemes.

Evidence Requirements

Due to the timing of EV visits for Graded Units the key requirement for verification is that the planning and developing stages are complete with at least an indicative mark allocated. This generally means that the evaluation stage is not complete and rarely verified.

There were some minor issues, eg candidates should ensure that there is a clear focus or purpose to their presentation.

Candidates across the sector are clearly working conscientiously and very hard and, in many cases, producing exceptional work. Most had stated that they are supported well throughout their studies.

Administration of assessments

Assessments in centres are administered well, are at the appropriate level, and decisions are fair and consistent. There appears to be robust systematic internal verification procedures in place. In general, there is good recording of mentoring interviews.

General feedback

Feedback to candidates was, in the main, very good, clear and consistent. Feedback from candidates in the sampled centres was also very positive. Candidates generally felt that tutor support was very useful, timely and constructive. Candidates felt very supported and were usually very complimentary of the teaching teams and environments in which they were learning.

Access to assessment was thought to be fair for all. In 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. The Graded Unit is an opportunity to pull together skills and to pitch and sell oneself. Some candidates excelled and produced high quality work and delivered exceptional presentations. Candidates 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 assessment and internal verification procedures. They are committed to ensuring their candidates gain a high quality experience. Teams are clearly giving serious consideration to the planning and delivery of these Graded Units.

Centres are generally very well equipped and up to date and this affords candidates an excellent learning experience.

Marking schemes which break down the marks into the various evidence requirements, helped with consistency and accuracy of grades allocated.

A number of good practice areas were identified.

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 hoped that any recommendations highlighted in the EVs' reports will support this.