



**Arrangements for:  
National Progression Award in  
Music Performing (SCQF level 6)**

**Group Award Code: G9L6 46**

**Validation date: November 2009**

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## **Acknowledgement**

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



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# 1 Introduction

This is the Arrangements Document for the National Progression Award in Music Performing at SCQF level 6 which was validated in November 2009. 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 National Progression Award (NPA) in Music Performing is part of SQA's national qualification framework in Music. Specifically, it is one of a new suite of small Group Awards which cover a range of aspects of music.

The award is designed to provide articulation from existing NQ courses in Music to further study and to provide specific knowledge, skills and experience related to and in the context of music performing. Through these relevant experiences candidates will develop skills of commitment, collaboration, creative thinking and self-discipline.

The National Progression Award in Music Performing consists of two mandatory NQ Units drawn from the frameworks of the National Certificate in Music (G978 46) and Sound Production (G977 46) at SCQF level 6. This award is made up of two mandatory single credit Units (12 SCQF points) and one additional single credit Unit (6 SCQF points) from a choice of four optional Units.

## 2 Rationale for the development of the Group Award

### Establishing the need for the qualification

During the development of the new National Certificates (NCs) in Music and Sound Production 2006-2009, it became evident that the main stakeholders — colleges and schools — were interested in the potential for smaller Group Awards which would be appropriate for students seeking alternative or additional pathways from existing NQ or Standard Grade Music courses.

When establishing the need for a new NPA in Music Performing, sector consultation used a combination of formal and informal mechanisms. A scoping exercise for new NPAs was carried out in August 2009 during which sector comment and feedback was sought. Consultation took place with Scotland's colleges and Scotland's schools and interested groups from the creative industries and education sectors including Musicians' Union, MCPS, Sector Skills Council, Scottish Arts Council and Higher Education.

Responses from the scoping exercise highlighted the need for a new and smaller Group Award to fill a gap in provision for school pupils and those keen to progress to further study at college. Consultation identified that there is a large student group across colleges and schools who share a strong interest in Music Performing who may not necessarily be best catered for by existing NQ Music Courses which demand competency and commitment across a number of identified components: Composing and Listening in addition to Performing.

## **Nature and purpose of the award**

Following the consultation period the essential skills and knowledge appropriate to performing music were identified and these provide the basis for skills building in the context of the NPA:

- ◆ performing
- ◆ rehearsing
- ◆ planning
- ◆ evaluating
- ◆ working collaboratively

The award structure and Unit content provides a coherent and progressive curriculum which creates and promotes effective articulation and transition into further and higher education, whilst simultaneously recognising and supporting skills for industry and future employment.

Curriculum for Excellence (CfE) invites schools and colleges to think creatively about the courses and programmes they offer. A new National Progression Award in Music Performing responds to and endorses the four capacities of CfE:

- ◆ successful learners
- ◆ effective contributors
- ◆ confident individuals
- ◆ responsible citizens

**Successful learners** through:

- ◆ preparation of a music programme by carrying out an effective practice regime
- ◆ accepting and acting upon advice from tutors and peers
- ◆ listening to and evaluating own performance and that of others
- ◆ planning a programme of music for performance

**Effective contributors** through:

- ◆ offering support to others
- ◆ listening and evaluating self and others

**Confident individuals** through:

- ◆ decision-making as an individual and as part of a group
- ◆ taking risks — exploring the potential
- ◆ participation in a presentation/performance

**Responsible citizens** through:

- ◆ taking care of equipment
- ◆ being prepared and punctual for rehearsals, presentations, performances
- ◆ taking responsibility for own part in a live performance
- ◆ accepting responsibility if something goes wrong and helping to put it right

The NPA aims to provide a specific pathway to success whilst building on existing strengths and interests and relates to the CfE 'totality of experiences' through offering personalisation and choice and encouraging interdisciplinary learning and cross-sector teamwork.

### **Target group**

The NPA in Music Performing is suitable for college students, school pupils, school leavers and adult learners/returners who have the interest and the necessary underpinning level of skills in performing. The NPA in Music Performing provides articulation from existing NQ Courses in Music to further study at National Certificate level and beyond by equipping the learner with specific knowledge, skills and experience related to and in the context of music performing.

### **Structure of the award**

The structure of the NPA in Music Performing comprises a two Unit mandatory section (12 SCQF points) and one additional Unit (6 SCQF points) from a choice of four options.

The NQ Unit *Performing Music on One Instrument or Voice* (F3F4) is pivotal to the award. This Unit provides a single instrument route for candidates who have a particular aptitude or interest in a specific course of study on one musical instrument. This Unit at SCQF level 6 is one of the two mandatory Units in the NPA in Music Performing and also features in the optional section at SCQF level 5. The Unit is available at SCQF levels 3 to 7 and *Performing Music on One Instrument or Voice* (SCQF level 7) can be accessed by candidates who wish to develop performing skills further outwith the NPA.

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

The level of the National Progression Award was influenced by a number of factors:

- ◆ The characteristics and performing abilities of candidates attracted into the non-advanced music based programmes
- ◆ The destinations and progression routes for candidates completing this award (NC Music or Sound Production or HNC Music or Sound Production)
- ◆ The lack of suitable existing Unit and course provision at SCQF level 6 that discretely supports the development of music performing skills

It was established that an award at level 6 was appropriate for the following reasons:

- ◆ It would provide more effective articulation with National Certificates, National Courses and HN qualifications
- ◆ The entry profile of students was more suited to a level 6 award

## Access to the Group Award

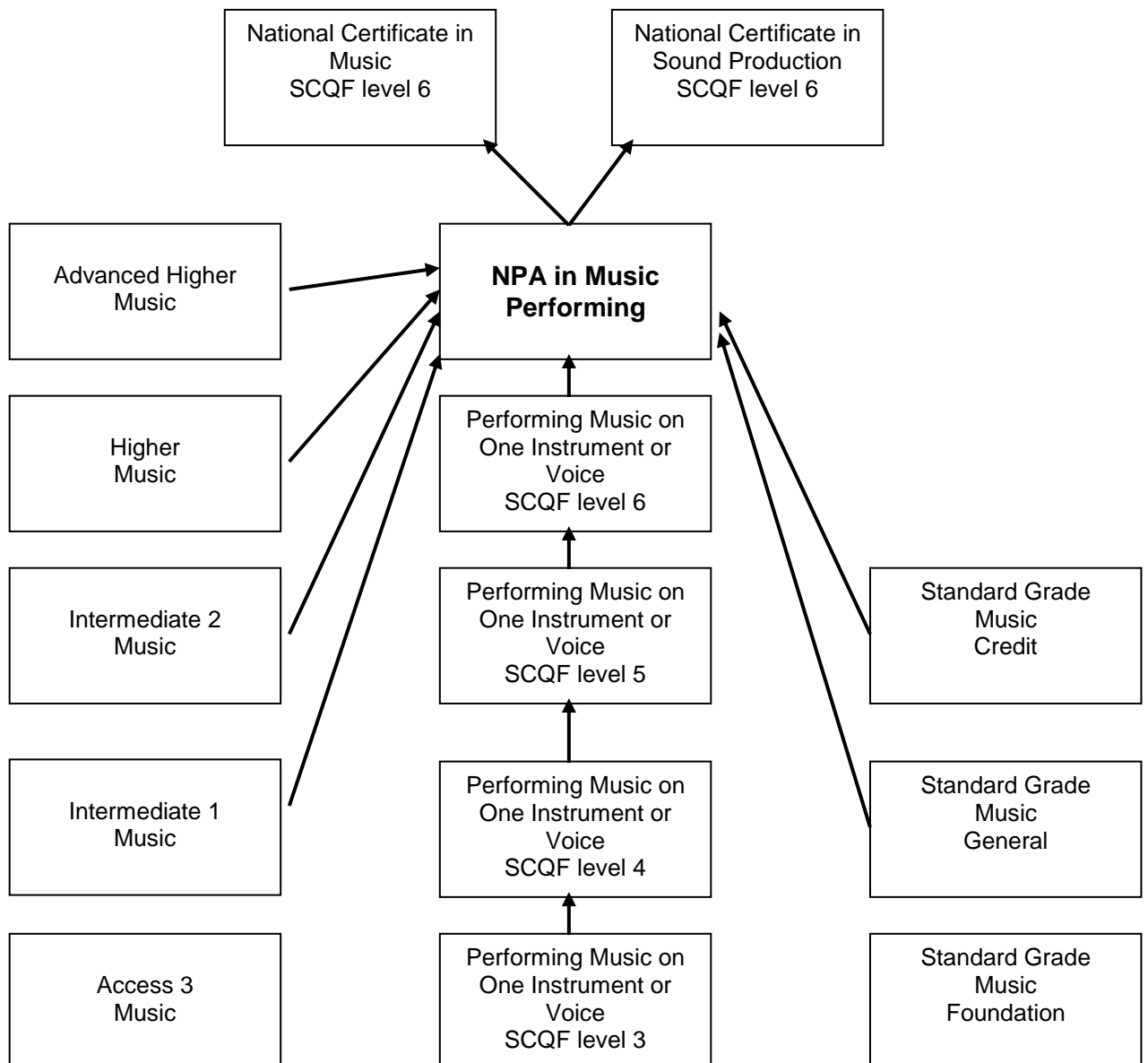
While entry is at the discretion of each centre, candidates would benefit from previous experience in music performing, either other NQ performing Units at SCQF levels 4 and 5, a Standard Grade Music Course or National Courses in Music at Intermediate 1 or 2.

Room for progression has been built into the award. For example, candidates entering the NPA with experience in performing to level 4 can begin by working towards level 5 and then progress to level 6. The award has also been designed to accommodate candidates with ability on two instruments. Where ability on one instrument exceeds that on another, differentiation exists in the varying levels of the Unit *Performing Music on One Instrument or Voice*. For example, candidates may work towards level 5 on one instrument and work towards level 6 on the other. Where ability on both instruments is equal candidates may opt to make use of the free-standing Unit at level 7 to further develop their skills on one of their instruments.

The Units which make up the award have been designed in a generic style. The *Performing Music on One Instrument or Voice* Units and the *Music: Live Performance* Unit will accommodate a diverse range of instruments and musical styles from all genres. The accessibility of the Units offers scope for personalisation and choice.



## Progression pathways



Students can access the NPA in Music Performing through a variety of pathways. Prior experience might include: Music Courses at Standard Grade General or Credit level or NQ Music Courses at Intermediate 1, 2, Higher or Advanced Higher level. These courses all incorporate the three elements of Performing, Listening and Composing. Prior experience might otherwise be gained through building performing skills through a series of Performing Units at lower levels or the equivalent, ie by building performing skills through progressive study.

Please see qualifications map for further information — Appendix B.

### **3 Aims of the Group Award**

#### **3.1 Principal aims of the Group Award**

The principal aims of the NPA in Music Performing at SCQF level 6 are to:

- ◆ allow candidates opportunities to gain an appropriate learning experience in Music Performing at a non-advanced level
- ◆ develop a range of appropriate practical skills, knowledge and understanding relevant for music practice
- ◆ encourage candidates to take charge of their own learning and development
- ◆ provide a range of learning and assessment styles to motivate candidates to achieve their full potential
- ◆ provide candidates with knowledge and skills which are directly relevant to current and/or future practice in the area of music performance
- ◆ provide opportunities for the individual development of skills and aptitudes which will improve career development within the music sector
- ◆ develop music performing skills on one or more instruments
- ◆ allow candidates opportunities to gain skills and knowledge through optional Units in:
  - Music promotion
  - Planning, executing and evaluating a creative project
  - Technical support

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

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

- ◆ provide the opportunity for progressive development of competences and personal learning through the use of SCQF and the development of reflective practice approaches to learning
- ◆ provide a structured award that recognises existing skills and competences relating to performing music
- ◆ allow candidates to develop expertise and benefit from practical experience of developing technical skills relating to live performance, developing skills and knowledge that can support and develop future career aspirations within the music industry
- ◆ provide 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 Employment opportunities**

It is anticipated that the majority of those achieving the NPA in Music Performing will articulate with other 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
- ◆ Teaching

## **4 Access to the Group Award**

The NPA in Music Performing at level 6 is accessible to students from colleges and schools as well as adult returners/learners who have an interest in and experience of performing on one or more instruments.

While entry is at the discretion of the centre, candidates would benefit from previous experience in music performing, either other NQ performing Units at SCQF levels 4 and 5, a Standard Grade Music Course or National Courses in Music at Intermediate 1 or 2.

### **Core Skills**

It is recommended that candidates for this award should have achieved Core Skills at SCQF level 4.

## 5 Group Award structure

The NPA in Music Performing comprises a two Unit mandatory section (12 SCQF points) and one additional Unit (6 SCQF points) from a choice of four optional Units.

### 5.1 Framework

Mandatory Units				
Code	Unit title	SCQF level	SCQF credit points	SQA credit value
F5E5 12	Music: Live Performance	6	6	1
F3F4 12	Performing Music on One Instrument or Voice	6	6	1

Optional Units – choose one from four				
Code	Unit title	SCQF level	SCQF credit points	SQA credit value
F3F4 11	Performing Music on One Instrument or Voice	5	6	1
F58F 12	Creative Project	6	6	1
F5E2 12	Music: Technical Support	6	6	1
F8LF 12	Music: Promotion in the Music Industry	6	6	1

The mandatory section of the award provides the strong performing focus whilst the optional section allows the student the choice of continuing on the performing route by opting for *Performing Music on One Instrument or Voice* at level 5 or to further specialise by choosing one Unit from:

- ◆ *Music: Technical Support*
- ◆ *Music: Promotion in the Music Industry*
- ◆ *Creative Project*

Each of these Units provides the opportunity for the student to develop a range of practical and organisational skills relating to performing, thus complementing the aim of the award. For example:

- ◆ The Performer interested in understanding how the business side of musical performance operates may opt for *Music: Promotion in the Music Industry* in addition to the two mandatory Units.
- ◆ The Performer interested in the technical support of a performance may opt for the *Music: Technical Support* Unit in addition to the mandatory Units.
- ◆ The Performer who is interested in exploring opportunities through a project may opt for *Creative Project*.

- ◆ The Performer whose sole interest lies in performing may, in addition to the two mandatory Units, opt for the *Performing Music on One Instrument or Voice* at level 5. This Unit could be undertaken on a second instrument or could be a progressive pathway for their first instrument.

The optional section of the award has been designed to cater for:

- ◆ candidates whose interest lies in the development of performing skills on one instrument who can opt to progress through different levels of performing Units
- ◆ candidates who wish to develop skills on more than one instrument who can opt to progress through Units at differing levels appropriate to their skills on each instrument
- ◆ centres who wish to provide breadth of experience within the NPA in Music Performing in order to prepare the candidate for further study
- ◆ to provide the opportunity to offer an integrated approach

Although students may select the optional Unit F3F4 11 at SCQF level 5 the NPA in Music Performing is achieved at SCQF level 6. This is because more than 50% of the overall Units, the two mandatory Units, are at level 6.

## 5.2 Mapping

The table below shows how the aims expressed in Section 3 map to the mandatory and optional Units as given in Section 5.

Aims	Units					
	Music: Live Performance	Performing Music on One Instrument or Voice (SCQF level 6)	Creative Project	Music: Technical Support	Music: Promotion in the Music Industry	Performing Music on One Instrument or Voice (SCQF level 5)
Allow candidates opportunities to gain an appropriate learning experience in Music performing at a non-advanced level	X	X				X
Develop a range of appropriate practical skills, knowledge and understanding relevant for music practice	X	X		X		X
Encourage candidates to take charge of their own learning and development	X	X	X	X	X	X
Provide a range of learning and assessment styles to motivate candidates to achieve their full potential	X	X	X			X
Provide candidates with knowledge and skills which are directly relevant to current and/or future practice in the area of music performance	X	X	X	X	X	X
Provide opportunities for the individual development of skills and aptitudes which will improve career development within the music sector	X	X	X	X	X	X
Develop music performing skills on one or more instruments	X	X				X
Allow candidates opportunities to gain skills and knowledge through optional Units in: <ul style="list-style-type: none"> <li>— Music promotion</li> <li>— Planning, executing and evaluating a creative project</li> <li>— Technical support</li> </ul>			X	X	X	

### 5.3 Core Skills

Entry and exit levels of Core Skills for the NPA in Music Performing will be set by individual centres. There are opportunities to gather evidence within the Units which can contribute towards Core Skills. The table below highlights where each Unit can be used to generate evidence for Core Skills.

Core Skill	Developed through
Communication	Music: Live Performance Performing Music on One Instrument or Voice (SCQF levels 5, 6 ) Creative Project Music: Technical Support Music: Promotion in the Music Industry
Problem Solving	Music: Live Performance Creative Project Music: Technical Support Music: Promotion in the Music Industry
Information and Communication Technology	Music: Technical Support
Working with Others	Music: Live Performance Creative Project Music: Promotion in the Music Industry

In addition to Core Skills development the NPA in Music Performing offers candidates the opportunity to develop key transferable skills. The following table illustrates some of these possibilities.

Transferable skill	Developed through
Enterprise skills	Creative Project Music: Live Performance
Technology skills	Music: Live Performance Music: Technical Support
Employability skills	Music: Promotion in the Music Industry Music: Technical Support Creative Project Performing Music on One Instrument or Voice (SCQF levels 5, 6 ) Music: Live Performance
Planning/evaluative skills	Creative Project Performing Music on One Instrument or Voice (SCQF levels 5, 6 ) Music: Live Performance Music: Technical Support

## **National Occupational Standards**

The importance of benchmarking any development with appropriate National Occupational Standards (NOS) is acknowledged and it is hoped that at some point in the future it will be possible to do so. Should NOS for Music be developed at a future date, at this point, as part of the SQA qualifications review cycle, the qualification may then be benchmarked against these standards.



## 6 Approaches to delivery and assessment

### Content and context

The nature of this award allows for short course delivery and may be delivered by centres, particularly FE, as a precursor or follow-on to National Certificates in Music or Sound Production at SCQF level 6. Alternatively, centres may wish to develop a non-advanced programme where students can be entered for three NPAs throughout the academic session: NPA Music Performing, NPA Sound Production (Recording or Live) and NPA Music Business. This would allow candidates who were uncertain of which area of the music industry to focus upon for a career choice to experience concentrated exposure to elements of each of the areas thereby informing them more fully of the nature of each area studied. Schools may wish to offer NPA awards as short courses in the senior school either as a follow-on or as an alternative to NQ qualifications.

### Delivery

The delivery of this award is at the discretion of individual centres. The structure of the qualification allows centres a high degree of flexibility in delivery. It is suggested that when considering the approach to delivery and the choice of optional Units, centres should take account of:

- ◆ the individual student
- ◆ staff expertise
- ◆ accommodation
- ◆ equipment

The award can be offered:

- ◆ as an alternative to or in addition to an NQ Music Course in college or school
- ◆ as an interdisciplinary course in college or school, eg Music department/Business Studies department/Science department/Craft Design and Technology department
- ◆ as a full time short course, day release or evening class
- ◆ using a combination of delivery modes, eg working with instrumental instructors, private teachers and/or school or college staff
- ◆ as part of year one in a two year NC programme at college or as part of a school/college partnership

The Performing Units and the Live Performance Unit will accommodate a diverse range of instruments and musical styles from all genres. Thus the inclusiveness of the Units offers scope for personalisation and choice.

Delivery of the NPA allows for a variety of teaching and learning approaches.

- ◆ Tutor or teacher led working with individuals or with groups
- ◆ Self-study in the form of individual practice and/or project work, promoting independent learning
- ◆ Evaluation of self and others
- ◆ Peer support

- ◆ Open learning may be feasible for some Outcomes within some Units — for example some candidates may learn performing skills with no tutor input using commercially produced materials
- ◆ Distance learning may be possible with use of video conferencing/web cameras

The range of options within the NPA also offers scope for personal choice. Music and Business Studies staff could work together to deliver the *Music: Promotion in the Music Industry* Unit, Craft Design Technology (CDT) and Music staff delivering *Music: Technical Support* and school-college partnerships all offer the opportunity for interdisciplinary learning.

### **Assessment**

The Unit content is developed to allow for integrative and cross assessment. Use of an integrated and linked delivery methodology in centres will provide candidates with a more meaningful learning experience and promote an increased coherence between Units.

Individual Units can be assessed throughout the award. For example, a candidate who opts for performing at level 5 can complete that Unit, be assessed and progress onto level 6. Some centres may choose to assess at definitive times whereas others may allow more flexibility and assess when the candidate is ready.

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

The majority of Units which make up the award have either National Assessment Bank (NAB) materials or Assessment Support Packs (ASPs) which provide sample assessment material including an instrument of assessment, specified briefs and checklists. Centres wishing to develop their own assessments should refer to the NABs or ASPs to ensure a comparable standard.

Some examples of where assessment could be integrated are Outcome 1 of *Music: Live Performance* and Outcome 2 of *Performing Music on One Instrument or Voice* where candidates 'contribute to the preparation of a programme of music for a live performance' and 'describe music chosen for performance'. Discussing, understanding and preparing the music to be performed will influence the choice of the programme, the practice routine and inform the description of the music.

Outcome 3 of *Music: Live Performance* 'Evaluate own performance of music at a live event and implement strategies for improvement' and Outcomes 1 and 3 of *Performing Music on One Instrument or Voice* 'Carry out an effective practice routine' and 'Perform music in contrasting styles'. The effective practice routine will influence and be influenced by the evaluation of the performance.

The assessment strategy for the award 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. Please refer to Appendix C for assessment mapping.

## 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 and Quality Assurance for Colleges of Further Education ([www.sqa.org.uk](http://www.sqa.org.uk)).

## 8 General information for candidates

The NPA in Music Performing (SCQF level 6) will give you the opportunity to further develop your skills in the area of performing and the technical skills related to performing. This can be on any instrument and in any musical style or genre.

There are no specific entry requirements but you should have performing skills broadly equivalent to SCQF level 4 to access the award.

You need to successfully complete three Units in order to achieve the award.

There are two mandatory Units (both at SCQF level 6).

- ◆ *Music: Live Performance*
- ◆ *Performing Music on One Instrument or Voice*

There are 4 optional Units from which you must choose one Unit.

- ◆ *Performing Music on One Instrument or Voice (SCQF level 5)*
- ◆ *Creative Project*
- ◆ *Music: Technical Support*
- ◆ *Music: Promotion in the Music Industry*

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

## 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 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.

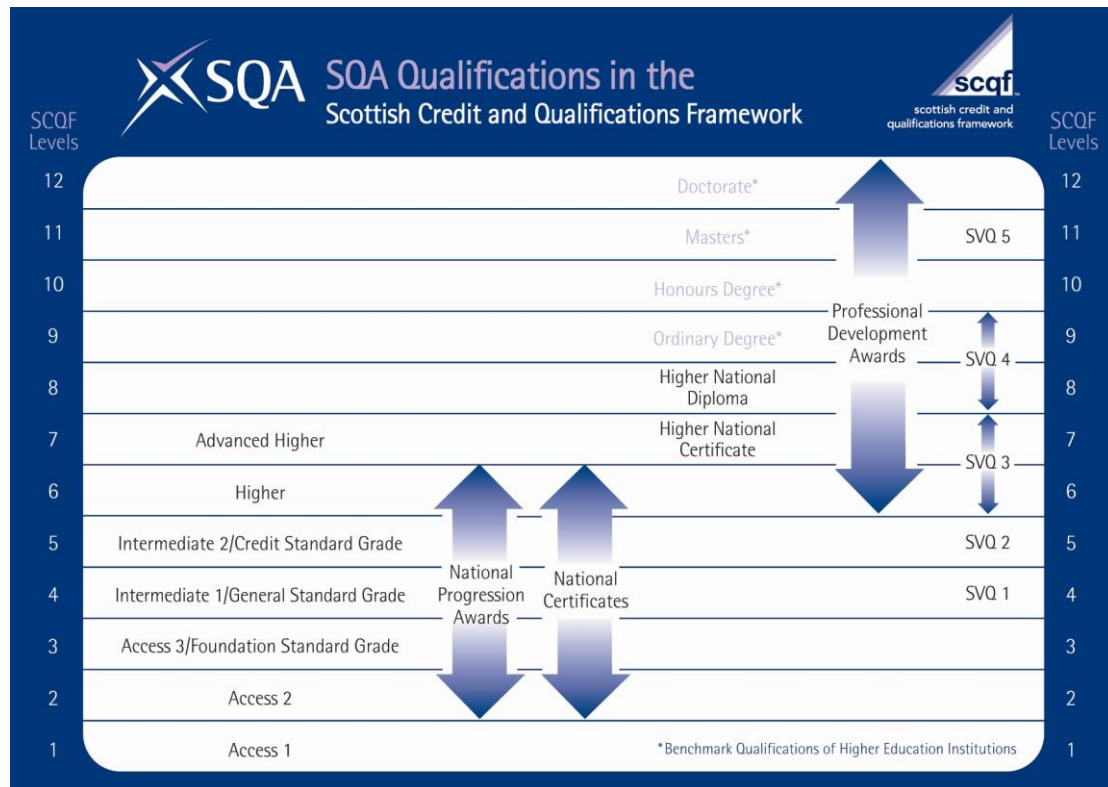
**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests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

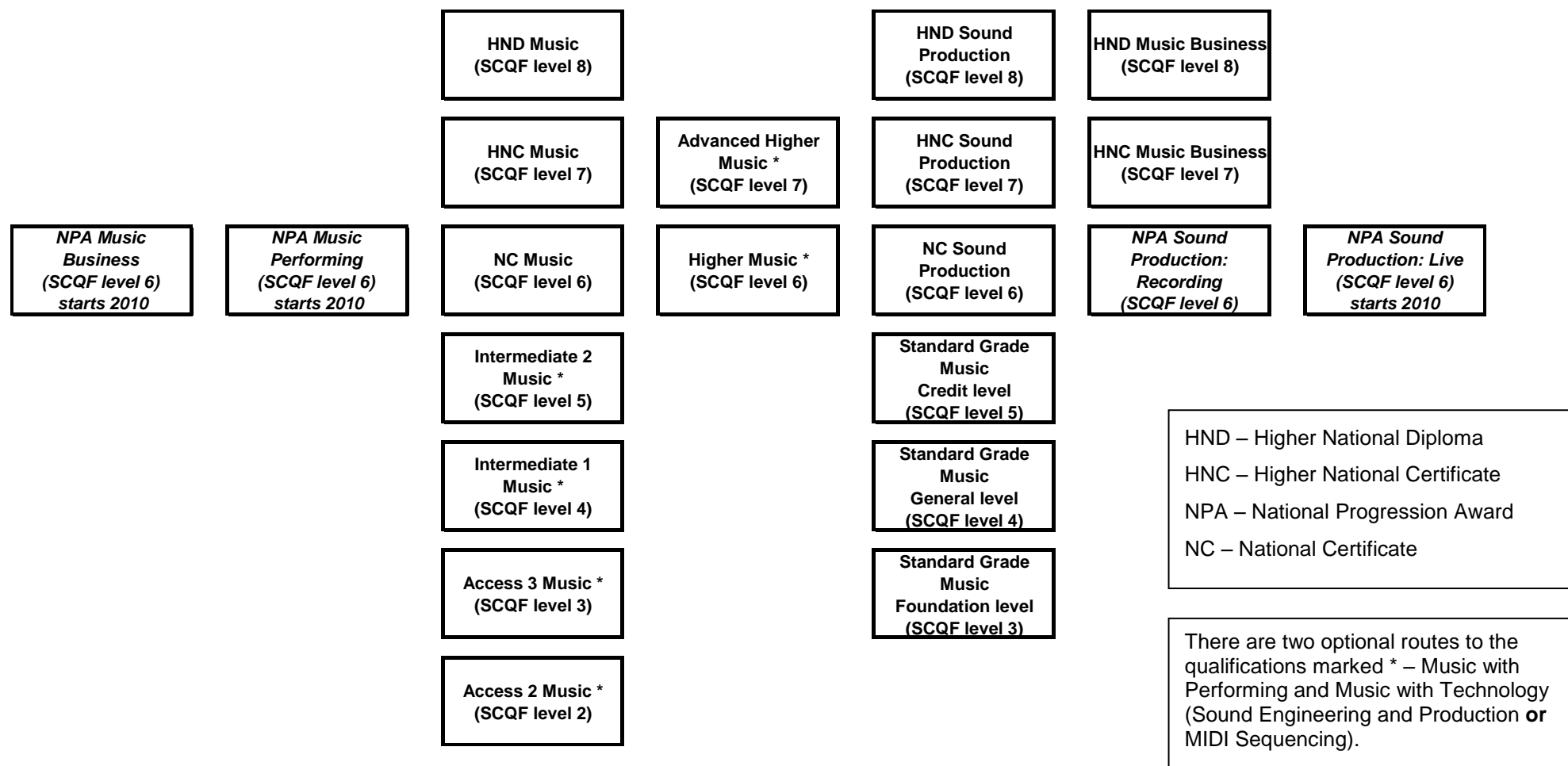
## 10 Appendices

Appendix A: SCQF Ready Reckoner  
Appendix B: Music Qualifications Map  
Appendix C: Assessment Mapping

## Appendix A: SCQF Ready Reckoner



## Appendix B: Music Qualifications Map



## Appendix C: Assessment mapping

Mandatory Units	SCQF level	SCQF credit points	Outcomes	Assessment evidence
Music: Live Performance	6	1	1 Contribute to the preparation of a programme of music for a live performance.	Written and/or oral evidence and checklist.
			2 Evaluate own performance of music at a short live event.	Written and/or oral evidence.
			3 Participate in the performance of a programme of music at a longer live event and implement identified strategies for improvement.	Performance evidence and checklist.
Performing Music on One Instrument or Voice	6	1	1 Carry out an effective music practice routine.	Written and/or oral evidence
			2 Describe music chosen for performance.	Written and/or oral evidence
			3 Perform music in contrasting styles.	Performance evidence and checklist

## Appendix C: Assessment mapping (cont)

Optional Units	SCQF level	SCQF credit points	Outcomes	Assessment evidence
<b>Candidates can choose any 1 of the 4 optional Units</b>				
Performing Music on One Instrument or Voice	5	1	1 Carry out an effective music practice routine.	Written and/or oral evidence
			2 Describe music chosen for performance.	Written and/or oral evidence
			3 Perform music in contrasting styles.	Performance evidence and checklist
Creative Project	6	1	1 Produce a plan for a creative project from a given brief.	Written and/or oral evidence
			2 Implement the creative project plan.	Product evidence, checklist and logbook
			3 Evaluate the completed creative project.	Written and/or oral evidence
Music: Technical Support	6	1	1 Assemble, tune, maintain and pack a drum kit.	Performance evidence and checklist
			2 Re-string, tune, maintain and store a guitar.	Performance evidence and checklist
			3 Identify and rectify faults in musical equipment leads.	Written and/or oral evidence; performance evidence and checklist
			4 Describe the application of PAT testing.	Written and/or oral evidence
Music: Promotion in the Music Industry	6	1	1 Describe promotion in the music industry.	Written and/or oral evidence
			2 Produce a plan to promote a music product or service to a given brief.	Written and/or oral evidence
			3 Produce a selection of promotional materials for a music product or service to a given brief.	Product evidence