



Arrangements for:

**National Progression Award in Music
for Wellbeing**

at SCQF level 6

Group Award Code: GF8N 46

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Contents

1	Introduction	1
2	Rationale for the development of the Group Award	1
3	Aims of the Group Award	2
3.1	Principal aims:	2
3.2	General aims of the Group Award.....	2
3.3	Target groups	3
3.4	Employment opportunities	3
4	Access to the Group Award.....	3
5	Group Award structure	4
5.1	Framework.....	4
5.2	Mapping information	5
5.3	Articulation, professional recognition and credit transfer	7
6	Content and context	8
6.2	Approaches to delivery and assessment.....	9
7	General information for centres	10
8	General information for candidates.....	10
9	Glossary of terms	11

1 Introduction

This is the Arrangements Document for the National Progression Award in Music for Wellbeing at SCQF level 6, which was validated in June 2012. 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.

2 Rationale for the development of the Group Award

When establishing a need for this NPA, consultation was undertaken with the higher education (HE) and further education (FE) sectors in Scotland; employers and practitioners in the field of music for wellbeing and stakeholder groups, including Drake Music Scotland, Nordoff-Robbins Music Therapy in Scotland and East Lothian Youth Music Forum (ELjam). In addition, ELjam, which incorporates East Lothian Strategic Music Partnership, contributed to the consultation by targeting a wide range of relevant professionals from a variety of sectors and disciplines. The ELjam respondents included representatives from:

- ◆ Puffin Playgroup, Prestonpans
- ◆ NHS (Music Therapy)
- ◆ Edinburgh Youth Music Forum
- ◆ Support From the Start (East Lothian Council)
- ◆ Bridge Centre Music Project (Community Learning and Development)
- ◆ Bridges Project, Musselburgh (Employability Project, Voluntary Sector)

During this early research and consultation it was established that there was a need for a qualification that would allow existing and potential music practitioners, who also have an interest in working with people and groups in the community, to develop and certify skills and knowledge in the design, planning, delivery, management and evaluation of musical activities, workshops and events. For those with existing skills it would develop and enhance their professional practice.

The research highlighted that the type of candidates that might benefit from the award were those keen to develop a career in music and who may already be working in a community setting. These candidates would already have pre-existing music skills that they would like to develop to use in their work. It became clear that in the opinion of the majority of respondents, the recommended entrance requirements should include at least a basic level of musical skill and that the focus of the qualification would be on the knowledge and skills necessary to allow this musical skill to be used to promote wellbeing.

A formal questionnaire was subsequently sent out which was designed to collect responses from a wide range of people across the sector about the need for the proposed award, the type of candidate it might be suitable for, level and entrance requirements and proposed award content.

The outcome of the survey showed that the majority of respondents were of the opinion that there was a need for such an award. The survey found that respondents held the opinion that those who were motivated to work in the field of music for wellbeing currently had a limited choice of options for training. Very little FE provision currently exists for those wishing to pursue a career in music for wellbeing and develop skills suitable for delivering music activities in a range of community settings, and skills for inclusion of groups with additional support needs.

This NPA has been levelled at SCQF level 6 following feedback from industry professionals to reflect the level of personal responsibility and skills in working with others required by the candidate to successfully complete the programme.

The field of music for wellbeing is large and encompasses many and varied groups/activities from pre-school children joining in percussion sessions to older people in residential care enjoying community singing through to ex-offenders groups recording their own tracks. Upon completion of this award progression pathways exist to Higher National programmes such as HNC Music or HNC Working with Communities to degree and Masters level courses such as the BMus with Honours (Music and Communities) at the University of Aberdeen, the BA (Hons) Community Education at the University of Strathclyde, the BA (Hons) Community Music at the University of Sunderland, the MA Community Music at the University of York or the MA Community Music at the Liverpool Institute for the Performing Arts.

3 Aims of the Group Award

3.1 Principal aims:

The principal aims of the National Progression Award in Music for Wellbeing (SCQF level 6) are to provide candidates with:

- ◆ Experience of designing, planning, delivering, managing and evaluating musical activities, workshops and events in real or simulated environments.
- ◆ Practical skills and underpinning knowledge relating to music for wellbeing.
- ◆ Knowledge and skills for employment at an introductory level within the field of music for wellbeing.
- ◆ Awareness of how human behaviour and psychology relate to wellbeing.
- ◆ Knowledge and skills for progression into further and higher education, training or work in the field of music for wellbeing.
- ◆ Awareness of a range of issues affecting professional practice such as: safeguarding, health and safety, record keeping, self-reflection and continuing professional development.
- ◆ A route to certification and progression.
- ◆ The ability to apply existing musical skills to musical activities, workshops and events.

3.2 General aims of the Group Award

Other more general aims of the National Progression Award are to:

- ◆ Enable progression to non-advanced and advanced programmes and qualifications such as NC, HNC/D or degree.
- ◆ Develop competences and learning through the use of SCQF to demonstrate continuous professional development.
- ◆ Develop transferable generic skills to contribute towards employability and citizenship profiles of candidates.
- ◆ Provide flexibility of delivery to allow different candidate groups to undertake the award.
- ◆ Encourage candidates to become reflective practitioners.
- ◆ Provide national standards in learning in music for wellbeing.

3.3 Target groups

The National Progression Award in Music for Wellbeing is aimed at candidates who may be keen to develop a career in music for wellbeing, or those who may already be working in a community setting, with pre-existing music skills that they would like to develop to use in their work.

3.4 Employment opportunities

Successful placements developed in partnership with delivering centres could lead to more regular employment with the placement providers or other informal opportunities as assistants to musicians who are working in participatory settings. Other opportunities may exist as organisers for community music events or sound technician assistants.

4 Access to the Group Award

Access to the award is at the discretion of individual centres; however, it is highly recommended that candidates have achieved at least SCQF level 5 in performing on a musical instrument or voice or equivalent experience in the field of music in community settings.

The recommended minimum levels of Core Skills for accessing the award are:

<i>Problem Solving</i>	SCQF level 4
<i>Communication</i>	SCQF level 5
<i>Numeracy</i>	SCQF level 4
<i>ICT</i>	SCQF level 4
<i>Working with Others</i>	SCQF level 5

5 Group Award structure

5.1 Framework

The NPA in Music for Wellbeing is a 160 hour programme of study which equates to a minimum of 4 credits (24 SCQF credit points). There are three mandatory Units and 1 further credit is required from the optional section.

Mandatory Units				
Unit title	Code	SQA credit value	SCQF level	SCQF credit points
Music and Wellbeing	H1X1 12	1	6	6
Music: Organising a Community-based Musical Activity	H1WY 12	1	6	6
Professional Practice for Community Musicians	H1X3 12	1	6	6

Optional Units – choose 1 from 2				
Unit title	Code	SQA credit value	SCQF level	SCQF credit points
Music: Using Technology in Delivering Music for Wellbeing	H1X0 12	1	6	6
Participate in a Community-based Music Making Activity	H1X2 12	1	6	6

5.2 Mapping information

Mapping of aims to Units

The table below maps the specific aims of the award to the Units.

Aims	Units				
	Music and Wellbeing	Music: Organising a Community-based Musical Activity	Professional Practice for Community Musicians	Music: Using Technology in Delivering Music for Wellbeing	Participate in a Community-based Music Making Activity
The National Progression Award in Music for Wellbeing will provide candidates with:					
experience of designing, planning, delivering, managing and evaluating musical activities, workshops and events in real or simulated environments		✓		✓	✓
practical skills and underpinning knowledge relating to music for wellbeing	✓	✓	✓	✓	✓
knowledge and skills for employment at an introductory level within the field of music for wellbeing	✓	✓	✓	✓	✓
awareness of how human behaviour and psychology relate to wellbeing	✓				
knowledge and skills for progression into further and higher education, training or work in the field of music for wellbeing	✓	✓	✓	✓	✓
awareness of a range of issues affecting professional practice such as: safeguarding, health and safety, record keeping, self-reflection and continuing professional development			✓		
route to certification and progression	✓	✓	✓	✓	✓
the ability to apply existing musical skills to musical activities, workshops and events		✓		✓	✓

Delivery of Core Skills

The table below outlines where Core Skills have been embedded or signposted in the individual Units.

S = signposted

E () = embedded

		Communication		ICT		Numeracy		Problem Solving			Working With Others	
Unit code	Unit title	Oral	Written	Accessing Info	Providing/Creating Info	Using Graphical Information	Using Number	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative contribution
H1X1 12	Music and Wellbeing	S	S					S	S		S	
H1WY 12	Music: Organising a Community-based Musical Activity	S	S					S	S	S	S	
H1X3 12	Professional Practice for Community Musicians	S	S	S			S	S	S			
H1X0 12	Music: Using Technology in Delivering Music for Wellbeing	S	S	S				S	S		S	
H1X2 12	Participate in a Community Based Music Making Activity	S	S	S				S	S	S	S	

5.3 Articulation, professional recognition and credit transfer

Candidates who successfully complete this National Progression Award could potentially progress to Higher National Programmes such as HNC Music or HNC Working with Communities and then on to degree and Masters level courses such as the BMus with Honours (Music and Communities) at the University of Aberdeen, the BA (Hons) Community Education at the University of Strathclyde, the BA (Hons) Community Music at the University of Sunderland, the MA Community Music at the University of York or the MA Community Music at the Liverpool Institute for the Performing Arts.

Professional Recognition

National Occupational Standards (NOS) — Health and Social Care

It is likely that some areas of the NOS for Health and Social Care will have relevance for music practitioners involved in the types of activities experienced during the award and employment following on from it.

These areas have been signposted below and the content of many of them will naturally occur throughout delivery of the Units of the NPA.

Thematic areas	HSC Units
Communication incl. communication technology	21, 370
Health and Safety; Safeguarding	22, 429, 430, 431
Access and Participation in recreation/education	26, 39, 210, 211, 310, 330, 331, 420, 421
Working with carers and other partners	36, 227, 228, 399, 3100, 3101, 3102
Equality and diversity	234, 3111, 3116
Developing professional practice	23, 33, 436, 437
Promoting wellbeing	24, 34, 35, 44, 45312, 332, 3112
Additional support needs	315, 316, 369
Policy and practice	439, 440, 3108, 3109, 3114, 3119

National Occupational Standards — Music

Creative and Cultural Skills are currently consulting on NOS for Music and this award will be mapped against these when they are published.

Essential skills

Essential skills are based on the principles of enterprise, employability, sustainable development and citizenship. Candidates undertaking this award will be presented with many opportunities to expand their knowledge and skills in these areas and centres are encouraged to exploit these opportunities fully when planning delivery.

For example, the Unit *Professional Practice for Community Musicians* has a strong focus on enterprise and employability skills and the emphasis on reflective practice throughout the award could be used to develop components of sustainable development. The Unit *Music: Organising a Community-based Musical Activity* could be used to develop an awareness of aspects of citizenship.

Core Skills

Entry and exit levels of Core Skills for the NPA in Music for Wellbeing will be set by individual centres, although it is recommended that the exit profile is as follows to facilitate progression:

<i>Communication</i>	SCQF level 5
<i>Problem Solving</i>	SCQF level 5
<i>Working with Others</i>	SCQF level 5
<i>ICT</i>	SCQF level 4
<i>Numeracy</i>	SCQF level 4

There are opportunities to gather evidence within the Units which can contribute towards Core Skills.

6 Content and context

‘Clinical evidence now supports what we’ve known for a long time: music is fantastically beneficial for people’s health. This is the start of something really exciting, and music groups around the country can all play a part in it!’

— Lord Winston, September 2011

A working definition of music for wellbeing is: participatory music making that has the potential to enhance people’s lives.

From this definition we can see immediately that the field is large and encompasses many and varied groups and activities from pre-school children joining in percussion sessions to older people in residential care enjoying community singing through to ex-offenders groups recording their own tracks and much, much more in between.

This award is aimed at music practitioners who are already working or want to work in this rewarding area and who wish to develop the knowledge and skills to enhance the effectiveness of the activities that they produce. The National Progression Award is not designed to give candidates the musical skills required — candidates are expected to have developed a level of musical competency before entry to the award. Nor is it an award in music therapy — although some of the content covered may awaken an interest from candidates in this area.

6.2 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
- ◆ Course funding requirements
- ◆ Potential placements

This award would be particularly suitable for candidates to undertake on a part-time basis or as part of partnership working between colleges, schools and community-based centres. This could be facilitated by the use of virtual learning environments (VLEs) and e-portfolios for delivery and assessment. Many of the Units, for example *Music: Organising a Community-based Musical Activity* and *Music: Using Technology in Delivering Music for Wellbeing*, have aspects which involve the candidate in reflecting and evaluating on their own performance and an e-portfolio would be an ideal way to gather this evidence. The Unit *Professional Practice for Community Musicians* could be developed so that all resources and assessments were available through a VLE.

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 *Music: Organising a Community-based Musical Activity* being integrated with either *Music: Using Technology in Delivering Music for Wellbeing* or *Participate in a Community Based Music Making Activity*. A specific example here may be that candidates are involved with the planning, organising and delivery of a musical event and the assessment of the Units above is all based round this one event.

Unit specifications detail all mandatory Evidence Requirements, providing centres with valuable information relating to assessment procedures and conditions for each assessment event.

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. Assessment of the more practical Units will ideally take place in real, or very realistic simulations of musical workshop/event environments. This activity can take place within the centre if community-based activities are already taking place, for example musical events for local charities or work within the centre for other candidates with additional support needs. Candidates should be encouraged to use and become familiar with a wide range of sources and resources, including ICT.

Open learning

Aspects of the award may be suitable for open or distance learning, perhaps supported by a centre's virtual learning environment providing access to materials and resources and communication with tutors and peers.

Centres are encouraged to make use of ICT where possible. Some Units are suitable for e-assessment and individual Unit specifications give guidelines as to where it might be possible to use e-assessment. Examples include online tests and the use of online resources to allow candidates to compile portfolios. The *Professional Practice for Community Musicians* Unit would be suited to this approach and the evaluative aspects of *Music: Organising a Community-based Musical Activity*, *Music: Using Technology in Delivering Music for Wellbeing* and *Participate in a Community Based Music Making Activity* could also be evidenced through an online portfolio.

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.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) 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).

8 General information for candidates

The National Progression Award in Music for Wellbeing will give you a platform to develop knowledge and skills. If you are a music practitioner who is already working or wants to work in this rewarding area, the NPA will help enhance the effectiveness of the musical activities that you are involved in, or may be involved in in the future. This NPA is suitable for you if you have already developed musical skills and you want to apply these skills in this setting.

The National Progression Award in Music for Wellbeing contains three mandatory Units. In addition, you must choose one further credit from a list of options. Together, these make up the four credits you need to successfully complete the NPA.

During the NPA you will study Units which will provide you with:

- ◆ Experience of designing, planning, delivering, managing and evaluating musical activities, workshops and events.
- ◆ Awareness of how human behaviour and psychology relate to wellbeing.
- ◆ Awareness of a range of issues affecting professional practice such as:
 - Safeguarding, health and safety, record keeping, self-reflection and continuing professional development.
 - The ability to apply existing musical skills to musical activities, workshops and events.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification 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

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 Skills.

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 at a specified level that lie 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.