

QUALIFICATION SPECIFICATION							
SECTION A							
QUALIFICATION DEVELOPER		Construction Industry Trust Fund (CITF)					
TITLE	CERTIFICATE III IN PERFORMING ARTS (MUSIC)					NCQF LEVEL	3
FIELD	Culture, Arts and Crafts			SUB-FIELD	Arts		
New qualification		√	Review of existing qualification				
SUB-FRAMEWORK	General Education			TVET	√	Higher Education	
QUALIFICATION TYPE	Certificate	√	Diploma		Bachelor		
	Bachelor Honours		Master		Doctorate/ PhD		
CREDIT VALUE						44	
RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p>Rationale</p> <p>Government has identified high unemployment and poverty amongst youth as a national security risk, hence the need to train this section of the population in productive and income generating skills.</p> <p>Despite the country continuing to receive investments, these investments are biased towards capital intensive ventures. This situation has the inherent risk of unemployment continuing to surge, and the government, through its vital development policy paper, National Development Plan 11 (NDP 11), has identified areas of potential high employment uptake such as manufacturing, agriculture and services, and has made a commitment to give these sectors extensive support with a view to making meaningful contribution the growth of the economy.</p> <p>Another policy document that make mention of skills development as a vehicle towards inclusivity and provision of opportunities for all, is the Vision 2036 document under the of Human and Social Development (Pillar 2) which states that” Botswana society will be knowledgeable with relevant quality education that is outcome based, with emphasis on technical and vocational skills as well as academic competencies.”</p> <p>In his inauguration speech on the president, His Excellency Dr. Mokgweetsi Eric Keabetswe Masisi stated that one of his top priorities was to tackle unemployment, especially among the youth, who constitute 60 % of the population and therefore investing in them as future leaders was like building a bridge for the future. The president said,</p> <p><i>“The realisation of the demographic dividend is of paramount and strategic importance since the success of our youth is the only guarantee of the long term economic prospects of Botswana. It is imperative therefore, for Government to redouble its effort to optimise the participation of our youthful population in the economy of this country.”</i></p>							

The president stated that one of the strategies to be put in place to achieve the above would be the “scaling up access to technical and vocational education and training opportunities, in order to avail the requisite skills for the labour market”

Performing Arts is a sector that in any society appeals to young people in particular. The sector provides opportunities to the youth to unleash and unwind their God-given talent and put it to good use beyond being just a time-wasting hobby. There are a lot of career opportunities in this sector and it is an area where education and talent combine to bring out a well-rounded individual capable of actively participating in the mainstream economy of the country.

This qualification provides qualifying learners with the underlying Music knowledge, skills and values in order to become competent and semi-professional practitioners of the Music Industry; be employed or self-employed within the Music industry and pursue further learning in specific areas of Music.

Purpose

The Certificate III in Performing Arts -Music is for persons who want to develop their arts and performing knowledge and skills in Music, thereby creating opportunities for gainful employment and self-employment. In addition, this qualification allows for vertical articulation in the field of Performing Arts -Music.

The qualification also aims to inculcate the spirit of entrepreneurship to enable learners to become self-employed, besides being employees within the arts and crafts sector and pursue further learning in specific areas of Performing Arts -Music.

A Learner achieving this qualification will be able to work effectively and productively within the field of Performing Arts -Music, with knowledge and skills to:

- Demonstrate elementary knowledge of the music industry.
- Understand music theory at level equivalent to ABRSM grade level 3
- Perform main musical instrument/ voice at a level equivalent to ABRSM level 3.
- Apply fundamental music technology
- Understand basic music appreciation
- Apply aural skills to ABRSM level 3
- Perform in an ensemble
- Apply life and work skills in the music work place.

ENTRY REQUIREMENTS (including access and inclusion)

Entry Requirements:

- Botswana citizens aged 16 and above.
- Must have attained NCQF Level 2, Certificate II or equivalent.
- Candidates with two years or more industrial experience in the field of performing arts, especially music would be considered.
- For the promotion life-long learning, mature entry candidates would also be considered

QUALIFICATION SPECIFICATION		SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
Upon completion of the qualification, candidates will be able to:		
<ul style="list-style-type: none"> Apply music knowledge to perform musical activities 	<ul style="list-style-type: none"> Chords intervals and progression are identified and applied, through practice, according to industry practice. Melodic and rhythmic dictation is demonstrated by performance of musical items. Music technology is used effectively and demonstrated by the manipulation of various musical equipment for specified context. Basic equipment and instruments are used and played to enhance one's skill. Musical styles are interpreted, and a simple song is composed. Music notation is used to construct scales and chords and chord progressions are written for a selected musical item. 	
<ul style="list-style-type: none"> Apply knowledge of music industry. 	<ul style="list-style-type: none"> Fundamental staging is planned, and performance developed to given scenario. Fundamental music equipment and instruments are handled according to manufacturers specified and music industry standards during stage preparation Stage presence is established, and composure maintained throughout the performance. The elements of cultural contexts of music are described. 	
<ul style="list-style-type: none"> Apply aural skills to ABRSM level 3 	<ul style="list-style-type: none"> Listening capability is demonstrated and correct response to sounds of notes and rhythms are demonstrated through documented feedback Recognition and imitation of musical material (passages) is performed during song performances. 	
<ul style="list-style-type: none"> Perform main musical instrument/ voice at a level equivalent to ABRSM level 3 	<ul style="list-style-type: none"> Sight read and perform unaccompanied on a chosen instrument according to industry standard. Selected repertoire is rehearsed and performed according to standards. Disc jockey equipment is operated, and techniques demonstrated in relation to disc jockey music and genres. 	
<ul style="list-style-type: none"> Apply fundamental knowledge and skills to carry out performing arts activities in a safe, efficient, and professional way 	<ul style="list-style-type: none"> Health, Safety and Environmental rules and procedures are applied to in accordance with the applicable legislation and industry standards during live performances Planning of arts and crafts events is demonstrated by holding real-life events Productive work habits are demonstrated in the carrying out of performing arts activities Fundamental entrepreneurial principles in the performing arts context are applied during events 	

QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	Safety, health and environmental protection	3	2
	Planning for arts and crafts events	3	3
	Productive work requirements	3	2
	Fundamental entrepreneurial principles	3	3
	Care and Maintenance of Musical Instruments and Tools	3	3
	Total		13
CORE COMPONENT Subjects / Units / Modules /Courses	The theory of music	3	4
	Ensemble Music	3	4
	Aural aspects of music	3	3
	Fundamental keyboard skills	3	4
	Musical Instruments	3	8
	Stage Performance	3	4
	Total		27
ELECTIVE COMPONENT Subjects / Units / Modules /Courses			
	Disk Jockeying Skills	4	4
	Music Creation and Arrangement	4	4
	Performance and Presentation of Selected Repertoire	4	4
	Compose own music piece	4	4
	Introduction to sound	4	4
	Introduction to creative writing	4	4
	Total		4
Rules of combinations, Credit distribution (where applicable):			
<p>The qualification consists of a Fundamental, Core and Elective Components. To be awarded the Qualification learners are required to obtain a minimum of 44 credits as detailed below.</p> <p>Fundamental Components: The Fundamental components consist of modules in communication, management and entrepreneurship to the value of 13 credits all of which are compulsory</p> <p>Core Components: The core components consist of modules to a value of 27 credits which are compulsory.</p> <p>Elective Components: Candidates are to choose an elective module to the value of at least 4 credits so as to attain a minimum of 44 credits for the qualification.</p>			

Unit standards	Fundamental	Core	Elective
Level 3	13	27	0
Level 4	0	0	4
Total Credit	13	27	4
Value	Total Credit		44

ASSESSMENT AND MODERATION ARRANGEMENTS

Assessment Strategies, Requirements And Weightings

All assessments leading/contributing to the award of credits or a qualification shall be based on learning outcomes and/or sub-outcomes.

1. Formative assessment

Formative or continuous assessment should be conducted to inform teaching and learning and establish the learner's level of readiness for progression to the next learning unit or module. This shall include knowledge-based tests and practical exercises

2. Summative assessment

Internal summative assessments will be conducted per module by the ETP. There is no applicable external summative assessment.

3. Mainstream assessment

Candidates shall undergo both written and practical assessments. Written assessment shall be 60% pass mark while practical assessments shall be 80% pass mark. To attain this qualification, a candidate must complete all the modules which are assessed through a combination of written and practical assessments.

All practical assessments must be conducted in simulated work practice settings and within the stipulated time frame.

A candidate shall be given three attempts to meet the minimum requirements for completion of this qualification. Candidates who fail to meet re-assessments shall be deemed not yet competent on a particular module(s).

4. Documentation

All necessary documents including: qualification document, alignment matrices, assessment instruments and Assessment criteria should be available.

5. Internal Moderation

There shall be a robust internal moderation system performed by officers of Senior Facilitator and above. Amongst the activities of the internal moderation process, the following activities shall be carried out:

- Determining that the assessment strategy to be used is appropriate for the learning outcome to be assessed;
- Determining that the assessment instrument adequately captures the learning outcomes against which the assessment is to be carried out;
- Determining whether the assessment tasks or questions can enable the assessor to collect sufficient evidence that is typical of relevant exit level descriptors;
- Checking if the cover page contains all necessary information;
- Checking if the assessment instrument layout is appropriate and that wording of assessment tasks or questions is appropriate; and
- Checking if the assessment criterion is consistent with the learning outcomes against which the assessment is to be done.

6. External Moderation

External Moderators, consisting of BQA accredited officers from local TVET institutions that are also accredited would verify that the assessment has been done in compliance with assessment principles. This shall include:

- Checking if all scripts have been assessed using the same criteria;
- Verifying if assessment judgments and decisions have been done consistently and that principles such as validity, authenticity, currency and sufficiency have been considered;
- Checking if calculation of marks has been done correctly; and
- Checking if necessary records and reports have been completed.

6.1 Sampling Procedure for Moderation

The total number of scripts to be sampled shall be dependent on the total number of candidates. If the number of candidates is 20 or less, the moderator should go through all the papers. For more than 20 candidates, the sample shall be 20 candidates plus 10% of the remaining total number of Scripts. The sample should be representative of the population of candidates in relation to performance, gender, etc.

6.2 Moderation reports

A moderation report shall capture, but not limited to the following:

- Sample size and sampling procedures;
- observations about the performance of candidates;
- consistency of assessment judgments and decisions;
- assessment instruments and alignment to learning outcomes; and
- Recommendations for improvement.

RECOGNITION OF PRIOR LEARNING (if applicable)

The qualification may be obtained in whole or in part through the process of Recognition of Prior Learning. Learners who meet the requirement of any unit standards in this qualification will have automatic credit transfer for those particular unit standards.

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable RPL policies and relevant national-level policy and legislative framework. Implementation of RPL shall also be consistent with requirements, if any, prescribed for the field or sub-field of study by relevant national, regional or international professional bodies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Articulation and Education Pathways

Horizontal Articulation:

Graduates of this qualification may consider pursuing to other qualifications of the same levels in the same line of Music such as

- Certificate III in Choral Music
- Certificate III in Traditional song and dance
- Certificate III in Performing Arts - Theatre

Vertical Articulation:

Learners may progress to higher level of the same Qualification such as

- Certificate IV in Performing Arts- Music
- Certificate IV in Music

Employment Pathways

Learners who achieve the units in this qualification will have competencies and attributes to work as:

- Guitarist, Drummer, etc.
- Music Event Planning Assistant

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification. Individuals who study this qualification shall be deemed successful when they achieve 60% in a written test and 80% on all practical tests.

The candidate must have met the following requirements:

- All exit level outcomes
- Minimum credit requirements
- All programme requirements including modules.

Certification

Upon completion of the qualification the candidate will be awarded an **CERTIFICATE III IN PERFORMING ARTS - MUSIC** NCQF Level 3

REGIONAL AND INTERNATIONAL COMPARABILITY

The following qualifications were selected for comparison with various components of this qualification. Regional and international qualifications were also examined.

Regional Comparability

a) South Africa (Glenwood House Music Academy) has qualification called the **National Certificate: Music Industry Practice** at NQF Level 3 with a total of 133 credits. Exit level Outcomes include:

- Communicate in a variety of ways to achieve personal and music Organisational objectives.
- Use mathematics and mathematical thinking to solve every day problems for oneself, music organisation and the sector.
- Apply elementary music knowledge.
- Demonstrate elementary knowledge of music industry.
- Perform on a chosen music instrument.
- Apply life and work skills in the music work place.

b) The Ngoma Dolce Music Institute in Zambia **Diploma ABRSM (Music Performance)** has its assessment strategy with candidates needing to have combination of skills and understanding. Broad assessment criteria include:

- Performance skills through pieces or songs
- Technical skills through scales and arpeggios
- Notation skills through a sight-reading test
- Listening skills and musical perception through aural tests

The ABRSM examination allows learners to use it as an entry to higher grade music qualifications in Universities and other music academies

c) In Mozambique, the Music Crossroads Music Academy has a 1year **Professional Certificate Program in Music** and exit outcomes include:

- Body percussion
- Keyboard harmony
- Improvisation
- Melodic reading and writing
- Rhythmic reading and writing

The academy offers students the tools necessary for pursuing careers in the creative sector, such as professional musicians, teachers, technicians, creative entrepreneurs, and so on.

International Comparability

- d) The City and Guilds of London **Music Performance and Production Diploma Level 2** qualification offered by the York College is one year long. Units include:

- Introduction to Performance
- Introduction to Production
- Communicating with an Audience
- Staging a Performance
- Contextual Research for Performance and Production
- Performance Skills and Practice
- Production Skills and Practice
- Personal Project and Presentation
- Producing and Performing to an Audience

This is a highly practical qualification. Learners will learn by completing a range of projects and assignments based on realistic workplace situations, activities and demands and the it is a good stepping stone to the Level 3 Extended Diplomas in Performing Arts, Acting, Musical Theatre, Dance or Production Arts

- e) The Kangan Institute in Australia has a **Certificate III in Music Industry** which runs for an average of 11 months. The main exit level outcomes are:

- Contribute to health and safety of self and others
- Implement copyright arrangements
- Work effectively in the music industry
- Apply knowledge of style and genre to music industry practice

Learners with this qualification can work as:

- Assistant Music Manager
- Assistant Sound Mixer
- Band Member

- f) In New Zealand, the qualification **National Certificate in Music and Music Industry** offered by the New Zealand School of Music is at NZQA Level 3 and carries 40 credits. Exit level outcomes include:

- Introduction to Music and Music Industry
- Music Instruments Studies
- Ensemble Workshop
- Ensemble Performance

The National Certificate in Music (Level 3) will be awarded to people who have a minimum of 40 credits at level 3, or above from the specified subfields, including a minimum of 30 from the Music sub-field

Conclusion

The proposed qualification generally compares well with the qualification studied since the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and as done within the region and beyond as well as competencies required for certification and recognition as

professional musicians. However, what sets it apart from the qualifications examined is that there is provision for development of attributes such as effective communication and mathematical literacy, which are critical for basic entrepreneurship.

REVIEW PERIOD

This qualification shall be reviewed after 5 years from the date of registration. Should there be a need for a review of the qualification before the elapse of the 5-year stated period, the review process shall be carried out, and all the concerned stakeholders shall be involved in the process.

Other information – please add any supplementary information to help the application for this qualification for NCQF Registration.

This qualification is institutional and the delivery methodology will follow the Competency Based Modular Training (CBMT) approach, an Outcomes Based delivery method best suited for a skills based training programme.

The CBMT method is very flexible and individualised. The foregoing therefore allows the learners to have the latitude of choosing the number of modules or units sufficient enough to be awarded a part qualification or taking all the required modules to be awarded a full qualification.

The above align very well with the principles of credits accumulation and lifelong learning.

To ensure a smooth adaptation to this learning method, there is a pre-requisite learning module called Orientation to CBMT, which the learner must undertake before commencement of the training programme.