

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

| QUALIFICATION SPECIFICATION | | | | | | SECTION A | |
|--|------------------------|---------------------------|----------------------------------|--------------------|-------------------|-----------|------------------|
| QUALIFICATION DEVELOPER | | | AWIL COLLEGE | | | | |
| TITLE | | BACHELOR OF ARTS IN MUSIC | | | NCQF LEVEL | | 7 |
| FIELD | Education and Training | | SUB-FIELD | Tertiary Education | | | |
| New qualification | | √ | Review of existing qualification | | | | |
| SUB-FRAMEWORK | | General Education | | | TVET | | Higher Education |
| | | Certificate | | | Diploma | | Bachelor |
| | | Bachelor Honours | | | Master | | Doctor |
| QUALIFICATION TYPE | | | | | | | |
| CREDIT VALUE | | | | | | 480 | |
| RATIONALE AND PURPOSE OF THE QUALIFICATION | | | | | | | |
| <p>Rationale</p> <p>Music is a means of communication that plays a major part in the development of individuals. Music can create vibrant art and cultural activity which contributes significantly to the growth of Botswana GDP.</p> <p>This qualification is developed against a background that it will assist in closing the gap that currently exists in Botswana, with regards to music studies. Currently, no tertiary institution in the country offers Diploma in Music nor a degree programme. Thus, the country loses a lot of money to other countries, especially to South Africa, in the form of sponsorship of learners. Furthermore, those that do music in Botswana Colleges of Education, are offered Music studies only as a “Minor”. Besides these, there are other learners who complete BGCSE having much interest to pursue music, but no tertiary institution provides them such opportunities. There are yet others in the music industry who will realize the benefit of this qualification, who presently do music just out of the love for the art.</p> <p>In establishing the need for this Degree programme, the Qualification developer liaised with the only College of Education in Botswana that offers Music Education (Molepolole College of Education). Since this college offers music as a minor course, it highly approves the start of a Degree programme in Music.</p> | | | | | | | |

They reckon that Music provides opportunities for self-employment and lifelong learning. Furthermore, they indicate that a Music Degree programme will improve the Music industry and learners' survival skills.

Just recently, the Government of Botswana, through the Ministry of Youth Empowerment, Sport and Culture Development, have drafted a bill to parliament that seeks to establish an Arts council. An Arts Council will serve to coordinate all Art forms and the Arts Industry, including Performing Arts. An Arts council further supports and deepens the need for a Music Degree Programme. It is through such a Council that human capital and capacity is developed, and therefore the need for an enlightened Arts industry personnel, via a Degree programme in Music, cannot be over-emphasized.

National Action Plan for Youth (2010-2016) is responsive to issues of skills and labour market, as it affects the youth. With respect to issue number 8 as captured in the framework, provision of appropriate education and training, it asserts that action is to design innovative ways of promoting life-long learning and career development. The same framework on pillar number 2, about Human and Social Development, states that Botswana society will be knowledgeable with a relevant quality education that is outcome-based, with an emphasis on technical and vocational skills, as well as academic competencies.

Unemployment in Botswana affects the youth more than any other group. They account for 51.7% of the total unemployed, with the 15-19 age group most affected. This qualification, therefore, remains critical to address the critical youth unemployment, lack of skilled personnel in the Arts Industries and to develop entrepreneurs, so highly needed by the Botswana economy. This qualification also resonates well with some of the Vision 2036 pillars that motivate Sustainable Economic Development and Social Development. Sustainable Economic Development pillar 1, supports the creative arts Industries. In addition, the Human Resource Development Council (HRDC 2016) report on top occupations in demand covers Arts managers, Sound Engineers and Performing Artists as some of the priority skills for the creative industries.

Purpose

The purpose of this qualification is to produce graduates who have the skills and competencies to

- Use ICT in Music
- Compose music
- Manage Arts
- Manage music related business

- Conduct music-related research
- Carry out Music projects or Arts related projects
- Function at a high level without supervision and take responsibility of own learning and completion of work.
- Use 21st-century skills in the music business
- Conduct music instruction

ENTRY REQUIREMENTS (including access and inclusion)

This qualification does not exclude any learner based on any disability but emphasises all prospective learners being subjected to equal opportunities to access it. Further, this qualification is inclusive in all aspects.

Entry into this programme may be via the following:

- Certificate IV (NCQF level 4) (General Education or TVET) or equivalent qualification.
- Entry through Recognition of Prior Learning in line with institutional and National Policies

| GRADUATE PROFILE (LEARNING OUTCOMES) | ASSESSMENT CRITERIA |
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| 1. Demonstrate an understanding of the theory of music within Western Art Music context. | <p>1.1 Identify several music concepts and articulations, by ear and by sight.</p> <p>1.2 Draw similarities and differences between keys and scales.</p> <p>1.3 Transcribe music for various purposes</p> <p>1.4 Transpose music for transposing instruments.</p> <p>1.5 Identify chord progressions in a piece of music.</p> <p>1.6 Interpret chords and intervals in a piece of music, including compound intervals.</p> <p>1.7 Analyze music of different contemporary era composers.</p> |
| 2. Demonstrate an understanding of Botswana and African music in terms of musical influence, identification of styles, analysis, and notation. | <p>2.1 Identify by ear, music of different regions of Africa.</p> <p>2.2 Analyze music of Botswana with focus on styles, characteristics, purpose, and instrumentation.</p> <p>2.3 Discuss musical influences of African Music on Botswana music.</p> <p>2.4 Notate various rhythms of a chosen African music style.</p> |
| 3. Communicate the music business effectively to a given audience. | <p>3.1 Write any music business plan in a simple clear manner.</p> <p>3.2 Write all music business or music-related work e-mails and memos in a professional manner.</p> <p>3.3 Speak with confidence to pitch a music business proposal.</p> <p>3.4 Conduct music business meetings professionally.</p> |

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| | <p>3.5 Draw up well written music contracts.</p> <p>3.6 Conduct self in an ethical and professional manner in all music business transactions.</p> |
| 4. Apply business skills in various music industry contexts to run own music business and sell music and art products. | <p>4.1 Apply business skills to guide own music business vision, mission, and practice.</p> <p>4.2 Market music products.</p> <p>4.3 Sell music products.</p> <p>4.4 Promote own and other people's music businesses and art works.</p> <p>4.5 Apply existing Music laws, such as copyright laws in running music business.</p> <p>4.6 Manage music artists.</p> |
| 5. Demonstrate an understanding of pedagogical approaches to plan and execute a music instruction. | <p>5.1 Develop a scheme work for instruction</p> <p>5.2 Plan for a rehearsal or a music class</p> <p>5.3 Present to an audience</p> <p>5.4 Assess music compositions, classwork, performances, and aural work</p> <p>5.5 Give feedback after a musical performance or a presentation.</p> <p>5.6 Adjudicate music performance.</p> |
| 6. Apply leadership and management skills in a music-related work or business environment. | <p>6.1 Identify responsibilities in set music business.</p> <p>6.2 Lead a section of a music ensemble</p> <p>6.3 Coordinate with group members in performance settings or a music business</p> <p>6.4 Identify and solve challenges in a music performance or music business.</p> |
| 7. Perform music to an audience, vocally or on an instrument, displaying advanced technical skills and musicianship, as solo and in an ensemble. | <p>7.1 Perform vocally or on an instrument to varied audiences.</p> <p>7.2 Apply musicianship skills in performing on any instrument of choice or voice.</p> |

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| | <p>7.3 Display advanced technical skills on a chosen instrument or voice.</p> <p>7.4 Perform as a solo with an accompaniment or a backtrack.</p> <p>7.5 Perform collaboratively with experienced musicians.</p> <p>7.6 Perform by ear and sight, demonstrating own interpretative acumen.</p> |
| 8. Present a piece of music as individuals and in groups. | <p>8.1 Perform in an ensemble</p> <p>8.2 Present group musical ideas.</p> <p>8.3 Sing in a choral ensemble.</p> <p>8.4 Conduct or direct a music ensemble</p> <p>8.5 Perform solo in concerts.</p> <p>8.6 Interpret, through performance, the music of a chosen style.</p> |
| 9. Demonstrate Creative problem-solving skills in composing music and in a work or music business setting. | <p>9.1 Given a soprano line or a bass line, write for the other parts.</p> <p>9.2 Analyze compositions of different composers.</p> |
| 10. Use technology effectively to solve creative arts problems in the 21st century. | <p>10.1 Apply ICT skills to interpret music scores</p> <p>10.2 Use technology and music software to write music.</p> <p>10.3 Research on various ways to market and perform music.</p> <p>10.4 Use ICT to present musical work.</p> <p>10.5 Use ICT for music collaborations and networking.</p> |
| 11. Evaluate ideas, methods, and policies in the creative arts industry | <p>11.1 Analyze by ear, music of varied styles and repertoire.</p> <p>11.2 Write proposals to solve creative industry problems</p> |

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| | <p>11.3 Critique music compositions and arrangements</p> <p>11.4 Critique policies about music.</p> |
| 12. Conduct academic research in various music styles, following academic set standards. | <p>12.1 Select a research topic on any Botswana indigenous music area or any African music style.</p> <p>12.2 Carry out research on the identified topic, following all research methodology approaches.</p> <p>12.3 Produce a write up of the research work.</p> <p>12.4 Present the findings and recommendations of the research work.</p> |

| QUALIFICATION STRUCTURE | | | |
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| SECTION C | | | |
| FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses | Title | Level | Credits |
| | Music theory and basic harmony 1 | 5 | 20 |
| | Instrument 1 | 6 | 20 |
| | English Study Skills | 5 | 20 |
| | Basic Music technology | 6 | 20 |
| | | | |
| CORE COMPONENT Subjects / Units / Modules /Courses | | | |
| | Music Performance and Musicianship | 7 | 60 |
| | Ethnomusicology | 7 | 60 |
| | Interactive Composition | 7 | 60 |
| | Research Skills | 7 | 50 |
| | Attachment | 6 | 50 |
| | Project (CD, performance, research paper or artefact) | 7 | 70 |
| | | | |
| ELECTIVE COMPONENT | | | |
| | Choral Music Studies | 6 | 25 |
| | Music business | 6 | 25 |
| | Critical writing and editing | 6 | 25 |

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|--|-----------------------------|---|----|
| Subjects / Units / Modules /Courses | Music theory and harmony II | 6 | 25 |
| | Arts management | 6 | 25 |
| | Music Technology and sound | 6 | 25 |
| | Western Art Music | 6 | 25 |
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Rules of combinations, Credit distribution (where applicable):

The credit distribution for this qualification is as follows:

Level 5 consists of 40 credits, Level 6 consists of 140, and Level 7 consists of 300 Credits

Total Credits = 480

The credit combination for this qualification is 80 credits from the fundamental component, 350 credits from the core component and the remaining 50 credits is from the elective component where candidates can choose any TWO.

NB: A learner can only take an elective once from the basket of electives and cannot be taken again in the subsequent year(s).

Candidates are required to achieve **480** credits for the qualification inclusive of credits for fundamentals modules, core, and electives, as noted above.

ASSESSMENT AND MODERATION ARRANGEMENTS

ASSESSMENT

Summative assessment:

Summative assessment will constitute 40% of the final mark.

Formative assessment:

Formative assessments will constitute 60% of the final mark.

MODERATION:

Both internal and external moderation will be done in-line with the Moderation policy of the Institution. In addition, all Moderators and Assessors must be registered and accredited with Botswana Qualification Authority (BQA).

RECOGNITION OF PRIOR LEARNING (if applicable)

Provision of RPL for the award of the qualification will be in line with the National RPL Policy. Credit transfer will be applied in line with National CAT Policy

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

There are various avenues that learners or graduates of this qualification may go into, be it via learning or employment.

Learning

Vertical articulation: Graduates of the Bachelor of Arts (Music) programme may continue to study BA Music (Hons.), NCQF level 8, at any regional or International Tertiary institution.

Horizontal articulation: Learners may take Bachelor of Music Education, NCQF level 7, or Bachelor of Music (B Mus.), NCQF level 7, at any Tertiary Institution in the region or internationally.

Diagonal articulation: Learners may pick some music modules from BA Music Education (Hons.), NCQF level 8, or study for Bachelor of Fine Arts (Hons.), NCQF level 8, with electives in Music, from any local, regional or international Tertiary Institution.

Progression (Employment)

The employment routes, for graduates, include the following:

- Studio session musicians
- Arts managers
- Events officers and music promoters
- Independent musicians
- Music teachers
- Music librarians
- Music critics and writers
- Studio engineers
- Music composers and songwriters
- Bandmasters

QUALIFICATION AWARD AND CERTIFICATION

For an award of the Bachelor of Arts in Music, learners should pass the continuous assessment and the final examination or project. Learners should fulfill all laid down assessment requirements for each module of this Bachelor of Arts in Music qualification. Depending on the route or path taken by the learner, either a public performance, a CD, a research paper, or an artefact of promotional activity, will be produced and successfully completed. The learner is therefore to accrue a total of **480** credits inclusive of 80 credits from fundamental components, 350 credits from core components and the remaining 50 credits from electives to be awarded and certified for Bachelor of Arts in Music.

REGIONAL AND INTERNATIONAL COMPARABILITY

This programme has been compared to some of the best institutions that offer music in the African region and internationally. Below are some of the institutions whose qualifications have been consulted:

- **University of Pretoria (Republic of South Africa):** Bachelor of Arts in Music

- **University of KwaZulu Natal (Republic of South Africa):** Bachelor of Arts in Music
- **Victoria University (Australia):** Bachelor of Music
- **Liverpool University (United Kingdom):** BA Music (Hons)

SIMILARITIES

The qualifications that were checked are similar to the proposed, with respect to the following:

- The NQF level is 7, except for the UK.
- Practical music or performance is a major component
- The theory, ICT component and soft skills are components of the qualifications.
- To attain the award, learners should pass continuous assessment and the final project or Performance on an instrument
- Employment avenues are mostly the same

DIFFERENCES

These qualifications differ with the proposed considering the following:

- The other qualification states the minimum credits required for the award of a qualification, while the proposed states the exact credits required.
- The proposed qualification takes 4 years, yet not having an Honours aspect.
- The other qualifications have a dominating and prominent Classical music aspect.
- This proposed qualification has the research component as a major route that may be pursued for an award.

This qualification designed for the Botswana environment is the first and compares very well with regional and international qualifications that have been examined. Therefore, some key positive attributes of this qualification that sets it apart from those it has been compared with are:

- The final product produced in the final year and the Industry experience obtained via attachment in year 3. Thus, it would be easier for graduates to continue study with similar institutions, such as those noted above.
- The duration of four years takes into consideration that currently there are very few potential learners with a formal music background, hence may need a slightly longer time than the common duration of three years (3) across institutions.

- The pathways system within this Degree program, such as for Performance, ethnomusicology, research, and teaching routes, offer learners a credible variety to enter the Music Industry.
- The minimal emphasis on the use of the audition system, but rather placing more emphasis on opening entry requirements avenues and finding ways to assist them to access this music qualification.

REVIEW PERIOD

This qualification will be reviewed every 5 years from the period of registration.