



Arrangements for:

National Certificate in Music

at SCQF level 5

Group Award Code: GF8A 45

Validation date: June 2012

Date of original publication: December 2012

Version: 03

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.

Contents

1	Introduction	1
2	Rationale for the development of the Group Award	1
3	Aims of the Group Award	3
3.1	Principal aims of the Group Award.....	3
3.2	General aims of the Group Award.....	3
3.3	Target groups	3
3.4	Employment opportunities	4
4	Access to the Group Award.....	4
5	Group Award structure	5
5.1	Framework.....	5
5.3	Articulation, professional recognition and credit transfer	7
6	Content and context	11
6.2	Approaches to delivery and assessment.....	12
7	General information for centres	13
8	General information for candidates.....	13
9	Glossary of terms	14

1 Introduction

This is the Arrangements Document for the National Certificate in Music at SCQF level 5, 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

In 2008, as part of a National Qualifications Group Award (NQGA) development programme, and after an extensive national research and consultation programme, SQA validated a National Certificate in Music at SCQF level 6. The research undertaken at that time highlighted the economic and social case for an award at this level in music:

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) of £6 billion, which represents 1% of the overall UK GVA. In 2003 Scottish Enterprise estimated that the Scottish music industry alone had a turnover of approximately £470 million and employed over 4,000 people. 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.

Arrangements Document: *National Certificate in Music at SCQF level 6 (G978 46)*, SQA 2009

The Music NC at level 6 set out to rationalise the somewhat fragmented provision of music at further education (FE) level in Scotland's colleges; to set a national standard for a music qualification at this level; and to provide articulation with nationally-devised Higher National music programmes.

The NC Music at SCQF level 6 has met the aims stated above and has been successfully running in centres since validation. However, through SQA's normal review processes it became apparent that there was still a gap in provision. Historically, many of the centre-devised qualifications that the NC Music (SCQF level 6) replaced had been at SCQF level 5 and many centres concluded that some candidates had difficulty with the requirements of the higher level award. It was suggested that there was a need for a qualification at SCQF level 5 that would provide a progression route for candidates to the NC Music at SCQF level 6 and from there to HNC Music.

Subsequently, in 2011, SQA published the Skills for Work: Creative Industries (SCQF level 5) Course. This Course is designed to provide a qualification which reflects the knowledge and skills required for employment/further study in the wide range of sectors in the Creative Industries and to enable candidates to develop practical skills together with employability skills and attitudes needed to work in the Creative Industries.

Early in the design of this SCQF level 5 NC in Music it was proposed that the four Units from the Skills for Work: Creative Industries (SCQF level 5) Course, along with Units that would allow candidates to develop their musical and technical skills and skills for working in the creative industries, would provide a robust award and build a solid framework for progression.

A formal questionnaire was subsequently sent out. It was designed to collect responses from 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 content.

The outcome of the survey showed that the majority of respondents were of the opinion that there was a definite need for an award in Music at SCQF level 5. The survey also found that respondents believed that the proposed level of the award was correct and that the proposed content was all either essential or very helpful. It was evident that the level 5 award was required to provide possible progression pathways to NC Music and NC Sound Production at SCQF level 6 and NPA Music Performing, NPA Music Business, NPA Sound Production: Live, NPA Sound Production: Recording and NPA Music for Wellbeing, all at SCQF level 6.

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. The QDT consulted with the Creative and Cultural Skills Council, who is responsible for the development of NOS for Music, and 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 NC Music (SCQF level 5) are to provide candidates with opportunities to develop:

- ◆ An appropriate learning experience in music at a non-advanced level.
- ◆ Awareness of and understanding of the infrastructure of the music industry.
- ◆ A range of appropriate practical skills, knowledge and understanding relevant for contemporary music practice.
- ◆ Music performing and composing skills.
- ◆ An appreciation of a range of music genres, for example jazz, classical, rock, folk, pop, dance.
- ◆ An understanding of the music industry and the employment opportunities within it.
- ◆ Skills in the use of MIDI for music making/composing.
- ◆ Experience of planning, executing and evaluating a creative project.
- ◆ Skills and knowledge in:
 - working in the creative industries
 - critical listening
 - improvisation
 - sound production
 - copyright.

3.2 General aims of the Group Award

The general aims of the NC Music (SCQF level 5) 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 a 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 potential starting point for those interested in working in the music industry or as Continuous Professional Development for those already employed in some capacity.

3.4 Employment opportunities

It is anticipated that the majority of those achieving the National Certificate in Music will articulate with Music related programmes at SCQF level 6. This award will also enhance successful candidates' employability profile.

4 Access to the 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 at Intermediate 1/Standard Grade General level (SCQF level 4). In addition, 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 that prior attainment is desirable.

5 Group Award structure

5.1 Framework

The NC Music (SCQF level 5) requires a minimum of 12 credits (72 SCQF credit points). There are seven mandatory Units of 1 credit each and 5 further credits are required from the optional section. A minimum of 7 credits must be achieved at SCQF level 5.

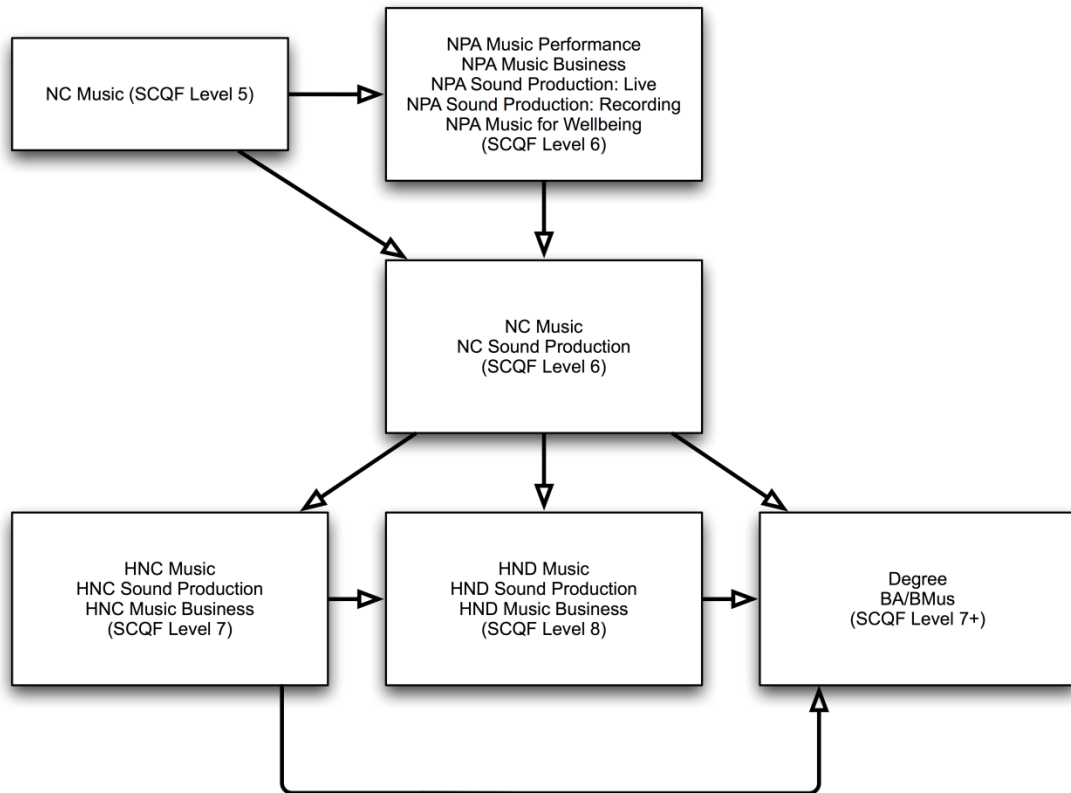
Unit title	Code	SQA credit value	SCQF level	SCQF credit points
Mandatory section (7 credits required)				
Creative Industries: An Introduction Or Creative Industries: An Introduction-Scotland	FH60 11 H6MV 75	1 1	5 5	6 6
Creative Industries: Creative Project	FH63 11	1	5	6
Appreciation of Music	D641 11	1	5	6
Music: MIDI Sequencing	F5DX 11	1	5	6
Performing Music on One Instrument or Voice	F3F4 11	1	5	6
Music: Live Performance	F58K 11	1	5	6
Music: Aural Skills	H295 10	1	4	6
Options section 1 (1–5 credits required)				
*Music: Composing Skills	H23V 75	1	5	6
Creative Industries: Skills Development	FH61 11	1	5	6
Creative Industries: The Creative Process	FH62 11	1	5	6
Music: Literacy	F5EA 11	1	5	6
Sound Engineering and Production	F5DW 11	1	5	6
Digital Media: Audio Editing	F1KT 11	1	5	6
Music: Organising a Community-based Musical Activity	H1WX 11	1	5	6
Options section 2 (from 0–4 credits required)				
Performing Music on One Instrument or Voice	F3F4 10	1	4	6
Sound Engineering and Production	F78F 10	1	4	6
Music: MIDI Sequencing	F78E 10	1	4	6
Digital Media: Audio Acquisition	F1JT 10	1	4	6
Digital Media: Video Acquisition	F1JW 10	1	4	6
Working for Yourself	FM28 10	1	4	6
Music: Literacy	H296 10	1	4	6
Keyboard Skills for Music Production	H1WH 10	1	4	6

*Refer to history of changes for revision details.

If a centre is entering a candidate for all four Units from the Skills for Work Creative Industries Course then it is the responsibility of the centre to enter the Course code (C276 11) as well the Group Award code for the NC.

5.3 Articulation, professional recognition and credit transfer

The National Certificate in Music has been designed to allow candidates to articulate on to the NC Music or Sound Production at SCQF level 6. There may then be opportunities to progress from the NC at level 6 through to Higher National programmes and degree level studies.



Mapping of aims to Units

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

Aims The NC Music will provide candidates with opportunities to develop:	Mandatory Units						
	Creative Industries: An Introduction	Creative Industries: Creative Project	Appreciation of Music	Music: MIDI Sequencing	Performing Music on One Instrument or Voice	Music: Live Performance	Music: Aural Skills
an appropriate learning experience in music at a non-advanced level	✓	✓	✓	✓	✓	✓	✓
awareness of and understanding of the infrastructure of the music industry	✓						
a range of appropriate practical skills, knowledge and understanding relevant for contemporary music practice		✓	✓	✓	✓	✓	✓
music performing and composing skills				✓	✓	✓	✓
an appreciation of a range of music genres, for example jazz, classical, rock, folk, pop, dance			✓		✓	✓	✓
an understanding of the music industry and the employment opportunities within it	✓	✓					
skills in the use of MIDI for music making/composing				✓			
experience of planning, executing and evaluating a creative project		✓					
skills/knowledge of working in the creative industries	✓						
skills/knowledge in critical listening			✓				
skills/knowledge in improvisation					✓	✓	
skills/knowledge in sound production				✓			
knowledge of copyright	✓						

Delivery of Core Skills

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

S = signposted

E () = embedded

Unit code	Unit title	Communication		ICT		Numeracy		Problem Solving			Working With Others	
		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
FH60 11	Creative Industries: An Introduction	S	S	S	S						S	S
FH63 11	Creative Industries: Creative Project	S	S	S				S	S	S	E	E
D641 11	Appreciation of Music			S					S		S	S
F5DX 11	Music: MIDI Sequencing			S	S			S	S	S		
F3F4 11	Performing Music on One Instrument or Voice	S	S					S	S	S		
F58K 11	Music: Live Performance	S	S					S	S		S	S
H295 10	Music: Aural Skills							S			S	
DV45 11	Music: Composing							S	S			
FH61 11	Creative Industries: Skills Development	S	S	S	S			E	E	E		
FH62 11	Creative Industries: The Creative Process	S	S	S	S	S	S	E	S	S	E	S

Unit code	Unit title	Communication		ICT		Numeracy		Problem Solving			Working With Others	
		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
F5EA 11	Music Literacy	S	S	S	S							
F3F4 10	Performing Music on One Instrument or Voice	S	S					S	S	S		
F78F 10	Sound Engineering and Production	S	S					S	S	S	S	S
F5DW 11	Sound Engineering and Production	S	S					S	S	S	S	S
F78E 10	Music MIDI Sequencing			S	S			S	S	S	S	S
F1KT 11	Digital Media Audio Editing	S	S					S	S	S		
F1JT 10	Digital Media Audio Acquisition	S	S					S	S	S		
F1JW 10	Digital Media Video Acquisition	S	S					S	S	S		
FM28 10	Working for Yourself	S	S	S	S			S	S	S		
H296 10	Music: Literacy	S	S					S	S			
H1WX 11	Music: Organising a Community-based Musical Activity	S	S					S	S	S	S	
H1WH 10	Keyboard Skills for Music Production							S	S			

Entry and exit levels of Core Skills for the NC Music (SCQF level 5) 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.

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 Skills for Work: Creative Industries Units have a strong focus on enterprise and employability skills, as does Working for Yourself, and the emphasis on reflective practice 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.

6 Content and context

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 award, this National Certificate would also be suitable for candidates to undertake on a part-time basis or as part of a partnership arrangement between colleges, schools and community-based centres. This could be facilitated by the use of VLEs and e-portfolios for delivery and assessment. SQA offers an e-portfolio system called Deskspace which is designed set up for use with the Skills for Work Units. Examples of other Units that would suit this kind of delivery and assessment may be *Music: Aural Skills* and *Music: Literacy*.

6.2 Approaches to delivery and assessment

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* and *Creative Industries: Creative Project* or integrating *Creative Industries: Skills Development* with *Working for Yourself*. A specific example of an integrated project might be to have candidates organise and participate in a musical show which could encompass aspects of *Music: Live Performance*, *Performing Music on One Instrument or Voice*, *Music: Composing*, *Music: Organising a Community-based Musical Activity* and *Creative Industries: Creative Project*.

Unit specifications detail all mandatory Evidence Requirements, providing centres with valuable information relating to assessment procedures and conditions for each assessment event. The four Units from the Creative Industries Skills for Work Course have online assessments available through SQA Desktopspace. Centres should take care to ensure that the Skills for Work Units are contextualised for the music industry.

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. Candidates should be encouraged to use and become familiar with a wide range of music sources and resources, including ICT.

For some time now a tenet of music education in Scotland has been to encourage candidates to develop a balance of skills/knowledge in performing, listening and composing activities and centres should take care to continue to maintain this balance. Musical creativity should be fostered through the mandatory Units of the Creative Project, MIDI Sequencing and Live Performance. Candidates should be encouraged to create and perform their own original music and peer review and assessment could be used to support this during the learning and teaching process.

Open learning

Aspects of the course 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. For example, SQA have made online assessments available for the Skills for Work Units through SQA Desktopspace.

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 Certificate in Music at SCQF level 5 will give you a platform which will allow you to progress into further education or potential employment; this could include progressing to NC Music SCQF level 6, and from there 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 five credits from a list of options. Together, these make up the 12 credits you need to successfully complete the National Certificate.

The award is designed to allow you to develop knowledge and skills that will enhance your musical ability and your employability. 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 working in the creative industries 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 Performing award or Units.

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.