



**Arrangements for:  
National Certificate in Music  
at SCQF level 6**

**Group Award Code: G978 46**

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## **Acknowledgement**

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# 1 Introduction

This is the Arrangements Document for the new Group Award in Music at SCQF level 6. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The award is designed to meet the needs of candidates who wish to develop a foundation for progression to further study and to provide skills and knowledge appropriate to the music industry.

# 2 Rationale for the development of the Group Award

The rationale for the National Certificate (NC) in Music is based on two main factors, both of which reflect gaps in current SQA provision in this area at this level. The first is the absence of a suitable SQA award while the second is the limited availability of relevant, up-to-date Units suitable for the needs of those studying at this level. Both constrain the ability of colleges to provide programmes of study which will prepare candidates adequately for employment or enable successful candidates to progress to further study and qualifications.

The NC in Music aims to provide candidates with appropriate skills and knowledge in music performance, business and technology, by providing a mandatory set of Units and wide range of optional Units which can be tailored to the needs of the candidate therefore allowing a number of progression routes.

## Nature and purpose of award

Research has established that music plays a central role in the cultural life of Scotland and the UK. This importance has been recognised by many across Scotland, including the Scottish Government:

‘Culture is a part of the way that we understand and project ourselves and Scotland’s place in the world. We have a reputation for unique, accessible and high-quality culture that embraces the traditional and the contemporary. Scotland’s rich heritage and vibrant cultural life play a huge part in making Scotland a great place in which to live, work and invest, and to visit.’

Linda Fabiani, The Minister for Europe, External Affairs and Culture, Nov 2007.<sup>1</sup>

The Creative and Cultural and Skills Council (CCSC) defines the music industry as follows:<sup>2</sup>

- ◆ Composition of musical works and music publishing
- ◆ Production, retail and distribution of musical instruments/audio equipment
- ◆ Promotion, management and agency related activities
- ◆ Live performance
- ◆ Recording
- ◆ Retail and distribution of recordings

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<sup>1</sup> [http://www.scottish.parliament.uk/business/officialReports/meetingsParliament/or-07/sor1\\_107-02.htm](http://www.scottish.parliament.uk/business/officialReports/meetingsParliament/or-07/sor1_107-02.htm)

<sup>2</sup> <http://www.ccskills.org.uk/insight/music.html>

From an economic standpoint the music industry is a significant contributor to the UK economy. The Creative and Cultural Skills Council has established that there are over 95,000 people employed in the music industry and that it has a Gross Value Added (GVA)<sup>3</sup> of £6 billion, which represents 1% of the overall UK GVA.<sup>4</sup> In 2003 Scottish Enterprise estimated that the Scottish music industry alone had a turnover of approximately £470 million and employed over 4,000 people<sup>5</sup>. It is recognised that the majority of these people would be working in a freelance or self-employed capacity.

The cultural and economic significance of the music industry means that it is vital that the industry has access to skilled and knowledgeable people. This National Certificate in Music will contribute in a major way to improving opportunities for young people and adult returners to acquire skills and knowledge relevant to the needs of the music industry.

By providing knowledge in performance, business and technology, and the opportunity to tailor the award to suit individual and local needs, this National Certificate will allow candidates to acquire an award which reflects the needs identified by a dynamic industry.

### **Establishing the need for the qualification**

Sector consultation has used a combination of formal and informal mechanisms from the start of the review process. A review was carried out between February and April 2006 during which sector feedback and comment was sought. A questionnaire went out to all FE colleges and a number of colleges also took part in interviews. A combination of desk research and consultation with sector practitioners was used in compiling the data and information, which informed this review process. Desk research incorporated a review of patterns of uptake figures from candidate entries from 2004/2005 for identified SQA Units and awards in the current NQ catalogue. Alternative qualifications on offer by other awarding bodies were also reviewed in an attempt to identify trends and patterns of uptake across the sector and to identify best practice in the design of qualifications. Participants from a number of Scottish colleges then attended a feedback session on this review, which was held in May 2006. Appendix A contains the executive summary from the review report.

A further engagement event was held in May 2007. This process reaffirmed sector concerns and issues relating to the current catalogue and confirmed sector comments and feedback from the earlier scoping review process. The following key concerns were identified:

- ◆ Existing provision out of date
- ◆ Disparity of provision and standards
- ◆ Disparity between locally devised NC programmes and HN provision

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<sup>3</sup> GVA measures the contribution to the economy of each individual producer, industry or sector in the United Kingdom and is used in estimating Gross Domestic Product (GDP).

<sup>4</sup> <http://www.ccskills.org.uk/insight/music.html>

<sup>5</sup> Mapping the Music Industry in Scotland, Scottish Enterprise, Feb 2003

Following on from this event, a Music Qualifications Design Team (QDT) was established in September 2007. QDT members were asked to consider the extent and type of provision needed for a new award in Music at SCQF level 5/6. The remit of this group was informed by the earlier sector scoping review process commissioned in 2006 by SQA which identified weaknesses and gaps within the SQA catalogue of Music Units.

The original scoping report provided SQA and the QDT members with a qualification profile for the Music sector. Industry consultation took place principally through the members of the QDT. The membership of the team included representatives from Creative and Cultural Skills Council, MCPS/PRS Alliance, Musicians' Union and several independent music and sound production companies. The constitution of the design team reflected wide consultation and dialogue with industry over the new Group Award.

FE college representatives from the design and development teams fed back candidate concerns, which largely revolved around the fact that there was no nationally recognised award available and that there was a significant disparity between NQ and HN provision.

It emerged through scoping and consultation that there was a need for a nationally recognised award. Lecturers and candidates from the college sector expressed a desire for standardisation across Scotland in terms of award. They also wanted a better preparation for articulation to HN qualifications, which a nationally recognised award would bring. This view was supported by industry members of the QDT.

### **Establishing the level of award**

The review in 2006 established that there were 13 locally devised non-advanced awards available in 11 centres across Scotland. Analysis of the component Units of a number of awards indicated that there were over 1,600 entries for the most popular Music Performing Units, the majority of which were offered at FE colleges.

Current arrangements operated by centres are designed to meet the needs of learners at all three SCQF levels 4–6. This award, however, is aimed at SCQF level 6 but provides opportunities for learners who wish to do so to choose some Units at SCQF levels 5 and 7.

The QDT, in consultation with industry and Scotland's colleges, established that an award at level 6 was appropriate for the following reasons:

- ◆ It would provide more effective articulation with HN qualifications
- ◆ The entry profile of candidates was more suited to a level 6 award

Overall, the mandatory section of the award is commensurate with the SCQF descriptors at level 6. It covers basic knowledge in key areas such as performance and aural skills as well as a basic introduction to the music industry. A number of Units are available at a range of levels, for example, it is possible for a musician to complete the Unit *Performing Music on One Instrument or Voice* at three levels, namely SCQF levels 5, 6 and 7. This flexibility will allow centres and candidates to tailor their award to suit their particular abilities.

Appendix B provides a progression map of music/music-related Courses and programmes.

## National Occupational Standards

Both the QDT and the development team recognised the importance of benchmarking any development with appropriate National Occupational Standards (NOS). However, at the time of development there were no NOS for Music and so this was not possible. As the QDT included a representative from the Creative and Cultural Skills Council, who is responsible for the development of NOS for Music, it is hoped that this National Certificate will influence how the NOS for Music will be developed in the future. As part of SQA's review cycle of all qualifications, the National Certificate in Music will be subject to review in the future when the award will be benchmarked against the National Occupational Standards for Music.

### 3 Aims of the Group Award

#### 3.1 Principal aims of the Group Award

The principal aims of the proposed National Certificate in Music are to provide opportunities for candidates to:

- ◆ gain an appropriate learning experience in Music at a non-advanced level
- ◆ raise awareness and gain an understanding of the infrastructure of the music industry
- ◆ develop a range of appropriate practical skills, knowledge and understanding relevant for contemporary music practice
- ◆ develop musical performance and/or composition skills
- ◆ acquire an appreciation of a range of music genres, for example Jazz, Classical, Rock, Folk, Pop, Dance
- ◆ gain an understanding of the music industry and the employment opportunities within it
- ◆ acquire skills in the use of MIDI for music making/composing
- ◆ gain experience of planning, executing and evaluating a creative project
- ◆ progress on to advanced courses and qualifications such as HNC, HND and degree programmes in Music including BA and BMus (see Appendix B for possible articulation routes)
- ◆ gain skills and knowledge in:
  - music management
  - music promotion
  - songwriting
  - critical listening skills
  - improvisation
  - community music
  - sound engineering
  - synthesis and sampling
  - sound design
  - enterprise
  - copyright
- ◆ broaden knowledge of and gain skills in occupational areas including:
  - languages
  - radio
  - video
  - multimedia



### **3.2 General aims of the Group Award**

The general aims of the National Certificate in Music at SCQF level 6 are to provide:

- ◆ a robust award of practical and related theoretical content which meets the needs of candidates, centres and a variety of identified progression pathways
- ◆ the opportunity for progressive development of competencies and personal learning through the use of the SCQF and the development and promotion of reflective practice approaches to learning
- ◆ an award that supports the development of a range of transferable generic employability and essential skills (including Core Skills)
- ◆ an award structure which has sufficient flexibility to allow for a number of different modes of delivery and which can be tailored to suit an identified range of progression pathways

### **3.3 Target groups**

The National Certificate in Music is aimed at school leavers, adult returners or those working in the music industry. It is designed as a starting point for those interested in working in the music industry or as Continuous Professional Development for those already employed in some capacity. The Units which comprise the award take a practical approach to both delivery and assessment which is reinforced in Assessment Support Packs which accompany all mandatory Units.

### **3.4 Employment opportunities**

It is anticipated that the majority of those achieving the National Certificate in Music will articulate with HN Music or Music related programmes. However, it is recognised that successful candidates could possibly find employment in the following areas:

- ◆ Performing (band member, session musician, orchestral player)
- ◆ Composing
- ◆ Music promotion; music management
- ◆ Teaching

## 4 Access to Group Award

Access to the award is at the discretion of the centre, however candidates would benefit from previous experience of a Music Course or Units: Standard Grade Music or National Courses in Music: Performing or Music: Performing with Technology at Intermediate 1 or 2. Moreover, it would be expected that candidates would have an interest and some experience of music making and/or composing. Relevant work experience would also be acceptable.

Each Unit of the award states that entry is at the discretion of the centre, however, some of the Units indicate prior attainment that would be useful for candidates to demonstrate. For example, it would be useful if the candidate had completed the optional Unit *Music: Live Performance* at SCQF level 5 before attempting the mandatory Unit *Music: Live Performance* at SCQF level 6. Some candidates may, for example, have some relevant previous attainment from school such as Standard Grades at General or Credit level which suggests that they can successfully embark on an award at SCQF level 6. Others who may have no formal qualifications might have suitable life or work experience which indicates that they will be able to tackle Units at SCQF level 6. The latter may be particularly applicable for adult returners.

## 5 Group Award structure

The National Certificate in Music comprises:

- ◆ a 7 credit mandatory section comprising of:
  - five mandatory Units
  - and an additional two mandatory Units selected from the four Performing/Composing Units (as listed in the table below)
- ◆ a minimum of 5 credits from the optional section

To achieve the final award, the candidate must achieve a total of 12 credits. A minimum of 7 credits must be achieved at SCQF level 6.

### 5.1 Framework

#### Mandatory Units

Those Units marked with \* are shared with the National Certificate in Sound Production (SCQF level 6).

Code	Mandatory Units (7 credits)	SCQF level	Credits
F58J 12	Music: An Introduction to the UK Music Industry *	6	1
F58L 11	Music: Aural Skills	5	1
F58F 12	Creative Project *	6	1
F58M 12	Appreciation of Music *	6	1
F5DV 12	Music: MIDI Sequencing *	6	1
<b>AND any two Units from the following four</b>			
F3F4 12	Performing Music on One Instrument or Voice *	6	1
F5E5 12	Music: Live Performance *	6	1
DV45 12	Music: Composing *	6	1
F5E9 12	Music: Compositional Techniques	6	1

#### Optional Units

Five optional Units must be selected from the Option Groups on the following pages.

Three to five Units must be selected from Option Group A over the page. Option Group A consists of a range of Units in the following areas:

- ◆ Performing
- ◆ Composing
- ◆ Music Business
- ◆ Music Technology

<b>Code</b>	<b>Option A (3–5 credits)</b>	<b>SCQF level</b>	<b>Credits</b>
F3F4 11	Performing Music on One Instrument or Voice *	5	1
F3F4 13	Performing Music on One Instrument or Voice *	7	1
*H23V 75	Music: Composing Skills	5	1
F58K 11	Music: Live Performance *	5	1
F5EA 11	Music: Literacy	5	1
DJ28 33	Keyboard Skills for Music Production *	6	1
F8LF 12	Music: Promotion in the Music Industry *	6	1
F8LG 12	Music: Management in the Music Industry *	6	1
F5E6 13	Music: Organising a Community-based Musical Activity *	7	1
F5EB 12	Music: Songwriting	6	1
F5DW 11	Sound Engineering and Production *	5	1
F58H 12	Sound Engineering and Production *	6	1
F5DX 11	Music: MIDI Sequencing *	5	1
F58N 12	Sound: Synthesis and Sampling Skills *	6	1
F5DY 12	Sound: Design *	6	1
F5E0 12	Sound: Reinforcement *	6	1
H1WY 12	Music: Organising a Community-based Musical Activity	6	1
F5E1 12	Sound: Music Remixing *	6	1
F5E2 12	Music: Technical Support *	6	1
F5E3 12	Sound: Digital DJing — An Introduction *	6	1
F5E4 13	Music: Visuals for Live Performance *	7	1
FT2D 12	Intellectual Property*	6	1
F3GF 12	Numeracy	6	1
F3GB 12	Communication	6	1

\*Refer to history of changes for revision details.

Option Group B contains broadening options and allows centres to offer the award in Music with additional specialisms in:

- ◆ Languages
- ◆ Radio
- ◆ Video
- ◆ Multimedia

The inclusion of these specialisms allows centres to tailor the award to the specific needs of their candidates. A maximum of 2 credits may be achieved from these optional Units.

Code	Option B (maximum 2 credits)	SCQF level	Credits
F3CG 11	French for Work Purposes	5	1
F3CG 12	French for Work Purposes	6	1
F3C7 11	Spanish for Work Purposes	5	1
F3C7 12	Spanish for Work Purposes	6	1
F3CC 11	German for Work Purposes	5	1
F3CC 12	German for Work Purposes	6	1
F3CB 11	Italian for Work Purposes	5	1
F3CB 12	Italian for Work Purposes	6	1
F57X 12	Media: Making a Radio Programme	6	2
F58B 12	Media: Radio Interviewing	6	1
F58D 11	Media: Radio Music Programme Production	5	1
F581 12	Media: Radio Feature Production	6	1
F1JW 10	Digital Media: Video Acquisition	4	1
F1KV 11	Digital Media: Video Editing	5	1
DM4D 11	Applied Multimedia	5	1
DM4D 12	Applied Multimedia	6	1

## 5.2 Mapping

There are currently no NOS in Music for this award to be mapped towards. A mapping will be provided when appropriate NOS are available. The table below shows how the aims expressed in Section 3 map to the mandatory Units as given in Section 5.

Aims	Mandatory Units								
	Music: An Introduction to the UK Music Industry	Music: Aural Skills	Creative Project	Appreciation of Music	Music: MIDI Sequencing	Performing Music on One Instrument or Voice	Music: Live Performance	Music: Composing	Music: Compositional Techniques
Gain an appropriate learning experience in Music at a non-advanced level	X	X	X	X	X	X	X	X	X
Raise awareness and gain an understanding of the infrastructure of the music industry	X		X				X		
Develop a range of appropriate practical skills, knowledge and understanding relevant for contemporary music practice	X	X	X	X	X	X	X	X	X
Develop musical performance and/or composition skills			X			X	X	X	X
Acquire an appreciation of a range of music genres, for example Jazz, Classical, Rock, Folk, Pop, Dance				X		X	X		
Gain an understanding of the music industry and the employment opportunities within it	X		X						
Acquire skills in the use of ICT for music making/composing					X			X	
Gain experience of planning, executing and evaluating a creative project			X						
Provide opportunities for progression on to advanced courses and qualifications such as HNC, HND and degree programmes in Music including BA and BMus.	X	X	X	X	X	X	X	X	X

### 5.3 Core Skills

Entry and exit levels of Core Skills for the National Certificate in Music will be set by individual centres. Opportunities exist to gather evidence within Units which can contribute towards Core Skills. The table below highlights the mandatory Units of the award which can be used to generate evidence for Core Skills.

Core Skill	Developed through
Communication	Music: An Introduction to the UK Music Industry Creative Project Appreciation of Music Performing Music on One Instrument or Voice Music: Compositional Techniques Music: Aural Skills
Problem Solving	Creative Project Appreciation of Music Performing Music on One Instrument or Voice Music: Live Performance Music: MIDI Sequencing
Information Technology	Music: An Introduction to the UK Music Industry Appreciation of Music Music: Compositional Techniques Music: MIDI Sequencing Music: Aural Skills
Working with Others	Creative Project Appreciation of Music Music: Live Performance Music: Compositional Techniques Music: Aural Skills

### 5.4 Articulation, professional recognition and credit transfer

The National Certificate in Music has been designed to allow candidates to articulate onto the HNC/HND Music programme. Given the high level of commonality between this award and the National Certificate in Sound Production, successful candidates could also possibly articulate onto the HNC/HND Sound Production programme and HNC/HND Music Business programme.

## 6 Approaches to delivery and assessment

It is suggested that when considering the approach to delivery and the framework and choice of optional Units, centres should take account of:

- ◆ the individual candidate
- ◆ required criteria laid down by other bodies for candidate entry to advanced courses
- ◆ requirements for employment
- ◆ SFC Course funding requirements
- ◆ potential placements

Although primarily envisaged as a full-time Course, it would also be suitable for candidates to undertake the award on a part-time basis.

The award structure and Unit content has been developed to allow for integrative and cross assessment. The use of an integrated and linked delivery methodology in centres will provide candidates with more meaningful learning experiences and promote an increased coherence between the Units. Examples of where learning and assessment could be integrated include the *Music: Aural Skills* Unit which gives candidates an opportunity to acquire skills in aural analysis. This Unit could link closely to *Music: Literacy*. Other examples include integrating *Music: Organising a Community-based Musical Activity* with some of the more practical Units such as *Music: Live Performance*.

The assessment strategy for the proposed awards aims for a balanced approach to assessment as well as complementary and supplementary methods of assessment which reflect the nature of the subject area. The majority of assessment is practical based. Appendix C details the range of assessments utilised in the mandatory section of the award.

Unit Specifications detail all mandatory Evidence Requirements, providing centres with valuable information relating to assessment procedures and conditions for each assessment event. Assessment Support Packs (ASPs) will be made available for mandatory Units and selected new Units. These will reinforce the practical aspect of the Unit Specification as well as reinforcing a common standard across centres.

Unit Specifications also provide advice and guidance on different approaches to delivery.

Learning and teaching approaches could include lectures, individual and group work reinforced by handouts and worksheets which should incorporate problem-solving exercises. Appendix D gives details of possible sequence of delivery within the award. Candidates should be encouraged to use and become familiar with a wide range of music sources and resources, including ICT.



There are a number of potential routes for candidates within the NC Music framework. The following examples are given:

### Performer's route

<b>Mandatory Units (7 credits)</b>	<b>SCQF level</b>	<b>Credits</b>
Music: An Introduction to the UK Music Industry	6	1
Music: Aural Skills	5	1
Creative Project	6	1
Appreciation of Music	6	1
Music: MIDI Sequencing	6	1
Performing Music on One Instrument or Voice	6	1
Music: Live Performance	6	1
<b>Optional Units (5 credits)</b>		
Performing Music on One Instrument or Voice	5	1
Performing Music on One Instrument or Voice	7	1
Music: Literacy	5	1
Keyboard Skills for Music Production	6	1
Music: Promotion in the Music Industry	6	1

### Composer's route

<b>Mandatory Units (7 credits)</b>	<b>SCQF level</b>	<b>Credits</b>
Music: An Introduction to the UK Music Industry	6	1
Music: Aural Skills	5	1
Creative Project	6	1
Appreciation of Music	6	1
Music: MIDI Sequencing	6	1
Music: Composing	6	1
Music: Compositional Techniques	6	1
<b>Optional Units (5 credits)</b>		
Performing Music on One Instrument or Voice	5	1
Music: Literacy	5	1
Keyboard Skills for Music Production	6	1
Music: Songwriting	6	1
Sound Engineering and Production	5	1

## Subject specialisms

The framework has been deliberately kept broad so that within these two possible routes candidates could acquire skills and knowledge in particular fields depending on their needs and interests. Two examples are given below from the performer's route.

### Performer with interest in Music Technology

For example, a performer with an interest in music technology can select five options in this area such as:

Optional Units (5 credits)	SCQF level
Sound Engineering and Production	5
Sound Engineering and Production	6
Music: MIDI Sequencing	5
Sound: Synthesis and Sampling Skills	6
Sound: Music Remixing	6

### Performer with interest in Music Business

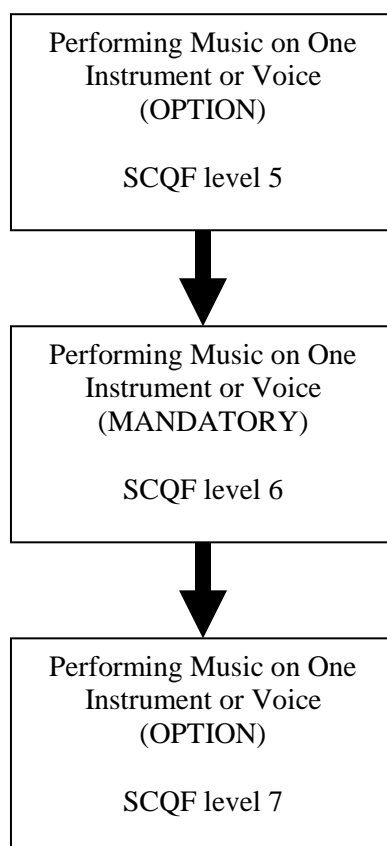
A performer with an interest in music business can select five options in this area and related areas such as:

Optional Units (5 credits)	SCQF level
Music: Promotion in the Music Industry	6
Music: Management in the Music Industry	6
Music: Organising a Community-based Musical Activity	7
Intellectual Property	6
Spanish for Work Purposes	6

## Progression

Although the award is at SCQF level 6, a number of mandatory Units have equivalent Units at SCQF level 5, which should facilitate progression for candidates within the award.

For example, it is possible for a musician to complete the Unit *Performing Music on One Instrument or Voice* at three levels, namely SCQF levels 5, 6 and 7.



Similarly, possibilities for progression exist for the following Units:

- ◆ *Music: Live Performance* (SCQF levels 5 and 6)
- ◆ *Music: MIDI Sequencing* (SCQF levels 5 and 6)
- ◆ *Sound Engineering and Production* (SCQF levels 5 and 6)
- ◆ *Music: Composing* (SCQF levels 5 and 6)

## E-learning/e-assessment

Centres are encouraged to make use of ICT where possible. A number of Units are suitable for e-assessment. Individual Unit Specifications give guidelines as to where it might be possible to use e-assessment. Examples include online objective tests and the use of online resources to allow candidates to compile portfolios.

## 7 General information for centres

### 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).

### Internal and external verification

All instruments of assessment used within this Group Award should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## 8 General information for candidates

The National Certificate in Music at SCQF level 6 will give you a platform which will allow you to progress into further education or potential employment; this could include progressing on to an HNC, HND or degree programme, or be better equipped to work in the music industry. This NC programme is suitable for you if you have just left school or are an adult returner.

The National Certificate in Music contains seven mandatory Units. In addition, you must choose a further 5 credits from a list of options. Together, these make up the 12 credits you need to successfully complete the National Certificate.

Throughout the NC in Music there are opportunities to perform, compose and listen to music from a wide variety of genres and styles, which could include Jazz, Classical, Rock, Folk and Dance.

You can choose options which will help you develop additional skills in a selected area, such as music business or sound production.

There are no specific entry requirements for the National Certificate in Music. However, it would be beneficial if you had some previous experience of a Music Performance award or Units.

You can discuss your situation with a college and staff there will be pleased to offer you advice on how the award can be of help to you.

## 9 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualifications Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

**SCQF levels:** The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Dedicated Unit to cover Core Skills:** This is a non-subject Unit that is written to cover one or more particular Core Skill.

**Embedded Core Skills:** This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill that lies outwith automatic certification.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

**Consortium-devised National Certificates/National Progression Awards** are those developments or revisions undertaken by a group of centres in partnership with SQA.

## 10 Appendices

- Appendix A: Executive Summary from 2006 Review
- Appendix B: Music/Music Related Courses Progression Map
- Appendix C: Assessment mapping
- Appendix D: Sequence of delivery

## Appendix A: Executive Summary from 2006 Review

This report details the work carried out to review SQA Music provision in Scotland's further education (FE) colleges.

There are currently two Music Group Awards offered by two colleges. The majority of provision at NQ level in colleges is offered as part of locally devised Courses. There are 34 Courses at NQ level across 23 colleges in Scotland covering:

- ◆ Music Performance
- ◆ Music Technology
- ◆ Music Instrument Making
- ◆ Musical Theatre

The rationale of Courses is:

- ◆ to provide a suitable learning experience in Music at a non-advanced level
- ◆ to provide opportunities for articulation on to advanced courses such as HNC, HND and degree

The principal concerns of staff at colleges regarding the current NQ portfolio are:

- ◆ the dated content of most of the NQ Units, many of which stem from the late 1980s
- ◆ the large gap in the demands placed on candidates between the NQ portfolio and the new HN framework

Based on the research it is recommended that two National Certificate Courses should be created in Music Performance and Sound Production at SCQF level 5/6.

## Appendix B: Music/Music Related Courses Progression Map

SCQF levels	NQ Music/ Music with Technology	NC Provision		HN Provision			Degree	SCQF levels
10							BA/BMus	10
9								9
8				HND Music	HND Sound Production	HND Music Business		8
7	AH			HNC Music	HNC Sound Production	HNC Music Business		7
6	H	NC Music	NC Sound Production					6
5	Int 2							5
4	Int 1							4
3	Access							3

## Appendix C: Assessment mapping

Mandatory Units (7 credits)	SCQF level	No. Credits	Existing Unit?	New Unit	Outcomes	Assessment evidence	Comments
<b>Music: An Introduction to the UK Music Industry</b> <i>(Unit shared with Sound Production framework)</i>	6	1		✓	1 Explain the function of, and relationship between, key organisations within the UK music industry	Written and/or oral evidence under supervised conditions.	Open book
					2 Describe a range of employment opportunities within the UK music industry	Written and/or oral evidence under supervised conditions.	Open book
					3 Investigate the impact of key legislation on the UK music industry	Written and/or oral evidence under supervised conditions.	Open book
<b>Music: Aural Skills</b>	5	1		✓	1 Identify intervals, scales and tonality from aural stimuli	Written and/or oral evidence under supervised conditions.	45 mins, closed book
					2 Identify triads and chords from aural stimuli	Written and/or oral evidence under supervised conditions.	45 mins, closed book
					3 Identify rhythms and time signatures from aural stimuli	Written and/or oral evidence under supervised conditions.	45 mins, closed book



Mandatory Units (7 credits)	SCQF level	No. Credits	Existing Unit?	New Unit	Outcomes	Assessment evidence	Comments
<b>Creative Project</b> <i>(Unit shared with Sound Production framework)</i>	6	1		✓	1 Produce a plan for a creative project from a given brief 2 Implement the creative project plan 3 Evaluate the completed creative project	Written and/or oral evidence under supervised conditions.  Product evidence, checklist and logbook.  Written and/or oral evidence	Open book
<b>Appreciation of Music</b> <i>(Unit shared with Sound Production framework)</i>	6	1		✓	1 Investigate the key musical features of, and the key contributors to, a variety of music genres 2 Investigate the distinguishing musical features, background, and a key contributor to a selected music genre	Written and/or oral evidence under supervised conditions.  Written and/or oral evidence under supervised conditions.	Minimum of two genres, open book  Open book

Mandatory Units (7 credits)	SCQF level	No. Credits	Existing Unit?	New Unit	Outcomes	Assessment evidence	Comments
<b>Music: MIDI Sequencing</b> <i>(Unit shared with Sound Production framework)</i>	6	1	D352 12		1 Create a MIDI sequence	Product evidence and checklist.	At least four parts
					2 Edit a MIDI sequence in accordance with a given brief	Product evidence and checklist.	
					3 Mix a MIDI sequence in accordance with a given brief	Product evidence and checklist.	

**AND ANY TWO UNITS FROM THE FOLLOWING 4**

<b>Performing Music on One Instrument or Voice</b> <i>(Unit shared with Sound Production framework)</i>	6	1	F3F4 12		1 Carry out an effective music practice routine	Written and/or oral evidence.	10 minute programme of music
					2 Describe music chosen for performance	Written and/or oral evidence.	Open book, approximately 150 words
					3 Perform music in contrasting styles	Performance evidence and checklist.	Two contrasting pieces lasting at least 10 minutes

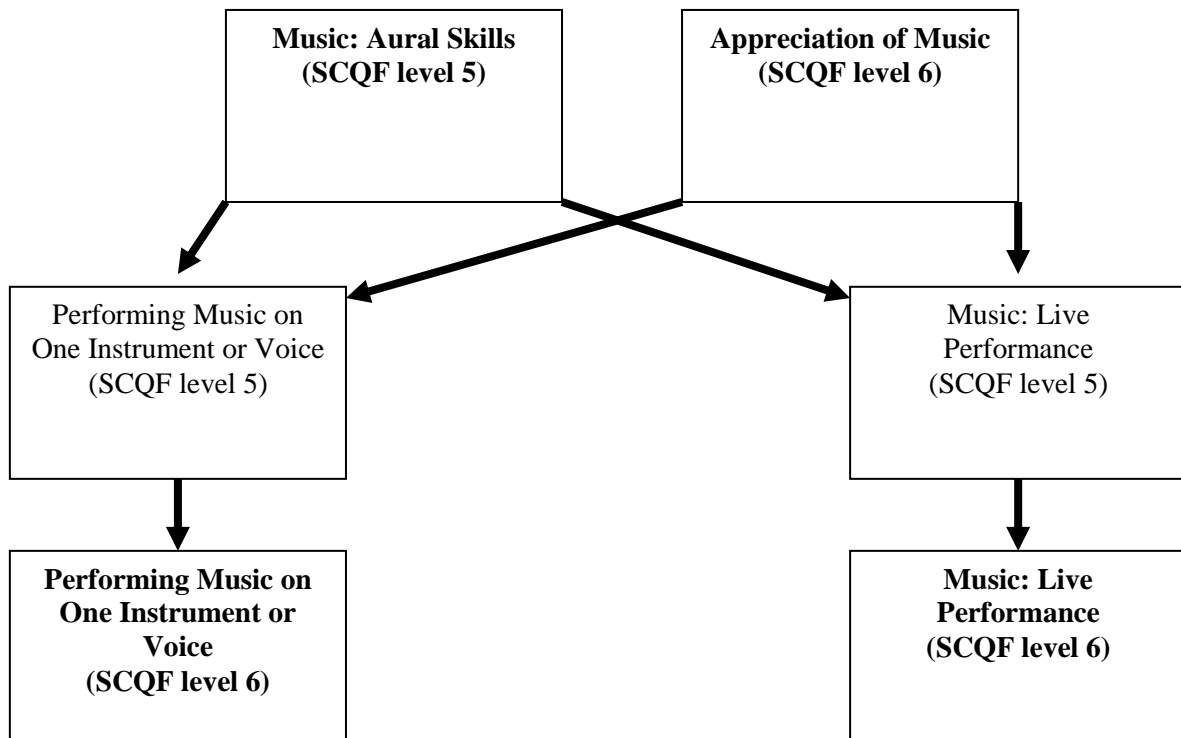
Mandatory Units (7 credits)	SCQF level	No. Credits	Existing Unit?	New Unit	Outcomes	Assessment evidence	Comments
<b>Music: Live Performance</b> (Unit shared with Sound Production framework)	6	1		✓	1 Contribute to the preparation of a programme of music for a live performance	Written and/or oral evidence and checklist.	Open-book, 20 minute programme of music
					2 Evaluate own performance of music at a live event and implement strategies for improvement	Written and/or oral evidence.	Open book, 5 minute programme of music from full 20 minute programme
					3 Evaluate own performance of music at a live event and implement strategies for improvement	Performance evidence and checklist.	Open book, 20 minute programme of music
<b>Music: Composing</b> (Unit shared with Sound Production framework)	6	1	DV45 12		1 Produce original work which demonstrates development in the creative use of compositional techniques	Product and supporting documentary evidence and checklist.	Audio folio of at least two minutes with two contrasting pieces, programme note and performance plan/score

Mandatory Units (7 credits)	SCQF level	No. Credits	Existing Unit?	New Unit	Outcomes	Assessment evidence	Comments
<b>Music: Compositional Techniques</b>	6	1		✓	1 Describe compositional elements	Written and/or oral evidence.	Minimum of three contrasting styles of music
					2 Describe a range of compositional techniques used by composers	Written and/or oral evidence.	Minimum of three compositions in contrasting styles

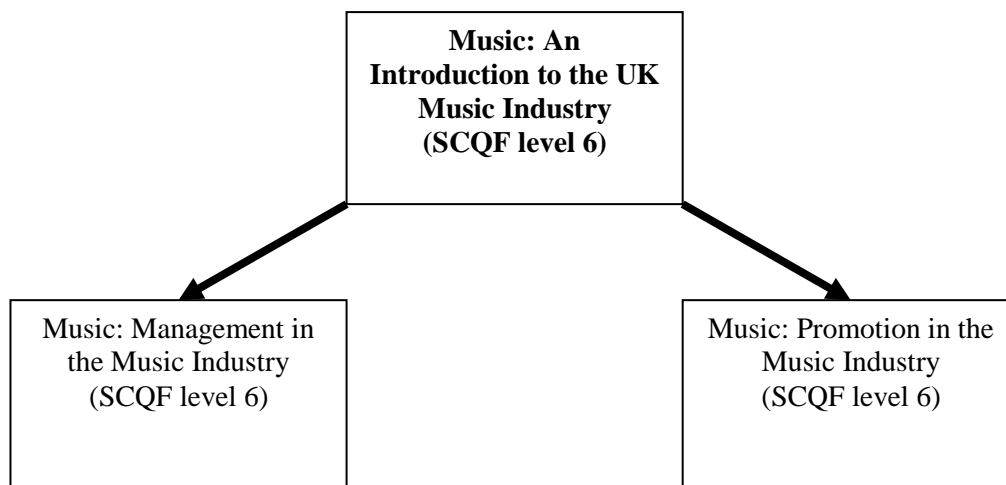
## Appendix D: Sequence of delivery

With the wide range of options available in the framework, centres will be able to offer a large number of variations in the delivery of the National Certificate in Music. The diagrams below show one possible version of the proposed award and indicate how Units relate and could be sequenced for delivery. Mandatory Units are shown in bold.

### Music Performance/Musicianship



### Business Skills/Knowledge



## Music Technology

Music: MIDI  
Sequencing  
(SCQF level 5)



**Music: MIDI  
Sequencing  
(SCQF level 6)**

## Generic Skills

**Creative Project  
(SCQF level 6)**