

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION							SECTION A
QUALIFICATION DEVELOPER	Ministry of Employment, Labour Productivity and Skills Development						
TITLE	Certificate III in Music				NCQF LEVEL	3	
FIELD	Culture, Arts and Crafts		SUBFIELD		Performing Arts		
New qualification	✓	Reviewed Qualification					
SUB-FRAMEWORK	General Education		TVET	✓	Higher Education		
QUALIFICATION TYPE	Certificate	✓	Diploma		Bachelor		
	Bachelor Honours		Master		Doctorate		
CREDIT VALUE					40		
RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p>RATIONALE</p> <p>The Human Resource Development Council (HRDC 2016) report on top occupations in demand has identified Arts Managers, Sound Engineers and Performing Artist as some of the priority skills for the Creative Industries. Furthermore, the Botswana International Music Conference (2017) has resulted in a report resolving that all organs such as Botswana Qualification Authority and Human Resource Development must come up with ways of training and building capacity in the music industry. Moreover, the consultation with the Performing Arts industry emphasised that there is need for this qualification as it will absorb learners who studied music at secondary school level.</p> <p>PURPOSE</p> <p>The purpose of this qualification is to produce semi-skilled personnel with competence to perform a range of functions. These include communication, Music Notation, Sight Reading, Aural Skills, Solo Instrument, Choral Studies and Music business. People holding this qualification will perform their work under supervision and take some responsibility for completion of work.</p>							
ENTRY REQUIREMENTS (including access and inclusion)							
<ul style="list-style-type: none"> NCQF Level 2, Certificate II or equivalent. Candidates may also be admitted into the qualification through Recognition of Prior Learning (RPL) if they have experience from industry with no formal qualification but with authentic evidence (where applicable). 							

QUALIFICATION SPECIFICATION	
SECTION B	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
Communicate with clients, colleagues and others using appropriate forms of communication techniques.	<ul style="list-style-type: none"> • Use written, verbal, non-verbal communication appropriate to the target audience. • Interpret stipulated instructions or requirements. • Apply information acquired in the performance of tasks or discussions with other people. • Apply relevant definitions, terminology, abbreviations and language. • Present information using appropriate language and formats. • Construct clear sentences to produce a written logical and coherent piece of writing. • Use appropriate presentation formats and styles of writing to produce error free business documents.
Use ICT for information retrieval and processing as well as communication and collaboration with others	<ul style="list-style-type: none"> • Use ICT responsibly and ethically. • Manage information using ICT. • Organize and synthesize information using ICT. • Implement data loss prevention strategies using ICT. • Present information in a variety of formats using ICT.
Apply elementary music knowledge	<ul style="list-style-type: none"> • Interpret melody and rhythm from the music score. • Apply basic knowledge of notes and rests to play the music instrument • Explore and apply time divisions in playing the instrument • Perform major scales on instrument of choice. • Identify visually noted pitch from music score. • Play melodies with correct observations of intervals, time signatures and key signatures.
Play an instrument of choice using appropriate basic technique	<ul style="list-style-type: none"> • Display proper handling and care of the instrument. • Use correct posture when playing musical instruments. • Apply correct technique of playing musical instruments. • Perform unaccompanied on a chosen instrument according to industry practice. • Ensure adherence to the music score.
Apply vocal techniques to sing choral music in line with practice standards.	<ul style="list-style-type: none"> • Use correct singing posture and proper breath control to sing choral music accordingly. • Sing accurately at different tempo and with a range of dynamics. • Perform choral music to an audience with attention to tone, blend, intonation and balance

Apply basic knowledge of music industry to promote and enhance music business.	<ul style="list-style-type: none">• Apply basic knowledge of records management in music business.• Apply basic tenets of business law as well as legal issues in the music industry.• Prepare for basic staging for performance of a given scenario.
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QUALIFICATION STRUCTURE			
SECTION C			
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	Level	Credits
	Communication skills	3	3
	Information and Communication Technology (ICT) I	3	3
CORE COMPONENT Subjects / Units / Modules /Courses	Elementary Music knowledge	3	10
	Instrument/voice basic technical skills (Solo Instrument)	3	10
	Basic Choral Studies	3	10
	Music Business Industry	3	4
ELECTIVE COMPONENT Subjects / Units / Modules /Courses	N/A		
	N/A		40
Rules of combinations, Credit distribution (where applicable):			
Candidates are required to achieve a total of 40 credits for the qualification inclusive of 6 credits for Fundamental units and 34 credits for Core units.			
ASSESSMENT STRATEGIES, REQUIREMENTS AND WEIGHTINGS			
ASSESSMENT			
Both formative and summative types of assessment will be used for assessment of the qualification outcomes and award of credits.			
Formative assessment			
Formative assessment or continuous assessment contributing towards the award of credits should be based on course outcomes. This can include tests, assignments and projects as well as simulated and real work practice. The contribution of formative assessment to the final grade shall be 60% .			
Summative assessment			
Learners shall undergo assessment including written and practical and simulated projects. The final examination for each course contributes 40 % of the final mark for that course.			
All summative practical assessments must be conducted in simulated or real work settings.			
MODERATION			
The following shall apply for both internal and external moderation:			
Internal Moderation			

The internal moderation process shall be conducted by assessors at institutional level who are registered with BQA in their areas of specialty as assessors or moderators.

External moderation

External moderation shall be performed by an external body. They shall also perform the external quality assurance mandate and be responsible for identifying industry players, partnerships and experts to assist in the moderation processes.

Documentation

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

Pre-assessment Moderation

Before administering any assessments that contribute towards the award of credits, moderation must take place. This should entail but not limited to the following:

- Ascertaining that the assessment strategy to be used is appropriate for the learning outcome to be assessed
- Ascertaining that the assessment instrument adequately captures the learning outcomes against which assessment is to be carried out
- Ascertaining 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.

Post-assessment Moderation

Moderators must verify that the assessment has been done in compliance with assessment principles. This should include the following:

- 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
- Checking if necessary records and reports have been completed.

Sampling Procedure for Moderation

The total number of scripts to be sampled depends on the total number of candidates. The sample should be representative of the population of candidates in relation to performance, gender, etc.

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
- Recommendations for improvement

RECOGNITION FOR PRIOR LEARNING (If Applicable)

Implementation of RPL assessment for the award of credits towards the qualification shall be in accordance with relevant ETP RPL policy, as well as relevant national-level policy and legislative framework. It 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. Candidates may submit applications for assessment of prior learning and current competence and/or undergo appropriate forms of RPL assessment processes.

Candidates with relevant prior learning, through formal and non-formal education shall be considered for award and or exemption through Recognition of Prior Learning (RPL). This involves assessment such as pre and post interviews, portfolio development or evidence and proficiency tests and certificate of workshops attended where applicable in line with the admission policy.

PROGRESSION PATHWAYS (Learning and Employment)

Education

Horizontal Articulation

Holders of this qualification may consider pursuing related qualifications in the following:

- Certificate in Sound engineering – NCQF Level 3
- Certificate in Choreography – NCQF Level 3
- Certificate in Recording Arts – NCQF 3

Vertical Articulation

Holders of this qualification may progress to level 4 in but not limited to:

- Certificate in Performing Arts – Music, NCQF Level 4
- Certificate in Music Production – NCQF Level 4
- Certificate in Music Business – NCQF Level 4

Employment

Those attaining this qualification, may work as:

- Backing musicians
- Song writer
- Singer
- Session Musician

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

A candidate is required to achieve the stipulated minimum of 40 credits inclusive of 6 credits for Fundamental and 34 credits for Core components, to be awarded the qualification.

Certification

Candidates meeting prescribed requirements will be awarded a certificate for the qualification in accordance with standards prescribed for the award of the qualification and applicable policies.

Summary of Similarities and Differences observed

South African Qualification Authority (SAQA) – (South Africa) National Certificate: Music Industry Practice (NQF Level 3 worth 133 credits). This qualification is intended to develop knowledge, skills and competencies in Mathematical Literacy Communication, Basic Music knowledge and Technology, Basic knowledge of music industry and Performing on chosen instrument. Assessment strategies include theory and practical tests, assignments, written and practical examinations. Candidates are required to achieve a minimum of 133 credits inclusive of fundamentals 36, core 87 and electives 10. Holders of this qualification may pursue other qualifications in cognate areas, for multiskilling purpose including but not limited to Certificate in Retailing, NQF level 3, National Certificate: Piano Back framing at NQF level 3. For upgrading, graduates may pursue qualifications for Music Industry Sound Technology NQF Level 4 and New Venture Creation: NQF Level 4. Employment pathways for graduates include Music Publishing, Song Writing, Sound Engineering, Music Production, Music Management, and Music Technicians.

Regulated Qualification Framework – (United Kingdom) Pearson BTEC First Award in Music (Level I/II worth 120 credits). This qualification is intended to develop knowledge, skills and competencies in: The Music Industry, Managing a Music Product, Introducing Live Sound, Introducing Music Composition, Introducing Music Performance, Introducing Music Recording and Introducing Music Sequencing. Assessment strategies for this qualification include Portfolio based assessment, Internal and External Assessment, Research and Workplace Assessment. Candidates are required to achieve a minimum of 120 credits inclusive of fundamentals, core and 10 electives. Holders of this qualification may pursue other qualifications at RQF Level 2. They may also pursue qualifications at RQF level 3 vocational Qualification areas such as BTEC Nationals, specifically the Pearson BTEC Level 3 Certificate/Subsidiary Diploma/Diploma/Extended Diploma in Music Technology for upgrading purposes. Employment pathways for the qualification holders include working such as junior roles in venues, concert support, administration and clerical roles.

New Zealand Qualification Framework – (New Zealand) National Certificate in Music (Level III worth 40 credits). This qualification is intended to develop knowledge, skills and competencies in Music Performance, Music Composition, Music Theory, Music Analysis, Literature and Music industry. The assessment strategies, academic pathways and employment pathways were not articulated in this qualification.

The two qualifications namely; **South African Qualification Authority (SAQA) and Regulated Qualification Framework (United Kingdom)** are generally comparable in terms of exit outcomes, structure and domains covered as well as assessment strategies. Furthermore, both qualifications have educational and employment pathways which are clearly outlined. The differences noted include the fact that the credit values differ from one qualification to the other though they range between 120 and 133. There is only one similarity between the above qualifications with the **New Zealand Qualification Framework (New Zealand)** which is the domains. The New Zealand Qualification differs with the above two in terms of credits as it only has 40 credits while they have 120 and 133 respectively.

The qualification designed for Botswana compares very well with the foreign qualifications examined above in that it covers or emphasizes the same or similar competencies and attributes and it follows the structure typical of similar types of qualifications.

REVIEW PERIOD

This qualification shall be reviewed every 5years, however, a review may be undertaken earlier when need arises.

OTHER INFORMATION

N/A



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