

# **Group Award Specification for:**

**Professional Development Award  
in Scottish Bagpipe**

**at SCQF level 7**

**Group Award code — GT9W47**

**and at SCQF level 8**

**Group Award code — GT9X48**

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# 1 Introduction

This document was previously known as the Arrangements Document. The purpose of this document is to:

- ◆ assist centres to implement, deliver, and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers, teaching staff, assessors, learners, employers, and higher education institutions of the aims and purpose of the qualification
- ◆ provide details of the range of learners that the qualification is suitable for and the progression opportunities

These Professional Development Awards (PDA) relate to skills and knowledge required for candidates who wish to perform on Scottish bagpipes. The awards have been developed by SQA in partnership with the Piping and Drumming Qualifications Board (PDQB).

## 1.1 Rationale for the development of the awards

Piping and pipe band music have a historical and important place in Scottish culture and are a central component of Scottish traditional music. A vast range of organisations across the world have an interest in piping and pipe band music but Scotland has long been the universally accepted centre to which other countries look for standards and guidance.

There are five main organisations, all based in Scotland, which set standards and offer education programmes for piping and/or pipe bands within the UK and internationally (see section 1.3).

Until this development, graded piping and pipe band drumming qualifications were offered through the PDQB, which is the appointed and designated representative of the above organisations. Those qualifications were delivered, examined and overseen by these organisations, and not generally within mainstream education.

These group awards have been developed to form a single structure of certificated qualifications in Scottish Bagpipes and Scottish Pipe Band Drumming, based on national standards of design, teaching, assessment and certification. They should encourage a consistent approach to uptake by organisations and individuals within the UK and in other countries, and help maintain Scotland's central position of setting and maintaining standards in this form of traditional music.

These PDAs in Bagpiping will provide:

- ◆ common mandatory elements of study
- ◆ a coherent approach within a national framework (see section 4.1)
- ◆ the opportunity to preserve and build upon existing good practice
- ◆ compatibility of progression (see section 4.1)
- ◆ piping and drumming awards SCQF recognition
- ◆ preparation for further study or a possible indicator of currency for future employment
- ◆ a progression route to higher-level qualifications such as higher education
- ◆ a focus on the development of candidates' practical skills, and knowledge and understanding which underpin practical performance

## **Professional Development Award**

Involvement in Scottish bagpipes and Scottish pipe bands also offers a means of achieving skills for life, skills for learning and skills for work. They can learn the skills of playing a particular type of musical instrument and receive instruction in different aspects of musical theory and musicianship to enhance their proficiency. Candidates will learn discipline and dress sense. They will also develop competitiveness and the ability and confidence to perform to a high standard in front of large audiences. There are also opportunities to develop skills candidates will need throughout their working life such as leadership and management, team working, communication, and continuous learning. They will broaden their horizons because of the opportunities afforded by the worldwide phenomenon that is the piping and pipe band movement.

### **1.2 Piping and pipe band drumming qualifications background**

The graded piping and pipe band drumming qualifications have been available through the PDQB since 1 January 2007, following a harmonisation of the qualifications available previously from the five constituent members of the PDQB. The graded qualifications have been available through four assessment centres (College of Piping, National Piping Centre, Army School of Bagpipe Music and Highland Drumming, and Royal Scottish Pipe Band Association) and total annual certifications have amounted to approximately 500, around 90% of which have been in the levels covered by the proposed National Progression Awards.

With the enhanced status of national currency, there is potential to expand annual certifications to double these numbers within Scotland and the wider UK. The areas of potential expansion include:

- ◆ learning programmes offered by the constituent organisations of the PDQB (including an expanded educational programme conducted by regional Branches of the Royal Scottish Pipe Band Association)
- ◆ individuals in pipe bands (over 400 of which are based in the UK and are registered with the Royal Scottish Pipe Band Association)
- ◆ the general public in Scotland and the wider UK, with increased publicity through initiatives and events such as Major Pipe Band Championships (including the annual World Pipe Band Championships in Glasgow which involves 8,000 competitors and an audience of 40,000), the annual Piping Live Festival (which in 2008 comprised 90 individual traditional music events in Glasgow, attracting 25,000 visitors), the Army's 'Piper's Trail' project, the Edinburgh Military Tattoo, Homecoming Scotland, and Scottish Traditional Music organisations

### **1.3 The organisations**

These organisations are all based in Scotland; they set standards and offer education programmes for piping and/or pipe bands within the UK and internationally.

#### **Army School of Bagpipe Music and Highland Drumming**

The school traces its origins back to 1910 and the first Army Class run by the Piobaireachd Society. It is based in Edinburgh and is part of the Army Recruiting and Training Division. It provides tuition in piping, pipe band drumming, drum majoring and bugle playing to all three Armed Services, the Territorial Army and the Army Cadet Force.

## ***Professional Development Award***

### **College of Piping**

The College of Piping, based in Glasgow, was established in 1944 for the teaching of the great Highland bagpipe. The college, a registered charity, operates as a centre of excellence for Scotland's national music.

### **National Piping Centre**

The National Piping Centre, based in Glasgow, was founded in 1996 as a national and international centre of excellence for the great Highland bagpipe and its music. His Majesty King Charles III, KG, KT, GCB is the patron. The centre, also a registered charity, provides teaching facilities leading to certificated qualifications, including a 4-year Honours Degree programme — BA (Scottish Music — Piping), which it delivers collaboratively with the Royal Scottish Academy of Music and Drama.

### **Piobaireachd Society**

The Piobaireachd Society was formed in 1903 and its objects are to encourage the study and playing of Piobaireachd on the great Highland bagpipe as well as the collection and publication of Piobaireachd manuscripts, and the diffusion of knowledge of ancient Piobaireachd music. The society is a registered charity and Her Majesty Queen Elizabeth II was the former patron.

### **Royal Scottish Pipe Band Association**

The Royal Scottish Pipe Band Association (RSPBA), based in Glasgow, was founded in 1930 as a governing body to promote and encourage the culture and advancement of pipe band music nationally and internationally. The association is a registered charity that administers an education programme in piping, pipe band drumming and drum majoring at local level throughout the UK leading to certificated qualifications.

## 2 Qualifications structure

The awards' structure comprises two levels in piping, incorporating both solo performance and theory as below.

<b>4 code</b>	<b>2 code</b>	<b>Unit title</b>	<b>SQA credit</b>	<b>SCQF credit points</b>	<b>SCQF level</b>
J6XS	47	Scottish Bagpipe Solo Performance	2	16	7
J6XR	47	Scottish Bagpipe Theory	1	8	7
J6XW	48	Scottish Bagpipe Solo Performance	2	16	8
J6XT	48	Scottish Bagpipe Theory	1	8	8

### **3 Aims of the qualifications**

The principal aim of the awards is to harmonise and enhance education and training in piping performance and theory, to ensure consistent standards, and to improve Scottish bagpipes and Scottish pipe band performance in Scotland and in other countries.

#### **3.1 General aims of the qualifications**

The general aims of the awards are to:

- ◆ enhance the status of Scottish bagpipes and Scottish pipe band music in general
- ◆ set common standards of teaching
- ◆ set common standards of assessment and achieve consistent quality assurance
- ◆ encourage higher standards of performance

#### **3.2 Specific aims of the qualifications**

The specific aims of the awards are to:

- ◆ certificate different levels of performance
- ◆ expand uptake of the qualifications as a result of their enhanced status and national currency
- ◆ improve credit links and achieve parity of esteem with other forms of music

#### **3.3 Target groups**

The principal target groups are:

- ◆ individuals interested in bagpipe music
- ◆ existing pipers involved in solo playing or members of pipe bands
- ◆ Armed Forces personnel
- ◆ Army Cadet Force and University Officer Training personnel
- ◆ education authorities in Scotland, the wider UK and internationally
- ◆ other piping and pipe band organisations in Scotland
- ◆ affiliated and other piping and pipe band organisations in other countries
- ◆ skills development organisations

#### **3.4 Employment opportunities**

For award holders, there is scope for employment opportunities in:

- ◆ teaching of bagpipes or other forms of music
- ◆ the music and entertainment industry in general
- ◆ the Scottish Police Service (all eight Scottish Forces have pipe bands)
- ◆ the Armed Forces
- ◆ bagpipe manufacturing industry (in which the UK plays a leading role)

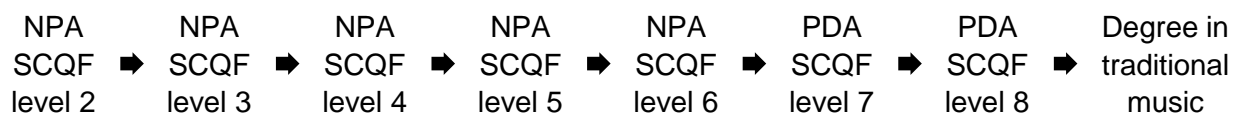
## **4 Recommended entry to the qualifications**

Access to the awards in Scotland and in other countries will be through SQA-approved assessment centres in the College of Piping, National Piping Centre, Army School of Bagpipe Music and Highland Drumming, and RSPBA.

There is also scope for access through education authorities, further education colleges and higher education institutions.

### **4.1 Progression routes**

Entry to the PDA qualifications is at the discretion of the delivering centre. However, it is expected that the candidate would enter the level 7 qualifications having first progressed through the NPA qualifications from SCQF level 2 to level 6 as follows:





## 5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification.

### 5.1 Mapping of qualification aims to units

General and specific aims	How the units map to the aims
Enhance the status of piping and pipe band music in general.	The level and credit value of each unit has been established in line with the SCQF.
Set common standards of teaching.	Teaching will be derived from unit specifications.
Set common standards of assessment and achieve consistent quality assurance.	Assessment of each unit is specified and assessment guidelines have been produced.
Encourage higher standards of performance.	Units are clearly written, showing how progression through the standards is achieved.
Certificate different levels of performance.	There are units at SCQF levels 7 and 8.
Expand uptake of the qualifications as a result of their enhanced status and national currency.	It is easy for centres offering the qualifications to understand the level of each unit.
Improve credit links and achieve parity of esteem with other forms of music.	The level and credit value of each unit has been established in line with the SCQF.

These PDA awards were developed in conjunction with the PDQB as identified above. The organisations comprising the PDQB have, for many years, set and maintained the standards for Scottish bagpipe and Scottish pipe band drumming music — therefore, performance and theory for each unit is aligned to long-established standards.

## **6 Guidance on approaches to delivery and assessment**

These awards have been designed to allow the maximum flexibility in the way they are delivered and assessed; for example, they can be delivered as regular, weekly sessions in schools or as short intensive courses in piping or pipe band organisations, pipe bands or other extra-curricular contexts. Central consideration is that providers must have access to the full range of expertise and resources necessary to deliver the content of each award.

Tutors and instructors will find comprehensive supporting material in relevant publications, such as the College of Piping and National Piping Centre Tutor Books, the RSPBA Structured Learning Manuals 1–3, or similar learning materials available from other piping or pipe band organisations. Assistance is also available from the PDQB in the form of sample test papers covering aspects of theory at all levels. These are available for use as part of instructional programmes or for candidates who wish to take the assessments directly.

Units in piping may form part of a group award, for example in traditional music, but can also be offered on a standalone basis. Units may be offered in a variety of ways, such as direct teaching or training courses, and practical workshop sessions. It may also be possible to study using distance learning programmes, such as Skype, websites and video content.

Assessment will follow procedures approved by the PDQB, available from the PDQB website.

Assessment must be carried out in front of an approved assessor either as individual assessments, or combined in a single assessment event or performance.

Candidates must pass all components in theory and performance to be awarded a certificate. The scores for all areas are aggregated to gain an overall grade for the unit — an overall A, B, C or D grading will be awarded.

### **6.1 Unit study areas**

#### **Scottish Bagpipe Solo Performance (SCQF level 7)**

- ◆ Demonstrate sight-reading competence of bagpipe music using the practice chanter.
- ◆ Perform a programme of light Music (Ceol Beag) on the bagpipe.
- ◆ Perform a programme of Piobaireachd (Ceol Mor) on the bagpipe.
- ◆ Tune bagpipes accurately.
- ◆ Display competence in marching and deportment.

#### **Scottish Bagpipe Theory (SCQF level 7)**

- ◆ Demonstrate knowledge of pitch and pentatonic scales.
- ◆ Demonstrate knowledge of notate Piobaireachd and Light Music.
- ◆ Identify and describe the requirements and format for specific dances.
- ◆ Demonstrate understanding of piping and pipe band history, and associated individuals and organisations.
- ◆ Demonstrate knowledge of bagpipe assembly and maintenance.

## **Professional Development Award**

### **Scottish Bagpipe Solo Performance (SCQF level 8)**

- ◆ Perform a programme of Light Music (Ceol Beag) on the bagpipe.
- ◆ Perform a programme of Piobaireachd (Ceol Mor) on the bagpipe.
- ◆ Tune bagpipes accurately.
- ◆ Display competence in marching and deportment.

### **Scottish Bagpipe Theory (SCQF level 8)**

- ◆ Write music for different tune types.
- ◆ Demonstrate knowledge and understanding of Piobaireachd construction and classification.
- ◆ Demonstrate knowledge and understanding of Piobaireachd movements and notation.
- ◆ Demonstrate knowledge and understanding of the history of piping.

## **6.2 Recognition of prior learning**

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal, and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may not be used as a method of assessing in the following types of units and assessments:

- ◆ course and/or external assessments
- ◆ other integrative assessment units (which may or not be graded)
- ◆ certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ where there is an existing requirement for a license to practice
- ◆ where there are specific health and safety requirements
- ◆ where there are regulatory, professional, or other statutory requirements
- ◆ where otherwise specified in an assessment strategy

More information and guidance on the recognition of prior learning may be found on our website: [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

### **6.2.1 Articulation and/or progression**

The PDAs in Scottish Bagpipes are designed to provide progression routes to the full range of mainstream music options such as higher education.

### **6.2.2 Professional recognition**

Completion of these PDAs will lead to recognition from the various piping and pipe band organisations around the world and within the piping fraternity generally, as well as organisations such as the Armed Forces.

**6.2.3 Credit transfer arrangements**

Linkage to the SCQF offers the opportunity for credit transfer with other music qualifications, particularly on aspects of music theory and with other areas of traditional music. There is also scope for credit transfer with awards offered in higher education, such as the BA in Scottish Music — Piping and the BA in Scottish Music more generally.

**6.3 Opportunities for e-assessment**

Although the primary focus of the award is in a practical area, centres are encouraged to make use of electronic resources where possible. This may include the use of Skype, websites and video content.

## **7 General information for centres**

### **Equality and inclusion**

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

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 these group awards 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 Glossary of terms

**Assessment:** The process of collecting and interpreting evidence of candidate performance.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the PDA 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.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used 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 credits:** One NPA credit is equivalent to 6 SCQF credit points. This applies to all NPA Units, irrespective of their level.

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the framework. One NPA credit is equivalent to 6 SCQF credit points. This applies to all NPA Units, irrespective of their level.

**SCQF levels:** The level a qualification assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning.

**SQA credit value:** The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching, and assessment.

**Subject unit:** These contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** These refer to opportunities to develop Core Skills in learning and teaching, but are not automatically certificated.

## 9 History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA Connect to confirm that they are using the most up-to-date qualification structure.

**NOTE:** Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

### Acknowledgements

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of PDA Qualifications.

SQA acknowledges the valuable contribution that the Piping and Drumming Qualifications Board (PDQB) (representing the College of Piping, National Piping Centre, Piobaireachd Society, Army School of Bagpipe Music and Highland Drumming and Royal Scottish Pipe Band Association) has made to the development of the Scottish Bagpipe and Scottish Pipe Band Drumming qualifications.

### Further information

Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

## **10 General information for learners**

This section will help you to decide whether this is the qualification for you by explaining: what the qualification is about; what you should know or what you should be able to do before you start; what you will need to do during the qualification; and opportunities for further learning and employment.

The PDA piping qualifications are practical-based qualifications that require you to spend the majority of your time practising performance or theory of music.

Each PDA is designed to equip you with the knowledge, understanding and skills to allow you to progress to a higher-level qualification.

Occupations may be available in a wide variety of settings within the music industry sector as well as the Armed Forces. Achievement of the PDAs in Scottish Bagpipes (SCQF levels 7 and 8) may open up other progression or employment opportunities.

The PDAs in Scottish Bagpipes (SCQF level 7 and 8) require you to achieve a minimum of three credits. You can get information on each PDA from the unit specifications.

You will be assessed on the knowledge and skills developed in each unit. The theory unit will develop theoretical understanding and the performance unit will develop your skills on your instrument. You will then undertake a practical assessment on your instrument and a written assessment for the theory unit.