



National Unit specification: general information

Unit title: Music: Using Technology in Delivering Music for Wellbeing (SCQF level 6)

Unit code: H1X0 12

Superclass: LH

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Summary

This Unit enables candidates to use technology in delivering music for wellbeing within a variety of settings. Candidates will research hardware and software based technology and their applications, and will use equipment within practical sessions. Candidates will be encouraged to reflect upon personal practice and to further develop their skills in the use of technology in delivering music activities.

This Unit is suitable for those candidates who have an interest in music making and facilitating within community settings and those who wish to work with clients who have physical or mental difficulties. This is an optional Unit within the National Progression Award: Music for Wellbeing (SCQF level 6), but can also be taken as a freestanding Unit.

Outcomes

- 1 Identify software packages which may be used to create and present music.
- 2 Identify forms of technology based hardware which may be used to create and present music.
- 3 Plan, implement and evaluate the effectiveness of music technology in music for wellbeing sessions.

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 6: (6 SCQF Credits at 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 Course gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 5

Core Skill component None

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

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

Identify software packages which may be used to create and present music.

Performance Criteria

- (a) Identify sequencer based software.
- (b) Identify virtual instrument based software.
- (c) Identify recording/playback based software.

Outcome 2

Identify forms of technology based hardware which may be used to create and present music.

Performance Criteria

- (a) Identify a hardware based instrument(s) which can be used to create melody.
- (b) Identify a hardware based instrument(s) which can be used to create rhythm.
- (c) Identify hardware based music technology which can be used by people with limited motor skills.

Outcome 3

Plan, implement and evaluate the effectiveness of music technology in music for wellbeing sessions.

Performance Criteria

- (a) Plan delivery sessions of music for wellbeing.
- (b) Deliver sessions of music within a community setting using music technology within each.
- (c) Evaluate sessions and make recommendations for future delivery.

National Unit specification: statement of standards

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Evidence Requirements for this Unit

Written and/or Oral recorded evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria. This will be generated under open-book conditions.

Outcome 1

For Outcome 1, candidates must identify a minimum of three software packages to include one which is sequencer based, one which is virtual instrument based and one which is recording/playback based. Candidates must then identify a minimum of three key features of each.

Outcome 2

For Outcome 2, candidates must identify a minimum of two different forms of hardware based instrument which may be used in the delivery of music for wellbeing and identify a minimum of three key features of each.

Candidates must also identify at least one type of hardware based music technology which can be used by people with limited motor skills and identify a minimum of three of its key features.

Outcome 3

For Outcome 3, candidates must produce a minimum of three distinct delivery plans for a session of music for wellbeing. The plans must include timings, strategy, tasks, equipment required, aims/Outcomes and methods.

Performance evidence is required to show that candidates have delivered at least one of these planned sessions.

Following delivery, candidates must submit an evaluation of the delivered session, to include feedback from at least two sources, and recommendations for future delivery.

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

As part of the NPA, this Unit could be delivered in conjunction with the Unit, *Music: Organising a Community-based Musical Activity* (SCQF level 6).

The Unit is intended as an introduction to the scope of technology available for delivery of music for wellbeing. Although there are no formal entry requirements, it would be beneficial if candidates have prior musical skills and ideally are familiar with some concepts and techniques, related to the use of music based software and hardware. A basic level of competence in playing an instrument will enhance candidates' delivery skills.

The Unit will encourage candidates to explore the variety of different client groups, facilities and needs in the community including elderly, special needs, adult resource centres, care homes and individual clients. Candidates will have the opportunity to develop new skills and knowledge in the use of technology and music and to discover ways in which technology can enhance the lives of these client groups.

Guidance on learning and teaching approaches for this Unit

This Unit can be delivered in a variety of teaching situations. Classroom based demonstrations of ICT and music software will be beneficial where equipment allows, and may enhance understanding and encourage candidates to explore features of programmes for recording or playing music. There is a wealth of information available on the internet regarding both hardware and software and candidates should be directed towards appropriate search categories when conducting research. It is important for the tutor to emphasise the rate of development in this area and that candidates are aware of the need to be familiar with current practice.

Working in groups will afford candidates the opportunity to develop delivery skills and to experiment with different types of equipment prior to being assessed within the community.

Candidates should be encouraged to identify a variety of different settings where music is delivered in the community and where possible, they should observe music sessions within these contexts. This will allow candidates to explore different approaches for each setting and to witness first-hand, the potential need for flexible and reactive delivery.

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.

Employability

Employability skills may be developed through application of ICT skills and reference to employer and customer awareness arising from working in the community.

Enterprise

Outcome 3 can develop and enhance the area of enterprise, through reference to career development, self-management and problem solving.

Citizenship

There are opportunities to develop aspects of citizenship since this Unit is linked to community involvement and broadly to issues surrounding entitlement, diversity, decision-making, effective contributions and capacity building.

Guidance on approaches to assessment for this Unit

A variety of methods may be used to assess and gather evidence for this Unit. Each Outcome may be assessed during a discrete occasion, but it may be beneficial to assess Outcomes 1 and 2 together. A single assessment could be submitted in the form of a report or a practical demonstration, covering all Evidence Requirements.

The format of the report can include written, oral or practical demonstration. If candidates choose to present orally or demonstrate practically then observational checklists and/or video evidence should be used/retained. If a practical demonstration is agreed it is possible that this may be in the form of a group demonstration. If this is the case then all candidates must have equal input and all should meet Performance Criteria and Evidence Requirements, with separate checklists for each candidate.

Candidates will be required to submit lesson plans for Outcome 3 along with an evaluation. This may be in the form of written or oral report. It may be possible for a work based assessor or responsible professional within the setting of the community delivery to complete a checklist for candidates which should be supplied by the tutor.

National Unit specification: support notes (cont)

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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).

Opportunities for developing Core Skills

In this Unit candidates will investigate available technology for use in delivering music for wellbeing and plan for and use some of the identified equipment within a variety of settings.

Candidates will:

- ◆ Research and identify software and hardware packages suitable for creating and presenting music
- ◆ Identify key features and functions of software packages
- ◆ Produce delivery plans/schedules that include timings, strategies, tasks and equipment
- ◆ Deliver planned sessions
- ◆ Evaluate effectiveness of sessions and make recommendations for the future

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

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

- ◆ *Information and Communication Technology* — if used as a research tool
- ◆ *Working with Others* — if candidates involve other musicians in their sessions

This Unit has the Core Skill of Problem Solving embedded in it, so when candidates achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving 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 Skill Problem Solving at SCQF level 5 embedded.	09/10/2012

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