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## GOVERNMENT NOTICES

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### SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

No. 215

6 March 2009



### 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

#### Piano Restoration & Tuning

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

This notice contains the title, field, sub-field, NQF level, credits, and purpose of the Qualification. The full Qualification can be accessed via the SAQA web-site at [www.saqqa.org.za](http://www.saqqa.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 than 6 April 2009**. All correspondence should be marked **Standards Setting – SGB for Piano Restoration and Tuning** and addressed to

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D. MPHUTHING  
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:**  
**National Certificate: Piano Restoration**

SAQA QUAL ID	QUALIFICATION TITLE		
65510	National Certificate: Piano Restoration		
ORIGINATOR	PROVIDER		
SGB Piano Restoration and Tuning			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	2 - Culture and Arts	Music	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	129	Level 2	Regular-Unit Stds Based

**This qualification replaces:**

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
58010	National Certificate: Piano Restoration	Level 2	149	Will occur as soon as 65510 is registered

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose:

The acquisition of this qualification will directly contribute to employment for qualifying learners. Its purpose is therefore to contribute to the creation of more jobs, growth and development of the piano industry. It will further promote skills development in the piano industry with trained and qualified personnel that render a professional service to the public. It will form the basis for further training and development for related jobs such as backframing, regulating and tuning.

This is an entry-level Qualification within a career pathway for Piano Restoration and Tuning to NQF Level 5. The qualifying learner will apply an understanding of the acoustic piano and its functions in order to prepare for its repair and/or restoration. The core knowledge, skills and attitudes of this Qualification for the piano restoration workplace are aimed at both social and economic benefits for the learner and the broader community.

The learner assessed as competent against this Qualification will be able to:

- > Communicate in a variety of ways to achieve personal and organisational objectives.
- > Use mathematics and mathematical thinking to solve every day problems for him/herself, organisation and the community.
- > Knowledge/Theory of Music and Pianos.
- > Knowledge and skills for Piano restoration.
- > Personal development and life skills.

Rationale:

Currently there is no formally recognised education and training in Piano Restoration and Tuning in South Africa, although the industry is 111 years old. There is also no such training currently in Africa. The Pioneer School in Worcester used to offer such a course, however, this institution no longer offers this course. The current group of trained piano practitioners are to retire soon and therefore the current pool of trained practitioners needs to be replenished. There are

approximately fifty trained piano tuners in South Africa. They find themselves performing all tasks and functions of the business, and are unable to cope with these demands.

There are no standards in the industry currently. While there is an increase in the number of piano users and require related services, there is a decrease in the number of service providers. The lack of trained personnel limits and hampers expansion and development of the industry. Once such a qualification is registered, The National Council for the Blind also plans on offering training in this regard.

This qualification is aimed at the unemployed, school leavers and physically challenged persons. Adult training and development will be a possibility and therefore provide further employment opportunity. The nature of the piano industry will promote and develop Entrepreneurs. Formal training in this industry will support the retention of trained personnel to choose a career in the piano industry.

This will provide an entry-level qualification for the industry. The qualifying learners will perform all functions to repair and restore acoustic pianos under supervision.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED IN PLACE**

It would be desirable for learners wishing to access this Qualification to be competent at:

- > Language and Communication at NQF Level 1.
- > Mathematical Literacy at NQF Level 1.

Recognition of Prior Learning:

This Qualification and all the fundamental, core and elective Unit Standards 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 exit-level outcomes and the related Unit Standards may also be achieved through the recognition of prior learning.

Access to the qualification:

There are no access limitations on any learners or classes of learners for this Qualification, besides the recommendations in the learning assumptions outlined above.

#### **QUALIFICATION RULES**

The qualifying learner will achieve this Qualification by complying with the following rules of combination for the accumulation of credits:

Learning component:

- > All Fundamental Unit Standards: 36 Credits.
- > All Core Unit Standards: 83 Credits.
- > Elective Unit Standards: 10 Credits.
- > Minimum Credits: 129 Credits.

#### **EXIT LEVEL OUTCOMES**

1. Communicate in a variety of ways to achieve personal and organisational objectives.
2. Use mathematics and mathematical thinking to solve every day problems for him/her and the organisation.
3. Apply knowledge of music and pianos to restore and refurbish acoustic piano.

4. Apply knowledge and skills of acoustic piano restoration and reconditioning.
5. Provide support for the restoration and reconditioning of the acoustic piano.
6. Apply life-skills for personal and organisational development.

#### **ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > Oral communication is maintained and adapted to meet workplace and personal needs and expectations.
  - > Texts are interpreted and responded to in writing in a range of contexts in Piano Restoration and Tuning.
  - > Language and communication are used to interpret and respond to texts in occupational learning programmes.
2.
  - > Statistics, probability and probability models are used to solve a range of contextual problems.
  - > Mathematical number systems, shape and motion analysis are used to solve a range of life related problems.
  - > Mathematics is used to investigate and monitor the financial aspects of personal and community life.
3.
  - > The historical development and the functions of the parts of the acoustic piano is described according to the South African Piano industry.
  - > Basic sight reading and keyboard skills are demonstrated in accordance with industry practice.
  - > The workings of the human ear and the sound envelope are explained in relation to recognised industry references.
  - > A basic public address system is connected and operated according to manufacturer's instructions.
4.
  - > The acoustic piano (Grand or Upright) is transported, packed, stored, cleaned and polished in accordance with organisational procedures and manufacturer's instructions.
  - > Inspection report is compiled and evaluated to determine repair and restoration according to organisational procedures.
  - > The acoustic piano (Grand or Upright) is dismantled and assembled under supervision as per organisational processes and procedures.
  - > The action, keys and component materials of the acoustic piano is reconditioned or replaced in accordance with organisational procedures.
5.
  - > Team work is maintained to achieve the organisational goals in the provision of acoustic piano repair services.
  - > Stock is counted and recorded to maintain required levels in accordance with organisational procedures.
  - > Tools and equipment is cared for and used in accordance with manufacturer's instructions and the safety, health and environmental principles and procedures in the workplace.
  - > The acoustic piano frame is prepare and covered using basic upholstery hand tools to meet organisational requirements.
6.
  - > A personal computer system is operated and maintained according to manufacturer's instructions and organisational procedures.
  - > Basic first aid is applied and reports are completed in accordance with organisational processes and procedures.
  - > Workplace inspections are conducted and risks or hazards are identified and reported according to legislation and workplace procedures.

> Leadership techniques are applied to a specific group or team to meet organisational requirements.

Integrated assessment:

Integrated assessment at the level of Qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across Unit Standards 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.

While the generic component (communication, mathematical literacy and supporting skills for piano restoration) of this Qualification at NQF Level 2 can be assessed through occupational contexts and activities relating to piano restoration and repair, care must be taken in both the learning programme 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.

#### **INTERNATIONAL COMPARABILITY**

The skills and knowledge required in piano restoration are generally passed on to apprentices or gleaned through experience under expert guidance. Another source of such training is the Piano manufacturers that offer in-house training for staff. The range of learning offerings includes e-learning, distance learning and full-time study.

The most common approach is to access a short learning programme or a short course as is offered worldwide. Examples of some of these are:

- > Piano tuner's super home study course ([www.pianotuning-course.com](http://www.pianotuning-course.com)).
- > Randy Potter School of Piano Technology ([www.pianotuning.com](http://www.pianotuning.com)).
- > The American School of Piano Tuning ([www.piano-tuning.com](http://www.piano-tuning.com)).
- > Escuela de Tecnología Pianística de Buenos Aires ([Landolfi@lvd.com.ar](mailto:Landolfi@lvd.com.ar)).

The following institutions are examples of some institutions that offer full-time academic courses:

- > Emil Fries School of Piano Tuning & Technology ([www.pianotuningschool.org](http://www.pianotuningschool.org)).
- > The Chicago School for Piano Technology ([www.pianotechschool.com](http://www.pianotechschool.com)).
- > Oscar-Walcker-schule Ludwigsburg Germany.
- > University of Western Ontario ([www.pianotech.uwo.ca](http://www.pianotech.uwo.ca)).

In most states of America and countries of Europe "piano repair" is offered as a short course or learning programme offered by private institutions. There appears to be limited nationally

recognised training and education qualifications or competencies that can compare with this National Certificate: Piano Restoration at NQF Level 2.

This National Certificate in Piano Restoration has been designed to develop the whole individual while the examples located develop a range of job related skills only. These courses and programmes are focussed only on vocational knowledge and skills. In this sense there is a differing emphasis in the qualification for the learners. This National Certificate: Piano Restoration at NQF Level 2, although for a South African context, has been compared with Qualifications from these countries:

- > Australia.
- > New Zealand.
- > United Kingdom.
- > United States of America.
- > Scotland.

This qualification has been benchmarked against the United Kingdom (Qualifications and Curriculum Authority) vocationally related qualification, Level 2 Certificate in Classical Musical Instrument Technology (100/2628/9). This qualification was chosen because it is of similar duration and depth. Both qualifications are registered at Level 2 on the respective frameworks.

The United Kingdom approach however, includes other musical instruments like violin, guitar, woodwind and brass. These are areas of specialisation within the qualification and are therefore Electives. While this National Certificate is dedicated to the repair of one classical instrument, the acoustic piano (Upright and Grand), the QCA qualification caters for all groups of classical instruments. Furthermore, for the purpose of this comparison the Fundamental component of learning has not been included.

The units of learning comprising these qualifications are presented below with the hours of learning for each unit in brackets:

A: Certificate in Classical Musical Instrument Technology (Piano Pathway) at Level 2:

1. K/101/6574: Piano - Chipping-Up (60)
2. M/101/6575: Piano - Rough Tuning (60)
3. J/101/6565: Health and Safety (30)
4. R/101/6567: Woodworking for musical Instrument makers (30)
5. Y/101/6568: Materials and their Application (30)
6. D/101/6569: History and Development of an Instrument (30)
7. T/101/6576: Piano - Action Repairs (60)
8. A/101/6577: Piano - Case Finishing (60)

B: National Certificate in Piano Restoration at NQF Level 2:

1. 116520: Apply safety, health and environmental principles and procedures in a workplace (20)
2. 9879: Use and care for tools and equipment (10)
3. 117150: Cover prepared frame using basic upholstery hand tools (320)
4. 243304: Understand the development and mechanisms of the acoustic piano (40)
5. 243312: Recondition action and keys of the acoustic piano (60)
6. 243311: Dismantle acoustic piano (80)
7. 243307: Inspect and record the condition of the acoustic piano (50)
8. 243309: Care for the acoustic piano (40)
9. 114891: Count stock for a stock-take (50)
10. 8420: Operate in a team (40)
11. 243323: Acquire and apply basic keyboard skills (80)

## 12. 243322: Develop basic practical instrument ability (150)

There is a close similarity that extends over 6 units of learning between the two qualifications, i.e.

- > A 3 and B 1.
- > A 4 and B 2
- > A 5 and B 3.
- > A 6 and B 4.
- > A 7 and B 5.
- > A 8 and B 6.

These units are also similar in assigned hours of learning to achieving competence for the award of credits. The following learning areas reflect the overlap between these qualifications:

- > Health and safety.
- > Tools and materials.
- > History and development.
- > Recondition action and keys.
- > Dismantle and finish piano.

The remaining 2 units of the QCA qualification relate to the "tuning" of acoustic pianos and is catered for in another qualification in the same learning pathway at NQF Level 4. These are:

- > Piano chipping up.
- > Piano rough tuning.

The remaining 7 unit standards of the National Certificate in Piano Restoration cater for the development of the learner to successfully function in the South African piano industry. They will provide the learner with workplace skills and knowledge to apply business processes, including:

- > Inspect and record piano condition.
- > Piano care.
- > Stock take.
- > Teamwork.
- > Sound technology.
- > Keyboard and piano skills.

### **ARTICULATION OPTIONS**

Vertical articulation is possible with:

- > 58143: National Certificate: Music Practice, NQF Level 3.
- > 58011: National Certificate: Acoustic Piano Back-framing, NQF Level 3.

Examples for horizontal articulation with this qualification are:

- > 57881: National Certificate: Welding Application and Practice, NQF Level 2.
- > 21014: National Certificate: Metal and Engineering Manufacturing, NQF Level 2.

### **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 individual Unit Standards as well as the integrated competence described in the Qualification.
- > Moderation must also encompass achievement of the competencies described in the exit level outcomes described above.

#### **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 Piano Restoration and Tuning or a related sub-field in Culture and Arts at a minimum of NQF Level 3.

#### **NOTES**

This qualification replaces qualification 58010, "National Certificate: Piano Restoration", Level 2, 149 credits.

#### **UNIT STANDARDS**

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119463	Access and use information from texts	Level 2	5
Fundamental	9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	3
Fundamental	7480	Demonstrate understanding of rational and irrational numbers and number systems	Level 2	3
Fundamental	9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	Level 2	3
Fundamental	119454	Maintain and adapt oral/signed communication	Level 2	5
Fundamental	119460	Use language and communication in occupational learning programmes	Level 2	5
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2
Fundamental	9007	Work with a range of patterns and functions and solve problems	Level 2	5
Fundamental	119456	Write/present for a defined context	Level 2	5
Core	243309	Care for the acoustic piano	Level 2	4
Core	114891	Count stock for a stock-take	Level 2	5
Core	117150	Cover prepared frame using basic upholstery hand tools	Level 2	32
Core	243311	Dismantle acoustic piano	Level 2	8
Core	243307	Inspect and record the condition of the acoustic piano	Level 2	5
Core	243312	Recondition action and keys of the acoustic piano	Level 2	6
Core	243304	Understand the development and mechanisms of the acoustic piano	Level 2	4
Core	9879	Use and care for tools and equipment	Level 2	10
Core	259604	Verify compliance to safety, health and environmental requirements in the workplace	Level 2	4
Core	13912	Apply knowledge of self and team in order to develop a plan to enhance team performance	Level 3	5
Elective	117867	Managing files in a Graphical User Interface (GUI) environment	Level 1	3
Elective	116932	Operate a personal computer system	Level 1	3
Elective	117902	Use generic functions in a Graphical User Interface (GUI)-environment	Level 1	4
Elective	243323	Acquire and apply basic keyboard skills	Level 2	8
Elective	259619	Conduct workplace Occupational Health and Safety (OHS) inspections	Level 2	3
Elective	244608	Demonstrate ability to lead a team or group	Level 2	3
Elective	243322	Develop basic practical instrument ability	Level 2	15
Elective	12483	Perform basic first aid	Level 2	4



	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	119753	Perform basic welding/joining of metals	Level 2	8
Elective	114508	Pack equipment, material and tools	Level 3	7

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION****None**