

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS															
QUALIFICATION DEVELOPER (S)				Madirelo Training and Testing Centre											
TITLE		Certificate III in Music								NCQF LEVEL			3		
STRANDS (where applicable)		N/A													
FIELD		Culture Arts and Crafts								CREDIT VALUE			60		
SUB FIELD		Performing Arts													
New Qualification				Legacy Qualification				Renewal Qualification				✓			
								Registration Code				Q0095			
SUB-FRAMEWORK		General Education				TVET				✓		Higher Education			
QUALIFICATION TYPE		Certificate		I	II	III	✓	IV	V	Diploma		Bachelor			
		Bachelor Honours				Post Graduate Certificate				Post Graduate Diploma					
		Masters								Doctorate/ PhD					

RATIONALE AND PURPOSE OF THE QUALIFICATION

The Certificate III in Music has been reviewed in response to the growing demand for skilled and competent practitioners in the music and creative industries. The qualification aligns with national human resource development priorities aimed at promoting youth employment, entrepreneurship, cultural preservation, and the growth of the creative economy. Human Resource Development Council (HRDC) 2025 report have identified the creative and cultural industries as emerging sectors with the potential to generate employment opportunities, particularly for young people possessing practical and industry-relevant skills.

The qualification is designed to equip learners with foundational competencies in music performance, musicianship, music technology, creativity, communication, and professional practice. It provides learners with the knowledge, skills, and attitudes required to participate effectively in music-related activities and to pursue further education and training in the field.

The qualification is benchmarked against international music qualifications and is informed by the International Standard Classification of Occupations (ISCO-08), particularly:

- ISCO-08 Unit Group 2652 – Musicians, Singers and Composers, which covers occupations involved in performing, composing, arranging, and interpreting music; and
- ISCO-08 Unit Group 3521 – Broadcasting and Audio-Visual Technicians, which supports the development of introductory competencies in music technology, recording, and sound production.

The Certificate III in Music prepares graduates for entry-level employment opportunities such as music performer, ensemble member, church musician, choir member, community arts performer, music production assistant, and entertainment assistant. It also provides a pathway to higher-level qualifications in music, music industry studies, music technology, performing arts, and related disciplines.

In accordance with Botswana Qualifications Authority (BQA) standards, the qualification adopts a competency-based approach that integrates theoretical knowledge with practical application. It emphasizes employability skills, creativity, teamwork, ethical conduct, and lifelong learning. The qualification therefore contributes to the development of a skilled workforce capable of supporting the music, entertainment, cultural, and creative sectors while fostering innovation, cultural expression, and sustainable socio-economic development.

PURPOSE:

The purpose of the qualification is to produce graduates with basic operational and theoretical knowledge, skills and competence to:

1. Apply foundational music knowledge and skills in performance, practice, and creative context
2. Perform music individually or in groups through rehearsals, recordings, and supervised live performances
3. Develop professionalism applying basic music technology, maintaining health and safety standards, and adhering to industry expectations.
4. Apply communication principles and computer concepts to support effective task execution and problem-solving in the workplace

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

- Certificate II, NCQF Level 2 or equivalent.
- There shall be access and inclusion through Credit Accumulation Transfer and Recognition Prior Learning in line with ETP policies.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Perform fundamental music requirements effectively as soloists and ensemble members in a variety of musical settings..	1.1 Interpret pieces accurately with appropriate rhythm, pitch, and expression to communicate musical ideas effectively. 1.2 Demonstrate technical control of instrument/voice across a range of musical demands, ensuring tone quality, intonation, and articulation. 1.3 Maintain ensemble coordination and timing to deliver a unified performance, showing awareness of cues and group dynamics. 1.4 Respond appropriately to performance direction and feedback, adapting interpretation and technique as required.
2. Apply basic music theory and musicianship to interpret, create, and perform music across a range of musical styles.	2.1 Read and interpret musical notation to translate written symbols into accurate performance practice. 2.2 Apply scales, chords, rhythm, and harmony in performance and composition to create coherent musical outcomes. 2.3 Demonstrate accurate musical interpretation in performance, conveying the composer's intentions and stylistic features. 2.4 Use theory concepts in composition or arrangement tasks to construct stylistically appropriate and expressive musical works.
3. Implement basic music technology and production tools to support music performance, practice, recording, and presentation activities.	3.1 Operate basic recording and playback equipment for accurate capture and reproduction of sound. 3.2 Use digital/audio tools for rehearsal or production tasks to support practice, recording, and production. 3.3 Produce simple recorded or edited audio outputs, capturing, refining, and presenting material for rehearsal, assessment, or production. 3.4 Demonstrate safe handling of music technology equipment, ensuring proper use, care, and maintenance.
4. Participate in music creation and performance activities through composition, improvisation, arrangement, and collaborative artistic projects.	4.1 Generate and contribute original or adapted musical ideas that enhance artistic expression and group work. 4.2 Participate actively in group composition or improvisation tasks, showing responsiveness and creativity. 4.3 Demonstrate creativity in arranging or

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	developing music pieces, adapting material for stylistic or ensemble needs. 4.4 Work collaboratively in artistic production tasks, respecting roles and contributing to collective outcomes.
5. Apply industry, cultural, and ethical practices in music by demonstrating awareness of professional standards, audience engagement, and the role of music in community, cultural, and creative industry contexts.	5.1 Demonstrate understanding of music industry expectations and ethics, including professionalism and integrity. 5.2 Respect cultural and community music practices, showing sensitivity to traditions and diversity. 5.3 Engage appropriately with audiences during performance, demonstrating communication and stage presence. 5.4 Apply basic professional standards in all music activities, including punctuality, preparation, and responsibility.
6. Apply communicational fundamental principles and processes to facilitate accurate information exchange in the workplace	6.1 Communicate effectively using appropriate verbal, non-verbal, and digital communication methods to ensure efficiency in workplace tasks and coordination. 6.2 Interpret workplace documentation for task execution and coordination in workplace activities. 6.3 Prepare workplace documents and correspondence to support information sharing and coordination. 6.4 Present information and respond to communication in workplace settings for coordination. 6.5 Demonstrate professionalism when interacting with clients in workplace environments
7. Apply Computer concepts to manage workplace tasks by using ICT tools and digital applications	7.1 Use basic computer concepts to perform technical and professional tasks 7.2 Use ethical and safe practices in the use of ICT to ensure digital activities are secure. 7.3 Produce documents using ICT applications in compliance with organizational standards. 7.4 Communicate using digital technologies to share information, collaborate, and connect effectively.

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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Communication Skills	10			10
	Computer Skills	10			10
CORE COMPONENT Subjects/Courses/ Modules/Units	Music Performance Practice	10			10
	Music Theory and Musicianship	10			10
	Music Technology and Basic Production	10			10
	Ensemble and Collaborative Performance	5			5
	Music Creation: Composition and Arrangement	5			5
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level []	
1.					
2.					
Electives					

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
NCQF Level 3	60
TOTAL CREDITS	60

Rules of Combination:

(Please Indicate combinations for the different constituent components of the qualification)

A candidate to achieve a maximum of 60 credits inclusive of 20 credits for fundamental and 40 credits core. A candidate to be awarded this qualification is required to achieve the stipulated total credits inclusive of the fundamental and core components. The qualification consists entirely of mandatory competencies. All modules are at level 3. No elective components are included.

BOTSWANA
Qualifications Authority

ASSESSMENT ARRANGEMENTS

Assessment shall be conducted by persons registered with Botswana Qualifications Authority (BQA) as assessors preferably with a qualification higher than Certificate III in Music or related in line with ETP assessment policies.

The weightings for the assessment will be as follows:

a) Formative assessment

The weighting of formative assessment is 60%.

b) Summative Assessment

The weighting of summative assessment is 40%.

MODERATION ARRANGEMENTS

Moderation shall be conducted by persons registered with Botswana Qualifications Authority (BQA) as moderators preferably with a qualification higher than Certificate III in Music or related in line with ETP moderation policies.

RECOGNITION OF PRIOR LEARNING

There shall be provision for award of the qualification through Recognition of Prior Learning (RPL) in accordance with institutional policies in line with the Educational Training Provider (ETP) policy.

CREDIT ACCUMULATION AND TRANSFER

Credits Accumulated and Transfer (CAT) will be administered in line with the Educational Training Provider (ETP) policy and will be administered towards the award of qualification

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation

- Certificate III in Performing Arts
- Certificate III in Music Technology
- Certificate III in Sound Production
- Certificate III in Worship and Ministry Studies

Vertical Pathways

- Certificate IV in Music
- Advanced Certificate in Music Performance
- Advanced Certificate in Music Technology

Employment Pathways

- Music Performer
- Community Arts Performer
- Entertainment Assistant
- Music Production Assistant
- Sound and Recording Assistant

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of the qualification

A candidate is required to achieve the stipulated minimum of 60 credits inclusive of 20 credits for fundamental and 40 credits for core components to be awarded the qualification.

Certification

Candidates meeting prescribed requirements will be awarded Certificate III in Music in accordance with standards prescribed for the award of the certificate and applicable policies.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

International, Certificate III in Music Industry –Australia

International, Certificate III in Music- Uganda

Title

The reviewed Certificate III in Music, the Certificate III in Music Industry offered by TAFE NSW (Australia), and the Certificate in Music offered by the Africa Institute of Music (Uganda) have the same titles therefore they are similar. Industry implication

Credit

All three qualifications share similarities in their credit structures which is 60 credits.

NQF Level

The reviewed Certificate III in Music NQF Level 3 and Certificate III in Music Industry AQF Level 3 –Australia Certificate III in Music Industry UQF Level 3 – Uganda are both positioned at Level 3 within their respective qualification frameworks.

Main Exit Outcomes

All three qualifications focus on developing foundational music knowledge, performance skills, musicianship, creativity, and preparation for employment or further learning. The reviewed qualification places emphasis on practical music performance and industry readiness, while Certificate III in Music- Uganda incorporates worship and ministry practice, and Certificate III in Music Industry –Australia includes music industry operations and technology. Overall, the outcomes support participation in the music and creative industries. Therefore the reviewed qualification and benchmarks are similar

Domains/Modules/Courses/Subjects Covered

The reviewed qualification shares common areas with the benchmarked qualifications, including music performance, music theory, musicianship, ensemble practice, and communication skills. Certificate III in Music Industry –Australia places greater emphasis on music technology, sound production, and industry knowledge, while Certificate III in Music- Uganda incorporates worship ministry and choral studies. The reviewed qualification focuses on developing core practical and theoretical competencies required for entry-level musicians and performers.

Assessment Strategies and Weightings

The reviewed Certificate III in Music, Certificate III in Music Industry, and Certificate in Music all use practical and competency-based assessment strategies to develop foundational music

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competencies. Similar assessment methods include performances, assignments, projects, observations, and written tasks. However, the reviewed qualification allocates 60% to formative assessment and 40% to summative assessment, whereas the benchmarked qualifications allocate approximately 40–50% formative and 50–60% summative assessment. The benchmarked qualifications place relatively greater emphasis on final performance evaluations and examinations.

Qualification Rules and Minimum Standards for Award

The reviewed qualification and the benchmarked programmes require successful completion of all prescribed modules and achievement of minimum competency standards. Attendance, practical participation, and satisfactory performance in both theoretical and practical assessments are common requirements. Minor differences exist in institutional assessment regulations, but all qualifications ensure learners demonstrate the required competencies before certification is awarded.

REVIEW PERIOD

This program shall be reviewed every five (5) years, however review maybe undertaken earlier as needed.

For Official Use Only:

CODE (ID)	REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT			LAST DATE FOR ACHIEVEMENT	