

No. 947

12 October 2007

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Music

registered by Organising Field 02, Culture and Arts, publishes the following Qualification for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification. The full Qualification can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification should reach SAQA at the address below and **no later 12 November 2007**. All correspondence should be marked **Standards Setting – Music** addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Bachelor of Music

SAQA QUAL ID	QUALIFICATION TITLE		
59301	Bachelor of Music		
ORIGINATOR		PROVIDER	
SGB Music			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National First Degree	2 - Culture and Arts	Music	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	480	Level 7	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION**Purpose:**

The purpose of the qualification is to qualify the learner for a career in the broad music profession as a performer, arranger, composer, researcher, music technologist or music educator.

On completion of this qualification, the learner will have attained a comprehensive and systematic knowledge base in the field of music and a depth of knowledge in the chosen area of specialisation. By this means the learner will be contributing to the development of the sector. The learner will have a coherent and critical understanding of the theories and practices in the field of music and an ability to conduct research and critique advanced scholarship in the area of specialisation. The learner will also be able to make sound theoretical judgments based on evidence and have an ability to think critically within the discipline.

The learner will have an understanding of a range of research methods, techniques and technologies and an ability to select these appropriately for a particular research problem in the area of specialisation. The learner will have an ability to identify, analyse and deal with complex and/or practical problems and issues using evidence-based solutions and theory-driven arguments. The learner will have acquired efficient and effective information retrieval and processing skills. The learner will be able to identify, critically analyse, synthesize and independently evaluate quantitative and/or qualitative data. The learner will have the ability to engage with current research and scholarly literature in music. The learner will be able to engage with current technology as applied in the field of music.

The learner will be able to present and communicate academic and/or professional work effectively, catering for a variety of audiences by using a range of different media appropriate to the context.

The qualification has been structured in such a manner as to promote transformation in music in the broadest sense. Learning programmes will contribute to the personal development of the individual learner and to social and economic development by applying the Critical Cross-Field Outcomes. Learning programmes structured according to the criteria applied in this qualification will cultivate an approach inclusive of African expressive culture in the wider context of world music.

Rationale:

Learners who will register for this qualification are typically musicians who are in the early stages of a development programme within their field of expertise. It is a first degree in the area

of specialisation, with such graduands required within a range of sectors such as practical musicians, researchers and educators.

The qualification is designed to develop both practical and research skills within the learner. With the choice of electives, learners will specialise in practical musicianship or composition and arrangement or research or technology or Music education [i.e. music education, training and development practice], thereby ensuring that the certificated learner is placed on a career development pathway that will lead to more advanced professional skills within the field of music.

This qualification meets specific needs within the music sector for the development of musicians with some specialist musical knowledge and competence and the preparation of such learners for more specialised branches of musical practice, such as research, performance, composition and arrangement and technology.

The qualification shall be known as a Bachelor of Music (B.Mus.) and the area of specialisation shall be indicated as B.Mus. (Performance), B.Mus. (Composition and arrangement), B.Mus. (Research), B.Mus. (Music technology) and B.Mus. (Music education).

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED IN PLACE

The learner will have achieved all the fundamentals at NQF level 4, including Communication 1st language (NQF Level 4), Communication 2nd language (NQF Level 3) and Mathematical Literacy (NQF Level 4). The learner will have music competence equivalent to NQF Level 4.

Recognition of Prior Learning:

This qualification and all the fundamental, core and elective exit level outcomes associated with it, as described in the rules of combination, can be achieved by any learner through the recognition of prior learning, which includes learning outcomes achieved through formal, informal and non-formal learning and work experience. The qualification can be achieved in whole or in part through RPL.

Access to the Qualification:

The qualification is open to all learners who have a Music qualification at NQF Level 4 or equivalent. This should preferably be obtained in the subject Music of the Further Education and Training band as this subject includes the Learning Outcomes of Performance, Composition, Improvisation and Arrangement, Music Literacy and Critical Reflection, all of which are pursued as Core competencies. The competence at NQF Level 4 may be obtained as a music certificate offered by private accredited providers. The competence at NQF Level 4 could also be achieved by attaining an accredited qualification or through the recognition of prior learning.

QUALIFICATION RULES

The total number of credits for this qualification is 480. The qualifying learner must achieve all fundamental and core components of this qualification. The following rules of combination apply:

- All Fundamental: 100 credits.
- All Core: 200 credits.
- Minimum Electives: 180 credits.

The Electives should be chosen to reflect the learner's area of specialisation as a performer, composer and arranger, researcher, music technologist or music educator. One music elective (100 credits) and non-music credits to the value of 80 credits must be chosen.

Fundamental:

Exit Level Outcome; Credits:

- Demonstrate personal management skills and social responsibility; 10 Credits.
- Demonstrate technical proficiency and stylistic understanding appropriate to the instrument/s and works chosen for performance; 55 Credits.
- Demonstrate aural skills; 35 Credits.

Fundamental Total = 100 Credits.

Core:

Exit Level Outcome; Credits:

- Analyse given musical works from various contexts using relevant parameters to draw conclusions; 60 Credits.
- Research a given musical topic demonstrating an ability to locate and use a range of sources; 40 Credits.
- Music (including African music, with an emphasis on South Africa) is contextualised from historical, cultural, socio-economic, political and philosophical perspectives; 60 Credits.
- Demonstrate musical proficiency and sensitivity required to perform as a member of an ensemble; 40 Credits.

Core Total = 200 Credits.

Elective:

Exit Level Outcome; Credits:

- Performance; 100 Credits. or
- Research; 100 Credits. or
- Composition and arrangement; 100 Credits. or
- Music technology; 100 Credits. or
- Music education; 100 Credits.

AND

- Non-Music Electives; 80 Credits.

Minimum Elective Total = 180 Credits.

Minimum Qualification Total = 480 Credits.

EXIT LEVEL OUTCOMES

Fundamental Exit Level Outcomes:

1. Demonstrate personal management skills and social responsibility.
2. Demonstrate technical proficiency and stylistic understanding appropriate to the instrument/s and works chosen for performance.
3. Demonstrate aural skills.

Core Exit Level Outcomes:

4. Analyse given musical works from various contexts using relevant parameters to draw conclusions.

5. Research a given musical topic demonstrating an ability to locate and use a range of sources.
6. Music (including African music, with an emphasis on South Africa) is contextualised from historical, cultural, socio-economic, political and philosophical perspectives.
7. Demonstrate musical proficiency and sensitivity required to perform as a member of an ensemble.

Elective Exit Level Outcomes:

8. Perform, interpret and/or improvise a programme of music in a variety of specified styles on instrument(s) of own choice.
9. Research music.
10. Write original music that is technically and aesthetically acceptable in terms of the composer's aim and arrange existing music for different ensembles of voices and/or instruments.
11. Use technology to notate, programme, record, perform, arrange and analyse music.
12. Teach music.

Critical Cross-Field Outcomes:

Qualifying learners will be able to:

- Identify, analyse and solve musical problems creatively and responsibly.
- Work effectively with others as a member of an ensemble in contributing to group output.
- Organise and manage oneself and one's activities responsibly and effectively in the Higher Education institutional environment.
- Collect, analyse, organise and critically evaluate information in a chosen musical context.
- Communicate effectively using musical, visual, mathematical and/or language skills in the modes of oral, written and/or practical presentation in a sustained discourse.
- Use science and technology in music effectively and critically, showing responsibility towards the environment and health of others by promoting ethical conduct in all contexts.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation and acknowledging responsibility to the broader community.
- Contribute to the personal development of each learner and the social and economic development of society by making learners aware of the importance of:
 - Reflecting on and exploring a variety of strategies to learn more effectively.
 - Participating as responsible citizens in the life of local, national and global communities.
 - Being culturally and aesthetically sensitive across a range of social contexts.
 - Exploring education and career opportunities by drawing on various knowledge, skills and attitudes acquired in the attainment of this qualification.
 - Developing entrepreneurial opportunities by drawing on the knowledge, skills and attitudes acquired in the attainment of this qualification.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 Time management is demonstrated according to an agreed schedule that is compiled in terms of planning, execution and review.
 - (Range of scheduled activities includes, but is not limited to: rehearsals, performances, examinations, essays, projects, recreation and interviews).
- 1.2 Communication skills are demonstrated in relation to personal, social and professional roles.
 - (Range of communication skills includes, but is not limited to: verbal, non-verbal, written, listening and negotiating).
- 1.3 Ethical practices and values in the music profession are formulated and applied through case studies.

- (Range of ethical practices includes, but is not limited to: fraud and corruption; intellectual property rights and social responsibility in relation to gender, race, disability, sexual orientation and HIV/Aids).

1.4 Occupational health, safety and environmental issues related to the practice of music are defined and explained by means of case studies.

- (Range of issues include, but is not limited to: safety legislation related to exposure to noise levels, moving and use of equipment, the environment and other occupational risks).

1.5 Entrepreneurial and project management principles are understood and applied in case studies.

1.6 Finance management skills are explained and applied to personal finances using appropriate scenarios.

Associated Assessment Criteria for Exit Level Outcome 2:

2.1 Performance is checked for consistency and accuracy against the musical score or other stated criteria.

2.2 The reasons for using a preferred version are explained in terms of standard musical practice.

2.3 Technical exercises (such as scales and arpeggios) for the chosen instrument are performed at a commensurate degree of difficulty for this level of qualification.

2.4 Two previously unknown unaccompanied pieces in different styles are performed after perusing a score for a period of one minute or listening three times to an extract of a maximum of 10 seconds duration.

2.5 A programme lasting a minimum of 20 minutes, consisting of a minimum of four works differing in style, is selected, prepared and performed on instrument/s of own choice demonstrating performance, interpretation and/or improvisation skills as appropriate to the works and instrument/s.

2.6 The working mechanism of own instrument/s is understood and applied to enhance performance.

2.7 Own instrument/s are maintained and cared for according to accepted practice.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 Intervals placed in an appropriate vocal range between perfect unison and a perfect 15th are identified and notated in staff notation and played on an instrument.

3.2 A melody of at least 8 bars in staff notation is sung or whistled from sight and performed from memory.

3.3 Diatonic and chromatic triads and quartads in short harmonic progressions are identified and notated in staff notation.

3.4 A rhythmic pattern of at least 8 bars or a cyclic pattern of similar length is listened to and notated after a maximum of 2 repetitions.

3.5 A rhythmic pattern of at least 8 bars or a cyclic pattern of similar length is clapped/tapped, not slower than 80 beats per minute.

3.6 Diatonic triads and quartads are played in harmonic progressions, including modulations.

3.7 Chromatic quartads are played in harmonic progressions, including modulations.

Associated Assessment Criteria for Exit Level Outcome 4:

4.1 Musical examples are selected and contextualized according to the stylistic repertoire to which they belong.

4.2 Parameters for analysis are identified in relation to the selected musical examples.

- (Range of parameters include, but are not limited to: style, overall selection and organization of pitch, harmonic structures, linear organization of pitch, rhythm, texture, tone quality and structure).

4.3 The identified parameters are applied using appropriate approaches from the field of music analysis.

4.4 The music is described and interpreted in terms of the applied parameters and the related analysis.

4.5 Conclusions are drawn with respect to adherence to or departure from the conventions expected in the musical style of the example analysed.

Associated Assessment Criteria for Exit Level Outcome 5:

5.1 Appropriate sources are located to research a given topic.

5.2 A variety of research methodologies is examined and understood in relation to their application to musical research.

5.3 A specific research methodology is selected and motivated for use in researching a given musical topic.

5.4 A research project of between 1500 and 2000 words is completed using the selected research method and presented using scholarly style and formatting.

Associated Assessment Criteria for Exit Level Outcome 6:

6.1 The influence of local, regional and world events on music and musical life is critically evaluated by means of specific case studies.

6.2 The use of music to influence attitudes and actions is analysed in terms of social and political developments by means of case studies.

6.3 The relationship between music and the economy is critically evaluated by means of case studies.

6.4 The relationship between aesthetic and philosophical stances is analysed in terms of musical expression.

6.5 Representative styles are described and compared on the basis of case studies including listening to specific examples.

6.6 Composers, performers, philosophers, theorists and other contributors to the field are studied in terms of their contributions.

- (Range of information about composers and performers includes, but is not limited to: biographical details, stylistic characteristics and compositional/artistic output).

Associated Assessment Criteria for Exit Level Outcome 7:

7.1 A conductor's or a leader's instructions, both verbal and non-verbal, are interpreted and followed accurately.

7.2 Own intonation accuracy is assessed within a group context.

7.3 The performance of an ensemble demonstrates the ability of the individuals to collaborate within the group to ensure an appropriate performance (for example with regard to dynamics or tempo).

7.4 Presentation principles are applied to ensure a professional performance to concert standards.

7.5 A minimum of five complete works (minimum duration 30 minutes) as part of a group is selected, prepared and performed in terms of standard musical practice.

Associated Assessment Criteria for Exit Level Outcome 8:

8.1 A balanced programme of approximately 60 minutes' duration is performed demonstrating various styles, appropriate interpretation skills and technical proficiency on instrument(s) of own choice.

- (Range of requirements for performance may, but not necessarily, include dance, costumes, choreography and theatre).

- (Range of music performed may, but not necessarily, include original compositions, arrangements and improvisations).

- 8.2 Informative programme notes that place individual items within the context of a comprehensive knowledge and understanding of the repertoire are compiled for the presented programme and supplied in hard copy in typed format.
- 8.3 A minimum of three extracts from the ensemble repertoire of the chosen instrument are selected and performed.
- 8.4 Comprehensive knowledge and a critical understanding of repertoire and of historically-informed performance practices related to the chosen instrument are demonstrated.
- 8.5 Two solo pieces (unaccompanied where applicable) in different styles are performed at sight after perusing each piece for a period of one minute.
- 8.6 Tutoring material at different graded levels that facilitate musical and technical development on the chosen instrument is selected and presented.

Associated Assessment Criteria for Exit Level Outcome 9:

- 9.1 A selection of current musicological and ethnomusicological theories and methods are investigated and critically evaluated.
- 9.2 A research proposal is developed and used as a basis for producing a research paper.
- (Range statement: The paper should be between 6000 and 8000 words in length).
- 9.3 Data collection processes are managed and organised with regard to presentation, analysis, interpretation and compilation of a research report in a research environment.

Associated Assessment Criteria for Exit Level Outcome 10:

- 10.1 The directions followed in a specific genre of music over at least the past 100 years are analysed and described.
- 10.2 Current aesthetic debates concerning the re-contextualisation of contemporary South African music are described and analysed.
- 10.3 The structure and stylistic traits of major composers within the genre of music chosen are analysed so as to clarify the musical thought processes underlying the compositions.
- 10.4 Mastery of the compositional techniques currently used in the chosen genre is demonstrated.
- 10.5 Music that is idiomatic for various settings is composed and scored.
- (Range of settings include, but is not limited to: texts in language of choice and purely instrumental music).
- 10.6 Music that is idiomatic for various settings is arranged and scored.
- 10.7 A recital lasting approximately 35 minutes is rehearsed and presented.
- (Range of works presented includes, but is not limited to: 20 minutes of original compositions with the remainder devoted to either original compositions or to arrangements).

Associated Assessment Criteria for Exit Level Outcome 11:

- 11.1 Terminology related to music technology is defined and interpreted according to standard usage.
- 11.2 The development of music technology is critically studied in terms of its changing functions and applications.
- 11.3 Available music hardware and software systems are analysed and compared in terms of their capabilities and compositional objectives to be achieved.
- 11.4 Use computer hardware and software to undertake sound analysis, synthesis, processing, sound recording and editing.
- 11.5 Musical sound is combined with other media.
- 11.6 Sounds, concepts, repertoires and practices are explored and considered for assimilation in execution of arrangement.
- 11.7 A portfolio of recorded works of approximately 35 minutes in duration, representing a variety of uses and applications of technology in music, is compiled and presented.

Associated Assessment Criteria for Exit Level Outcome 12:

12.1 Various approaches and methods to teaching music in a diverse range of educational contexts are studied and analysed.

- (Range statement: These contexts may include the following, but are not restricted to: individual and group teaching and learning, ABET, GET band, FET band, informal education and special needs education).

12.2 A critical understanding of major philosophical and theoretical trends in education, with special reference to music education, is demonstrated in a South African context.

12.3 An informed personal philosophy of music education is conceived and its principles demonstrated and actualised in practice.

12.4 Relevant computer and MIDI based technologies are applied in music education contexts.

12.5 Movements to music are devised and arranged to music that may be improvised in a wide range of styles in a way that is suitable for learners with varying levels of musical experience.

12.6 Proven music education approaches, methods and techniques are demonstrated in practice in a minimum of 6 teaching sessions across a variety of levels.

- (Range of the practical application includes, but is not limited to: individual and group teaching and learning, ABET, GET band, FET band, informal education and special needs education).

Integrated Assessment:

Integrated assessment at the level of the qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across exit level outcomes to achieve competence that is grounded and coherent in relation to the purpose of the qualification. Integrated assessment should show how already demonstrated 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.

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.

INTERNATIONAL COMPARABILITY

The Bachelor of Music degrees offered in South Africa have historically taken international models, in particular those from the United States of America and the United Kingdom, as their basis. A scoping exercise held in June 2005, and attended by representatives from the major universities offering this degree in South Africa, confirmed this. A common European model, in which the conservatoire offers practical tuition with a minimum of research while universities offer research-based courses, is not acceptable in the broader South African educational context because of the emphasis on research at all levels.

This qualification is offered internationally and nationally at most major universities. In the majority of cases the qualification is intended to be offered over four years of study, and to lead to postgraduate work in the chosen area of specialisation. The emphasis internationally has latterly come to include a research component within each area of specialisation, and to offer students the opportunity to obtain a solid grounding in, and knowledge of, the broad discipline of music. No provision is made for part-time study.

Internationally, all institutions of higher education that offer the Bachelor of Music degree also offer the areas of specialisation included in the qualification under consideration, namely performance, composition, technology and education, with further specialisations built into the individual curricula (e.g. performance: jazz; performance: opera; education: school-based; composition: music for motion pictures; etc.). This approach was considered to be the most appropriate for the South African context, with its diverse musical heritage, as it also allows for vertical, diagonal and horizontal articulation internationally.

Due to the prolific number of higher education institutions that offer degrees in music, only a broad representative sample of institutions that offer comparable qualifications are listed here. They include:

- Royal Holloway, University of London, United Kingdom.
- The University of Oxford, United Kingdom.
- University of Edinburgh, Scotland.
- New York University, USA.
- Blair School of Music, Vanderbilt University, Nashville, Tennessee, USA.
- Eastman School of Music, University of Rochester, USA.
- Thompson Rivers University, British Columbia, Canada.
- University of Melbourne, Australia.
- University of Queensland, Australia.
- Monash University, Australia.
- University of Otago, New Zealand.
- Victoria University of Wellington, New Zealand.
- University of Canterbury, Christchurch, New Zealand.
- Moscow University, Russia.
- University College Sedaya International, Malaysia.
- University of Hawai'i, Manoa, Hawai'i.
- Nord-Trøndelag University College, Norway.
- Universität der Künste Berlin, Germany.
- Hogeschool voor de Kunsten, Utrecht, Netherlands.
- Sibelius Academy, Helsinki, Finland.
- Tokyo College of Music, Japan.
- Korean National University of the Arts, Seoul, Korea.
- Hanoi Conservatory of Music, Vietnam.
- Ho Chi Minh City National Music School, Vietnam.

African universities, including Maseno University College, Kenya, offer a three-year BA (Mus) degree, with courses that are comparable to some of those included in the proposed qualification. Kenyatta University in Kenya offers a four-year Bachelor of Music with opportunity for specialisation in Music Education. In Egypt, the Cairo Conservatory of Music offers various degree courses in Western music while the Arabic Institute offers courses in Arabic music. Helwan University, Cairo, offers degrees in music education with different specialisations. The National Conservatory of Music in Tunis, Tunisia, offers various music degree courses.

ARTICULATION OPTIONS

The possibility exists for horizontal articulation with this Qualification. Examples of horizontal articulation with recorded qualifications:

- ID: 19384, Bachelor of Music: NQF Level 7.
- ID: 21270, Bachelor of Music: Jazz Studies, NQF Level 7.

An example of vertical articulation with this qualification is:

- Masters degree in Music, NQF Level 8

MODERATION OPTIONS

- Any institution offering learning that will enable achievement of this qualification must be accredited by the relevant ETQA.
- External Moderation of assessment will be overseen by the relevant ETQA at its discretion.
- The accredited Training Provider will oversee internal Moderation of assessment.
- Moderation should encompass achievement of competence described in both Exit level outcomes and critical cross-field outcomes as well as the integrated competence described in the qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

- Assessors must be registered as assessors with a relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Assessors must be in possession of a qualification in Music or a related qualification in the field of Culture and Arts at a minimum of NQF Level 8 with a minimum of two years experience.

NOTES

Supplementary Information:

- Quartads are triads with added sevenths. They are also referred to as seventh chords.

UNIT STANDARDS

This qualification is not based on Unit Standards.