



## National Unit specification: general information

**Unit title:** Music: Organising a Community-based Musical Activity (SCQF level 5)

**Unit code:** H1WX 11

**Superclass:** PN

**Publication date:** October 2012

**Source:** Scottish Qualifications Authority

**Version:** 02

## Summary

This Unit introduces candidates to a variety of musical activities that can be delivered in a community setting, and to the various community groups who benefit from these. Candidates are required to contribute to the planning and delivery of a community-based musical activity, and evaluate their own contribution. They will have the opportunity to develop skills in resource management and to gain an understanding and experience of interacting with people outside of their usual environment.

This is an optional Unit in the National Certificate in Music (SCQF level 5) but can also be taken as a freestanding Unit.

The Unit is suitable for candidates who wish to gain experience in organising community-based musical activities. As such, this Unit may be useful for candidates studying in the areas of music, music performance, music business, event management, music for wellbeing and/or community projects.

## Outcomes

- 1 Contribute towards the planning for a community-based musical activity.
- 2 Contribute to the delivery of the community-based musical activity.
- 3 Evaluate own contribution to the community-based musical activity.

## Recommended entry

While entry is at the discretion of the centre, it is anticipated that candidates will have a background in music and ability on one or more instruments. This could be evidenced by the following, or equivalent:

*Performing Music on One Instrument or Voice* (F3F4 11).

## General information (cont)

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## Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

## Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 5 Planning and Organising at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

## **National Unit specification: statement of standards**

**Unit title:** Music: Organising a Community-based Musical Activity  
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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**

Contribute towards planning a community-based musical activity.

#### **Performance Criteria**

- (a) Identify a range of musical activities that could be delivered in a community setting and the benefits to community groups.
- (b) Investigate the suitability of contributing to an existing musical activity within a community group.
- (c) Agree and record details of the proposed contribution with the current provider of musical activity at the chosen community group.
- (d) Identify the key tasks and resources required to carry out the contribution effectively.

### **Outcome 2**

Contribute to the delivery of the community-based musical activity.

#### **Performance Criteria**

- (a) Carry out the key tasks identified in the plan.
- (b) Use resources appropriately in accordance with the plan.
- (c) Carry out all practical activity efficiently and safely and in accordance with the needs of the community group.

### **Outcome 3**

Evaluate own contribution to the community-based musical activity.

#### **Performance Criteria**

- (a) Devise and implement an effective means of reflecting on own experience and performance during the delivery of the community-based musical activity.
- (b) Produce a short evaluation of own contribution made to the community-based musical activity.

## National Unit specification: statement of standards (cont)

**Unit title:** Music: Organising a Community-based Musical Activity (SCQF level 5)

### Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

#### Outcome 1

For Outcome 1, written and/or oral evidence is required to demonstrate that candidates have covered all of the Performance Criteria. This should be gathered under open-book, supervised conditions.

Candidates should be assessed individually and must identify three musical activities suitable for delivery within a community setting. They must identify two community groups who could benefit from such activities and how each community group could benefit.

Candidates will be allocated a specific community group and investigate the suitability of contributing to an existing musical activity therein. They will research their choice of musical activity in terms of practicability and resources required.

Candidates must contribute to a plan for delivering a community-based musical activity. Any planned action will require to be negotiated with, and approved by the current or lead provider of musical activity at the chosen community group.

The completed plan must be clearly structured and cover:

- ◆ the musical activity which has been selected
- ◆ who the target community group is
- ◆ how candidates intend to carry out the activity
- ◆ what resources are required (including personnel and equipment)

#### Outcome 2

Performance evidence is required to show that candidates have contributed to the community-based musical activity in accordance with the plan. This will show that candidates have:

- ◆ Completed all key tasks during the implementation process
- ◆ Used resources appropriately in accordance with the plan
- ◆ Carried out all practical activity efficiently and safely and in accordance with the needs of the community group

This evidence should be gathered under supervised conditions on one assessment occasion.

## **National Unit specification: statement of standards (cont)**

**Unit title:** Music: Organising a Community-based Musical Activity  
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### **Outcome 3**

Written and/or oral evidence is required to demonstrate that candidates have covered all of the Performance Criteria. This should be gathered under open-book, supervised conditions.

This will show that candidates have evaluated the contribution made to the activity in terms of strengths and areas for improvement.

## **National Unit specification: support notes**

**Unit title:** Music: Organising a Community-based Musical Activity (SCQF level 5)

This part of the Unit specification is offered as guidance. The support notes 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**

At the time of writing, there are no National Occupational Standards that this Unit can be mapped against. However, deliverers should consider National Occupational Standards as part of the context for delivering this Unit, when they are available.

This is an optional Unit in the National Certificate in Music (SCQF level 5) but can also be taken as a freestanding Unit.

This Unit is designed to give candidates both an appreciation of the wide variety of musical activities that can be used within a community setting, and an understanding of how music can be used to benefit groups within the community. Musical activities covered may include: group playing/singing; solo playing/singing; pre-recorded music; DJing; backing tracks, etc. Community groups covered may include children's groups, senior citizens, ethnic groups, individuals with additional needs, and special interest groups.

Candidates will have the opportunity to plan, contribute to delivery and evaluate their own contribution.

### **Guidance on learning and teaching approaches for this Unit**

For full-time students it is expected that by timetabling this Unit for delivery in the later part of the academic year, candidates will have gained suitable knowledge, skills, experience and confidence with which to carry it out effectively. The delivery of this Unit is designed to give candidates the opportunity to use existing skills in a creative way.

Candidates will find it helpful in understanding how they might approach this Unit if they are given realistic examples of acceptable and achievable projects.

As Outcome 1 is partly concerned with the identification of community groups and suitable musical activities, learning and teaching approaches could include visits to community groups and guest speakers. The work of those already operating within the community music field would also be worth investigating. This Outcome can be used to identify the benefits of such outreach activities both to candidates and the particular group. The benefits of music as therapy could also be explored.

In Outcome 1 candidates must contribute to a plan for delivering a component of a musical activity. Candidates should be encouraged to reference in their plan any key information or guidance imparted by the current provider, to whose activity they will be contributing. Additionally, aspects such as 'get in' times, set-up, sound check, performance and de-rigging should be covered, where appropriate.

## **National Unit specification: support notes (cont)**

**Unit title:** Music: Organising a Community-based Musical Activity (SCQF level 5)

The completed plan should be submitted to the tutor or assessor for approval before commencing Outcome 2.

For Outcomes 1 and 2, planning and implementing a contribution to an activity will be more manageable if the centre has strong links with, and support from, a range of relevant external agencies and organisations, including community groups.

Outcome 3 provides an opportunity for candidates to reflect on their particular activity. This can be used to reinforce the importance of effective planning. The ability to adapt a plan in the case of encountering unforeseen problems should also be addressed. Future recommendations for the delivery of similar activities could also be explored identifying any possible improvements.

Candidates themselves are not required to perform musically; which means that this Unit can be undertaken by a wide range of learners.

### **Essential Skills**

Within this Unit, there are opportunities for candidates to develop Essential Skills, as noted below.

### **Enterprise**

Whilst undertaking Outcome 1, creativity and innovation should be imperatives in terms of contributing to an effective plan for the delivery of an appropriate activity that engages and stimulates participants. Embedded across all three Outcomes are themes of self-employment and associated considerations and responsibilities. Outcome 3 relates to evaluation and may develop self-awareness and self-development.

### **Employability**

In completing this Unit, candidates will gain experience of the standard, professional arts practice of planning, delivering and evaluating a participative project. Candidates' understanding of the required norms and expectations will develop. With a degree of autonomy built in, self-management, time management and problem solving will have to be considered and addressed. Different forms of communication and literacy will be required and client awareness will be of paramount importance throughout. Team working and negotiation skills will be called upon during the planning and delivery phases through working jointly with an existing music provider.

### **Sustainable Development**

Community music-making can provide an excellent vehicle for exploring and raising awareness of local, national or global matters, such as environmental or societal issues.

## National Unit specification: support notes (cont)

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In identifying and working with external organisations, candidates will have opportunities to develop skills associated with collaboration and partnership working. Participative working should feature, both through dialogue with the host organisation and the recipients of the musical activity. By design, this Unit promotes reflective practice and may represent an introduction to the concepts therein. Outcome 3 places particular emphasis on self-reflection.

### Citizenship

This Unit is intrinsically linked to community involvement, embodying issues surrounding entitlement, diversity, decision-making, effective contributions and capacity building.

### Guidance on approaches to assessment for this Unit

Each Outcome could be assessed using a variety of assessment methods.

Outcome 1 could be assessed via a short report or a presentation. Candidates may use course notes, their own notes and conduct research using the internet.

Outcomes 2 and 3 could be assessed via a single project concerned with the planning and contribution to the delivery of a musical event within a community setting. It is recommended that the community-based musical activity takes place in a real environment. This could be within the presenting centre if there is appropriate community activity taking place therein. This evidence could be supplemented by an Observation Checklist used to record progress through each of the Performance Criteria.

Written and/or oral evidence for Outcome 3 could be in the form of a short reflective account.

Candidates should be assessed on an individual basis. However, there is scope to assess each individual as part of a larger concert/activity, eg where a number of activities are staged as part of a larger event. Each candidate would be responsible for their segment of the activity and their plan would reflect this.

Time should be allowed for any necessary re-assessment.

### Opportunities for the use of 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 e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.



## National Unit specification: support notes (cont)

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### Opportunities for developing Core Skills

In this Unit candidates will learn about a variety of musical activities that can be delivered in a community setting, and the benefits to various community groups. Candidates will contribute to the planning and delivery of a community-based musical activity, and evaluate their own contribution and performance. Candidates will:

- ◆ Research a range of musical activities suitable for delivery within a community setting
- ◆ investigate the suitability of contributing to a musical activity
- ◆ Contribute to planning
- ◆ Complete key tasks during the implementation process
- ◆ Use resources appropriately in accordance with a plan
- ◆ Carry out practical activities efficiently and safely
- ◆ Evaluate their own contribution in terms of strengths and areas for improvement

This means that as they are doing this Unit, candidates may develop aspects of the Core Skills of *Communication*, *Problem Solving* and *Working with Others*.

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5 and Planning and Organising at SCQF level 5.

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking and Planning and Organising at SCQF level 5 embedded.	09/10/2012

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