

QUALIFICATION SPECIFICATION							SECTION A
<b>QUALIFICATION DEVELOPER</b>	BOTSWANA POLICE COLLEGE						
<b>TITLE</b>	Certificate V in Music				<b>NCQF LEVEL 5</b>		
<b>FIELD</b>	Culture, Arts and Crafts	<b>SUB-FIELD</b>	Music				
New qualification	✓	Review of existing qualification					
<b>SUB-FRAMEWORK</b>	General Education		TVET	✓	Higher Education		
<b>QUALIFICATION TYPE</b>	Certificate	✓	Diploma		Bachelor		
	Bachelor Honours		Master		Doctor		
<b>CREDIT VALUE</b>					<b>120</b>		
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>							
<p>The music industry has developed into a major employer, particularly of young people as song writers, arrangers, composers and music teachers in most countries around the world. The rise to success from local to national and even International, either as a performer or in one of more than a hundred different work situations associated to the industry, can be meteoric.</p> <p>The State of the Nation Address of 2017 page 63, paragraph 288 states that 'Government continues to promote the diverse cultural heritage of our country through various programs to develop the arts and crafts to a level where the arts and craft producers are able to earn income from their work. In addition, on the 27<sup>th</sup> October 2010, the Ministry of Defense Justice and Security launched Music Against Crime (MAC), an initiative aimed at fundraising for the smooth running of a Crime Prevention Fund (appendix 2). Essentially, this initiative acknowledged the role musicians can play in the community. Furthermore, the HRDC Report on top occupations Figure 10.3.5.1 revealed that it should offer training opportunities from training levy reimbursements annually to Arts organisations/ institutions.</p> <p><b>PURPOSE</b></p> <p>The purpose of the qualification is to produce musicians with competencies in the use of Information and communication technology, song writing, Playing musical instruments and collaborative performance.</p>							

<b>ENTRY REQUIREMENTS (including access and inclusion)</b>
<ul style="list-style-type: none"> <li>• Certificate IV, NCQF level 4 (General Education or TVET) or equivalent</li> <li>• Should possess Certificate in Professional Practice in Policing NCQF Level V or its equivalent qualification.</li> <li>• Credit Accumulation and Transfer (CAT)</li> <li>• Recognition of Prior Learning (RPL)</li> </ul>

<b>QUALIFICATION SPECIFICATION</b>		<b>SECTION B</b>
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>	
1. Use ICT for information retrieval and processing	1.1 Communicate and collaborate locally and globally using ICT. 1.2 Research, access and retrieve information using ICT. 1.3 Gather, analyse and organise data and information using ICT 1.4 Implement data loss prevention strategies using ICT. 1.5 Present information in a variety of formats using ICT.	
2. Demonstrate knowledge and understanding of music rudiments	2.1 Demonstrate knowledge on the history of music 2.2 Identify inspirational aspects from different types of music that may be incorporated in song writing or playing instruments 2.3 Apply knowledge and understanding of musical terms in song writing and stage performance. 2.4 Interpret staff notation when writing a song or during stage performance	
3. Demonstrate knowledge on music theory	3.1 Discuss the following: <ul style="list-style-type: none"> <li>• Time signatures and their application in a musical piece</li> <li>• Key signatures and their application in a musical piece.</li> <li>• Scales and their purposes.</li> <li>• Modulation process</li> </ul> 3.2 Apply the following in a musical piece: <ul style="list-style-type: none"> <li>• Chords</li> <li>• Music intervals</li> </ul>	

	3.3 Explain the basic principles of counterpoint and harmonic function
4. Compose a song based on a real life experience	<p>4.1 Formulate song title</p> <p>4.2 Apply the following main components of a song</p> <ul style="list-style-type: none"> <li>• Story</li> <li>• Title</li> <li>• Theme</li> <li>• Chord progression</li> <li>• Melody</li> </ul> <p>4.3 Conduct editing and mastering of the song</p>
5. Demonstrate interpersonal and teamwork skills associated with collaborative music	<p>5.1 Respond to criticism and suggestions in a positive manner</p> <p>5.2 Provide technical advice to peers during ensemble</p> <p>5.3 Apply musical presentation skills within a group.</p> <p>5.4 Manage rehearsals during ensemble</p> <p>5.5 Apply leadership skills in a group setting</p>
6. Utilise a range of musical instruments on stage performance	<p>6.1 Discuss different families of musical instruments</p> <p>6.2 Perform tuning of musical instrument</p> <p>6.3 Perform musical scales and arpeggios.</p> <p>6.4 Exhibit appropriate aural skills</p> <p>6.5 Perform sight reading</p> <p>6.6 Manipulate performance direction of music.</p> <p>6.7 Play a chosen instrument in harmony with other musicians</p>
7. Demonstrate knowledge and understanding of promoting music.	<p>7.1 Apply valuable entrepreneurial skills which can be used in the music professional life.</p> <p>7.2 Use the technical knowledge to self-produce own album.</p> <p>7.3 Make own press kit and promote music online via social media.</p> <p>7.4 Adhere to copyright laws and publishing rights.</p>
8. Demonstrate knowledge and understanding on engineering audio for a live event	<p>8.1 Apply skills and techniques on microphone designs and their use in a live music setting</p> <p>8.2 Set up stage on different types of acoustics within a live venue.</p> <p>8.3 Apply a practical knowledge on the use of Public Address system components, their function and requirements.</p>

	8.4 Perform live mixing of both analogue and digital consoles. 8.5 Exhibit proper stage monitoring and stage management at a live performance.
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<b>QUALIFICATION STRUCTURE</b>		<b>Level</b>	<b>Credits</b>
<b>SECTION C</b>			
<b>FUNDAMENTALS</b> Subjects / Units / Modules /Courses	1. Information Communication and technology	<b>4</b>	<b>10</b>
	2. Music Rudiments	<b>4</b>	<b>10</b>
<b>CORE COMPONENT</b> Subjects / Units / Modules /Courses	1. Music Theory	<b>5</b>	<b>16</b>
	2. Song Writing and Arranging	<b>5</b>	<b>16</b>
	3. Music Ensemble	<b>5</b>	<b>16</b>
	4. Music Performance	<b>5</b>	<b>40</b>
<b>ELECTIVE COMPONENT</b> Subjects / Units / Modules /Courses	1. Introduction to live sound production	<b>5</b>	<b>12</b>
	2. Music Business	<b>5</b>	<b>12</b>
<b>Total Credits</b>			<b>120</b>
<b>Rules of combinations, Credit distribution (where applicable):</b>			
A Candidate is required to achieve a minimum of 120 credits inclusive of 20 credits for fundamental, 88 for core units and 12 credits for electives.			

<b>ASSESSMENT AND MODERATION ARRANGEMENTS</b>
<b>Internal Assessment</b>
<b>Assessment Elements</b> Formative/ Continuous Assessment 40 % <ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Tests</li> <li>• Assignments</li> <li>• Presentations</li> </ul>

- Group performance

Summative

- Final examination (theory and practical) = 60 %

Question papers

Marking keys

Marked scripts

### **Assessment Instruments**

- Theory tests (5)
- Practical tests (5)
- Assignments (5)
- Final Examination Theory
- Final examination Practical
- Portfolio of evidence

### **Internal and External moderation requirements**

#### **Moderation**

#### **Internal Moderation Requirements**

Internal moderation will be done by registered and accredited moderators in accordance with principles and practices of the Botswana Police College Assessment and Moderation Policy approved by Botswana Qualifications Authority (BQA). Moderators should be subject matter experts.

#### **External moderation requirements**

External moderation will be done by registered and accredited moderators in accordance with principles and practices of the Botswana Police College Assessment and Moderation Policy approved by Botswana Qualifications Authority (BQA). Moderators should be subject matter experts. These include moderators from other departments and other countries if there is need.

### **RECOGNITION OF PRIOR LEARNING (if applicable)**

- Recognition of Prior Learning will be considered for the award
- Credit Accumulation and Transfer (CAT)

## **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

### **Horizontal Articulation**

Certificate in Music Theory and Composition  
 Certificate in Music Entrepreneurship  
 Certificate in Music Business  
 Certificate in Song Writing

### **Vertical Articulation**

Diploma in Music Education  
 Diploma in Music Theory  
 Diploma in Song Writing  
 Diploma in Music Theory  
 Degree in Ethnomusicology

### **Employment pathways**

Upon completion of this qualification the candidate can be a:

- Song writer
- Music Arranger and Composer
- Private Music instructor
- Music performer
- Retail Music Salesperson

## **QUALIFICATION AWARD AND CERTIFICATION**

Minimum standards of achievement for the award of the qualification

The candidate must have met the following requirements:

- All exit level outcomes
- Minimum of 120 credits requirements
- All qualification requirements including modules and theory.

### **Certification**

Upon completion of the qualification the candidate will be awarded a **Certificate in Music**

## **REGIONAL AND INTERNATIONAL COMPARABILITY**

### **Regional Comparability**

#### **Kenya:**

The Certificate in music is offered by Tangaza University College in Kenya reflects a similar level of complexity and duration of study (1 year). This qualification places emphasis on knowledge, skills, and competence in areas of music performance and musicianship training. The assessment strategies are not indicated but upon completion of this course graduates may be employed as choir instructors or musical tutors.

#### **South Africa:**

The National Certificate in Music NQF level 5 registered by South African Qualification Authority worth 141 Credits. This qualification is intended to develop requisite knowledge and competence to display ethical conduct, play musical instrument and carry out entrepreneurial activities in the music industry. Integrated assessment provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions to achieve competence that is grounded and coherent in relation to the purpose of the Qualification. Integrated assessment should also show how competence in individual areas can be linked and applied for the achievement of a holistic outcome as described in the exit level outcomes.

Integrated assessment must judge the quality of the observable performance, and also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will demand practical evidence while others may be more theoretical, depending on the type of outcomes to be assessed. The ratio between action and interpretation is not fixed, but varies according to the demands of the particular exit level outcome of the Qualification.

While the generic component (communication, mathematical literacy, music workplace skills) of this Qualification at NQF Level 5 can be assessed through occupational contexts and activities relating to the music industry, care must be taken in both the learning programmes and the assessment to ensure that these foundational skills are portable. The primary aim of this Qualification is to ensure that learners have a sound base of general education to prepare them for further learning, whatever career path they may

choose. Learners must be able to transfer generic skills across a number of different contexts, and apply them within a number of learning areas. A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. The employment pathways for people awarded this Qualification include jobs such as Music Director, Contemporary Worship Leader, Music Promoter (Medium Event), Producer, Publisher. Retail, Music Salesperson, Music Wholesaler and Distributor, Advanced Music Technician, Advanced Backing Musician, Session Musician, Intermediate Artist Management, Music Supervisor, Music Performers, Private Music Instructors and Medium Event Music Promoter.

### **International Comparability**

#### **New Zealand:**

The Certificate in music production and performance (EQL5) is registered by the New Zealand Qualifications Authority. It reflects a similar level of complexity and duration of study (1 year). It is offered at the Bay of Plenty Polytechnic.

This qualification recognizes demonstrated core knowledge, skills, and competence in music areas of music performance and music production. It is in terms of the latter that it is similar to Music certificate offered by Botswana Police College in Botswana. However, at Level 5 there are many Diplomas in Music on offer.

#### **Scotland:**

The National Certificate in Music SCQF level 5 registered by the Scotland Qualification Authority worth 72 SCQF Credits. The principal aims of the NC Music (SCQF level 5) are to provide candidates with opportunities to develop knowledge and understanding of a range of music genres including jazz, classical, rock, folk, pop and dance; copy right laws, the infrastructure of the music industry, practical skills, knowledge and understanding relevant for contemporary music practice, composing and performing music as well as improvisation and sound production.

It is anticipated that the majority of those achieving the National Certificate in Music will articulate with Music related programmes at SCQF level 6. This award will also enhance successful candidates' employability profile. The NC Music (SCQF level 5) requires a candidate to achieve a minimum of 12



credits (72 SCQF credit points), seven mandatory Units of 1 credit each and 5 further credits from the optional section.

**United Kingdom:**

Best practice in music training is especially found in the UK. The Higher National Certificate in Music Performance (Reference 100/3482/1) is registered by the Qualifications and Curriculum Authority in the United Kingdom and the awarding body is Edexcel. It is similar to the National Certificate in Music at NQF Level 5 in that they both are of 1-year study duration. Competencies in the two qualifications compare well.

The competencies of the UK qualification are listed below:

- Aural Perception.
- Ensemble/Band Studies.
- Harmony & Arranging.
- Harmony & Composition.
- Notation.
- Music Business & the Entrepreneur.
- Keyboard Skills.
- Improvisation.
- Music Technology.
- Music Performance Skills.
- Music Performance Studies (several instruments).
- Project Realisation.
- Contextual Studies.
- Music, Health and the Law

**Comparability and articulation of the proposed qualification with the ones examined**

The proposed NCQF Level 5 Certificate in Music offered by Botswana Police college accrues 120 credits and it has been designed to produce musicians with competencies in the use of Information and communication technology, song writing, Playing musical instruments and collaborative performance. It compares well with other qualifications in areas of duration, level of complexity, credits, employment



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pathways and course content. This qualification is focused on equipping graduates with a range of job-related skills because of the introduction of its unique competencies such as music business and Introduction to live sound production.

**REVIEW PERIOD**

5 Years