



National Unit specification: general information

Unit title: Professional Practice for Community Musicians (SCQF level 6)

Unit code: H1X3 12

Superclass: AE

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Summary

The Unit provides candidates with an understanding of business administrative frameworks under which work as a musician can take place, including on an employed, self-employed/freelance or voluntary basis. It will cover contractual issues and develop understanding of the responsibility to ensure that work as a musician in a community setting, and/or delivering music activities to promote wellbeing, comply with the relevant legal and regulatory frameworks. It will also support understanding of the ethical and social aspects relevant policies, procedures and practice that should be considered. It will also develop candidates' understanding of the need for Continued Professional Development (CPD).

The Unit is suitable for candidates wishing to develop their knowledge of the professional working environment for musicians in a range of community settings, and those who wish to promote wellbeing through music. This may include be school leavers or those already in the workforce with the required level of knowledge and music skills.

This is a mandatory Unit within the National Progression Award: Music for Wellbeing (SCQF level 6), but can also be taken as a freestanding Unit.

Outcomes

- 1 Explain selected aspects of employment law pertaining to the role of a musician in a community setting
- 2 Explain selected aspects of the legal and regulatory frameworks impacting on community musicians
- 3 Demonstrate an understanding of ethical and social issues to be considered when working as a community musician
- 4 Explain employability issues to be considered when working as a community musician

General information (cont)

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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 achievement of the Unit *Performing Music on One Instrument or Voice* (F3F4 11), or equivalent.

It would be beneficial if candidates have good communication and interpersonal skills, either by possession of Communication or English at SCQF level 5, or equivalent.

Credit points and level

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

**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

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

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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

Explain selected aspects of employment law pertaining to the role of a musician in a community setting.

Performance Criteria

- (a) Explain employment structures relating to employment in the role of a musician in a community setting and/or delivering music activities to promote wellbeing.
- (b) Outline requirements regarding income tax and NI contributions.
- (c) Identify contractual obligations for employers and musicians working in the field.
- (d) Outline common areas covered by contracts.

Outcome 2

Explain selected aspects of the legal and regulatory frameworks impacting on community musicians.

Performance Criteria

- (a) Identify legal and regulatory issues to consider when carrying out work in the field.
- (b) Explain how the identified legal and regulatory issues are considered when planning and delivering a practical music activity.
- (c) Provide a plan for a practical music activity that takes account of legal and regulatory issues which apply in the field and how they are applied.

Outcome 3

Demonstrate an understanding of ethical and social issues to be considered when working as a community musician.

- (a) Identify ethical and social issues to consider when carrying out work as a community musician.
- (b) Explain how these are taken into account when planning and delivering practical music activities.
- (c) Provide a plan for musical activity that takes account of ethical and social issues.

National Unit specification: statement of standards (cont)

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Outcome 4

Explain employability issues to be considered when working as a community musician.

- (a) Explain the main issues to consider regarding professional behaviour as a community musician.
- (b) Identify sources of support for self-development and Continuing Professional Development (CPD) as a community musician.
- (c) Explain the importance of self-development and CPD and how to access self-development opportunities.

Evidence Requirements for this Unit

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

For Outcome 1, written and/or oral evidence is required which should be gathered under open-book, supervised conditions. Candidates must:

- ◆ Explain at least two different employment structures for musicians working in the field
- ◆ Identify at least two different types of employment contract, and for each, outline regulations regarding payment of tax and National Insurance, pertaining to employed and self-employed workers
- ◆ Explain at least three key points covered by contracts of employment

For Outcome 2, written and/or oral evidence is required which should be gathered under open-book, supervised conditions. Candidates must:

- ◆ identify a minimum of three legal or regulatory issues that apply to work in the field of music in community settings, and explain how these are considered when planning and delivering a practical music activity
- ◆ provide a plan for a practical music activity, including examples of good practice, covering at least three of the following:
 - data protection and confidentiality
 - health and safety
 - child and vulnerable adult protection
 - safeguarding and copyright issues

For Outcome 3, written and/or oral evidence or performance evidence is required to show that candidates have covered all of the Performance Criteria. This should be gathered under open-book, supervised conditions.

Candidates should demonstrate an understanding of the ethical and social issues that apply in the field. As a minimum, candidates must provide a plan for musical activity which identifies and considers at least two ethical issues and two social issues which have an impact on planning and delivery of a musical activity, working as a community musician.

National Unit specification: statement of standards (cont)

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For Outcome 4, written and/or oral evidence is required, which should be gathered under open-book, supervised conditions. Candidates must explain:

- ◆ How to behave acceptably in a community music setting
- ◆ How they should present themselves in a community music setting
- ◆ How to communicate effectively in a community music setting
- ◆ How they can develop themselves as community musicians
- ◆ How to access self development training opportunities for community musicians

National Unit specification: support notes

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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 a mandatory Unit within the National Progression Award: Music for Wellbeing (SCQF level 6), but can also be taken as a freestanding Unit.

This Unit is designed to give candidates an understanding of good professional practice in the field and develop an awareness of employability and a positive attitude to self-development and CPD. As far as possible, it should provide an opportunity for candidates to develop their learning in the context of actual real life situations. This will help to promote an understanding of the reasons behind the legal and regulatory framework, policies and recommended practice, which exist in the sector.

Candidates should be able to apply what they have learned through discussion with employers, organisations and groups in the sector. Opportunities to experience practical work with these organisations and musicians employed by them, will allow candidates to view current good practice at first hand.

Guidance on learning and teaching approaches for this Unit

Timetabling of the first two parts of this Unit could take place in the earlier stages of the academic year, prior to any practical community based activity or planning of such activity. This will develop a basic understanding of the context in which music skills are applied and can inform candidates' approach when they later undertake more practical and creative tasks.

It will be helpful for candidates to be given realistic examples of the type of projects that take place in community settings and to be offered opportunities to suggest and discuss the issues that might arise, prior to their actual involvement in a real situation.

It may be useful for candidates to be able to meet and talk to practising community musicians about their work and experiences and have the opportunity to visit organisations and observe activities taking place in community settings. These observational visits would provide the opportunity for shared reflection and useful insights for planning practical aspects at a later stage.

National Unit specification: support notes (cont)

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Essential Skills

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

Enterprise

Candidates are engaging in an activity with direct relevance to possible career development and entrepreneurship. They are encouraged to develop their self-awareness and identify scope for improvement.

Employability

Candidates have opportunities to develop aspects of self-management, team working, employer and customer awareness, problem solving and communication and literacy throughout this Unit.

Citizenship

There are opportunities to develop skills through community involvement, applying knowledge of rights and responsibilities, practising diversity and effective contribution to society.

Guidance on approaches to assessment for this Unit

All the Outcomes could be assessed holistically in the form of a plan for one musical activity.

In Outcome 1, candidates should be assessed individually. Candidates should demonstrate an awareness of the different employment structures for musicians working in the field, regulations regarding payment of tax and national insurance, contractual obligations of employers and employees and general content of contracts. Where explaining key points covered by contracts of employment, ideally this will be done with reference to examples drawn from experience of real situations.

In Outcome 2, candidates should be assessed individually. Candidates should demonstrate an understanding of the legal and regulatory frameworks that apply to work in the field of music in community settings, including data protection and confidentiality, health and safety, child and vulnerable adult protection, and safeguarding and copyright issues.

In Outcome 3, candidates must demonstrate an understanding of the ethical and social issues that apply to delivery of a musical activity when working as a community musician. This could be done via a written assessment or through demonstrating skills and knowledge in an observed practical session.

Candidates could be assessed either individually or in groups as part of group presentations of planning, and/or observation of actual practical work, carried out in a real-life setting. If written or oral evidence is provided it should be clear that actual experience of real situations should be the basis of knowledge, and reference should be made to specific activities.

National Unit specification: support notes (cont)

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In Outcome 4, candidates should be assessed either individually or in groups as part of group presentations, and make reference to real life situations they have experienced. They should present examples of research into training and CPD opportunities that exist.

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 social software. 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)*.

Opportunities for developing Core Skills

In this Unit candidates will learn about the relevant policies, procedures and practice that have to be taken into consideration and applied when working as a music practitioner in a range of community settings. Candidates will study:

- ◆ contractual, legal, ethical and social issues which apply to music practitioners
- ◆ relevance of these issues when planning practical music activities
- ◆ planning practical music activities
- ◆ the main issues to consider regarding professional behaviour in a work role
- ◆ sources of support and how to access them for self-development and Continued Professional Development for music practitioners

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

In addition candidates may develop aspects of the following Core Skill where specific learning and teaching approaches are adopted:

- ◆ *Working with Others* — if Outcomes 2 and 3 are undertaken on a group basis

This Unit has the Critical Thinking component 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.

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

History of changes to Unit

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

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