

Section 1:

Qualification Overview

Qualification Accreditation Number 500/4338/9
NCFE Level 2 Introductory Award in Music Technology

Qualification Accreditation Number 500/4331/6
NCFE Level 2 Award in Music Technology

Qualification Accreditation Number 500/4334/1
NCFE Level 2 Certificate in Music Technology

Qualification Accreditation Number 500/4333/X
NCFE Level 2 Extended Certificate in Music Technology

Qualification Accreditation Number 500/4332/8
NCFE Level 2 Diploma in Music Technology

Qualification Accreditation Number 500/4246/4
NCFE Level 2 Extended Diploma in Music Technology

Section 1

Qualification Overview

Introduction

The NCFE Level 2 Music Technology suite is designed to provide centres with a range of qualifications which meet the needs of different learners. The qualifications vary from a 30 guided learning hours (GLH) Introductory Award to a 360 GLH Extended Diploma. The qualifications share common units so learners can progress within the suite by developing further skills and knowledge. The qualification aims to develop a range of skills and attributes related to music technology. They provide a structure and opportunity for learners to use software and equipment to record, produce and edit music and develop creative skills.

The following qualifications have been accredited by the Qualifications and Curriculum Authority (QCA) and are part of the National Qualifications Framework (NQF):

- NCFE Level 2 Introductory Award in Music Technology
- NCFE Level 2 Award in Music Technology
- NCFE Level 2 Certificate in Music Technology
- NCFE Level 2 Extended Certificate in Music Technology
- NCFE Level 2 Diploma in Music Technology
- NCFE Level 2 Extended Diploma in Music Technology

Listed below for each qualification are the Qualification Accreditation Numbers (QCA), Learning Aim Codes (LSC) and the GLH:

NCFE Level 2 Introductory Award in Music Technology

QCA: 500/4338/9 LSC: 50043389 GLH: 30

NCFE Level 2 Award in Music Technology

QCA: 500/4331/6 LSC: 50043316 GLH: 90

NCFE Level 2 Certificate in Music Technology

QCA: 500/4334/1 LSC: 50043341: 150

NCFE Level 2 Extended Certificate in Music Technology

QCA: 500/4333/X LSC: 5004333X GLH: 180

NCFE Level 2 Diploma in Music Technology

QCA: 500/4332/8 LSC: 50043328 GLH: 240

NCFE Level 2 Extended Diploma in Music Technology

QCA: 500/4246/4 LSC: 50042464 GLH: 360

The Qualification Accreditation Numbers show that these qualifications are accredited by QCA. They are fundable under the Learning and Skills Act 2000 under Sections 96 and 97.

For further guidance on funding, please contact your local Learning and Skills Council.

Section 1

NQF Level: 2

Assessment requirements: Internally assessed and externally moderated portfolio

NCFE Level 2 Introductory Award in Music Technology (30 GLH)

The qualification consists of **one** unit:

- Unit 01 Use MIDI sequencing software*

Learning outcomes for each unit are provided in Section 3 (page 12).

Learners must successfully complete **Unit 01** to be awarded the NCFE Level 2 Introductory Award in Music Technology.

NCFE Level 2 Award; Certificate; Extended Certificate; Diploma and Extended Diploma in Music Technology

Mandatory unit

- Unit 01 Use MIDI sequencing software*

Optional units

- Unit 02 Understand the applications of music technology*
- Unit 03 Use sound recording techniques*
- Unit 04 Explore job opportunities in the music technology industry*
- Unit 05 Use audio sampling and sequencing*
- Unit 06 Use multi-track sound recording techniques*
- Unit 07 Use multi-track sound mixing techniques*
- Unit 08 Understand dance music production+
- Unit 09 Demonstrate skills in DJ performance+
- Unit 10 Use sound recording equipment
- Unit 11 Develop audio editing skills
- Unit 12 Understanding sound to inform music technology
- Unit 13 Use portable music technology equipment
- Unit 14 Demonstrate live music performance technology
- Unit 15 Produce and publish a podcast

Each unit is **30** GLH.

*** These units are based on the units from the NCFE Level 2 Certificate in Music Technology (100/1501/2), which expired on 31 August 2008.**

+ These units are based on the units from the NCFE Level 2 Certificate in Music Technology (Mix DJ Skills) (100/2622/8), which expired on 31 August 2008.

Section 1

Qualification Overview

NCFE Level 2 Award in Music Technology (90 GLH)

This qualification consists of **one** mandatory unit and **2** optional units

NCFE Level 2 Certificate in Music Technology (150 GLH)

This qualification consists of **one** mandatory unit and **4** optional units

NCFE Level 2 Extended Certificate in Music Technology (180 GLH)

This qualification consists of **one** mandatory unit and **5** optional units

NCFE Level 2 Diploma in Music Technology (240 GLH)

This qualification consists of **one** mandatory unit and **7** optional units

NCFE Level 2 Extended Diploma in Music Technology (360 GLH)

This qualification consists of **one** mandatory unit and **11** optional units

When learners achieve a unit from the suite of NCFE Level 2 Music Technology qualifications it can be carried over and recognised by any of the other 5 qualifications. **Centres are required to indicate learners' prior achievements when submitting the Certificate Claim Form.**

Learning outcomes for each unit are provided in Section 3 (page 12)

Accreditation and Certification End Dates

All qualifications on the NQF have accreditation and certification end dates which are set by QCA to ensure that they remain current and valid. Learner registrations may not be accepted by NCFE after the accreditation end date for a specific qualification if an extension to the accreditation is not obtained from QCA. However, certification is allowed until the certification end date so that learners have time to complete any programme of study.

Towards the end of the accreditation period for a qualification, NCFE will undertake a review of the qualification. This will be done in collaboration with sector representatives in order to make any changes necessary to meet sector needs and reflect recent developments. Once this review process is complete NCFE will, in most cases, apply to QCA for an extension to the accreditation period.

Information relating to changes or extensions to qualifications will be posted on the NCFE website (www.ncfe.org.uk) and sent to approved centres. To ensure that you are using the most up-to-date version of this Qualification Specification please check the issue date on the **front cover** of this document against that of the Qualification Specification on the NCFE website (www.ncfe.org.uk).

How to Give us Your Comments

If you have any suggestions to make about these qualifications or would like to give us some feedback on how you have used the qualification, please email media@ncfe.org.uk and mark your email 'content review'.

Section 1

Status in Wales and Northern Ireland

Currently, NCFE intends to provide its qualifications to centres in England and appropriate resources are available to produce both specifications and assessment materials for these centres. Qualification Specifications and assessment materials can be made available to centres in Northern Ireland and Wales. (NCFE is able to provide Qualification Specifications and assessment materials in the Welsh and/or Irish language where requested and appropriate.)

Aims

The qualifications aim to enable learners to:

- develop skills in music technology and the recording process
- develop their technical skills using music technology
- perform using music technology
- progress to further study both at Level 2 and above
- develop their existing ICT, communication, project management, time management and team working skills.

Target Group

These qualifications are ideal for any learners wishing to develop their understanding and practical skills in music technology. The flexible qualifications and unit combinations allow learners to develop their skills and knowledge in areas that will benefit them most, including recording techniques and equipment, dance music production, live performance technology, producing a podcast and exploring job opportunities.

Entry Guidance

There aren't any specific recommended prior learning requirements for these qualifications. However, learners might find it useful if they've already achieved a Level 1 qualification.

These qualifications are suitable for learners aged pre-16 and above.

Please note: centres are responsible for ensuring that the qualification is appropriate for the age and ability of learners and need to make sure that learners can meet the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of the qualification.

There are no other restrictions on learner entry for these qualifications.

Learners on a qualification shouldn't undertake another qualification at the same level with the same, or a similar, title as this could lead to duplication. Funding levels may be affected if learners do undertake duplicate qualifications.

Section 1

Qualification Overview

Resource Requirements

There are no specific resource requirements for these qualifications. However, centres must make sure that learners have access to appropriate equipment.

For details of staffing resources required for the qualifications, please see NCFE's Occupational Competence Guidelines, available from the NCFE website (www.ncfe.org.uk) or from the Centre Support team at NCFE.

Useful websites:

Tutors may find the following websites useful for materials and resources to assist delivery:

www.ccskills.org.uk	Creative & Cultural Skills (Sector Skills Council)
www.bbc.co.uk	BBC
www.channel4.com	Channel 4
www.generator.org.uk	Popular Music Development Agency for England
www.name2.org.uk	N.A.M.E. (National Association of Music Educators)
www.mec.org.uk	Music Educational Council
www.youthmusic.org.uk	Youth Music
www.bpi.co.uk	BPI (British Phonographic Industry)
www.isce.org.uk	ISCE (Institute of Sound and Communications Engineers)

Progression Opportunities

The NCFE Level 2 qualifications in Music Technology aim to provide progression towards:

- NCFE Level 2 qualifications in Music Business
- NCFE Level 2 Certificate in Performance Skills
- NCFE Level 2 and 3 Certificates in Interactive Media
- NCFE Level 3 qualifications in Business for the Creative Industries
- Advanced GCE in Music Technology
- Level 3 Music Technology and Sound Engineering qualifications

For further details on other qualifications available in this sector area, see NCFE's Directory of Products and Services or the QCA website of accredited qualifications (www.accreditedqualifications.org.uk).

Section 1

Links to Skills for Life

These NCFE qualifications could be used to develop learners' literacy, language and numeracy skills. The activities learners undertake whilst completing the qualifications could help prepare them for their Basic Skills test.

Section 4 (page 75) provides details of where evidence can realistically be generated for Key Skills units through these qualifications. In general, the aim has been to target Level 2 Key Skills, although work can be designed for other levels, depending on the needs of individual learners or groups.

Key Skills Centre Support Packs are available from the Centre Support team at NCFE, or to download from the NCFE website (www.ncfe.org.uk). These packs contain unit specifications, tracking and guidance documents which will be invaluable to any centre running Key Skills.

Centre Approval Requirements

Centres must apply for approval to offer these qualifications before enrolling learners. If centres do not have approval, learners should be advised that certification is not available. To gain approval to offer these qualifications, centres need to complete and return a signed copy of the relevant approval form to the Centre Support team at NCFE. These forms are available from the NCFE website (www.ncfe.org.uk) or from the Centre Support team at NCFE.

Further information regarding the approval procedure is contained in NCFE's Centre Support Guide. If you have any queries regarding any part of the approval process, require assistance completing the approval form or wish to know if your centre meets the approval criteria, please contact the Centre Support team at NCFE.

Following approval, individual learner registration and certification fees are payable. Details of registration and certification fees are available on the NCFE website (www.ncfe.org.uk) or from the Centre Support team at NCFE.

The appendices at the back of this document provide an overview of NCFE's administrative procedures from approval to certification.

Section 1

Qualification Overview

Support for Centres and Learners

Information for learners:

NCFE Candidate Information Packs (CIPs) can be downloaded from the NCFE website (www.ncfe.org.uk) free of charge. Hard copies of the information can be supplied for a small charge – for further information please contact your Centre Support Assistant at NCFE. The packs contain general information about the qualification, which will help learners keep track of their work. These packs are not compulsory. If they are not used, centres can use NCFE's Candidate Evidence Log available from the website or devise their own alternative materials.

Materials produced by centres should allow learners to track their achievement against each required learning outcome and include:

- information on the contents, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence submitted for, and achievement of, each unit.

Assessor and Internal Moderator Training:

NCFE can provide training sessions for Assessors and Internal Moderators who may not hold the A1 and V1 (Assessment and Verification) units. For further information contact the Business Improvement team at NCFE.

Section 2:

Assessment and Moderation

Section 2

Assessment and Moderation

Internal Assessment

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

The NCFE Level 2 Music Technology qualifications are internally assessed. Candidates must produce a portfolio of work that covers all learning outcomes for each of the chosen units.

All learning outcomes within each candidate portfolio must be assessed by Assessors in the centre. A reasonable sample of portfolios must then be assessed by an Internal Moderator to ensure consistency with national standards.

Each candidate must create a portfolio of evidence which demonstrates achievement of all learning outcomes associated with each unit. Learning outcomes specify what each candidate has to achieve and are included within Section 3 of this Qualification Specification.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate product
- worksheets
- assignments/projects/reports
- professional discussion
- record of oral and written questioning
- candidate and peer reports
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning (APL)

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and they maintain the integrity of the assessment and of the standards required of the qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all learning outcomes related to the unit being assessed prior to deciding whether candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Business Improvement team at NCFE.

Section 2

Internal Moderation

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It is the responsibility of Internal Moderators to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting Assessors by offering advice and guidance.

The Internal Moderator will follow the centre's own sampling strategy in selecting the sample to be internally moderated.

External Moderation

External moderation of internal assessments is carried out to ensure that assessment decisions are in line with required standards. External moderation is carried out by Moderators who are appointed, trained and monitored by NCFE. External Moderators are responsible for monitoring and sampling candidates' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Moderator's contact details on registration of candidates with NCFE.

For further information on the responsibilities of Assessors, Internal and External Moderators, please refer to NCFE's Centre Support Guide.

Achieving the NCFE Level 2 Music Technology qualifications

To achieve the NCFE Level 2 Music Technology qualifications candidates must successfully demonstrate their achievement of all learning outcomes detailed in the Qualification Specification. Grades are **not** awarded.

Candidates who are unsuccessful may resubmit work within the registration period. A charge may apply. A Letter of Unit Credit may be requested for candidates not achieving the full certificate but who have achieved at least one whole unit.

The awarding and reporting arrangements for this qualification are in accordance with the criteria set out by the regulatory authorities.

Section 3:

Structure and Content of the Qualification

Structure and Content of the Qualification

This section provides details of the structure and content of the qualifications.

The unit summary provides an overview of each unit including:

- the unit title
- the unit overview
- guided learning hours
- an indication of whether the unit is mandatory or optional

Following the unit summary there is detailed information for each unit containing:

- the unit number and title
- learning outcomes and assessment criteria
- suggested types of evidence for internal assessment

The QCA-accredited unit number is indicated in brackets for each unit (eg M/100/7116). However, for the purposes of cross-referencing assessment and moderation, we have used a sequential numbering system in this document.

Further information and/or guidance on the qualification can be obtained by contacting the Research and Product Development team at NCFE.

Section 3

Structure and Content of the Qualification

Unit Summaries

Unit 01

Use MIDI sequencing software (QCA Unit No. L/501/7709)

This unit introduces learners to music sequencing and the operation of sequencing-based software. The learner will gain an understanding of the importance of the software sequencer in a recording studio setup and prepare them for more advanced audio sequencing, sampling and recording-based work in later units.

This unit is flexible depending on the available resources.

This unit is **mandatory** and accounts for 30 hours of the total recommended guided learning hours.

Unit 02

Understand the applications of music technology (QCA Unit No. F/501/7710)

This unit will provide learners with an introduction to sound and music technology. It introduces some of the common terms used in this area and identifies the technology used. It also explores how this technology has influenced aspects of modern music production and asks learners to consider the links between typical music genres and the examples of music/studio technology being introduced.

This unit is **optional** and accounts for 30 hours of the total recommended guided learning hours.

Unit 03

Use sound recording techniques (QCA Unit No. J/501/7711)

This unit will introduce learners to the skills required to produce sound recordings using equipment found in the modern recording studio.

This unit will provide learners with the skills and knowledge needed to enhance and mix their own recorded sounds into a finished piece by selecting and controlling microphone signals and sending them through to an appropriate recording device.

This unit is **optional** and accounts for 30 hours of the total recommended guided learning hours.

Section 3

Unit 04

Explore job opportunities in the music technology industry (QCA Unit No. L/501/7712)

In this unit, learners will explore the types of employment available within the industry and demonstrate an awareness of business practice. In addition, learners will identify a range of desirable skills and personal qualities to produce a personal Career Development Plan.

This unit is **optional** and accounts for 30 hours of the total recommended guided learning hours.

Unit 05

Use audio sampling and sequencing (QCA Unit No. R/501/7713)

In this unit learners will explore audio sampling and sequencing to create a piece of music. Upon successful completion of this unit learners will be able to demonstrate a series of audio sequencing operations. Learners will prepare the sequencer for operation, create an audio sequence, and then edit and arrange these sequences into a more complete and musical result.

This unit is **optional** and accounts for 30 hours of the total recommended guided learning hours.

Unit 06

Use multi-track sound recording techniques (QCA Unit No. Y/501/7714)

This unit will give learners the skills to produce sound recordings using the full range of facilities found in a recording studio. This unit could be delivered by making use of typical sequencing software, including multiple tracks, complex mixing options and effects plug-ins. A typical studio facility with a large-format mixing desk, multi-track and external hardware effects would also be suitable.

This unit requires the final work to be mastered to a digital audio format.

This unit is **optional** and accounts for 30 hours of the total recommended guided learning hours.

Unit 07

Use multi-track sound mixing techniques (QCA Unit No. D/501/7715)

In this unit, learners will have the opportunity to make use of the full capabilities of a multi-track mixer and recording device to control, route, record and monitor a range of sound sources. The unit provides learners with the skills and knowledge to enhance and mix their own recorded sounds into a finished piece using various types of EQ and effects processing. This end product will be prepared and recorded to a digital 2-track stereo master.

This unit is **optional** and accounts for 30 hours of the total recommended guided learning hours.

Section 3

Structure and Content of the Qualification

Unit Summaries (continued)

Unit 08

Understand dance music production (QCA Unit No. H/501/7716)

This unit provides an introduction to DJ skills through an exploration of the background, technology and production techniques used in modern popular dance music. Learners will investigate a range of dance music styles and identify some common terms and features used in their production. They will examine factors that have influenced their development and will explore an audio sequencing software package. Using the skills and knowledge they've gained about dance music styles and structures, learners will ultimately produce a complete dance music track using these techniques.

This unit is **optional** and accounts for 30 hours of the total recommended guided learning hours.

Unit 09

Demonstrate skills in DJ performance (QCA Unit No. K/501/7717)

In this unit, learners will identify the technology used in the DJ industry and will become familiar with how to set up specified pieces of equipment. Learners will demonstrate and use mixing skills and audio recording software packages and will produce a demo lasting approximately 30 minutes consisting, as a guide, of 5–7 tracks.

This unit is **optional** and accounts for 30 hours of the total recommended guided learning hours.

Unit 10

Use sound recording equipment (QCA Unit No. M/501/7718)

The purpose of this unit is to provide learners with the practical skills required to operate recording equipment to produce a recording. While completing this unit learners will also be able to develop their planning, research and teamwork skills. Learners must follow appropriate Health and Safety guidelines at all times.

This unit is **optional** and accounts for 30 hours of the total recommended guided learning hours.

Unit 11

Develop audio editing skills (QCA Unit No. T/501/7719)

This unit will allow learners to develop and use their audio editing skills. Learners will be required to record, play back, edit and evaluate multi-track recordings. While developing their technical ability and knowledge of audio editing, this unit will also enable learners to develop their ICT, project management and evaluation skills.

This unit is **optional** and accounts for 30 hours of the total recommended guided learning hours.

Section 3

Unit 12

Understanding sound to inform music technology (QCA Unit No. K/501/7720)

The aim of this unit is to provide learners with an overview of sound. This will include characteristics of sound, sound equipment and the technical language used. This unit can be used in a variety of ways and its aim is to be flexible, to enable different projects or approaches to be used to suit its delivery.

This unit is **optional** and accounts for 30 hours of the total recommended guided learning hours.

Unit 13

Use portable music technology equipment (QCA Unit No. M/501/7721)

This unit aims to enable learners to use and identify microphones and portable music technology equipment. Learners will be required to apply their understanding to produce and evaluate an audio sequence. This unit will provide learners with an opportunity to develop their problem-solving and ICT skills when deciding which sound sources to use when putting together their final piece.

This unit is **optional** and accounts for 30 hours of the total recommended guided learning hours.

Unit 14

Demonstrate live music performance technology (QCA Unit No. T/501/7722)

This unit develops learners' awareness of the way in which technology can be creatively integrated into a musical performance. Learners will set up and operate simple and complex sound reinforcement systems in a safe and aesthetically sympathetic manner. This unit also involves the study of both hardware and software used in performance events, as well as examining the way in which this technology is being utilised by contemporary artists. It provides an opportunity for the learner to combine both these areas to enable them to stage their own performance where technology plays a central role.

This unit is **optional** and accounts for 30 hours of the total recommended guided learning hours.

Unit 15

Produce and publish a podcast (QCA Unit No. A/501/7723)

In this unit learners will investigate the different components of a podcast and explore the processes for recording and publishing. They will also produce their own podcast based on their chosen script and target audience. This unit aims to allow learners to use music technology to develop creativity and communication skills while also providing an opportunity for the additional development of problem-solving and ICT skills.

This unit is **optional** and accounts for 30 hours of the total recommended guided learning hours.

Section 3

Unit 01 Use MIDI sequencing software (L/501/7709)

This unit is based on Unit 02 (Use MIDI sequencing) from the expired NCFE Level 2 Certificate in Music Technology (100/1501/2)

Learning outcomes:

The learner will:

Set up a sequencer for operation

The learner can:

- 1.1 Start and initialise sequencer
- 1.2 Demonstrate the basic functions of a **MIDI system**
- 1.3 Demonstrate the basic configuration of the sequencing package
- 1.4 Retrieve, load and audition **sequencer data**
- 1.5 Identify and correct simple **problems** if appropriate
- 1.6 Save sequencer data appropriately
- 1.7 Back up data files
- 1.8 Observe appropriate Health and Safety procedures

The learner will:

Create a MIDI sequence

The learner can:

- 1.9 Set up MIDI track
- 1.10 Assign a sound and MIDI channel number to MIDI track
- 1.11 **Record** a MIDI sequence
- 1.12 Evaluate the quality of the recorded sequence and amend where necessary
- 1.13 Quantise track/part
- 1.14 Set up and record additional track/parts where necessary
- 1.15 Evaluate the quality of the final recording
- 1.16 Observe correct Health and Safety procedures

Section 3

The learner will:

Edit and arrange a sequence

The learner can:

- 1.17 Move, **edit**, repeat, copy and paste where necessary
- 1.18 Use common **editing modes** available for MIDI event editing
- 1.19 Evaluate the quality of edited MIDI sequence
- 1.20 Observe appropriate Health and Safety procedures

Range (explanation):

MIDI system:	MIDI connections: MIDI IN, MIDI OUT, MIDI THRU; other MIDI connections (eg USB, Soundcard, Firewire); channels; notes; continuous controllers; program change; keyboards, modules/softsynths; sequencers; general MIDI
Sequencer data:	eg MIDI, audio
Problems:	eg with equipment setup; files and backups; when auditioning and editing the sequencer data
Record:	demonstrating real-time record, step-time record and using editing tools
Edit:	move; repeat; copy; paste; split; adjoin; erase
Editing modes:	eg grid or piano roll edit; list or event edit; score edit; drum edit

Where a range statement starts with 'eg', centres should cover an example of the range that is relevant to the learners, as well as any other relevant examples.

Section 3

Unit 01 Use MIDI sequencing software (L/501/7709) (Continued)

Internal Assessment Guidance – Unit 01:

Recording

Type of evidence: Recording of candidate's completed sequence

Learning outcomes: 1.6, 1.7, 1.10 – 1.14, 1.17 – 1.19

Additional information: The final sequence should be no longer than 3 minutes in length and of appropriate content and technical quality. Note that the evidence should include an audio recording of the completed sequence, and evidence of the processes involved. This might include recordings of works in progress, sequence/data files on disk or validated screenshots from the sequencer software.

Candidate report (technical notes)

Type of evidence: Candidate report (technical notes)

Learning outcomes: 1.1 – 1.10, 1.12, 1.14 – 1.20

Additional information: The candidate report should contain sections on the following:

- How to set up the sequencing environment
- MIDI sequencing
- Evaluation

The report should at least contain brief notes covering the learning outcomes listed and be compared against the relevant range to ensure proper coverage of these outcomes.

Assessor observation

Type of evidence: Assessor observation

Learning outcomes: 1.1 – 1.8, 1.11, 1.16, 1.17, 1.20

Additional information: The Tutor observation records should contain various pieces of information including the date the Assessor observed the candidate, a record of the learning outcomes observed and brief comments on the candidate's performance.

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the candidate to confirm understanding, especially in relation to issues of health and safety.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Business Improvement team at NCFE.

Section 3

Unit 02 Understand the applications of music technology (F/501/7710)

This unit is based on Unit 01 (Understand the applications of music technology) from the expired NCFE Level 2 Certificate in Music Technology (100/1501/2).

Learning outcomes:

The learner will:

Identify the technology used to generate and record sound

The learner can:

- 2.1 Identify and describe the properties of suitable **sound sources**
- 2.2 Describe the uses of different types of **recording technology**
- 2.3 Select appropriate equipment to generate and record sound to a given **brief**
- 2.4 Investigate the potential impact of the **internet** in media technology
- 2.5 Demonstrate an understanding of the **characteristics** of **synthesisers, samplers and effects**
- 2.6 Demonstrate an awareness of the **developments in technology** that have influenced **musical styles**

The learner will:

Maintain the Health and Safety of others in a recording studio environment

The learner can:

- 2.7 Identify the appropriate Health and Safety issues within a recording studio
- 2.8 **Organise** studio facilities to minimise **hazards**
- 2.9 **Describe** a typical layout of a sound recording studio
- 2.10 Specify **long-term threats** to physical wellbeing within a recording studio
- 2.11 Demonstrate an understanding of appropriate Health and Safety **legislation**

Section 3

Unit 02 Understand the applications of music technology (F/501/7710) (Cont..)

Range (explanation):

Sound sources:	instruments; synthesisers; samplers; decks; computers; CDs; CD-ROMs
Recording technology:	eg cassette; reel-to-reel; 4-track; portastudio; multi-track; hard disk; mini disk; DAT; ADAT (recorder and audio interface); digital audio workstation
Brief:	Assessor-directed task to reflect real world example (could be for a live performance)
Internet:	on-line distribution; digital file formats, eg MP3; music related software; podcasting; social network websites eg MySpace; copyright and intellectual property
Characteristics:	eg oscillators; filters; envelopes; suitable sample formats
Synthesizers, samplers and effects:	can be hardware, software, plugins (eg VST/AU) or standalone (eg Reason)
Developments in technology:	multi-track recording, synthesizer, sampler, digital audio workstation, computer based techniques
Musical styles:	learners should select 2 styles of music eg jazz, hip-hop, rock, pop
Organise:	this should include a visual check of cables, sockets, plugs and electrical equipment, etc
Hazards:	something with potential to cause harm, eg: trailing cables; electrical equipment; long-term threat of exposure to sound
Describe:	this should include an annotated diagram of a studio layout
Long-term threats:	electric shock; injury; hearing
Legislation:	eg: Health and Safety at Work Act (1974); EU directives on working with VDUs; decibel levels in studio and via headphones

Where a range statement starts with ‘eg’, centres should cover an example of the range that is relevant to the learners, as well as any other relevant examples.

Section 3

Internal Assessment Guidance – Unit 02:

Project

Type of evidence: Sound recording equipment

Learning outcomes: 2.1 – 2.6

Additional information: The project on sound recording equipment should contain sections on the following:

- list of sound sources
- characteristics of synthesizers, samplers and effects
- description of the uses of different types of recording technology
- justification of reasons for choosing a particular piece of equipment
- potential uses and impact of the internet in media technology
- how such technology influences and is used in different musical styles

Candidate report

Type of evidence: Technical notes

Learning outcomes: 2.7 – 2.11

Additional information: The report should contain sections on the following:

- brief notes/bullet points on Health and Safety issues (to include risks and hazards) and legislation in a recording studio
- organisation's Health and Safety checklist to be used in the event of an accident and/or an emergency
- long term threats to physical well being within a recording studio
- list of studio ergonomics (can be bullet points or diagrams)
- notes on the requirement to follow manufacturer's instructions on equipment

The report should at least contain brief notes covering the learning outcomes listed and be compared against the relevant range to ensure proper coverage of these outcomes.

Section 3

Unit 02 Understand the applications of music technology (F/501/7710) (Cont..)

Assessor observation

Type of evidence: Assessor observation

Learning outcome: 2.8

Additional information: The Tutor observation records should contain various pieces of information including the date the Assessor observed the candidate, a record of the learning outcomes observed and brief comments on the candidate's performance.

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the candidate to confirm understanding, especially in relation to issues of health and safety.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Business Improvement team at NCFE.

Section 3

Unit 03 Use sound recording techniques (J/501/7711)

This unit is based on Unit 03 (Use sound recording techniques) from the expired NCFE Level 2 Certificate in Music Technology (100/1501/2)

Learning outcomes:

The learner will:

Select and use microphones

The learner can:

- 3.1 Identify properties of **microphone(s)** and their relevance to the recording environment
- 3.2 Identify the factors affecting the choice of microphone and position with regard to a particular sound source
- 3.3 Choose a microphone for a specific **sound source**
- 3.4 Place a microphone in a position appropriate for the **recording of a sound source**
- 3.5 **Connect the microphone** to appropriate audio equipment
- 3.6 Evaluate the **microphone sound quality** and alter if required
- 3.7 Identify and correct simple **faults**
- 3.8 Observe appropriate Health and Safety procedures

The learner will:

Use an audio mixer and recording machine

The learner can:

- 3.9 **Connect sound source** to the mixing desk
- 3.10 Identify and describe signal flow path through the audio mixer from recording device to output
- 3.11 Set **input levels** and monitor the resultant sound
- 3.12 Evaluate the quality of the sound and adjust using simple **EQ** if necessary
- 3.13 Set up **recording device**
- 3.14 Route audio signals to recorder and set **recording levels**
- 3.15 Record sound source
- 3.16 Evaluate the **sound quality of the recording**
- 3.17 Identify and correct simple faults
- 3.18 Record **overdubs**
- 3.19 Observe appropriate Health and Safety procedures

Section 3

Unit 03 Use sound recording techniques (J/501/7711) (Continued)

The learner will:

Demonstrate mixing down

The learner can:

- 3.20 **Playback and monitor** pre-recorded tracks
- 3.21 Evaluate the quality of individual sounds and, if required, enhance using simple EQ
- 3.22 **Balance** sound sources
- 3.23 Route mix for **mastering**
- 3.24 Identify and correct simple faults
- 3.25 Observe correct Health and Safety procedures

The learner can:

Master and produce an end product

The learner will:

- 3.26 Prepare for 2-track **mastering**
- 3.27 Set master **recording levels**
- 3.28 Record 2-track stereo master of mixed down sound sources
- 3.29 Evaluate the quality of the finished mix
- 3.30 Identify and correct simple faults
- 3.31 Observe appropriate Health and Safety procedures

Section 3

Range (explanation):	
Microphone(s):	dynamic; condenser; PZM (pressure zone microphone); pick-up pattern; frequency response; sensitivity
Sound source:	a range of acoustic and electric instruments
Recording of a sound source:	could be for a live performance
Connect the microphone:	cables; power requirements; routing boxes; mixer inputs
Microphone sound quality:	eg damping; proximity effect; popping; low end rumble; roll-off filters; distortion; pad switches; noise
Faults:	appropriate positioning and choice of microphone
Connect sound source:	eg mic, line and tape sources; channel inputs; selecting between channel inputs
Input levels:	eg channel gain control; channel fader; level meters; master output bass; middle; treble
EQ:	bass; middle; treble.
Recording device:	could be a hardware or software based system; record level control; record enable/disable
Recording levels:	level meters; dynamic range of recording media being used
Sound quality of the recording:	eg noise; distortion; clipping; crosstalk
Overdubs:	setting up a monitor mix; recording on other tracks
Playback and monitor:	use of fader and pan in the mixing and monitoring process
Balance:	use of channel pan and fader controls when mixing to stereo
Mastering:	eg analogue or digital; could be recorded to WAV/AIFF file
Recording levels:	recording level control; level meters; dynamic range of recording media being used

Where a range statement starts with ‘eg’, centres should cover an example of the range that is relevant to the learners, as well as any other relevant examples.

Section 3

Unit 03 Use sound recording techniques (J/501/7711) (Continued)

Internal Assessment Guidance – Unit 03:

Candidate recordings

Type of evidence: Portfolio of recordings

Learning outcomes: 3.7, 3.13, 3.15, 3.17, 3.18, 3.20 – 3.24, 3.26 – 3.28, 3.30

Additional information:

This should consist of both works in progress and at least one complete and finished piece. These recordings should be presented on suitable stereo digital mastering media (eg CD, DAT, soundfile) although original audio/sequencer material/data would also prove useful additional evidence of the process. Validated screenshots from the sequencer/recording software are also appropriate.

The finished product should be used as a means of confirming that the candidate's understanding of the process involved in recording using portable equipment have been effectively applied. However, it should not be used in isolation as evidence of process.

Candidate report

Type of evidence: Technical notes

Learning outcomes: 3.1 – 3.14, 3.16, 3.17, 3.19, 3.21, 3.24, 3.25, 3.26, 3.29 – 3.31.

Additional information: The report should contain sections on the following:

a) Sound quality. Brief notes/bullet points on the following should be included:

- assessment of sound quality when using microphones
- assessment of sound quality when recording
- assessment of sound quality when mixing down
- assessment of sound quality of the final stereo mixdown

b) Equipment. Brief notes/bullet points on the following should be included:

- factors affecting choice of microphone for sound source
- microphone connections
- microphone positioning for sound source
- any alterations that have to be made to mics to improve sound quality
- sound source and recorder routing and connections
- signal flow path through the audio mixer from input to output
- signal flow path between the audio mixer and the recording device
- functions and uses of mixer buses
- recording formats
- function and use of simple bass, middle and treble EQ
- theory behind mixing down to stereo and how to use the channel pan and fader controls
- how to set the recording levels to make the best use of dynamic range of the mastering machine

Section 3

c) Health and Safety checklist which should as a minimum include appropriate considerations when recording, mixing and mastering in the studio finished piece.

The report should at least contain brief notes covering the learning outcomes listed and be compared against the relevant range to ensure proper coverage of these outcomes.

Assessor observation

Type of evidence: Assessor observation

Learning outcomes: 3.3 – 3.5, 3.8, 3.9 – 3.11, 3.13, 3.14, 3.19, 3.20, 3.22, 3.25 – 3.27, 3.31.

Additional information: The Tutor observation records should contain various pieces of information including the date the Assessor observed the candidate, a record of the learning outcomes observed and brief comments on the candidate's performance.

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the candidate to confirm understanding, especially in relation to issues of health and safety.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Business Improvement team at NCFE.

Section 3

Unit 04 Explore job opportunities in the music technology industry (L/501/7712)

This unit is based on Unit 04 (Prepare for employment in the music technology industry) from the expired NCFE Level 2 Certificate in Music Technology (100/1501/2).

The learner will:

Prepare for employment in the music technology industry

The learner can:

- 4.1 Investigate the range of **jobs** in the industry
- 4.2 Select 2 jobs within the industry and research the skills and experience needed
- 4.3 Identify how you would **normally apply** for a job within the music industries
- 4.4 Identify **recruitment practices** for the 2 selected job types
- 4.5 Research the pay scale for the 2 selected jobs
- 4.6 Identify the training needed for the 2 selected jobs
- 4.7 Identify how to find out where **work opportunities** exist
- 4.8 Produce a **career development plan**
- 4.9 Identify ways to keep up to date with developments in the industry

Range (explanation):

- Jobs:** to include roles in production of content and technical production (may also include administration); support roles; sales roles etc
- Normally apply:** eg CV (curriculum vitae) or written application; evidence to be taken into interview
- Recruitment practices:** eg the form the interview may take; audition; interview; portfolio; application form; CVs
- Work opportunities:** how to market self; self-promotion; agents; industry newspapers; websites; contacts; creating own work; cold calling; magazines; social networking websites
- Career development plan:** to include short-, middle- and long-term goals. Learners should identify any future training/study opportunities, work experience/voluntary work they would like to do to enable them to achieve their goals, performance and progress

Where a range statement starts with 'eg', centres should cover an example of the range that is relevant to the learners, as well as any other relevant examples.

Section 3

Internal Assessment Guidance – Unit 04:

Candidate presentation

Type of evidence: Candidate presentation

Learning outcomes: 4.1 – 4.6

Additional information: The presentation can be delivered in any appropriate format, eg oral, videoed or written, or a mixture of more than one method. The presentation should contain:

- the range of jobs available in the music industry
- case study of 2 jobs within the music industry, including pay scales and required training
- evidence of research for recruitment practices
- overview of key skills and qualities sought by employers

Action plan

Type of evidence: Action plan

Learning outcomes: 4.7 – 4.9

Additional information: The action plan can be presented in any appropriate format, eg a portfolio of work, reviews, recording, testimonies, etc and should enable the candidate to include the following:

- potential work opportunities from different sources
- career development plan
- evidence of developments in the industry

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Business Improvement team at NCFE.

Section 3

Unit 05 Use audio sampling and sequencing (R/501/7713)

This unit is based on Unit 05 (Use audio sampling and sequencing) from the expired NCFE Level 2 Certificate in Music Technology (100/1501/2).

This unit can be used to build on skills gained in Units 01 and 03.

Learning outcomes:

The learner will:

Create an audio sequence

The learner can:

- 5.1 Record and load an audio sample into a suitable audio track
- 5.2 **Edit** sample
- 5.3 Set up audio track/channel/part
- 5.4 Trigger or playback audio from sequencer
- 5.5 Evaluate the quality of the audio sample
- 5.6 Re-record track/part where necessary to make appropriate improvements/alterations
- 5.7 Set up and record additional track/parts
- 5.8 Evaluate additional track/parts
- 5.9 Observe appropriate Health and Safety procedures

The learner will:

Edit and arrange an audio sequence

The learner can:

- 5.10 Edit using move, repeat, copy and paste functions, where necessary
- 5.11 Split, adjoin and erase audio where necessary
- 5.12 Arrange parts/tracks/samples into a more complete arrangement/structure
- 5.13 Evaluate the quality of edited audio
- 5.14 Observe appropriate Health and Safety procedures

Range (explanation):

Edit: sample; trim; loop; load; normalise; reverse; pitch-shift; timestretch

Section 3

Internal Assessment Guidance – Unit 05:

Candidate recordings

Type of evidence: Candidate recordings

Learning outcomes: 5.1, 5.2, 5.4, 5.7, 5.10 – 5.12

Additional information:

This should consist of both works in progress and at least one complete and finished piece. These recordings should be presented on suitable stereo digital mastering media (eg CD, DAT, soundfile) although original audio/sequencer material/data would also prove useful additional evidence of the process. Validated screenshots from the sequencer/recording software are also appropriate.

The finished product should be used as a means of confirming that the candidate's understanding of the process involved in recording using portable equipment has been effectively applied. However, it should not be used in isolation as evidence of process.

Candidate report (technical notes)

Type of evidence: Candidate report (technical notes)

Learning outcomes: 5.1 – 5.14

Additional information: The report should contain sections on the following:

- a) basic properties of digital audio (can be bullet points)
- b) a brief evaluation (can be bullet points) of the various stages in this process as follows:
 - evaluation of the loaded audio sequencer file
 - evaluation of the loaded sample
 - evaluation of additional tracks/parts in the creation of the audio sequence
 - evaluation of the quality of the edited audio sequence
- c) Health and Safety checklist which should as a minimum include appropriate considerations when working with a computer-based sequencer
- d) the stages involved in the audio sampling and sequencing process (can be bullet points):
 - configuring the sequencer and associated software/equipment
 - common features available within the audio sequencer
 - saving, retrieving and backing up sequences and samples
 - typical storage requirements of digital audio data

The report should at least contain brief notes covering the learning outcomes listed and be compared against the relevant range to ensure proper coverage of these outcomes.

Section 3

Unit 05 Use audio sampling and sequencing (R/501/7713)

Internal Assessment Guidance – Unit 05: (Continued)

Assessor observation

Type of evidence: Assessor observation

Learning outcomes: 5.1, 5.4, 5.6, 5.9 – 5.12; 5.14

Additional information: The Tutor observation records should contain various pieces of information including the date the Assessor observed the candidate, a record of the learning outcomes observed and brief comments on the candidate's performance.

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the candidate to confirm understanding, especially in relation to issues of health and safety.

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Section 3

Unit 06 Use multi-track sound recording techniques (Y/501/7714)

This unit is based on Unit 06 (Use multi-track recording techniques) from the expired NCFE Level 2 Certificate in Music Technology (100/1501/2).

This unit can be used to build on skills gained in Unit 03.

Learning outcomes:

The learner will:

Prepare for studio operations

The learner can:

- 6.1 Explain the layout of a mixing desk
- 6.2 Prepare **mixing desk** for use
- 6.3 Prepare **multi-track recording device** for use
- 6.4 Prepare **recording media**
- 6.5 Set up **monitoring**
- 6.6 Set up and connect **microphones**
- 6.7 Prepare and complete track sheets
- 6.8 Label and log recording media
- 6.9 Identify and correct simple faults if appropriate
- 6.10 Observe appropriate Health and Safety procedures

The learner will:

Use a multi-track audio mixer and recording machine

The learner can:

- 6.11 Identify and describe signal flow path through the audio mixer from recording device to output
- 6.12 Use mixing desk channels and groups to **route audio signals** to and from recorder
- 6.13 Set and adjust **recording levels**
- 6.14 Explain the use of **EQ** and enhance sound quality using EQ where necessary
- 6.15 Record sound source
- 6.16 Evaluate the **sound quality** of the recording
- 6.17 Record **overdubs**
- 6.18 Explain the stages involved in recording, over-dubbing and bouncing-down multi-track sound
- 6.19 Identify and correct simple faults if appropriate
- 6.20 Observe appropriate Health and Safety procedures

Section 3

Unit 06 Use multi-track sound recording techniques (Y/501/7714) (Continued)

Range (explanation):

Mixing desk:	channel; group; monitor section; master section; status buttons; zeroing; scribble strip; patchbay; patch leads; in-line and split consoles
Use:	could be for a live performance
Multi-track recording device:	eg analogue or digital; hard disk; digital audio workstations; locate; record enable/disable; zero return; noise reduction (for analogue formats)
Recording media:	eg analogue or digital; hard disk; format; storage space; labelling/naming; write protect
Monitoring:	speakers; amplifiers; headphones; foldback; talkback; levels
Microphones:	eg dynamic; condenser; stands; cables; power requirements; routing boxes; mixer inputs
Route audio signals:	channel; group; monitor path; direct out; bus; pre-fade; post-fade; routing buttons; fader; pan control
Recording levels:	level meters; dynamic range of recording media being used
EQ:	eg bass; middle; treble; shelving; hi-mid; low-mid; sweep; parametric; graphic; filter
Sound quality:	eg noise; distortion; clipping; crosstalk
Overdubs:	setting up a monitor mix; recording on other tape decks

Where a range statement starts with 'eg', centres should cover an example of the range that is relevant to the learners, as well as any other relevant examples.

Section 3

Internal Assessment Guidance – Unit 06:

Candidate recordings

Type of evidence: Candidate recordings

Learning outcomes: 6.12, 6.13, 6.15, 6.17

Additional information:

This should consist of both works in progress and at least one complete and finished piece. These recordings should be presented on suitable stereo digital mastering media (eg CD, DAT, soundfile) although original audio/sequencer material/data would also prove useful additional evidence of the process. Validated screenshots from the sequencer/recording software are also appropriate.

The finished product should be used as a means of confirming that the candidate's understanding of the process involved in recording using portable equipment has been effectively applied. However, it should not be used in isolation as evidence of process.

Candidate report

Type of evidence: Technical notes

Learning outcomes: 6.1 – 6.14, 6.16, 6.18 – 6.20

Additional information: The report should contain sections on the following:

- a) sound quality evaluation and explanations (brief notes/bullet points)
 - justification for using EQ
 - assessment of sound quality when recording
 - assessment of sound quality when mixing down
 - assessment of sound quality of the final stereo mixdown
- b) equipment (brief notes/bullet points)
 - record of mics used and how they were set up
 - how to set up monitor mixes for different requirements
 - record of recording sessions and track sheets
 - overview of mixer
 - digital and analogue recording formats
 - sound source and recorder routing and connections
 - how bounce-downs and overdubs are performed
 - signal flow path through the audio mixer from input to output
 - signal flow path between the audio mixer and the recording device
 - functions and uses of mixer buses
 - functions and uses of mixer channel, group and subgroup controls
 - function and use of EQ

Section 3

Unit 06 Use multi-track sound recording techniques (Y/501/7714) (Continued)

Internal Assessment Guidance – Unit 06: (Continued)

c) Health and Safety checklist which should as a minimum include appropriate considerations when recording, mixing and mastering in the studio.

The report should at least contain brief notes covering the learning outcomes listed and be compared against the relevant range to ensure proper coverage of these outcomes.

Assessor observation

Type of evidence: Assessor observation

Learning outcomes: 6.2 – 6.7, 6.12, 6.13

Additional information: The Tutor observation records should contain various pieces of information including the date the Assessor observed the candidate, a record of the learning outcomes observed and brief comments on the candidate's performance.

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The Assessor could also take the opportunity to question the candidate to confirm understanding, especially in relation to issues of health and safety.

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Section 3

Unit 07 Use multi-track sound mixing techniques (D/501/7715)

This unit is based on Unit 06 (Use multi-track recording techniques) from the expired NCFE Level 2 Certificate in Music Technology (100/1501/2).

This is a stand alone unit, but follows on from Unit 06. Although it is not a requirement for these qualifications, learners may find it useful to complete Unit 06 before attempting this unit.

The learner will:

Use effects processing

The learner can:

- 7.1 Connect **effects processors** using **send and returns**
- 7.2 Connect effects processors using **channel insert** send and returns
- 7.3 Explain the basic **functions** of 3 or more effects processors
- 7.4 Select an appropriate effect for a sound source and explain reasoning
- 7.5 Apply effects to a sound source as part of the recording/mixing process
- 7.6 Identify and correct simple faults if appropriate
- 7.7 Observe appropriate Health and Safety procedures

The learner will:

Demonstrate multi-track mixing down

The learner can:

- 7.8 **Playback and monitor** their own recorded tracks
- 7.9 Assess the quality of individual sounds and, if required, enhance using EQ
- 7.10 Apply effects processing to individual sounds if required
- 7.11 **Balance** sound sources
- 7.12 Route mix to mastering machine
- 7.13 Record 2-track stereo master of mixed down sound sources
- 7.14 Identify and correct simple faults if appropriate
- 7.15 Observe appropriate Health and Safety procedures

Section 3

Unit 07 Use multi-track sound mixing techniques (D/501/7715) (Continued)

The learner will:

Digitally master and produce an end product

The learner can:

- 7.16 Set up and install to **2-track mastering machine**
- 7.17 Set master **recording levels**
- 7.18 Record 2-track stereo master of mixed down sound sources
- 7.19 Evaluate the quality of the finished mix and rectify simple faults as required
- 7.20 **Finalise**, label and log a 2-track master
- 7.21 Observe appropriate Health and Safety procedures

Range (explanation):

Effects processors:	either in hardware or software; signal processors; digital effects; multi-effects
Send and returns:	pre-fade; post-fade; send master; auxiliary/send returns
Channel insert:	channel path; cabling
Functions:	eg compressor; noise gate; EQ; distortion; reverb; delay; chorus
Playback and monitor:	use of fader; pan; group; solo; mute
Balance:	use of channel pan and fader controls when mixing to stereo; use of delay and reverb to add space and depth
2-track mastering machine:	eg DAT; mini-disk; hard-disk; CD; formatting media; sampling rate; track ID; time counter
Recording levels:	recording level control; level meters; dynamic range of recording media being used
Finalise:	when using CD-R/CD-RW

Where a range statement starts with 'eg', centres should cover an example of the range that is relevant to the learners, as well as any other relevant examples.

Section 3

Internal Assessment Guidance – Unit 07:

Candidate recordings

Type of evidence: Candidate recordings

Learning outcomes: 7.4, 7.5, 7.10, 7.11, 7.13, 7.18, 7.20

Additional information:

This should consist of both works in progress and at least one complete and finished piece. These recordings should be presented on suitable stereo digital mastering media (eg CD, DAT, soundfile) although original audio/sequencer material/data would also prove useful additional evidence of the process. Validated screenshots from the sequencer/recording software are also appropriate.

The finished product should be used as a means of confirming that the candidate's understanding of the process involved in recording using portable equipment has been effectively applied. However, it should not be used in isolation as evidence of process.

Candidate report

Type of evidence: Technical notes

Learning outcomes: 7.1 – 7.4, 7.6, 7.7, 7.9, 7.12, 7.14 – 7.17, 7.19, 7.21

Additional information: The report should contain sections on the following:

- a) sound quality evaluation and explanations (brief notes/bullet points)
 - justification for using effects
 - assessment of sound quality when recording
 - assessment of sound quality when mixing down
 - assessment of sound quality of the final stereo mixdown
- b) equipment (brief notes/bullet points)
 - record of recording sessions and track sheets
 - overview of mixer
 - digital and analogue recording formats
 - signal flow path through the audio mixer from input to output
 - signal flow path between the audio mixer and the mastering device
 - functions and uses of mixer buses
 - functions and uses of mixer channel, group and subgroup controls
 - description and use of the different types of effects
 - theory behind mixing down to stereo and how to use the channel pan and fader controls
 - how to set the recording levels to make the best use of dynamic range of the mastering machine
- c) Health and Safety checklist which should as a minimum include appropriate considerations when recording, mixing and mastering in the studio.

The report should at least contain brief notes covering the learning outcomes listed and be compared against the relevant range to ensure proper coverage of these outcomes.

Section 3

Unit 07 Use multi-track sound mixing techniques (D/501/7715) (Continued)

Internal Assessment Guidance – Unit 07: (Continued)

Assessor observation

Type of evidence: Assessor observation

Learning outcomes: 7.1, 7.2, 7.5, 7.8, 7.12, 7.16, 7.17

Additional information: The Tutor observation records should contain various pieces of information including the date the Assessor observed the candidate, a record of the learning outcomes observed and brief comments on the candidate's performance.

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the candidate to confirm understanding, especially in relation to issues of health and safety.

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Section 3

Unit 08 Understand dance music production (H/501/7716)

This unit is based on Unit 01 (Understand dance music production) from the expired NCFE Level 2 Certificate in Music Technology (Mix DJ Skills) (100/2622/8).

Learning outcomes:

The learner will:

Develop an understanding of dance music styles and structures

The learner can:

- 8.1 Identify the main dance music **styles**
- 8.2 Identify the **musical and cultural developments** that have influenced these dance music styles
- 8.3 **Describe** the musical **application** of these styles
- 8.4 Identify how these styles are produced with the technology available
- 8.5 Identify the main **rhythmic features** used in dance music
- 8.6 Identify the main **musical features** used in dance music

The learner will:

Identify the technology utilised within the DJ industry

The learner can:

- 8.7 Identify and describe the properties of different types of **turntables, CDJs, mixers, cartridges and styli**
- 8.8 Demonstrate appropriate **care** and maintenance of equipment and **sound sources**
- 8.9 Observe appropriate **Health and Safety** procedures

Section 3

Unit 08 Understand dance music production (H/501/7716) (Continued)

The learner can:

Arrange and produce a dance music track

The learner will:

- 8.10 Identify the structural elements and terms used in the arrangement of a typical dance music track/song
- 8.11 **Organise** audio samples into a simple **arrangement**
- 8.12 Identify and correct simple faults where necessary
- 8.13 Move, repeat, copy and paste audio where necessary
- 8.14 Split, adjoin and erase audio where necessary
- 8.15 Apply **effects** to audio events where appropriate
- 8.16 Adjust and balance volume, pan and effects levels where appropriate
- 8.17 Transfer finished track to required **format**
- 8.18 Evaluate the quality of the edited audio and the completed track
- 8.19 Observe appropriate Health and Safety procedures

Range (explanation):

Styles:	eg disco; hip-hop; synth pop; techno; house/acid house; ambient/trance; jungle/drum 'n' bass; trip-hop; big beat; electronica; garage; R&B
Musical and cultural developments:	technology; fashion; club culture; sampling; rapping; role of the DJ; copyright and intellectual property
Describe:	make judgements in considered, focused and organised ways
Application:	technology used; audience requirements; when, where and how these styles might be used; how they are mixed
Rhythmic features:	sample-based; drum machines; additional percussion; tempo; beat; syncopation; time signature; fills; breakbeats
Musical features:	importance of the bassline; bass instrumentation; use of simple musical or vocal phrases and hooks; use of simple chord progressions
Turntables:	direct drive; belt drive; S-arm; straight arm; analogue; digital; pitch control
CDJs:	portable; rack mount; pitch control
Mixers:	number of channels; portable/installation mixer; slide/rotary faders; XFader types, eg PCV/ALPS/focus/graphite; cueing type, eg split cue/PFL

Section 3

Range (explanation): (Continued)

Cartridges and styli: cartridges; Concorde; Headshell styli; spherical; elliptical

Care eg relating to leads; cases; faders; stylus; record/CD

Sound sources: eg vinyl; CD; MD; DAT; tape; MP3; acetate (dub plate)

Health and Safety: trailing cables; electrical equipment; decibel levels, manual handling

Organise: along a timeline and across tracks

Arrangement: general terms used to explain a typical song structure, eg: intro; outro; verse; chorus; bridge

Effects: eg reverb; delay; chorus; pitch-shifting

Format: eg CD; Minidisc; soundfile

Where a range statement starts with ‘eg’, centres should cover an example of the range that is relevant to the learners, as well as any other relevant examples.

Section 3

Unit 08 Understand dance music production (H/501/7716) (Continued)

Internal Assessment Guidance – Unit 08:

Dance music track

Type of evidence: Dance music track

Learning outcomes: 8.11, 8.13 – 8.17

Candidate report

Type of evidence: Candidate report

Learning outcomes: 8.4 – 8.10

Additional information: The candidate report should contain brief notes on:

- the different styles and features of dance music and how technological developments have influenced these
- the sampling process; audio sequencing; the properties of digital audio data; editing and effects
- health and safety considerations in the studio and how to deal with equipment faults
- how copyright and intellectual copyright relate to DJs and dance music production

The report should at least contain brief notes covering the learning outcomes listed and be compared against the relevant range to ensure proper coverage of these outcomes.

Record of questioning

Type of evidence: Record of oral/written questioning

Learning outcomes: 8.1 – 8.15, 8.17, 8.24, 8.25

Additional information: This evidence could include annotated diagrams or photographs, or direct verbal or written questioning. Where possible it should directly relate to project work and other activities that the candidate is engaged in, but must cover the requirements detailed in the range. It may also be useful as a way of confirming the candidate's understanding of and compliance with health and safety procedures if this is not clear from observation. Where appropriate, centres will need to devise their own questions to assist in the assessment of this unit.

Section 3

Assessor observation

Type of evidence: Assessor observation

Learning outcomes: 8.8, 8.9, 8.12, 8.17, 8.19

Additional information: The Tutor observation records should contain various pieces of information including the date the Assessor observed the candidate, a record of the learning outcomes observed and brief comments on the candidate's performance.

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the candidate to confirm understanding, especially in relation to issues of health and safety.

Candidate report

Type of evidence: Evaluation of finished track

Learning outcome: 8.18

Additional information: Candidates must evaluate their finished track. The evaluation should assess the quality of the completed track, deviations from what was intended and how this might be corrected by doing a re-mix.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Business Improvement team at NCFE.

Section 3

Unit 09 Demonstrate skills in DJ performance (K/501/7717)

This unit is based on Unit 02 (Demonstrate skills in DJ performance) from the expired NCFE Level 2 Certificate in Music Technology (Mix DJ Skills) (100/2622/8).

Learning outcomes:

The learner will:

Set up required DJ equipment

The learner can:

- 9.1 Connect **sound source** to mixer
- 9.2 Connect mixer to amplifier and monitors
- 9.3 Calibrate the sound source appropriately
- 9.4 Set phono/line switches and set correct **input and output levels**
- 9.5 Use EQ appropriately
- 9.6 Identify and correct **simple faults** if appropriate
- 9.7 Evaluate the resultant **sound quality**
- 9.8 Observe appropriate Health and Safety procedures

The learner will:

Demonstrate and use mixing techniques

The learner can:

- 9.9 Demonstrate an understanding of **BPM**, bars, phrasing and musical patterns
- 9.10 Set monitoring and headphone levels and use EQ as appropriate
- 9.11 Demonstrate **DJ skills**
- 9.12 Recognise rhythm patterns, **musical structures** and recording structure
- 9.13 Identify and correct pitch and timing errors
- 9.14 Demonstrate how mixing operations are performed
- 9.15 Select and organise an appropriate playlist
- 9.16 **Produce a demo**

Section 3

The learner will:

Explore mixing and recording skills

The learner can:

- 9.17 Identify and describe the importance of collecting and maintaining a **set of music**
- 9.18 Demonstrate the use of audio recording software packages
- 9.19 Describe the limitations of chosen audio source and **storage format**
- 9.20 Record sound source
- 9.21 Evaluate the quality of recording and edit if necessary
- 9.22 Apply **effects** and process audio
- 9.23 Save recorded data in specified format
- 9.24 Observe appropriate Health and Safety procedures

Range (explanation):

Sound source:	eg vinyl; CD; MD; DAT; tape; MP3; acetate (dub plate); laptop
Input and output levels:	channel gains; channel faders; level meters; master output; EQ settings
Simple faults:	contact problems; mains/earth hum; feedback
Sound quality:	eg proximity effect; popping; noise; distortion; feedback
BPM:	beats per minute
DJ skills:	eg beat mixing; drop mixing; level matching; scratching; syncopation, accuracy; pitch; speed and levels; echo and delay when using 2 of the same records; working alongside an MC/rapper
Musical structures:	eg bassline; chord progressions; major and minor keys/scales; riff; arpeggio; ostinato
Produce a demo:	demo should last for approximately 30 minutes and consist, as a guide, of 5–7 tracks
Set of music:	appropriate when working as a DJ
Storage format:	eg WAV; AIFF; MP3; RAW; CDA (CD audio); files and folders and compression settings
Effects:	eg delay effects; filters; reverb and amplitude correction

Where a range statement starts with ‘eg’, centres should cover an example of the range that is relevant to the learners, as well as any other relevant examples.

Section 3

Unit 09 Demonstrate skills in DJ performance (K/501/7717) (Continued)

Internal Assessment Guidance – Unit 09:

DJ performance demo

Type of evidence: DJ performance demo mix

Learning outcomes: 9.1 – 9.6, 9.9 – 9.14, 9.16, 9.18, 9.20, 9.22, 9.23

Additional information: Demo should last for approximately 30 minutes and consist, as a guide, of 5–7 tracks. It should consist of a live performance and a permanent record of the performance saved to an appropriate audio format, with any appropriate edits made also documented with reasoning in the candidate report.

Assessor observation

Type of evidence: Assessor observation and record of oral/written questioning

Learning outcomes: 9.1 – 9.15, 9.17 – 9.19, 9.21, 9.24.

Additional information: The Tutor observation records should contain various pieces of information including the date the Assessor observed the candidate, a record of the learning outcomes observed and brief comments on the candidate's performance.

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the candidate to confirm understanding, especially in relation to issues of health and safety.

Candidate report

Type of evidence: Technical notes

Learning outcomes: 9.7, 9.8, 9.12, 9.15, 9.17 – 9.19, 9.21, 9.23, 9.24

Additional information: The report should at least contain brief notes covering the learning outcomes listed and be compared against the relevant range to ensure proper coverage of these outcomes.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Business Improvement team at NCFE.

Section 3

Unit 10 Use sound recording equipment (M/501/7718)

The learner will:

Demonstrate use of audio recording equipment

The learner can:

- 10.1 Check and **maintain** recording and other associated studio equipment
- 10.2 Prepare equipment for recording
- 10.3 Adjust signal recording levels for optimum recording level
- 10.4 Arm recording device
- 10.5 Operate mixing desk to record audio
- 10.6 **Evaluate** recording

The learner will:

Operate the mixing desk to prepare a multi-track recording

The learner can:

- 10.7 Sequentially record multiple **audio sources** using the mixing desk
- 10.8 Practise good studio **discipline**
- 10.9 Evaluate the recordings made

The learner will:

Demonstrate recording onto computer

The learner can:

- 10.10 Record audio onto computer using relevant audio source(s)
- 10.11 Name and log audio material correctly

The learner will:

Follow Health and Safety guidelines

The learner can:

- 10.12 Demonstrate compliance with the appropriate Health and Safety procedures

Section 3

Unit 10 Use sound recording equipment (M/501/7718) (Continued)

Range (explanation):

Maintain:	eg file and media management; cables and connectors; headphones; loudspeakers; according to centre resources
Evaluate:	in terms of quality; ambience; noise, etc
Audio sources:	microphone or hardware/software sound sources
Discipline:	eg good working practice; time management; people management; working in groups; working as an individual

Section 3

Internal Assessment Guidance – Unit 10:

Assessor observation

Type of evidence: Observation of practical recording activity

Learning outcomes: 10.1 – 10.5, 10.7, 10.8, 10.10 – 10.12

Additional information: The Tutor observation records should contain various pieces of information including the date the Assessor observed the candidate, a record of the learning outcomes observed and brief comments on the candidate's performance.

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the candidate to confirm understanding, especially in relation to issues of health and safety.

Candidate report

Type of evidence: Candidate report

Learning outcomes: 10.6, 10.9

Additional information: The report needs to focus on evaluating the recording process and the quality of the resulting product. Learners will need to pay attention to general quality, noise, ambience, etc.

The report should at least contain brief notes covering the learning outcomes listed and be compared against the relevant range to ensure proper coverage of these outcomes.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable, if full coverage of all learning outcomes is achieved, and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Research and Product Development team at NCFE.

Section 3

Unit 11 Develop audio editing skills (T/501/7719)

The learner will:

Demonstrate understanding of audio/editing equipment

The learner can:

- 11.1 Identify and describe appropriate editing hardware/software
- 11.2 Connect editing and audio equipment, ensuring compliance with **Health and Safety** procedures
- 11.3 Record **sound sequence**
- 11.4 **Playback** recorded sequence

The learner will:

Show an understanding of digital editing software

The learner can:

- 11.5 Open audio files in relevant software package
- 11.6 Identify and describe features of the software package
- 11.7 Navigate around the screen of the editing software package
- 11.8 Magnify sections of audio
- 11.9 Demonstrate knowledge of file management

The learner will:

Use digital editing software to produce items for an audio production

The learner can:

- 11.10 Input or load audio onto the computer using relevant audio source(s)
- 11.11 Demonstrate editing software to make **edits**
- 11.12 **Evaluate and justify** editing decisions made
- 11.13 Name and store audio correctly
- 11.14 Follow Health and Safety procedures throughout the editing process

Section 3

The learner will:

Demonstrate audio production skills

The learner can:

- 11.15 Input audio into a stereo or multi-track production
- 11.16 Arrange audio clips into suitable sequence
- 11.17 Adjust audio levels if needed
- 11.18 Demonstrate appropriate use of crossfading
- 11.19 Create sound mix and store appropriately
- 11.20 **Evaluate** recording

Range (explanation):

Health and Safety: eg Health and Safety at Work Act (1974); EU directives on working with VDUs; decibel levels via headphones; follow manufacturer's guidance

Sound sequence: monitoring audio levels/quality

Playback: eg use of fader; dynamic levels; pan in mixing and monitoring process

Edits: move; repeat; copy; paste; undo move; split; trim; adjoin; normalise; reverse; erase; loop; time stretch; pitch shift; delete

Evaluate and justify: eg how do the edits made improve the quality of the material such that it is now more suited for use in an audio production?

Evaluate: eg did the recording have the impact intended; what improvements could be made to the recording and/or way of working

Where a range statement starts with 'eg', centres should cover an example of the range that is relevant to the learners, as well as any other relevant examples.

Section 3

Unit 11 Develop audio editing skills (T/501/7719) (Continued)

Internal Assessment Guidance – Unit 11:

Evidence for this unit can come from a range of sources, including product, questioning, observation and candidate reports.

Assessor observation

Type of evidence: Observation of practical recording activity

Learning outcomes: 11.2 – 11.5, 11.7 – 11.11, 11.13 – 11.19

Additional information: The Tutor observation records should contain various pieces of information including the date the Assessor observed the candidate, a record of the learning outcomes observed and brief comments on the candidate's performance.

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the candidate to confirm understanding, especially in relation to issues of health and safety.

Candidate report

Type of evidence: Candidate report

Learning outcomes: 11.1, 11.6, 11.9, 11.12, 11.20

Additional information: The report will focus on evaluating and justifying editing decisions and evaluating recordings and should at least contain brief notes covering the learning outcomes listed and be compared against the relevant range to ensure proper coverage of these outcomes.

Records of oral or written questioning

Type of evidence: Records of oral or written questioning

Learning outcomes: 11.1, 11.2, 11.5, 11.6, 11.9, 11.11

Additional information: This evidence could include annotated diagrams or photographs, or direct verbal or written questioning. Where possible it should directly relate to project work and other activities that the candidate is engaged in, but must cover the requirements detailed in the range. It may also be useful as a way of confirming the candidate's understanding of and compliance with health and safety procedures if this is not clear from observation. Where appropriate, centres will need to devise their own questions to assist in the assessment of this unit.

Section 3

Recorded product

Type of evidence: Recorded product

Learning outcomes: 11.15 – 11.19

Additional information:

This should consist of both works in progress and at least one complete and finished piece. These recordings should be presented on suitable stereo digital mastering media (eg CD, DAT, soundfile) although original audio/sequencer material/data would also prove useful additional evidence of the process. Validated screenshots from the sequencer/recording software are also appropriate.

The finished product should be used as a means of confirming that the candidate's understanding of the process involved in recording using portable equipment has been effectively applied. However, it should not be used in isolation as evidence of process.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Business Improvement team at NCFE.

Section 3

Unit 12 Understanding sound to inform music technology (K/501/7720)

This unit allows a large amount of flexibility to enable different projects and approaches to suit the needs of the centre delivering the programme.

The learner will:

Understand the nature of sound

The learner can:

- 12.1 Give a basic description of how sound is transmitted
- 12.2 Identify and describe the basic **characteristics of sound**
- 12.3 Describe the basic principles of **human hearing**
- 12.4 Identify and describe basic **acoustic room properties**

The learner will:

Use sound equipment

The learner can:

- 12.5 Operate a range of **sound equipment** ensuring compliance with **Health and Safety** procedures
- 12.6 **Connect** equipment together using appropriate cables

The learner will:

Understand basic sound recording

The learner can:

- 12.7 **Record** sound using appropriate equipment
- 12.8 Describe the effect of **noise** on a recording
- 12.9 Describe the effect of using different **speakers and amplifiers** in the recording process
- 12.10 Describe the effect of using different **recording devices**

The learner will:

Use basic technical language

The learner can:

- 12.11 **Describe recordings** using basic technical language
- 12.12 **Describe use of sound equipment** using basic technical language

Section 3

Range (explanation):

Characteristics of sound:	sound waves; frequency; pitch; amplitude; level; loudness; spectrum/timbre
Human hearing:	basic structure of the human ear; equal loudness curves
Acoustic room properties:	reverberation; echo and impact of different surfaces; room size; shape; obstacles
Sound equipment:	basic operation of, eg, microphones; mixing desk; computer with sound software; drum machine; sequencer; electronic keyboard; effects processor; recording devices; amplifiers; speakers. This list is not exhaustive and also includes any audio equipment which can be used to familiarise learners with basic sound controls
Health and Safety:	eg Health and Safety at Work Act 1974; EU directives on working with VDUs; decibel levels via headphones; follow manufacturer's guidance
Connect:	the ability to connect various devices together using appropriate cables, eg XLR cables; phono leads; jack leads; other connectors
Record:	eg CDR; minidisk; DAT; cassette; reel-to-reel; computer with appropriate software; microphone(s); mixing desk
Noise:	this can be noise contributed by equipment in a recording chain, eg mixer; tape noise; cables etc or background noise in the environment, eg wind; traffic; air conditioning; mechanical noise, etc
Speakers and amplifiers:	the understanding that different speakers and amplifiers can make recordings sound different. Ideally, learners will have practical experience of different amplifiers and speakers eg PA systems; car stereo; HIFI; professional recording monitors; radio speakers
Recording devices:	basic strengths and weaknesses of different recording devices; including robustness; portability; reliability; easy transfer to other media/formats; cost; audio quality; type of removable media; storage capacity
Describe recordings:	the ability to describe recordings using appropriate technical words and phrases, eg high frequency content; stereo image; low frequencies; rumble; noise; spectrum; separation; timbre; texture; close; distant; pure; complex; clean; interference; envelope, etc

Section 3

Unit 12 Understanding sound to inform music technology (K/501/7720) (Continued)

Range (explanation):

Describe use of

sound equipment: the ability to use the appropriate terminology to communicate instructions and intention, eg input(s); output(s); male/female (connectors); audio sound; signal; level; gain; EQ; pan; high frequency; low frequency; insert; send; overload; distortion; noise; patch, etc

Where a range statement starts with 'eg', centres should cover an example of the range that is relevant to the learners, as well as any other relevant examples.

Section 3

Internal Assessment Guidance – Unit 12:

Assessor observation

Type of evidence: Observation of practical activity – working with music technology sound equipment

Learning outcomes: 12.5, 12.6, 12.7

Additional information: The Tutor observation records should contain various pieces of information including the date the Assessor observed the candidate, a record of the learning outcomes observed and brief comments on the candidate's performance.

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the candidate to confirm understanding, especially in relation to issues of health and safety.

Candidate questioning

Type of evidence: Written or verbal questioning

Learning outcomes: 12.1 – 12.4, 12.8 – 12.12

Additional information: This evidence could include annotated diagrams or photographs, or direct verbal or written questioning. Where possible it should directly relate to project work and other activities that the candidate is engaged in, but must cover the requirements detailed in the range. It may also be useful as a way of confirming the candidate's understanding of and compliance with health and safety procedures if this is not clear from observation. Where appropriate, centres will need to devise their own questions to assist in the assessment of this unit.

Candidate report

Type of evidence: Candidate report

Learning outcomes: 12.1 – 12.4, 12.8 – 12.12

Additional information: The candidate could be asked to produce a report dealing with some or all of the above outcomes, as an alternative to questioning, or as a means of confirming understanding. The report content should be compared against the relevant range to ensure proper coverage of the outcomes.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Business Improvement team at NCFE.

Section 3

Unit 13 Use portable music technology equipment (M/501/7721)

The learner will:

Understand and use microphones

The learner can:

- 13.1 Identify and describe type(s) and features of microphones
- 13.2 Set up and use the appropriate microphone for sound source
- 13.3 Demonstrate the correct use of microphones

The learner will:

Operate portable recording equipment

The learner can:

- 13.4 **Use** portable recording equipment
- 13.5 Adjust recording levels using audio level indicators
- 13.6 Explore the use of audio/level control settings
- 13.7 Comply with **Health and Safety requirements**

The learner will:

Produce a recording

The learner can:

- 13.8 Record audio **sequences(s)** considering microphone techniques and using **audio level control**
- 13.9 Record a variety of sound sources using audio equipment and evaluate sound quality
- 13.10 **Evaluate** audio recordings

Section 3

Range (explanation):

Use: recognise constraints which may affect use of equipment; ensure correct connection of auxiliary equipment; microphones; headphones; power supplies; identify and rectify any problems

Health and Safety requirements: eg Health and Safety at Work Act 1974; EU directives on working with VDUs; decibel levels via headphones; follow manufacturer's guidance

Sequence(s): the sequences should last a minimum of 3 minutes and be of appropriate content and technical quality.
They might consist of one long recording (eg an interview) or an equivalent length of shorter sound elements (eg sound effects field recording)

Audio level control: manual and automatic

Evaluate: does the recording meet original intentions/objectives; completed on time; labelled correctly; appropriate format; quality of sound

Where a range statement starts with 'eg', centres should cover an example of the range that is relevant to the learners, as well as any other relevant examples.

Section 3

Unit 13 Use portable music technology equipment (M/501/7721) (Continued)

Internal Assessment Guidance – Unit 13:

Assessor observation

Type of evidence: Observation of practical activity – using portable recording equipment

Learning outcomes: 13.2 – 13.9

Additional information: The Tutor observation records should contain various pieces of information including the date the Assessor observed the candidate, a record of the learning outcomes observed and brief comments on the candidate's performance.

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the candidate to confirm understanding, especially in relation to issues of health and safety.

Candidate report

Type of evidence: Candidate report

Learning outcomes: 13.1, 13.7, 13.9, 13.10

Additional information: The report should focus on evaluating sound quality and the quality of the finished product(s). The report should at least contain brief notes covering the learning outcomes listed and be compared against the relevant range to ensure proper coverage of these outcomes.

Records of oral or written questioning

Type of evidence: Records of oral or written questioning

Learning outcomes: 13.1, 13.7

Additional information: This evidence could include annotated diagrams or photographs, or direct verbal or written questioning. Where possible it should directly relate to project work and other activities that the candidate is engaged in, but must cover the requirements detailed in the range. It may also be useful as a way of confirming the candidate's understanding of and compliance with health and safety procedures if this is not clear from observation. Where appropriate, centres will need to devise their own questions to assist in the assessment of this unit.

Section 3

Recorded product

Type of evidence: Recorded product

Learning outcomes: 13.2, 13.4, 13.8, 13.9

Additional information:

This should consist of both works in progress and at least one complete and finished piece. These recordings should be presented on suitable stereo digital mastering media (eg CD, DAT, soundfile) although original audio/sequencer material/data would also prove useful additional evidence of the process. Validated screenshots from the sequencer/recording software are also appropriate.

The finished product should be used as a means of confirming that the candidate's understanding of the process involved in recording using portable equipment has been effectively applied. However, it should not be used in isolation as evidence of process.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Business Improvement team at NCFE.

Section 3

Unit 14 Demonstrate live music performance technology (T/501/7722)

The learner will:

Investigate live performance technology

The learner can:

- 14.1 Identify and describe **live performance technology applications**
- 14.2 Explore techniques and technologies employed by current practitioners
- 14.3 Consider the advantages and disadvantages of using music technology for live performance

The learner will:

Design and rehearse a live technology performance

The learner can:

- 14.4 Select or prepare material appropriate to own performance abilities, live performance technology skills and intended audience
- 14.5 Prepare and implement a **performance schedule**
- 14.6 Suggest and demonstrate performance ideas
- 14.7 Identify and describe **own role** within rehearsal
- 14.8 Employ methods of rehearsal and material preparation appropriate to the **musical styles** chosen
- 14.9 Develop and use appropriate live music technology **performance techniques**
- 14.10 Observe appropriate Health and Safety procedures

The learner will:

Prepare for a live technology performance

The learner can:

- 14.11 **Prepare equipment** for performance
- 14.12 Complete a **sound check**
- 14.13 Demonstrate interfacing and connection procedures involved in live performance technology
- 14.14 Observe appropriate Health and Safety procedures

Section 3

The learner will:

Perform a live technology performance

The learner can:

14.15 Participate in a performance where technology plays a central and creative role

14.16 Show an effective use of the **performance technology techniques** and procedures developed during rehearsal

The learner will:

Evaluate the performance

The learner can:

14.17 Conduct a review of the performance

14.18 Identify **positive aspects** and **negative aspects** of the performance

Section 3

Unit 14 Demonstrate live music performance technology (T/501/7722) (Continued)

Range (explanation):

Live performance technology applications:

eg DJ mixer; CD decks and turntables; laptop; computer systems (PC or Mac); appropriate music technology software, hardware interfaces ie soundcards; MIDI controllers; mixing consoles; drum machines; guitars and bass (to be processed in real time); guitar effects (pedal board); electronic drum kit; synthesisers; microphones.

Performance schedule:

list of pieces of music in order of performance (set list); settle on a framework of ideas to be linked by improvisation. Performance should be a minimum of 10 minutes

Own role:

eg DJ; composer; arranger; leader; soloist; programmer; technician

Musical styles:

eg hip hop; drum 'n' bass; house; techno; garage; R&B; electro; grime

Performance techniques:

eg sound levels; confidence; energy; communication; cues (verbal and non-verbal); signals (audio and visual); timing, click tracks

Prepare equipment:

eg load software and song files; check MIDI connections; tune instruments; replace worn or damaged components; connect to mains power; connect to PA and monitoring system.

Sound check:

all sound equipment is deemed to be operational; adherence to sound level regulations; on stage and/or in ear monitoring; noise levels

Performance technology techniques:

eg accuracy; timing; cues (audio and visual); signals (verbal and non verbal); effective interaction between software and hardware

Positive aspects:

eg innovative technique; own performance; what went well; did the performance meet expectations

Negative aspects:

eg own contribution to the performance; ways in which it could have been better; how the performance would be different if it was done again; did the performance meet expectations

Where a range statement starts with 'eg', centres should cover an example of the range that is relevant to the learners, as well as any other relevant examples.

Section 3

Internal Assessment Guidance – Unit 14:

Candidate report

Type of evidence: Candidate report

Learning outcomes: 14.1 – 14.3

Additional information: The report should contain the following:

- use of sources to identify types and the performance potential of various pieces of music technology equipment (hardware and software)
- practical comparisons of music technology hardware versus software
- the different performance opportunities offered by using music technology live
- identify practitioners of live technology equipment
- details of on stage setups and techniques employed by these practitioners
- overall success of these artists and how developments in technology have changed their stage setup and/or sound

The report should at least contain brief notes covering the learning outcomes listed and be compared against the relevant range to ensure proper coverage of these outcomes.

Rehearsal and performance documentation

Type of evidence: Performance/rehearsal log book/technical notes and schedule

Learning outcomes: 14.4 – 14.10

Additional information: Review and amend the performance schedule as appropriate.

Candidate report

Type of evidence: Candidate report and performance evaluation

Learning outcomes: 14.10, 14.17, 14.18

Additional information: The performance review documents should contain the following:

- the candidate's review of their own performance
- potential hazards posed by inappropriately maintained or prepared equipment
- value of establishing an effective running order or framework for live performance
- effectiveness of the finalised production
- quality/professionalism of the performance, its flow, the level of confidence of the performers and the integration of rehearsed techniques
- overall success of the production as indicated by performer feedback, Tutor notes and any audience reaction
- positive and negative aspects of the performance
- whether or not the performance met expectations

The report should at least contain brief notes covering the learning outcomes listed and be compared against the relevant range to ensure proper coverage of these outcomes.

Section 3

Unit 14 Demonstrate live music performance technology (T/501/7722) (Continued)

Internal Assessment Guidance – Unit 14: (Continued)

Assessor observation

Type of evidence: Assessor observation

Learning outcomes: 14.4, 14.6, 14.8, 14.9, 14.10 – 14.16

Additional information: The Tutor observation records should contain various pieces of information including the date the Assessor observed the candidate, a record of the learning outcomes observed and brief comments on the candidate's performance on the following points:

- whether or not the pre performance set up process was conducted effectively and the equipment was prepared effectively and safely
- how the candidate contributed to the sound check
- whether or not noise level restrictions were adhered to
- whether or not the candidate dealt with hazards effectively
- whether the candidate behaved appropriately
- whether the candidate adhered to safe working practices
- quality of the performance and overall technical ability of the candidate

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the candidate to confirm understanding, especially in relation to issues of health and safety.

Candidate diary

Type of evidence: Candidate diary

Learning outcomes: 14.4 – 14.18

Additional information: The candidate's diary should contain sections on the following:

- practising and improving skills
- work, workshop/classes, which must be recorded at least twice demonstrating progression

Evidence can be recorded, eg in video/digital format.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Business Improvement team at NCFE.

Section 3

Unit 15 Produce and publish a podcast (A/501/7723)

The learner will:

Investigate the process of recording and publishing a podcast

The learner can:

- 15.1 Identify and describe the **components** of a podcast
- 15.2 Explore and identify the practical **requirements** for recording and publishing a podcast
- 15.3 Explore how podcasts are governed by **broadcast law**
- 15.4 Investigate existing podcasts including different types of podcast

The learner will:

Plan a podcast

The learner can:

- 15.5 Propose a **subject** for the podcast
- 15.6 Identify an appropriate **target audience** for the podcast
- 15.7 Write a script for the podcast
- 15.8 Create a timetable/running order

The learner will:

Record and save a podcast

The learner can:

- 15.9 Set up appropriate **equipment and software**
- 15.10 Set and check **recording levels** on equipment
- 15.11 Use hardware/software and microphone to record the podcast
- 15.12 **Edit podcast**
- 15.13 Produce a podcast according to the given **script**
- 15.14 Save podcast in a suitable format
- 15.15 Comply with **Health and Safety requirements**

Section 3

Unit 15 Produce and publish a podcast (A/501/7723) (Continued)

The learner will:

Publish the podcast

The learner can:

15.16 Upload and publish the saved podcast

15.17 Evaluate the final podcast

Range (explanation)

Components:	audio voice recordings; scripts; timing; video; enhanced (ie a mixture of audio and video)
Requirements:	eg equipment; software; venue; technical support; websites; downloading; file formats
Broadcast law:	eg libel; copyright; PRS
Plan a podcast:	the podcast should be a minimum of one episode, lasting at least 5 minutes
Subject:	eg weather reports; charity event; book review; centre event; local interest stories; social event; songs; interviews; diaries; newsletter
Target audience:	provide reasons and an explanation for the choice
Record and save a podcast:	the podcast should be a minimum of one episode, lasting at least 5 minutes
Equipment and software:	eg computer or standalone recorder; microphone with accessories such as stands, windshields etc; audio recording software
Recording levels:	should be high enough to avoid noise, but not so high as to introduce clipping distortion
Edit podcast:	eg using tools built into the software, cut, copy, paste, change volume, and /or further re-arrange recorded material
Script:	could be the script from Learning outcome 1.7 or one given as a set assignment
Health and Safety requirements:	eg Health and Safety at Work Act 1974, EU directives on working with VDUs, decibel levels on headphones
Publish the podcast:	eg select site; file format; web address; media players (eg MP3, MP4 etc)
Evaluate:	to include feedback from others; how could improvements be made, eg in the planning, recording, publishing stages, overall sound quality

Where a range statement starts with 'eg', centres should cover an example of the range that is relevant to the learners, as well as any other relevant examples.

Section 3

Internal Assessment Guidance – Unit 15:

Candidate presentation

Type of evidence: Candidate presentation

Learning outcomes: 15.1 – 15.4

Additional information: The candidate's presentation can be delivered in a variety of formats, eg oral, videoed or written, or a mixture of more than one method. The presentation should contain:

- components of a podcast
- requirements for recording and publishing a podcast
- an explanation of how podcasts are impacted by broadcast law
- examples of different types of podcast
- an investigation into the Health and Safety implications of developing a podcast

Action plan

Type of evidence: Action plan

Learning outcomes: 15.5, 15.6, 15.8

Additional information: The action plan can be presented in any appropriate format, eg a portfolio of work, reviews, recording, testimonies, etc. and should include the following:

- an outline of the podcast with appropriate background material for the chosen subject
- an outline of the target audience
- a timetable/running order

Script

Type of evidence: Script

Learning outcome: 15.7

Additional information: candidates must produce a script for the podcast, which should include:

- the title
- an outline of the podcast
- a script for any audio
- an outline or storyboard of any images that will be included (eg video, still images)

Section 3

Unit 15 Produce and publish a podcast (A/501/7723) (Continued)

Internal Assessment Guidance – Unit 15: (Continued)

Observation

Type of evidence: Assessor observation; witness testimonies

Learning outcomes: 15.9 – 15.12, 15.15

Additional information: The Tutor observation records should contain various pieces of information including the date the Assessor observed the candidate, a record of the learning outcomes observed and brief comments on the candidate's performance.

Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor observation records. The format of the Assessor observation is at the discretion of the centre but might incorporate audio, video, photographic or written evidence. The learner will need to be observed as often as is necessary to cover all the criteria and to ensure consistent performance.

The Assessor could also take the opportunity to question the candidate to confirm understanding, especially in relation to issues of health and safety.

Podcast

Type of evidence: Podcast

Learning outcomes: 15.11 – 15.14, 15.16

Additional information: Candidates must produce a podcast. This can be based on the action plan which has already been completed earlier in this unit, and should be a minimum of 5 minutes in length.

It should also be possible to evidence both works in progress and at least one complete and finished podcast. Recordings should be presented on suitable stereo digital mastering media (eg MP3 soundfile) although original audio/sequencer material/data would also prove useful additional evidence of the process. The product should be uploaded to a suitable server ready for subscription. This may be internal to the centre or made available on the World Wide Web. Validated screenshots from the sequencer/recording software are also appropriate.

This finished product should be used as a means of confirming that the candidate's understanding of the process involved in producing and publishing a podcast has been effectively applied. However, it should not be used in isolation as evidence of the process.

Section 3

Candidate evaluation

Type of evidence: Candidate presentation

Learning outcome: 15.17

Additional information: The presentation can be delivered by the candidate in any appropriate format, eg oral, videoed or written, or a mixture of more than one method. The presentation should contain:

- peer feedback
- confirmation that the final product achieved the initial idea
- what worked well and what didn't
- what would the candidate do differently next time

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Business Improvement team at NCFE.

Section 4:

Links to Skills for Life (2004 Standards)

Section 4

Links to Skills for Life (2004 Standards)

As far as possible, NCFE's policy is to indicate to centres which internal assessment components from the Key Skills qualifications may realistically be achieved through this qualification. In addition to the portfolio of evidence, learners must also achieve the relevant Key Skills external assessment paper before applying for certification. Once a whole Key Skills qualification has been assessed and achieved it will be possible to apply to NCFE for accreditation. The following information in this section indicates where, within this qualification, learners may generate evidence towards aspects of Key Skills internal assessment. There is an indication whether each piece of evidence is intrinsic or requires some further activity.

This qualification is mapped to the 2004 Key Skills standards. The complete standards and guidance documents are available from the QCA website (www.qca.org.uk/603.html). In general the aim has been to target Level 2 Key Skills although work can be designed for other levels, depending on the needs of individual learners or groups.

Key Skills Centre Support Packs are available from the Centre Support team at NCFE, or to download from the NCFE website (www.ncfe.org.uk). These packs contain unit specifications, tracking and guidance documents which will be invaluable to any centre running Key Skills.

NB The following information in this section indicates where evidence is likely to occur. It is the Assessor's role to assess the Key Skills evidence against the criteria.

Section 4

Links to Skills for Life (2004 Standards)

Communication (Level 2)

Use at least one image **either** to obtain information **or** to convey information in your discussion, your talk or one of the documents you write in order to help the audience/reader understand the points you are making.

Key Skill Ref: C2.1a

Description: Take part in a group discussion.

Make clear and relevant contributions in a way that suits your purpose and situation; respond appropriately to others; help to move the discussion forward.

Cross-reference: 2.2; 2.8; 6.14; 6.18; 7.3; 7.5; 9.19; 9.21; 11.12; 12.3; 14.3; 15.1

Key Skill Ref: C2.1b

Description: Give a talk of at least 4 minutes.

Speak clearly in a way that suits your subject, purpose and situation; keep to the subject and structure your talk to help listeners follow what you are saying; use appropriate ways to support your main points.

Cross-reference: 2.2; 2.8; 6.16; 6.18; 7.3; 7.4; 8.7; 9.19; 9.21; 11.12; 12.3; 14.3; 15.1

Key Skill Ref: C2.2

Description: Read and summarise information from at least **2** documents about the same subject. Each document must be a minimum of 500 words long.

Select and read relevant documents; identify accurately the main points, ideas and lines of reasoning; summarise the information to suit your purpose.

Cross-reference: 4.1; 4.2; 4.4; 4.5; 4.6

Key Skill Ref: C2.3

Description: Write **2** different types of document, each one giving different information. One document must be at least 500 words long.

Present relevant information in a format that suits your purpose; use a structure and style of writing to suit your purpose; spell, punctuate and use grammar accurately and make your meaning clear.

Cross-reference: 2.7; 4.8; 8.3; 14.5; 15.7; 15.8

Section 4

Application of Number (Level 2)

Carry through at least one activity that includes tasks for all 3 of N2.1, N2.2 (a, b, c or d) and N2.3*.

Overall, through one or more activities you must:

- use 2 different sources which include material containing a chart or graph (N2.1)
- do calculations for a, b, c and d (N2.2)
- present findings in 2 different ways using charts, graphs or diagrams (N2.3)

Key Skill Ref: N2.1

Description: Interpret information from a suitable source.

Choose how to get the information you need to meet the purpose of your activity; obtain relevant information; choose appropriate methods to get the results you need.

Cross-reference: competence in this criterion could be demonstrated in Unit 04, for example learners could devise a project around collecting statistics for employment within the industry.

Key Skill Ref: N2.2

Description: Use your information to carry out calculations to do with:

- a) amounts or sizes
- b) scales or proportion
- c) handling statistics
- d) using formulae

Carry out calculations, clearly showing your methods and levels of accuracy; check your methods to identify and correct any errors, and make sure your results make sense.

Cross-reference: competence in this criterion could be demonstrated through the requirements for learners to set sound levels in Learning outcomes 3.12; 3.15; 3.23

Key Skill Ref: N2.3

Description: Interpret the results of your calculations and present your findings.

Select effective ways to present your findings; present your findings clearly using a chart, graph or diagram and describe your methods; use more than one way of presenting your findings; describe what your results tell you and how they meet your purpose.

Cross-reference: There is opportunity for competence in this criterion to be demonstrated through Learning outcomes 3.13; 3.17; 3.22

*If you need to carry out additional activities to meet all the requirements of N2.2 (a, b, c, d), each activity must include tasks for N2.2 and N2.3 or N2.1 and N2.2.

Section 4

Links to Skills for Life (2004 Standards)

Information and Communication Technology (Level 2)

Overall, through 2 or more activities you must:

- include at least one ICT-based information source
- include at least one non-ICT-based information source
- use at least one example of text, one example of image and one example of number
- present evidence of purposeful use of email

Key Skill Ref: ICT2.1

Description: Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.

Select information relevant to the tasks.

Cross-reference: 2.4; 4.1; 4.2; 4.3; 4.4; 4.5; 4.6; 4.7; 8.1; 8.2; 15.2; 15.3; 15.4

Key Skill Ref: ICT2.2

Description: Enter and develop the information to suit the task and derive new information.

Enter and combine information using formats that help development; develop information and derive new information as appropriate.

Cross-reference: 4.1; 4.2; 4.5; 4.6; 8.1; 8.2

Key Skill Ref: ICT2.3

Description: Present combined information such as text with image, text with number, image with number.

Develop the presentation so that the final output is accurate and shows consistent use of formats; use layout appropriate to the types of information.

Cross-reference: 8.1; 8.2; 8.3; 8.4; 8.5; 8.6; 8.7; 8.8; 12.1; 12.2; 12.3; 12.4.

Section 4

Working with Others (Level 2)

Provide at least **2** examples of meeting the standard for W02.1, W02.2 and W02.3. One example must show you can work in a group or team situation.

Key Skill Ref: W02.1

Description: Plan work with others.

Identify what you need to achieve together; share relevant information to identify what needs to be done and individual responsibilities; confirm the arrangements for working together.

Key Skill Ref: W02.2

Description: Work co-operatively towards achieving the identified objectives.

Organise and carry out tasks safely using appropriate methods, to meet your responsibilities; support co-operative ways of working to help achieve the objectives for working together; check progress, seeking advice from an appropriate person when needed.

Key Skill Ref: W02.3

Description: Review your contributions and agree ways to improve work with others.

Share relevant information on what went well and less well in working with others; identify *your* role in helping to achieve things together; agree ways of improving your work with others.

Cross-reference: Competence in this criterion could be demonstrated by planning, implementing and evaluating activities in a group situation throughout the qualification.

Section 4

Links to Skills for Life (2004 Standards)

Improving own Learning and Performance (Level 2)

Provide at least **2** examples of meeting the standard for LP2.1, LP2.2 and LP2.3 (each example should cover at least 2 targets). Overall, show you can use at least **2** different ways of learning to improve your performance.

Key Skill Ref: LP2.1

Description: Help set targets with an appropriate person and plan how these will be met.

Provide information to help set realistic targets for what you want to achieve; identify clear action points for each target and how you will manage your time; identify how to get the support you need and arrangements for reviewing your progress.

Key Skill Ref: LP2.2

Description: Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.

Use your action points to help manage your time well; revising your plan when needed; choose ways of learning to improve your performance, working for short periods without close supervision; identify when you need support and use this effectively to help you meet targets.

Key Skill Ref: LP2.3

Description: Review progress with an appropriate person and provide evidence of your achievements.

Identify what you learned, and how you have used your learning in another task; identify targets you have met and evidence of your achievements; identify ways you learn best and how to further improve your performance.

Cross-reference: competence in this unit could be demonstrated by a candidate learning log which records and demonstrates planning, implementation and review in study-based assignments throughout the qualification.

Section 4

Problem Solving (Level 2)

Provide at least **2** examples of meeting the standard for PS2.1, PS2.2 and PS2.3. Each example should cover a different problem and identify at least **2** different ways of tackling it (for PS2.1).

Key Skill Ref: PS2.1

Description: Identify a problem, with help from an appropriate person, and identify different ways of tackling it.

Provide information to help identify a problem, accurately describing its main features; identify how you will know the problem has been solved; come up with different ways of tackling the problem.

Key Skill Ref: PS2.2

Description: Plan and try out at least one way of solving the problem.

Confirm with an appropriate person how you will try to solve the problem; plan what you need to do, identifying the methods and resources you will use; use your plan effectively, getting support and revising your plan when needed to tackle the problem.

Key Skill Ref: PS2.3

Description: Check if the problem has been solved and identify ways to improve problem-solving skills.

Check if the problem has been solved accurately using the methods you have been given; describe clearly the results, including the strengths and weaknesses of how you tackled the problem; identify ways of improving your problem-solving skills.

Cross-reference: Competence in this unit could be demonstrated by a candidate learning log which records and demonstrates planning, implementation and review in study-based assignments throughout the qualification.

Section 5:

Links to Skills for Life (2004 Standards)

Section 5

Links to the National Curriculum Music Programme of Study

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Key stage 1

During Key stage 1 pupils listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

Knowledge, skills and understanding

Teaching should ensure that listening, and applying knowledge and understanding, are developed through the interrelated skills of performing, composing and appraising.

National Curriculum criteria	Links to NCFE assessment criteria
Controlling sounds through singing and playing – performing skills	
1. Pupils should be taught how to:	
a) use their voices expressively by singing songs and speaking chants and rhymes	15.1; 15.11
b) play tuned and untuned instruments	2.1; 3.5; 14.11; 14.12
c) rehearse and perform with others [for example, starting and finishing together, keeping to a steady pulse].	Unit 09; 14.15; 14.16
Creating and developing musical ideas – composing skills	
2. Pupils should be taught how to:	
a) create musical patterns	9.10 – 9.18
b) explore, choose and organise sounds and musical ideas.	8.15 – 8.25

Section 5

Links to the National Curriculum Music Programme of Study

National Curriculum criteria	Links to NCFE assessment criteria
Responding and reviewing – appraising skills 3. Pupils should be taught how to:	
a) explore and express their ideas and feelings about music using movement, dance and expressive and musical language	n/a
b) make improvements to their own work.	1.12; 1.15; 1.19; 3.6; 3.30; 3.31; 5.15; 6.17; 6.20; 7.20; 8.24; 9.23; 10.9; 11.12; 11.20; 13.10; 14.17; 14.18
Listening, and applying knowledge and understanding 4. Pupils should be taught:	
a) to listen with concentration and to internalise and recall sounds with increasing aural memory	Throughout the qualifications
b) how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures [for example, beginning, middle, end]	Unit 12
c) how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs and symbols	Unit 12
d) how music is used for particular purposes [for example, for dance, as a lullaby].	8.1 – 8.4
Breadth of study 5. During the key stage, pupils should be taught the knowledge, skills and understanding through:	
a) a range of musical activities that integrate performing, composing and appraising	Depending upon the delivery of the qualification, opportunities may exist in Unit 09; 14.15; 14.16
b) responding to a range of musical and non-musical starting points	Throughout the qualifications
c) working on their own, in groups of different sizes and as a class	Depending upon the delivery of the qualification, this can be demonstrated throughout by planning, implementing and evaluating activities in a group situation
d) a range of live and recorded music from different times and cultures.	8.1 – 8.4

Section 5

Key stage 2

During Key stage 2 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Knowledge, skills and understanding

Teaching should ensure that listening, and applying knowledge and understanding, are developed through the interrelated skills of performing, composing and appraising.

National Curriculum criteria	Links to NCFE assessment criteria
Controlling sounds through singing and playing – performing skills 1. Pupils should be taught how to:	
a) sing songs, in unison and 2 parts, with clear diction, control of pitch, a sense of phrase and musical expression	n/a
b) play tuned and untuned instruments with control and rhythmic accuracy	2.1; 3.5; 14.11; 14.12
c) practise, rehearse and present performances with an awareness of the audience.	Unit 09; 14.15; 14.16
Creating and developing musical ideas – composing skills 2. Pupils should be taught how to:	
a) improvise, developing rhythmic and melodic material when performing	9.10 – 9.18
b) explore, choose, combine and organise musical ideas within musical structures.	8.15 – 8.25
Responding and reviewing – appraising skills 3. Pupils should be taught how to:	
a) analyse and compare sounds	Unit 12
b) explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary	n/a
c) improve their own and others' work in relation to its intended effect.	1.12; 1.15; 1.19; 3.6; 3.30; 3.31; 5.15; 6.17; 6.20; 7.20; 8.24; 9.23; 10.9; 11.12; 11.20; 13.10; 14.17; 14.18

Section 5

Links to the National Curriculum Music Programme of Study

National Curriculum criteria	Links to NCFE assessment criteria
Listening, and applying knowledge and understanding 4. Pupils should be taught:	
a) to listen with attention to detail and to internalise and recall sounds with increasing aural memory	Throughout the qualifications
b) how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures [for example, ostinato] and used to communicate different moods and effects	8.5; Unit 12
c) how music is produced in different ways [for example, through the use of different resources, including ICT] and described through relevant established and invented notations	8.1 – 8.4
d) how time and place can influence the way music is created, performed and heard [for example, the effect of occasion and venue].	Unit 12
Breadth of study 5. During the key stage, pupils should be taught the knowledge, skills and understanding through:	
a) a range of musical activities that integrate performing, composing and appraising	Depending upon the delivery of the qualification, opportunities may exist in Unit 09; 14.15; 14.16
b) responding to a range of musical and non-musical starting points	Throughout the qualifications
c) working on their own, in groups of different sizes and as a class	Depending upon the delivery of the qualification, this can be demonstrated throughout by planning, implementing and evaluating activities in a group situation
d) using ICT to capture, change and combine sounds	Unit 05
e) a range of live and recorded music from different times and cultures [for example, from the British Isles, from classical, folk and popular genres, by well-known composers and performers].	Different styles of dance music are covered in Unit 08

Section 5

Key stage 3

During Key stage 3 pupils deepen and extend their own musical interests and skills. They perform and compose music in different styles with increasing understanding of musical devices, processes and contextual influences. They work individually and in groups of different sizes and become increasingly aware of different roles and contributions of each member of the group. They actively explore specific genres, styles and traditions from different times and cultures with increasing ability to discriminate, think critically and make connections between different areas of knowledge.

Knowledge, skills and understanding

Teaching should ensure that listening, and applying knowledge and understanding, are developed through the interrelated skills of performing, composing and appraising.

National Curriculum criteria	Links to NCFE assessment criteria
Controlling sounds through singing and playing – performing skills 1. Pupils should be taught how to:	
a) sing unison and part songs developing vocal techniques and musical expression	n/a
b) perform with increasing control of instrument-specific techniques	2.1; 3.5; 14.11; 14.12
c) practise, rehearse and perform with awareness of different parts, the roles and contribution of the different members of the group, and the audience and venue.	Unit 09; 14.15; 14.16
Creating and developing musical ideas – composing skills 2. Pupils should be taught how to:	
a) improvise, exploring and developing musical ideas when performing	9.10 – 9.18
b) produce, develop and extend musical ideas, selecting and combining resources within musical structures and given genres, styles and traditions.	8.15 – 8.25
Responding and reviewing – appraising skills 3. Pupils should be taught how to:	
a) analyse, evaluate and compare pieces of music	Unit 12
b) communicate ideas and feelings about music using expressive language and musical vocabulary to justify their own opinions	n/a
c) adapt their own musical ideas and refine and improve their own and others' work.	1.12; 1.15; 1.19; 3.6; 3.30; 3.31; 5.15; 6.17; 6.20; 7.20; 8.24; 9.23; 10.9; 11.12; 11.20; 13.10; 14.17; 14.18

Section 5

Links to the National Curriculum Music Programme of Study

National Curriculum criteria	Links to NCFE assessment criteria
Listening, and applying knowledge and understanding 4. Pupils should be taught to:	
a) listen with discrimination and to internalise and recall sounds	Throughout the qualifications
b) identify the expressive use of musical elements, devices, tonalities and structures	8.5; Unit 12
c) identify the resources, conventions, processes and procedures, including use of ICT, staff notation and other relevant notations, used in selected musical genres, styles and traditions	8.1–8.4
d) identify the contextual influences that affect the way music is created, performed and heard [for example, intention, use, venue, occasion, development of resources, impact of ICT, the cultural environment and the contribution of individuals].	Unit 12
Breadth of study 5. During the key stage, pupils should be taught the knowledge, skills and understanding through:	
a) a range of musical activities that integrate performing, composing and appraising	Depending upon the delivery of the qualification, opportunities may exist in Unit 09; 14.15; 14.16
b) responding to a range of musical and non-musical starting points	Throughout the qualification
c) working on their own, in groups of different sizes and as a class	Depending upon the delivery of the qualification, this can be demonstrated throughout by planning, implementing and evaluating activities in a group situation.
d) using ICT to create, manipulate and refine sounds	Unit 05
e) a range of live and recorded music from different times and cultures including music from the British Isles, the 'Western classical' tradition, folk, jazz and popular genres, and by well-known composers and performers.	Difference styles of dance music are covered in Unit 08

Appendix A

Glossary of Terms

Accreditation of Prior Learning (APL) is the name given to the process of recognising learners' previous achievements or learning experiences. This usually enables learners to move directly to the assessment stage of a qualification, or unit, without duplicating the learning process.

Assessors deliver NCFE qualifications and carry out assessment to ensure that learners meet the requirements of the qualification. For details of staffing resources required for this qualification please refer to NCFE's Occupational Competence Guidelines, available from the NCFE website (www.ncfe.org.uk) or from the Centre Support team at NCFE.

Centres are organisations that are approved to offer one or more NCFE qualifications or other products.

Centre Support Guide is a document produced by NCFE and explains everything you need to know, from how to apply to become an NCFE-approved centre to claiming certificates for your learners and everything in between.

Directory of Products and Services is a document which provides an overview of all NCFE's qualifications and national awards and is for curriculum planning purposes.

External Moderators are appointed, trained and monitored by NCFE and are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards.

Fees and Pricing is issued to centres once a year and outlines all NCFE's fees and charges by academic year.

Guided Learning Hours give an indication of the amount of contact time learners are expected to be given with the Assessor while undertaking a qualification.

Internal Assessment is the process by which internal centre staff assess candidates' achievement of the learning outcomes of the qualification, normally based on a portfolio of evidence. These assessment decisions are then internally and externally moderated.

Internal Moderators monitor the Assessor's assessment practice and procedure by sampling assessments and ensuring that the Assessors are appropriately trained to carry out their roles.

Key Skills Centre Support Packs are available from the Centre Support team at NCFE. These packs contain unit specifications, tracking and guidance documents which will be invaluable to any centre running Key Skills.

National Awards are NCFE programmes which provide progression to qualifications on the National Qualifications Framework. They are assessed internally by centre staff and externally verified by NCFE.

National Occupational Standards (NOS) are the identified skills and competences needed by UK industry and form the basis of National Vocational Qualifications (NVQs) and vocationally related qualifications.

National Qualifications Framework (NQF) is a framework of levels and categories of qualifications (accredited by Ofqual) which enable recognition of achievement and facilitate career progression.

Appendix A

Occupational Competence Guidelines is a document providing guidance on the experience and qualifications needed to deliver and assess particular NCFE qualifications and awards.

Office of the Qualifications and Examinations Regulator (Ofqual) is the government body in England which approves awarding bodies to offer qualifications in the National Qualifications Framework and accredits their qualifications. There are similar bodies for Wales, Northern Ireland and Scotland.

Portfolio is a structured collection of evidence which demonstrates candidates' performance against the standards in the qualification or award they are working towards.

Qualifications and Curriculum Authority (QCA) is the government body in England which maintains and develops the national curriculum and associated assessments, tests and examinations.

Range is the breadth of skills and knowledge learners must have and the situations in which they may display these skills or knowledge. The range statements are indicated in bold text within the learning outcomes.

Sector Skills Councils (SSCs) are government-recognised employer-based organisations representing various industry sectors which, among other things, have responsibility to develop national occupational standards.

Skills for Life are a set of generic skills developed by QCA, ACCAC and CCEA which are designed to help individuals improve their performance in a variety of contexts. The 6 Key Skills are: Communication; Application of Number; Information and Communication Technology; Working with Others; Improving Own Learning and Performance; Problem Solving.

All NCFE qualifications provide opportunities for generating evidence towards achievement of some, or all, of the Key Skills.

Unit / Learning Outcome: Each NCFE qualification is made up of a number of **units**. These are broken down into a number of **learning outcomes**. Learning outcomes consist of the skills and knowledge learners must successfully demonstrate in order to achieve the qualification.