



National Unit specification: general information

Unit title: Music and Wellbeing (SCQF level 6)

Unit code: H1X1 12

Superclass: LF

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Summary

This Unit introduces candidates to human behaviour theory and the factors that affect wellbeing. The concepts associated with music and its effect on wellbeing will be explored, highlighting the influence that music has on emotions, mood and behaviour.

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 suitable for those who are interested in applying musical skill in a community environment or to undertake further study.

Outcomes

- 1 Investigate the factors that affect human wellbeing and behaviour.
- 2 Describe the effects that music has on human wellbeing and behaviour.
- 3 Identify the effects that music has on human wellbeing and behaviour.

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 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

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit specification: statement of standards

Unit title: Music and Wellbeing (SCQF level 6)

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

Investigate the factors that affect human wellbeing and behaviour.

Performance Criteria

- (a) Research from a variety of sources factors that affect human wellbeing and behaviour.
- (b) Identify and explain the factors that affect wellbeing.
- (c) Identify and explain the factors that affect behaviour.

Outcome 2

Describe the effects that music has on human wellbeing and behaviour.

Performance Criteria

- (a) Describe the effect that music has on mood and identify emotional changes.
- (b) Describe the effect that music has on heart rate.
- (c) Describe the effect that music may have on memory recall.
- (d) Describe physical effects that music has on behaviour.

Outcome 3

Identify the effects that music has on human wellbeing and behaviour.

Performance Criteria

- (a) Carry out observations to establish the effects that music has on human wellbeing and behaviour using a variety of music.
- (b) Identify and record any changes that take place — physical and/or emotional after listening to music.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

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

Outcome 1: Written and or recorded oral evidence generated under open-book conditions is required, where candidates undertake an assignment to a specified brief. Candidates must:

a) Identify factors affecting human well-being, including:

- ◆ standard of living
- ◆ life achievements
- ◆ personal health; relationships
- ◆ safety and security
- ◆ community and connections

b) Identify factors affecting human behaviour, including:

- ◆ personal spirituality and/or religion
- ◆ beliefs
- ◆ attitudes
- ◆ society and social issues
- ◆ intelligence
- ◆ emotion
- ◆ perception

Outcome 2: Written and/or recorded oral evidence generated under closed-book conditions is required. On one assessment occasion of approximately one hour's duration, candidates should answer structured questions and in so doing, describe:

- ◆ how mood in people is affected by music with identification of potential emotional changes
- ◆ how a person's heart rate is affected by music, stating whether specific feelings such as fear, anxiety, or relaxation are prompted
- ◆ physical symptoms that music can induce in people
- ◆ how music can affect memory recall

Outcome 3: Written evidence in the form of a summary report, carried out in open-book conditions is required. Candidates must undertake a minimum of two observations using a minimum of two different music examples. Each observation should last between 20 and 30 minutes. Evidence should include:

- ◆ place or location of the observation
- ◆ the name of the piece(s) of music used
- ◆ the composer(s)
- ◆ duration of the observation
- ◆ how the music affected the person (client)
- ◆ age and gender of the client

National Unit specification: support notes

Unit title: Music and Wellbeing (SCQF level 6)

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

Although there are no mandatory entry requirements for this Unit, it would be beneficial if candidates have some previous experience of music and a basic level of competence in playing an instrument. An ability to read music could also enhance candidates' understanding of the skills and knowledge required to pass the Unit.

This Unit is designed to give candidates an appreciation of the effects that music can have on health and wellbeing. Candidates will have the opportunity to investigate the role music plays to promote positive behaviour and develop social skills and emotional wellbeing. Music has a great many healing qualities, affecting the everyday experience of many people. These qualities are unaffected by age, ability, culture or religion, and can be used as a means for positive change. Music can now be considered a central feature of everyday life for many, if not most people. It is a universal language, speaking to all and for many, will have helped create their identity in their formative years. Many people use soothing music to relax, or play fast paced music that uplifts their spirit.

There is a great deal of research that suggests that musical stimulation causes the human body to release natural 'feel good' chemicals (opiates and endorphins). This results in improved pulse rate, breathing, blood flow, blood pressure, and even changes in posture.

For many people the story of their life is reflected in the music they have listened to. Music has the power to evoke memories and place events in time. It can also provide a backdrop to life. For example, hearing the music performed or used at an event such as a wedding greatly assists in memory recall of that event.

The content for this Unit should therefore reflect as many uses of music as possible. Candidates should undertake research to provide illustrations of the various uses of music in a health and wellbeing situation.

The Unit can be used in a variety of contexts from college based activities to community activities for example, with young people, disabled people or the elderly.

National Unit specification: support notes (cont)

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Guidance on learning and teaching approaches for this Unit

It is recommended that tutors provide an induction to the Unit which enables candidates to understand fully what is required and the approaches that will be adopted.

Outcomes 1 and 2 will mainly focus on class lectures, discussion, reading materials and internet research. Invited guest speakers may supplement candidates' experiences.

In Outcome 3, candidates are required to carry out observations to investigate how music affects human wellbeing and behaviour. The selection and use of various genres should be discussed as a group activity where learners should be encouraged to explore the way in which emotions are stimulated dependent on mood and circumstances.

The observations should be carried out on a range of people, of varying gender and age and should cover a variety of musical genres to gain as wide a range of results as possible. From the group activity, the class could be split in such a way to meet this requirement.

It is important that learners are made aware of how results can differ substantially between individuals. Learners should therefore be encouraged to undertake observations of their peers before progressing to assessment.

Developing Essential Skills

By adopting the above learning and teaching approaches and through the Outcomes and corresponding Evidence Requirements, the Unit should provide candidates with an opportunity to develop the following essential skills for life, learning and work.

Employability — Candidates should be encouraged to consider how they might apply vocational skills developed in this Unit. The opportunities presented will include not only employment within a care environment but also self-employment.

National Unit specification: support notes (cont)

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In addition to the vocational content, candidates should be encouraged to develop a positive approach to employability skills as identified by employers. These should be taught as an integral part of the Unit. During this Unit, opportunities will arise where candidates will have the opportunity to develop the following employability skills:

- ◆ Self-awareness and a positive attitude and willingness to learn
 - learning by experience
 - an interest in human behaviour and wellbeing
 - drive and commitment and a focus on achievement
- ◆ Good timekeeping
- ◆ Appropriate appearance
- ◆ Customer care skills
- ◆ Good communication skills — listening and talking
- ◆ Ability to work in a team
- ◆ Showing respect and consideration for others
- ◆ Ability to follow instructions
- ◆ Ability to multi-task
- ◆ Timeliness (showing a good sense of time)
- ◆ Knowledge of health and safety procedures
- ◆ Awareness of roles and responsibilities
- ◆ Awareness of child protection issues
- ◆ Exploring own creativity
- ◆ Confidence to seek feedback
- ◆ Review and self-evaluation skills

Achievement in a number of these employability skills can be clearly identified as a result of the evidence generated through the assessment activities for this Unit.

Practical activity should be carried out in as realistic an environment as possible and involve working with clients, and working with others in a team. This will develop good working practice. When delivering this Unit as part of the SCQF level 6 NPA in Music and Wellbeing, evidence for Outcome 3 of this Unit will give candidates greater opportunity to demonstrate the development of their employability skills profile across the duration of the Group Award.

Enterprise — An entrepreneurial approach should be promoted where candidates are made aware of all opportunities to ensure self-development opportunities are explored. The values associated with enterprise include encouraging self-confidence, having a belief in ability and a positive ethos to both life and work. Candidates should appreciate factors associated with an enterprise environment such as different working, business or organisational cultures. They should also be clear about who the stakeholders are, and their expectations. Central to the activities, and related to being entrepreneurial, are an ability to problem solve, to think creatively and to use initiative to find solutions.

National Unit specification: support notes (cont)

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Citizenship — Candidates will also develop values related to citizenship because they will be responsible for their work and actions, while respecting the needs and rights of others. They will also gain an understanding of individual and societal rights and responsibilities through study of factors that affect human wellbeing and behaviour. This should lead to an understanding of equality, fairness and justice aiding them in being an effective contributor to society.

The ideas outlined above concerning citizenship values are closely related to how ideas around sustainable development will evolve. Through considering ideas such as fairness and justice candidates will also consider how these may have affected the wider environment, and therefore, how to address the issues. If candidates link ideas and connect their thinking they will be able to reflect fully and make decisions in an informed and fair way.

Guidance on approaches to assessment for this Unit

Each Outcome should be assessed individually and the Evidence Requirements for each Outcome are fully expressed in the mandatory section of this Unit specification.

There are good opportunities for formative assessment with peers within this Unit. Recommended assessment is as follows:

- Outcome 1: A written assignment, carried out in open-book conditions. Candidates should be given a brief to work to as well as adequate time to research and complete the assignment.
- Outcome 2: Structured questions answered under closed-book conditions, in a single assessment occasion of one hour's duration.
- Outcome 3: A summary report, generated through carrying out observations and recording the results to investigate how music affects human wellbeing and behaviour. Each observation should last around 20 to 30 minutes. Candidates should record the results of their observations on a pre-prepared pro forma in the form of a summary report.

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 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)*.

National Unit specification: support notes (cont)

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Opportunities for developing Core Skills

In this Unit candidates will learn about the positive effects that music has on health and wellbeing. Candidates will:

- ◆ investigate the role music plays to promote positive behaviour and develop social skills and emotional wellbeing
- ◆ identify and explain the factors that affect behaviour and wellbeing
- ◆ provide illustrations of the various uses of music in a health and wellbeing situation
- ◆ observe and record changes that take place after listening to music

This means that as candidates are doing this Unit, they 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:

- ◆ Working With Others — if Outcomes 1, 2 and 3 are undertaken on a group basis or if candidates choose to liaise with people outwith their centre when planning and implementing their musical activity

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

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