
GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 606

29 May 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 and Tuning

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.saqg.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 29 June 2009**. All correspondence should be marked **Standards Setting – SGB for Piano Restoration and Tuning** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. E. Brown

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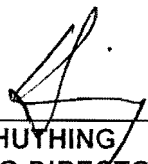
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ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION: **Further Education and Training Certificate: Piano Technology**

SAQA QUAL ID		QUALIFICATION TITLE	
67354		Further Education and Training Certificate: Piano Technology	
ORIGINATOR		PROVIDER	
SGB Piano Restoration and Tuning			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	2 - Culture and Arts	Music	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	123	Level 4	Regular-Unit Stds Based

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The Further Education and Training Certificate: Piano Technology is the third qualification within the learning pathway of Piano Tuning and Restoration. This Qualification will provide learners with access to various employment opportunities within the piano regulation industry. It will also contribute to increasing levels of efficiency and effectiveness and will develop a common integrated and co-ordinated approach to this industry.

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 oneself and the piano industry workplace.
- Apply knowledge and skills of piano regulation.
- Apply knowledge and skills of basic piano tuning.
- Apply knowledge and skills of piano theory.
- Apply knowledge and skills for personal and career development.

Rationale:

The Further Education and Training Certificate: Piano Technology is designed to meet the needs of learners in the Piano restoration, tuning and general piano technology industry. It is designed to provide learners with the necessary knowledge, skills and attitudes required in this highly specialized industry.

This is the third qualification within a career pathway for Piano Restoration and Tuning leading to NQF Level 5. The qualifying learner will apply an understanding of the acoustic pianos in order to regulate it.

This qualification will provide learners with an opportunity for life-long learning. The qualification will help them to become knowledgeable and skilled people with enhanced employment and self-employment opportunities. Qualifying learners will be able to contribute to improved productivity and efficiency in the Piano Industry.

This Qualification aims to develop learners and promote professionalism and a strong, positive work ethic within the Piano restoration industry, while at the same time bringing it into line with international standards. It provides learners with knowledge and a skills platform from which they can develop additional competencies required for a range of occupations and job-roles in the sector. It will also enable learners to receive a formal Qualification in piano restoration where previously no formal recognition of expertise and competence existed.

This Qualification will ensure that the quality of education and training in this industry is enhanced and is in line with the standards worldwide.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED IN PLACE

It is assumed that learners accessing this qualification are competent in:

- Communication at NQF Level 3 on the NQF or equivalent.
- Mathematical Literacy at NQF Level 3 on the NQF or equivalent.

Recognition of Prior Learning:

The structure of this Qualification makes the Recognition of Prior Learning possible through the assessment of individual Unit Standards. This Qualification may therefore be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. The learner should be thoroughly briefed on the mechanism to be used and support and guidance should be provided. Care should be taken that the mechanism used provides the learner with an opportunity to demonstrate competence and is not so onerous as to prevent learners from taking up the RPL option towards gaining a Qualification.

This recognition of prior learning may allow:

- Gaining of credits for unit standards in the qualification.
- Obtaining of this Qualification in part or in whole.

Access to the Qualification:

Learners wishing to access this qualification must have completed the following qualifications:

- National Certificate: Piano Restoration at NQF Level 2.
- National Certificate: Acoustic Piano Back-framing at NQF Level 3.

It is recommended that learners have dexterity and ear-hand coordination.

QUALIFICATION RULES

The qualification consists of Fundamental, Core and Elective Unit Standards. A minimum of 123 Credits is required to achieve the qualification. The Credits are allocated as follows:

Fundamental Component (56 Credits) Compulsory for all learners:

The Fundamental Component consists of the following learning, which is compulsory for all learners:

- Unit standards at NQF Level 4, totalling 16 Credits in Mathematical Literacy.

- Unit standards at NQF Level 4, totalling 20 Credits in Communication in a First South African Language.
- Unit standards at NQF Level 3, totalling 20 Credits in Communication in a Second South African Language.

It is therefore compulsory for learners to do Communication in two different South African language, one at NQF Level 4 and the other at NQF Level 3.

Core Component (42 Credits) Compulsory for all learners.

Elective Component:

Learners are to choose unit standards totalling a minimum of 25 Credits from those listed as Electives.

The qualification consists of a number of elective learning covering aspects that will lead to piano tuning specialisations as well as life skills. Learners must select a minimum of twenty five (25) Credits to complete the qualification. Learners wishing to progress to piano tuning must select "Develop Piano Tuning Ability" as one of the electives.

EXIT LEVEL OUTCOMES

1. Communicate in a variety of ways to provide piano regulation services.
2. Use mathematics and mathematical thinking to solve every day problems for oneself, and the piano workplace organisation.
3. Apply knowledge and skills of acoustic piano regulation.
4. Apply knowledge and skills management in the workshop operations.
5. Apply knowledge and skills for personal, career and business development.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- Oral communication is maintained and adapted to meet workplace needs and personal expectations.
- Texts are interpreted and responded to in writing using a range of contexts in the provision of piano back-frame repair and restoration services.
- Language and communication is used to interpret and respond to texts in occupational learning programmes.

Associated Assessment Criteria for Exit Level Outcome 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 and work related problems.
- Mathematics is used to investigate and monitor the financial aspects of personal and workplace transactions.

Associated Assessment Criteria for Exit Level Outcome 3:

- Equipment and machines for production is prepared in a safe way.
- The condition of the acoustic piano back-frame is determined in relation to the viability of repairing or restoring.
- The acoustic piano is regulated according to international and industry standards.

- Assembly to repaired and damaged furniture are carried out according to workshop procedure.

Associated Assessment Criteria for Exit Level Outcome 4:

- The application of safety, health and environmental protection procedures are monitored to ensure absolute workplace safety.
- Management functions of an organisation are applied in the context of the piano industry.

Associated Assessment Criteria for Exit Level Outcome 5:

- Time is managed effectively in order to complete the assigned task on time and thus improve productivity.
- Innovative ideas are explored in order to develop a small business.
- Learner's role in the work team and organisation is described and an action plan is developed to enhance team performance 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, supporting skills for the piano industry) of this Qualification at NQF Level 3 can be assessed through occupational contexts and activities relating to piano industry, care must be taken in both the learning programme and the assessment to ensure that learners achieve these foundational skills. 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

Internationally, the skills and knowledge required in piano regulation are generally passed on to apprentices or picked up through experience under mentors or 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:

USA and Spain:

- Piano tuner's super home study course.
- Randy Potter School of Piano Technology.
- The American School of Piano Tuning.
- Escuela de Tecnolox Pianica de Buenos Aires.

The competencies within these courses cover business skills, harpsichord tuning, history of the piano, music, repairs, maintenance, construction, theory and practice of piano tuning.

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

USA, Germany:

- Emil Fries School of Piano Tuning and Technology.
- The Chicago School for Piano Technology.
- Oscar-Walcker-schule Ludwigsburg: Germany.
- University of Western Ontario.

The competencies within these courses cover business skills, harpsichord tuning, history of the piano, music, repairs, maintenance, construction, theory and practice of piano tuning.

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

This National Certificate in Piano Technology at NQF Level 4 has been designed to develop the whole individual while the examples located to 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 at NQF Level 4, although for a South African context, has been compared with Qualifications from the countries below as well.

United Kingdom:

Best practice internationally in Piano repairs training is found in the UK. This qualification has been benchmarked against the United Kingdom (Qualifications and Curriculum Authority) vocationally related qualification, Level 4 Certificate in Classical Musical Instrument Technology. This qualification was chosen because it is of a similar duration, competencies and complexity. Both qualifications are registered at Level 4 on the respective frameworks.

The United Kingdom approach is informed by the learning pathway for Piano Maintenance, Tuning and Toning. Elements of this qualification are used in related careers or learning pathways. While this National Certificate is dedicated to the repair of one classical instrument, the acoustic piano (Upright), the benchmarked qualification offers electives for the repair of a range of classical musical instruments. Furthermore, for the purpose of this comparison the Fundamental component of learning has not been included.

Some institutions that offer some form of piano repair, restoration, regulating and tuning training courses are:

- Piano Tuners Association.
- National Association of Musical Instrument Repairers.
- Institute of Musical Instrument Technology (IMIT).
- Incorporated Society of Musicians (ISM).
- British Violin Making Association.

- London Metropolitan University.
- Newark and Sherwood College.

The School of Violin, Woodwind and Piano Technology offers a range of programmes in the making, repairing and tuning of instruments:

The royal national college for the blind(RNC), is acknowledged as the UK's national centre for training people who are blind or partially sighted for careers in piano tuning and repairs. The internationally recognised VIEW Diploma in Piano Tuning and Repairs prepares learners for self-employment or employment as a Piano Tuner Technician.

The programme includes: Business skills, harpsichord tuning, history of the piano, music, repairs, maintenance, construction, theory and practice of piano tuning.

Conclusion:

This qualification compares well with international best practice.

ARTICULATION OPTIONS

Examples of vertical articulation include:

- National Certificate: Piano Tuning at NQF Level 5.

Examples of horizontal articulation with this Qualification include:

- ID 48811: Further Education and Training Certificate: Music Industry: Sound technology at NQF Level 4.

MODERATION OPTIONS

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation, in terms of agreements reached around assessment and moderation between ETQA's (including professional bodies), and in terms of the moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competence described in the Qualification.
- Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Criteria for the registration of assessors:

- Relevant Qualification at NQF Level 5 or higher.
- Registration as an assessor with the relevant ETQA.
- Assessors must be registered as assessors with a relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	242815	Apply the organisation's code of conduct in a work environment	Level 4	5
Core	14667	Describe and apply the management functions of an organization	Level 4	10
Core	13224	Monitor the application of safety, health and environmental protection procedures	Level 4	4
Core	264857	Regulate an acoustic piano	Level 4	18
Core	264862	Understand the theory of piano tuning and regulation	Level 4	5
Elective	117175	Carry out assembly repairs to damaged furniture	Level 4	6
Elective	252217	Comply with organisational ethics	Level 4	4
Elective	114591	Implement an action plan for business operations	Level 4	4
Elective	114589	Manage time productively	Level 4	4
Elective	114597	Practice effective team work in a venture	Level 4	4
Elective	117176	Prepare equipment and machines for production	Level 4	6
Elective	264861	Tune a piano	Level 4	15

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None