

QUALIFICATION SPECIFICATION								SECTION A
<b>QUALIFICATION DEVELOPER</b>		Awil College						
<b>TITLE</b>		Bachelor of Arts in Live Performance (Music Performance)				<b>NCQF LEVEL</b>	7	
<b>FIELD</b>	Culture, Arts and Crafts		<b>SUB-FIELD</b>	Media Studies				
New qualification		✓	Review of existing qualification					
<b>SUB-FRAMEWORK</b>		General Education			TVET		Higher Education	
		Certificate			Diploma		Bachelor	
<b>QUALIFICATION TYPE</b>		Bachelor Honours			Master		Doctorate/ PhD	
<b>CREDIT VALUE</b>						480		
RATIONALE AND PURPOSE OF THE QUALIFICATION								
<p><b>Rationale:</b></p> <p>In pursuit of expressing the need for this qualification, a number of relevant issues and policies are explored. Such include; Vision 2036, the Entertainment Industry, ETTSP, HRDC report and NDP 11. The Botswana Vision 2036 serves as a blueprint to project the country dreams. It articulates that Botswana should economically sustain itself and fosters a development of entrepreneurship skills amongst citizens. In this vision, the Human and social Development, under Education and Skills Development, Pillar number 2 and The Sustainable Economic Development pillar number 1, both support human resource development and the creative industries respectively.</p> <p>The Sustainable Economic Development Pillar one [1] pp17, states that <i>“Our creative industries are an upcoming sector that possess great potential to create employment, diversify the economy and even foreign exchange.”</i> Thus, the vision holistically, is in line with the development of this qualification.</p> <p>This qualification will further provide opportunities for empowering Batswana with requisite performing skills to add value to the entertainment industry and produce graduates who can compete internationally in the Arts and the Entertainment industry. Moreover, such competence contributes and translates to the growth of the economy.</p> <p>The Botswana Education and Training Sector Strategic Plan (ETSSP 2015-2020) is intended to reinforce the match between qualifications and labour market requirements, thereby ensuring that education and training outputs are closely aligned to socio economic development needs of the country and is in line with this strategic goal. The same plan outlines education goals, ensuring that education has results as reflected by competences of graduates in the respective industries. Therefore, this programme responds to that as well.</p>								

In addition, the Human Resource Development Council (HRDC) report (2015), on Priority Occupations list, has identified Performance qualification(s) as one of the priority skills in the Creative Industry area. Similarly, the National Development Plan 11 (NDP 11), addressed similar country issues that the aforementioned reports highlighted, as its main focus was on: Developing Diversified Sources of Economic Growth; Human Capital Development; Social Development. Therefore, this qualification is designed to address issues of economic diversification, build up the capacity of creative industry experts, and for development of performance skills which are so much in demand in the Botswana music Industry.

**Purpose:**

The purpose of the qualification is to develop learners skills to professionally perform in the Music Industry. They will learn skills, concepts and methodology of performance in an area of specialisation. The qualification will refine learners to develop understanding in music aesthetics and meaning of quality performance. The qualification also seeks to develop learner's musical interpretative skills as individuals and in ensembles.

The purpose of this qualification is to produce graduate with specialised knowledge, skills, and competences to:

- Read music independently and show advanced performance skills.
- Apply interpretative skills in music performance
- Use ICT in music performance and in the music industry.
- Apply performing professional skills in the music.
- Work with others and apply collaborative skills in any form of work.

**ENTRY REQUIREMENTS (including access and inclusion)**

- Certificate IV, NCQF level 4 (HE/TVET) or equivalent.
- Candidates with relevant unaccredited prior learning may be considered for admission and or exemption through Recognition of Prior Learning (RPL).

<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b> <b>Graduates will be able to demonstrate:</b>	<b>ASSESSMENT CRITERIA</b>
LO1 Apply entrepreneurship and business skills in the Music Industry.	1.1 Package a music product as per market and industry standards. 1.2 Promote own or other peoples' music products. 1.3 Negotiate performance contracts with appropriate clients. 1.4 Apply music laws, including copyright laws. 1.5 Operate in the music industry space, following own niche. 1.6 Conduct and manage own revenue and investments from music industry earnings. 1.7 Pitch ideas for a gig with potential clients 1.8 Attend and professionally engage with clients in meetings and audiences at performances. 1.9 Perform own DeeJay playlist displaying own identity and personal brand development.
LO2 Demonstrate understanding of sound and aesthetics for performance reasons.	2.1 Set up sound appropriately for a planned performance. 2.2 Set up appropriate and high quality equipment for music performance. 2.3 Balance sound appropriately prior to a music performance. 2.4 Apply light efficiently at a performance venue. 2.5 Pack-up appropriately, including paying attention to cables, after a performance. 2.6 Set up and pack up DeeJay equipment for a performance.
LO3 Apply ICT skills to process information and data for use in different functions.	3.1 Apply ICT data and information responsibly and ethically. 3.2 Manage information using ICT. 3.3 Communicate and collaborate locally and globally using ICT. 3.4 Research, access and retrieve information using ICT. 3.5 Present data and information using ICT 3.6 Synthesize and organize information using ICT. 3.7 Implement data loss prevention strategies using ICT 3.8 Present information in a variety of formats using ICT 3.9 Infuse and apply ICT to conduct music business

<p>LO4 Perform on a Principal Instrument or Voice, showing advanced understanding of music.</p>	<p>4.1 Perform music whilst on correct posture. 4.2 Apply appropriate fingering or blowing skills on an instrument. 4.3 Apply performance directions, such as dynamics, expression and tempo markings. 4.4 Perform individually and in ensembles of different types 4.5 Perform a given repertoire relative to the stylistic features of the given music. 4.6 Perform advanced recitals to an audience. 4.7 Accompany other musicians using own principal instrument. 4.8 Apply improvisation skills reflective of the musical style, contemporary styles and the stylistic orientation.</p>
<p>LO5 Apply Musicianship Skills in performance.</p>	<p>5.1 Apply aural perception and dictation skills relative to the chosen style of music. 5.2 Sight sing music in a variety of styles or genres. 5.3 Improvise on a given music stimuli as per a given genre. 5.4 Play chords, intervals, melodies and chord progressions on a keyboard.</p>
<p>LO6 Demonstrate an understanding of music concepts and elements.</p>	<p>6.1 Analyse melodies following contours and intervals, of a given musical piece. 6.2 Harmonise a given melody by on –spot improvising or writing appropriate chords on a given score 6.3 Discuss how counterpoint has been used on a piece of music. 6.4 Analyse a piece of music with respect to; rhythms, meter, form, timbre and phrasing. 6.5 Analyse compositions based on forms and compositional devices for a chosen music repertoire.</p>

LO7 Perform solo and in an ensemble.	<p>7.1 Perform alone a given piece of music or own music.</p> <p>7.2 Apply performance skills showing; artistry, technical skill, collaborative competence and knowledge of repertory through regular solo and ensemble experiences.</p> <p>7.3 Collaborate within ensembles to develop and perform collective musical interpretations.</p> <p>7.4 Lead solo passages in an ensemble.</p> <p>7.5 Accompany one or others in an ensemble performance.</p>
LO8 Perform own compositions and arrangements on Online platforms.	<p>8.1 Upload own music on social media platforms.</p> <p>8.2 Live stream own music on online platforms.</p> <p>8.3 Collaborate with other musicians and stream music online.</p> <p>8.4 Launch own online platform that allows interaction with digital audience, such as Facebook page or website.</p> <p>8.5 Discuss own performances feedback with clients and followers, digitally.</p> <p>8.6 Apply deejay techniques in performance of onset online</p>

QUALIFICATION STRUCTURE			
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	SECTION C		
	Title	Level	Credits
	Music Theory	6	20
	Music Technology	7	20
	Keyboard Instrument	6	20
	Information and Communication Technology	5	20

	Botswana Traditional Pop	<b>8</b>	<b>20</b>
<b>CORE COMPONENT</b> Subjects / Units / Modules /Courses	Instrument 1	<b>7</b>	<b>40</b>
	Instrument 2 (Secondary Instrument)	<b>6</b>	<b>30</b>
	Music analysis and literature	<b>8</b>	<b>30</b>
	Sight reading and Aural perception	<b>7</b>	<b>30</b>
	Performance didactics and Practice	<b>8</b>	<b>30</b>
	Sound and setting	<b>7</b>	<b>30</b>
	Music Entrepreneurship	<b>6</b>	<b>30</b>
	Industry attachment	<b>7</b>	<b>35</b>
<b>ELECTIVE COMPONENT</b> Subjects / Units / Modules /Courses	Music Industry and Trends	<b>7</b>	<b>25</b>
	Managing and Directing	<b>7</b>	<b>25</b>
	Music arranging	<b>7</b>	<b>25</b>
	Studio work and Producing	<b>7</b>	<b>25</b>
	Music Critique	<b>7</b>	<b>25</b>
	Deejay	<b>7</b>	<b>25</b>
	History of Music	<b>7</b>	<b>25</b>
<b>Rules of combinations, Credit distribution</b> (where applicable):			
<p><b>NB:</b> Voice is treated as an Instrument and therefore it could be taken as Instrument 1 or Instrument 2 (Secondary instrument).</p> <p>The qualification is therefore as follows:  Level 5 consists of 20 Credits, Level 6 consists of 100, Credits Level 7 consists of 280 Credits and level 8 consists of 80 credits.  Total Credits = <b>480</b></p> <p>The credit combination for this qualification is from 100 fundamental components, 255 core components and the remaining 125 is from elective components where candidates can choose any FIVE. Each elective is 25 credits.</p> <p><b>NB:</b> A learner can only take an elective <b>once</b> from the basket of electives and cannot be taken again in the subsequent year(s).</p>			

Candidates are required to achieve a minimum of **480 credits** for the qualification inclusive of credits for fundamentals modules, core and electives, as noted above. A candidate is also required to complete the required period of industrial attachment or work experience in line with the stipulated exit outcomes to be eligible for the award of the qualification.

## **ASSESSMENT AND MODERATION ARRANGEMENTS**

### **ASSESSMENT**

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

#### **Formative assessment**

Formative assessment or continuous assessment contributing towards the award of credits should be based on course outcomes. These can include Scheduled tests, Aural dictations, assignments and Group Document Concept pitches. The contribution of formative assessment to the final grade shall be **60%**.

#### **Summative assessment**

Candidates may undergo assessment including written and practical performances on the principal instrument and recitals. The final examination will contribute **40 %** of the final mark for this Bachelor of Arts in Music performance qualification. A candidate who scores between 30% and to 49%, shall be eligible for re-assessment. A candidate, who is not eligible for re-assessment or does not meet the minimum requirements on re-assessment, may apply for a re-take.

All summative practical assessments must be conducted in the presence of audiences or under real work/performance settings.

#### **Moderation**

There will be provision of external and internal moderation using BQA accredited moderators.

## **RECOGNITION OF PRIOR LEARNING (RPL)**

There will be provision of awarding this qualification through RPL according to the national RPL policy.

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

Students are educated not only to forge profitable and sustainable careers in this market but are encouraged to develop themselves as employment providers – the cultural entrepreneurs of the future.

#### **Horizontal articulation:**

The graduates of this qualification may pursue to other related qualifications in Culture, Arts and Crafts field, like Bachelor degree in Events Management (NCQF Level 7), Bachelor of Arts in Stage Management (NCQF Level 7), Bachelor degree in Theatre Lighting (NCQF Level 7), for multitasking purpose.

**Diagonal Articulation:** Learners may pursue Bachelor of Music, NCQF level 7 or B-Tech Fine Art, NCQF level 7 or some modules from these programmes.

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

The qualification prepares students for a career in any of the following fields of entertainment, film and television production:

- Singer/Dancer for music theatre
- Cruise-Ship Entertainer
- Fringe and Festival Performer
- Performing Arts Teacher/lecturer/Professor
- Cabaret Artist
- Events Coordinator
- Arts Coordinator
- song writer
- musician.

#### **QUALIFICATION AWARD AND CERTIFICATION**

The institution is a self-awarding body. The candidate must achieve **480 credits** to be awarded the qualification certificate of Bachelor of Arts in Music Performance.

#### **Certification**

Candidates meeting prescribed requirements will be awarded a certificate and transcript.

#### **REGIONAL AND INTERNATIONAL COMPARABILITY**

#### **SAQA NCQF level 7: Bachelor of Arts in Live Performance- Music Performance (AFDA south Africa)**

This qualification requires students to achieve a minimum of 360 credits after the completion of the course. The qualification goes for three years and students are expected to acquire 21st century skills such as goal setting, life skills, workforce skills, applied skills, personal and interpersonal skills, and non-cognitive skills. These skills will enable lifelong learning and the ability to adapt to changing work environments. The music performance training provides student with skill and knowledge in order to develop a variety of income strands within the creative and entrepreneurial domains of the music industry. Student will learn vocal and physical performance, songwriting, music promotion and artist management

There two categories of assessments strategies that are used to assess the students of this qualification, these are as follows:

**Diagnostics Assessment Category:** To identify student's strengths and weaknesses so that teaching inputs can be appropriately aligned to the student's needs.



**Formative assessment category:** Continually evaluating students' academic needs and development within the classroom; opportunities for immediate feedback and preparation for summative assessments. Formative assessments will ensure that students at risk of underperforming are timeously identified for remedial action in each semester.

**Summative assessment category:** Final assessment at the end of a tuition or project/production cycle that assess students' capacity to demonstrate a set of skills that they have learnt. Summative assessments are used to evaluate a student's capacity to progress into the next year of study and to continue in a given school or discipline.

The similarities between the BA in Live Performance – Music Performance qualification of AFDA South Africa and Awil College is the that, the approach to the pedagogy of the curriculum is the same as both requires the tangible outcome at the end of the completion of the qualification. Secondly both schools use similar assessment categories. The Difference between the two qualifications is that BA in Live Performance – Music Performance in AFDA south Africa is offered up to three years whereas of Awil goes for four years.

**Music: Production, Performance and Enterprise BA (BMus level 6, 120 credits)- University of Westminster**

This degree qualification will equip students for a successful career in all areas of the commercial and popular music industries. The qualification will inspire students to develop expertise and experience in the key fields of commercial music: music production; music performance; music business/enterprise. Nowadays, only by having knowledge and understanding of all three specific areas students will be sufficiently prepared for employment and a sustained career in music.

**Subjects of study include:**

1. Artist Development
2. Individual and Professional Development
3. Music Business and Enterprise (Core for Enterprise pathway)
4. Music in Context
5. Music Industries Management
6. Performance and Musicianship (Core for Music Performance pathway)
7. Producing Music (Core for Music Production pathway)
8. Recording Techniques

**Assessment methods:**

- Oral / visual presentations - to seminar groups, to tutor groups
- Formal written reports / essays / dissertations
- Proposals and learner contracts
- Literature reviews
- Informal written material - notebooks, workbooks, logbooks
- Written self-evaluation
  - Time-constrained class tests / examinations
- Individual projects / portfolios
- Group projects

- presentation of creative work in public and online
- Presentation of creative work to external specialists
- Case studies
- Work placements

**Employment pathways:** Music artists; freelance musicians; music producers; studio engineers; songwriters; film sound designers; music publishers; branding and marketing experts; artist managers, record label executives; music venue managers; live music promoters; social media managers; entertainment lawyers; music therapists; music educators; academics; music journalists.

The above qualification does vary with the one offered by Awil because

1. It requires 120 credits whereas Awil qualification requires 480 credits.
2. NCQF level is 6 while for Awil college qualification is level 7.

The qualification pathways are comparable.

<https://www.afda.co.za>

<https://www.westminster.ac.uk/sites/default/public-files/programme-specifications/Music-Production-Performance-and-Enterprise-BA-BMUS-2020-21.pdf>

#### **REVIEW PERIOD**

The qualification shall be reviewed after five (5) years or earlier if need be.