Qualification specification

NCFE Level 2 Certificate in Music Technology
QN: 501/1216/8

Contents

Summary of changes

This document summarises the changes to this qualification specification since the last version (Issue 5.2 March 2021). Please check the NCFE website for the most recent version (Issue 5.3 March 2022)

Version	Publication Date	Summary of amendments
v5.3	March 2022	Sections regarding progression pathways and unit 16 have been updated for the purposes of accuracy and clarity. A case study under presenting evidence has also been updated to reflect our commitment to equality and diversity.
v5.2	March 2021	Information regarding the NCFE Level 2 Extended Certificate in Music Technology (501/1226/0) removed due to the withdrawal of the qualification. NCFE contact information updated.
v5.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1
v5.4	June 2022	Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support for centres section about how to access support handbooks.

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in Music Technology.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification, please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title.

Things you need to know

Level 2 Certificate in Music Technology

Qualification number (QN)	501/1216/8
Aim reference	50112168
Total Qualification Time (TQT)	130
Guided Learning Hours (GLH)	100
Credit value	13
Level	2
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 501/1216/8.

This qualification has been supported by Creative and Cultural Skills, the Sector Skills Council for the Creative and Cultural Industries.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a study programme.

Qualification purpose

This qualification is designed for learners aged pre-16 and above. There are no specific recommended prior learning requirements for this qualification; however, learners might find it useful if they have a completed level 1 qualification. The Level 2 Certificate in Music Technology is an ideal qualification for learners who wish to develop their underpinning knowledge of the processes and principles of music production. The qualification provides learners with a good insight into the skills and knowledge they require, not only for working in the music industry, but also for employment in general.

This qualification will:

- focus on the study of music technology within the arts, media and publishing sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Qualification objectives

The objectives of this qualification are to:

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

Achieving this qualification

To be awarded the Level 2 Certificate in Music Technology, learners are required to successfully complete 2 mandatory units and 2 optional units.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Learners may wish to complete any of the additional units to gain extra credits and to facilitate progression, however these units will not contribute to the overall credit value of the qualification.

Mandatory units

Unit No	Unit title
Unit 01	Set up and operate audio/MIDI sequencing software
Unit 02	Create music using audio/MIDI sequencing software

Optional units

Unit No	Unit title
Unit 03	Multi-track audio recording
Unit 04	Use multi-track sound mixing techniques
Unit 05	Using DJ skills
Unit 06	Dance music production
Unit 07	Audio editing
Unit 08	Sound and music production
Unit 09	Sound effects techniques for music production
Unit 10	Microphone use in music production
Unit 11	Location recording

Additional units

Unit No	Unit title
Unit 12	Assist with preparing and using stage sound systems and effects
Unit 13	Prepare for employment in music production and technology
Unit 14	Job application skills
Unit 15	Job search skills
Unit 16	Presenting yourself

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the Level 2 Music Technology qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

This qualification is designed for for learners aged pre-16 and above. There are no specific recommended prior learning requirements for this qualification; however, learners might find it useful if they have a completed level 1 qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of the qualification.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 3 Applied General Certificate in Music Technology (601/6779/8)

Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

If we extend the review date approved centres will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Resource requirements

To assist in the delivery of this qualification, centres are expected to have appropriate equipment to allow learners to cover all of the Learning Outcomes within the chosen route.

NCFE does not specify the exact type of equipment as it is appreciated that Music Technology can be delivered through a wide range of media and equipment.

Support for learners

Evidence Tracking Log

This document can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use this document – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download the NCFE website or can be requested by the customer support team on 0191 239 8000 or email customersupport@ncfe.org.uk.

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Our customer support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current fees and pricing guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- whether a unit is mandatory, optional or additional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment).

The regulated unit number is indicated in brackets for each unit (for example, M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

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

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

Unit 01 Set up and operate audio/MIDI sequencing software (F/602/2271)

Unit summary	This unit is about using modern sequencing to realise musical ideas. It explores the differences between sequencing using audio samples and MIDI (or virtual instrument) sequencing, and how the two can be combined to create music. Learners will explore the technology, and then use it to make music.
Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional/additional	Mandatory

Learning outcome 1

The learner will:

1   be able to set up a software-based audio/MIDI sequencing system

The learner can:

1.1   select and launch appropriate sequencing software
1.2   connect peripheral **MIDI hardware** to a computer using appropriate interfaces
1.3   connect **audio sources** to a computer using appropriate interfaces
1.4   configure software preferences to correctly route MIDI inputs and outputs
1.5   configure software preferences to correctly route audio inputs and outputs

Learning outcome 2

The learner will:

2   be able to operate a software-based audio/MIDI sequencing system

The learner can:

2.1   create new sequencing projects
2.2   add and delete sequencer tracks
2.3   describe the key differences between audio and MIDI tracks
2.4   load pre-recorded audio onto audio tracks
2.5   record new audio onto audio tracks from external sources
2.6   select instruments/voices for MIDI tracks
2.7   record MIDI information to MIDI tracks using a MIDI controller

Unit 01 Set up and operate audio/MIDI sequencing software (F/602/2271) (cont'd)

Delivery and assessment
MIDI hardware: keyboards; control surfaces; wind controllers; drum triggers etc. **Audio sources**: microphones and electric instruments, via FireWire or USB audio interface and microphone/line inputs. 1.1-1.5 - Learners must set up and configure a software-based music sequencing system. Evidence items can include observation, or authenticated learner reports or a combination of both. 2.1-2.7 - Learners must demonstrate the operation of a software-based music sequencing system. Evidence items can include observation or authenticated learner reports, or a combination of both.
Types of evidence
Evidence could include: • reports and/or observations - 1.1-2.7 Where appropriate, evidence could also include: • an example of a working end product • screen shots with commentary • video clips/screencasts of practical work.

Unit 02 Create music using audio/MIDI sequencing software (L/602/2273)

Unit summary	This unit is about using modern audio/MIDI sequencing software to realise musical ideas. Learners should have access to the expertise necessary to set up and operate the software. This unit focuses on the creative and effective (ie musically agreeable) exploitation of the software to create music.
Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional/additional	Mandatory

Learning outcome 1

The learner will:

1   be able to create music using audio/MIDI sequencing software

The learner can:

1.1   select and configure sequencing software
1.2   select audio and MIDI sound sources appropriate for the intended music composition
1.3   arrange audio samples and MIDI parts into music sequences
1.4   use sequencer mixing facilities to control arrangement tempo and volume levels effectively
1.5   use audio editing functions effectively
1.6   use MIDI editing functions effectively
1.7   apply EQ and effects-processing to the music effectively
1.8   transfer a completed, mixed musical arrangement to an appropriate storage medium

Unit 02 Create music using audio/MIDI sequencing software (L/602/2273) (cont'd)

Delivery and assessment
1.1, 1.2, 1.4-1.7 - Evidence relating to how the learner achieved some of the criteria (for example, how they selected and edited MIDI/sounds, used mixing facilities etc) could be provided using a learner report. However, this should be considered an inferior substitute for observation and questioning by the Assessor or an expert witness. 1.1-1.8 - As this unit is essentially practical in nature, all of the assessment criteria can be covered using observation of learner activity. 1.1, 1.2, 1.4, 1.7 - Assessment of the processes used to achieve the assessment criteria of this unit may be derived from the use of written or oral questions. 1.3, 1.8 - Learners are expected to use the processes learned in the unit to create a piece of music. However, the finished piece should not be considered evidence of the processes used to achieve it.
Types of evidence
Evidence could include: • learner report - 1.1, 1.2, 1.4-1.7 • professional discussion 1.1, 1.2, 1.4-1.7 • observation - 1.1-1.8 • questioning - 1.1, 1.2, 1.4, 1.7 • product evidence - 1.3, 1.8 Where appropriate, evidence could also include: • screen shots with commentary • video clips/screencasts of practical work.

Unit 03 Multi-track audio recording (F/602/2268)

Unit summary	This unit is about making multi-track recordings using microphones, mixing equipment and recording devices or software. It covers setting up the equipment required for a recording session, and effectively recording multiple audio sources.
Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional/additional	Optional

Learning outcome 1

The learner will:

1   know how to prepare for recording operations

The learner can:

1.1   describe the layout of a mixing desk
1.2   prepare a mixing desk for use
1.3   prepare a multi-track recording device for use
1.4   prepare recording media
1.5   set up monitoring
1.6   set up and connect microphones
1.7   label and log recording media using agreed conventions
1.8   identify and correct simple faults in the recording system
1.9   observe appropriate health and safety procedures at all times during multi-track recording activity
1.10   describe the signal flow path through an audio mixer from the recording device to the mixer's output
1.11   describe the stages involved in recording and overdubbing multi-track sound

Unit 03 Multi-track audio recording (F/602/2268) (cont'd)

Learning outcome 2

The learner will:

2   be able to use a multi-track audio mixer and recording device/software

The learner can:

2.1   use mixing desk channels and groups to route audio signals to and from an audio recording device
2.2   set and adjust recording levels to optimise gain without introducing distortion
2.3   use EQ to enhance the sound quality of audio sources
2.4   route audio signals to audio recording device or software
2.5   set recording levels to optimise audio quality without introducing distortion
2.6   record multiple audio sources sequentially to separate tracks of the recording device or software
2.7   assess the sound quality or recordings against production requirements

Delivery and assessment
1.1, 1.10, 1.11, 2.7 - Assessment of this unit's underpinning knowledge can be conducted using a range of methods, including logs, reports and discussion. Evidence may be presented as written text or audio/video recordings and must include an assessment of recordings against production requirements.   1.1, 1.10, 1.11 - Assessment of some underpinning knowledge can be conducted using oral or written questions.   2.3-2.6 - Learners must be involved in a multi-track recording project that requires them to sequentially record multiple overdubs. Learners should record a minimum of 6 tracks; no maximum is specified. The main evidence will probably be from Assessor or expert witness observation backed up with actual recordings.   Note: Assessment may be undertaken in a software environment, as well as using physical hardware.
Types of evidence
Evidence could include: • learner report - 1.1, 1.10, 1.11, 2.7 • written or oral questioning - 1.1, 1.10, 1.11 • product evidence and/or observation - 2.3-2.6 Where appropriate, evidence could also include: • an example of a working end product • screen shots with commentary • video clips/screencasts of practical work.

Unit 04 Use multi-track sound mixing techniques (H/602/2277)

Unit summary	This unit is about mixing multi-track audio using effects processing.
Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional/additional	Optional

Learning outcome 1

The learner will:

1   be able to use audio effects processing during a multi-track audio mix

The learner can:

1.1   connect **effects processors** using '**sends**' and '**returns**'
1.2   connect effects processors using **channel insert** 'send' and 'return'
1.3   describe the basic **functions** of commonly used effects processors
1.4   select an appropriate effect for a sound source
1.5   justify the choice of selected effects on technical and/or artistic grounds
1.6   apply effects to sound sources as part of the recording/mixing process

Learning outcome 2

The learner will:

2   be able to mix multi-track audio

The learner can:

2.1   play back and monitor recorded tracks
2.2   assess the quality of individual sounds
2.3   add EQ to enhance audio quality
2.4   apply effects processing to individual sounds
2.5   **balance** sound sources
2.6   record/save final mix
2.7   observing appropriate health and safety procedures during mixdown

Unit 04 Use multi-track sound mixing techniques (H/602/2277) (cont'd)

Delivery and assessment
Effects processors: hardware/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**: compressor; noise gate; EQ; distortion; reverb; delay; chorus. **Balance**: use of channel pan and fader controls when mixing to stereo; use of delay and reverb to add space and depth. 1.3 - At this level, it's recommended that the learner describes the essential function of at least 3 processors. 1.5 - Justification can be technical (reducing noise, masking errors, positioning in mix etc) or artistic (adding depth, imitating an environment etc), or a combination of both. The justification could include before/after audio clips, as well as a final product. 2.1-2.7 - Learners must perform at least one independent mix leading to an acceptable musical outcome. Ideally, learners will be observed carrying out mixes, and the record of observation used as evidence. Authenticated reports may be acceptable.
Types of evidence
Evidence could include: • learner report - 1.3 • professional discussion - 1.3 • questioning - 1.5 • product with report and/or observation - 2.1-2.7 Where appropriate, evidence could also include: • screen shots with commentary • video clips/screencasts of practical work.

Unit 05 Using DJ skills (K/602/2278)

Unit summary	This unit is designed to develop learners' DJ techniques. Learners will demonstrate an understanding of the equipment used by modern DJs, and use DJ equipment to perform a set to an audience.
Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional/additional	Optional

Learning outcome 1

The learner will:

1   know how to design a DJ rig

The learner can:

1.1   describe the equipment required for a DJ rig that includes:
- multiple **sound sources**
- **mixing technology**
- **monitoring items**

1.2   describe the main **technical features** of the equipment in a DJ rig
1.3   design a DJ rig suitable for a performance, including all connections and power requirements

Learning outcome 2

The learner will:

2   be able to perform a DJ set to an audience

The learner can:

2.1   select audio material appropriate for a DJ performance in front of an audience
2.2   plan a DJ set to meet a specified running time
2.3   set up a DJ rig that meets the needs of a performance
2.4   perform a DJ set that includes:
- fades, cross-fades, layering and switching between multiple audio sources
- a range of **real-time scratching** techniques
- creative use of deck controls
- the creative use of effects technology

Unit 05 Using DJ skills (K/602/2278) (cont'd)

Delivery and assessment
Sound sources: for example, direct drive turntables; DJ software; CD decks. **Mixing technology**: channel faders; EQ; input gain control; preamps; meters etc. **Monitoring items**: monitor speakers; headphones etc. **Technical features**: for example, controls; connections; displays. **Real-time scratching**: using physical interaction and/or software simulation, for example tears; scribbles; chops etc. 1.1-1.2 - Assessment of underpinning knowledge can be conducted using oral or written questions. Assessment of underpinning knowledge can be conducted using a range of methods, including logs, reports and discussion. Evidence may be presented as written text or audio/video recordings. 2.1-2.4 - Learners must set up a DJ rig and perform a DJ set to an audience. Those two activities can be assessed at different times if necessary. All aspects of the planning and set up could be observed, but it is acceptable for evidence for the selection and planning criteria to be provided in the form of a report. The DJ set should be as long as is required for the learner to perform the required techniques, but should least at least 15 minutes.
Types of evidence
Evidence could include: • questioning - 1.1, 1.2 • learner report - 1.1, 1.2 • professional discussion - 1.1, 1.2 • observation and/or report - 2.1-2.4 Where appropriate, evidence could also include: • an example of a working end product • screen shots with commentary • video clips/screencasts of practical work.

Unit 06 Dance music production (M/602/2279)

Unit summary	This unit provides an introduction to dance music production 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 will examine factors that have influenced their development.
	Learners will apply the skills and knowledge they've gained about dance music styles and structures to the production of a complete dance music track. The unit focuses on the creation of a successful and effective musical outcome.
Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional/additional	Optional

Learning outcome 1

The learner will:

1   understand key features of dance music styles and structures

The learner can:

1.1   identify the main dance music styles
1.2   identify musical and cultural developments that have influenced the main dance music styles
1.3   describe the main rhythmic features common to dance music styles
1.4   describe the main structural features common to dance music styles
1.5   describe the sounds and instrumentation common to dance music styles

Learning outcome 2

The learner will:

2   be able to produce dance music using software sequencing techniques

The learner can:

2.1   select sequencing software
2.2   select musical elements appropriate for the creation of dance music
2.3   organise musical elements into an effective arrangement to create dance music
2.4   apply EQ and effects processing to a dance music arrangement
2.5   transfer a completed, mixed dance music arrangement to a storage medium
2.6   justify the arrangement as dance music

Unit 06 Music production (M/602/2279) (cont'd)

Delivery and assessment
1.1-1.5, 2.6 - Assessment of underpinning knowledge can be conducted using a range of methods, including logs, reports and discussion. Evidence may be presented as written text or audio/video recordings and must include a justification of a finished musical piece.

1.1-1.5 - Assessment of underpinning knowledge can be conducted using oral or written questions.

2.1-2.6 - Learners must create a piece of dance music using software sequencing techniques and be able to justify it as an example of the genre. Ideally, Assessor observation will be used to provide evidence of competence; however, an authenticated learner report may be used to cover some or all criteria.

Types of evidence
Evidence could include:

Evidence could include:
- learner report - 1.1-1.5, 2.6
- professional discussion - 1.1-1.5, 2.6
- questioning - 1.1-1.5
- product with report and/or observation - 2.1-2.6

Where appropriate, evidence could also include:
- screen shots with commentary
- video clips/screencasts of practical work.

Unit 07 Audio editing (R/602/2288)

Unit summary	This unit is about editing mono and/or stereo audio files using software. Learners will carry out a range of editing operations to create a range of useful audio files, including loops. Learners will be expected to distinguish between different audio formats, show some understanding of audio waveform displays and know the key editing functions of the software they are using. **Note:** The software used to conduct edits must allow a wide range of editing functions, and have sufficient multi-track capability to allow learners to carry out the straightforward mixing and/or blending of multiple files.
Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional/additional	Optional

Learning outcome 1

The learner will:

1   be able to perform editing operations on mono and stereo audio files using software

The learner can:

1.1   select appropriate audio editing software
1.2   use editing software filing functions to open and save audio files
1.3   perform creative and corrective editing operations to meet a brief, including:
- splitting and concatenating audio
- removing and silencing specified sections of audio
- using fades and cross-fades
- mixing and blending multiple audio files
- cropping audio files accurately
1.4   store and transfer audio files using appropriate file formats

Unit 07 Audio editing (R/602/2288) (cont'd)

Learning outcome 2

The learner will:

2   know about audio waveforms and editing operations

The learner can:

2.1   describe what is being shown in an editing software waveform display
2.2   describe the key functions of a selected audio editing application
2.3   describe the result of normalising an audio file
2.4   identify a range of different audio formats
2.5   give examples of the way different audio formats are used

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Delivery and assessment
1.1-1.8 - Learners must demonstrate their ability to perform editing operations on digital audio files, including cropping, normalising, splitting, concatenating etc. Evidence can consist of learner reports or Assessor observations, although the latter are preferred as more authentic. A mix of methods is acceptable. 2.1-2.5 - Assessment of underpinning knowledge can be conducted using a range of methods, including logs, reports and discussion. Evidence may be presented as written text or audio/video recordings. Assessment of underpinning knowledge can be conducted using oral or written questions. Questioning during practical editing demonstrations will be particularly effective.
Types of evidence
Evidence could include: • reports or observation - 1.1-1.8 • questioning - 2.1-2.5 • learner report - 2.1-2.5 • professional discussion - 2.1-2.5 Where appropriate, evidence could also include: • screen shots with commentary • video clips/screencasts of practical work.

Unit 08 Sound and music production (Y/602/2289)

Unit summary	The unit provides a simple overview of sound and acoustics and requires learners to develop a familiarity with some of the technical terminology used.
Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional/additional	Optional

Learning outcome 1

The learner will:

1   understand the basic nature of sound

The learner can:

1.1   describe how sound is transmitted in air
1.2   describe how sound behaves in **recording studio environments**
1.3   describe how sound behaves in live music performance environments
1.4   give examples of how **materials** affect sound
1.5   identify the basic **characteristics** of sound

Learning outcome 2

The learner will:

2   be able to recognise and use technical language relating to sound and acoustics

The learner can:

2.1   use technical language when describing the set-up operation of equipment and software related to music production activity, knowledgably and consistently
2.2   use recognised terminology when describing **music production activity**
2.3   recognise a range of terms commonly used in music production

Unit 08 Sound and music production (Y/602/2289) (cont'd)

Delivery and assessment
Recording studio environments: for example, soundproofed rooms; drum booths; control rooms. . **Materials**: for example, curtains; furnishings; carpet; concrete; wood; brick. **Characteristics**: pitch; intensity (loudness, amplitude, level); timbre (tone, colour) etc. **Music production activity**: for example, sound recording and editing; sampling; sequencing; composition using technology; DJing. 1.1-2.3 - As this is a knowledge-focused unit, assessment of all criteria can be conducted using logs, reports and discussion, or via questioning. Ideally, however, criteria 2.1 and 2.2 should be confirmed through observation of practice. Assessment of knowledge can be conducted using oral or written questions. 2.1, 2.2 - The most effective method for confirming competent use of appropriate terminology is through the observation of actual production activity. The testimony of expert witnesses may be used where first hand evidence is difficult or impossible to obtain.
Types of evidence
Evidence could include: • learner report -1.1-2.3 • professional discussion - 1.1-2.3 • questioning - 1.1-2.3 • Assessor observation notes - 2.1, 2.2 • expert witness testimony - 2.1, 2.2 Where appropriate, evidence could also include: • screen shots with commentary • video clips/screencasts of practical work.

Unit 09 Sound effect techniques for music production (L/602/2290)

Unit summary	This unit is about the production of sound effects for use in music or sound production activity. Learners will explore sound effect production techniques and then apply that knowledge to the creation of a range of sound effects for a music or other sound product (advert, podcast, audiobook etc).
Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional/additional	Optional

Learning outcome 1

The learner will:

1   understand the key features of sound effects production

The learner can:

1.1   identify different **types** of sound effects
1.2   give examples of **when** sound effects would or could be used to enhance a music or sound production
1.3   investigate how to **access existing** sound effects
1.4   describe the **methods available** to produce a range of sound effects

Learning outcome 2

The learner will:

2   be able to produce sound effects

The learner can:

2.1   describe the sounds required for a given **music or sound production**
2.2   assess the methods available to obtain the required effects
2.3   plan for the production of the required sound effects
2.4   create sound effects using appropriate methods
2.5   assess the sounds to ensure they meet the requirements of the music or sound production

Unit 09 Sound effect techniques for music production (L/602/2290) (cont'd)

Delivery and assessment
Types: short effects; long effects; music; reinforcement. **When**: for example, ambience; mood enhancement; event emphasis. **Access existing**: for example, commercial effects libraries; effects recorded for previous productions; downloadable effects. **Methods available**: for example, physical props; environmental sounds; sound synthesis; digital sample manipulation; recorded effects library. **Music or sound production**: for example, song; theme tune; incidental music; jingle; advertising sting; podcast; audiobook. 1.1-2.3, 2.5 - Assessment of underpinning knowledge can be conducted using a range of methods, including logs, reports and discussion. Evidence may be presented as written text or audio/video recordings and must include an evaluation of the production process. 1.1-2.2 - Assessment of some underpinning knowledge can be conducted using oral or written questions. 2.3-2.5 - Sound effects for a music or sound production. Learners must create sound effects for at least one music or sound production. The effects produced should demonstrate a range of techniques, including using library sounds and recording original sounds from 'live' source. The evidence should include a recording of production(s) with embedded sound effects.
Types of evidence
Evidence could include: • learner report - 1.1-2.3, 2.5 • professional discussion - 1.1-2.3, 2.5 • questioning - 1.1-2.2 • product evidence - 2.3-2.5 • an example of a working end product • screen shots with commentary • video clips/screencasts of practical work.

Unit 10 Microphone use in music production (R/602/2291)

Unit summary	This unit will enable learners to describe different types of microphone used in music production activity, their main features and when to use them.
Credit value	3
Guided learning hours	20
Level	2
Mandatory/optional/additional	Optional

The learner will:

1   know how to use microphones in **music production activity**

The learner can:

1.1   describe the **key properties** of commonly used microphone **types**
1.2   describe the factors affecting the choice of microphone type with regard to typical **sound sources**
1.3   select appropriate microphones for specified sound sources
1.4   position microphones appropriately for good quality recordings of typical sound sources
1.5   connect microphones to appropriate audio amplification or **recording equipment**
1.6   describe and correct **faults** in the microphone set-up

Unit 10 Microphone use in music production (R/602/2291) (cont'd)

Delivery and assessment
Music production activity: for example, studio or live recording of voice or instruments. **Key properties**: for example, shape; construction; use of phantom power; directional response. **Types**: for example, condenser; dynamic; ribbon; electrets; piezoelectric; laser. **Sound sources**: for example, single voice; group of voices; musical instrument; ambience. **Recording equipment**: for example, mixing consoles; hardware sound recorder; A/D converter. **Faults**: for example, faulty connectors; damaged cables; incorrect connections; incorrect stands, clips and/or mountings. 1.1, 1.2, 1.6 - Assessment of underpinning knowledge can be conducted using a range of methods, including logs, reports and discussion. Assessment of underpinning knowledge can be conducted using oral or written questioning. 1.3-1.5 - The most effective method for confirming competent practice is through the observation of actual production activity. The testimony of expert witnesses may be used where first-hand evidence is difficult or impossible to obtain.
Types of evidence
Evidence could include: • learner report - 1.1, 1.2, 1.6 • professional discussion - 1.1, 1.2, 1.6 • questioning - 1.1, 1.2, 1.6 • assessor observation notes - 1.3-1.5 • expert witness testimony - 1.3-1.5 • screen shots with commentary • video clips/screencasts of practical work.

Unit 11 Location recording (J/602/2269)

Unit summary	The purpose of this unit is to provide learners with a basic introduction to location recording. This includes how to plan and evaluate a recording whilst ensuring the appropriate health and safety procedures are met. This unit will also provide an opportunity for learners to further develop their communication and team working skills.
Credit value	2
Guided learning hours	20
Level	2
Mandatory/optional/additional	Optional

Learning outcome 1

The learner will:

1   be able to produce a recording on location

The learner can:

1.1   confirm **production requirements** for a location recording to meet a brief
1.2   select appropriate equipment and accessories in response to production requirements
1.3   describe the preparations required for the transportation of equipment and cast/crew to location
1.4   connect microphones to recording equipment in preparation for recording
1.5   record audio using **audio level control**
1.6   minimise noise using placement, shields and baffles as appropriate
1.7   identify and rectify simple technical problems as they arise
1.8   assess audio recordings against production requirements
1.9   observe health and safety procedures appropriate to location

Unit 11 Location recording (J/602/2269) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
Production requirements: for example, length; subject material; cast/performers; location. **Audio level control**: manual and automatic input level setting. 1.1, 1.3, 1.8 - Assessment of underpinning knowledge can be conducted using a range of methods, including logs, reports and discussion. 1.3, 1.9 - Assessment of underpinning knowledge can be conducted using oral or written questions. 1.2, 1.4-1.7, 1.9 - The most effective method for confirming competent practice is through observation of actual location recording activity. The testimony of expert witnesses may be used where first-hand evidence is difficult or impossible to obtain.
Types of evidence
Evidence could include: • learner report - 1.1, 1.3, 1.8 • professional discussion - 1.1, 1.3, 1.8 • questioning - 1.3, 1.9 • Assessor observation notes - 1.3, 1.9 • expert witness testimony - 1.2, 1.4-1.7, 1.9 Where appropriate, evidence could also include: • an example of a working end product • screen shots with commentary • video clips/screencasts of practical work.

Unit 12 Assist with preparing and using stage sound systems and effects (M/600/9449)

Unit summary	This unit will provide learners with the knowledge and skills required to enable them to work safely with stage sound systems in a theatre environment. Learners will be required to assist in the creation of sound effects and in the preparation and operation of a sound system. They will learn how to set up a PA system and microphones. In addition, learners will assist with a soundcheck, edit sound effects and establish effective communication with other stage crew, ensuring the health and safety of themselves and others at all times.
Credit value	3
Guided learning hours	30
Level	1
Mandatory/optional/additional	Additional

Learning outcome 1

The learner will:

1   know the components of a stage sound system

The learner can:

1.1   identify the components of a PA system
1.2   identify the connections required for a PA system
1.3   identify safety considerations when working with sound system equipment

Learning outcome 2

The learner will:

2   be able to assist in the preparation of a stage sound system

The learner can:

2.1   assist in the setting up of a PA system
2.2   State the importance of communication when working with team members and stage crew
2.3   assist in keeping relevant documentation up to date
2.4   follow safety rules when working with sound operations equipment

Unit 12 Assist with preparing and using stage sound systems and effects (M/600/9449) (cont'd)

Learning outcome 3

The learner will:

3   be able to assist in the creation of stage sound effects

The learner can:

3.1   give examples of sound effects
3.2   locate sound sources to be used
3.3   assist in the recording and editing of sound effects
3.4   assist in the compilation of a sound effects master

Learning outcome 4

The learner will:

4   be able to assist in using a stage sound system

The learner can:

4.1   prepare background music and effects
4.2   communicate with other members of the stage crew when using a sound system
4.3   demonstrate use of sound equipment
4.4   assist in setting and monitoring an agreed sound level
4.5   follow safety rules when using sound operations equipment
4.6   assist in keeping relevant documentation up to date

Unit 12 Assist with preparing and using stage sound systems and effects (M/600/9449) (cont'd)

Delivery and assessment
In this unit learners should begin to work more independently, making explorations that can be pursued in more depth. The emphasis should be on learning and developing techniques sufficient to realise intentions. Some development of ideas may also occur through production of these pieces. Learners' work should display a competent level of technical skills. The work produced by learners to achieve this unit will typically demonstrate: • an exploration and experimental use of materials and techniques • an exploration and experimental use of tools, equipment and resources • a competent level of technical skills • individual and team-based ways of working • interpretive and reflective connections made between ideas, intentions and outcomes • compliance with health and safety procedures. 1.1-2.2, 2.4, 3.2, 4.2-4.6 - Assessor observation records should include the date the Assessor observed the learner, a record of the assessment criteria observed and brief comments on the learner's performance. Several assessment criteria may be observed and recorded in one entry in the assessor observation records. It is important to reference evidence clearly showing which assessment criteria are covered, for both internal and external moderation. 1.1 - Through activities such as class discussions, debates, critiques of others' work and items highlighted by the teacher, learners will develop appropriate language to identify the components of a PA system. At this level, participation and the development of terminology is crucial rather than a demonstration of a comprehensive taxonomy. 1.2 - Learners should be able to identify how connections are made between pieces of equipment to build the desired system. Learners should be able to identify standard connectors and cables. 1.3 - At all times the learners must ensure their own safety and the safety of others whilst working with sound equipment, including lifting heavy objects. 2.1 - Learners should take direction in the setting up of PA systems and be able to interpret and act upon instructions given to them. Learners should develop their team working skills throughout their training that will benefit their future technical support careers. 2.2 - Communication skills are crucial to successfully perform as a member of technical support in the performing arts and learners should develop these skills as part of this unit. Learners should be given the opportunity to discuss equipment, performance considerations, stage FX and other stage constraints. 2.4 - At all times the learner must follow safety rules and instructions.

Unit 12 Assist with preparing and using stage sound systems and effects (M/600/9449) (cont'd)

Delivery and assessment (cont'd)

3.2 - Sound sources may include sources from microphones, musical instruments, recorded media such as CD and iPod or sound sources manipulated in a computer and triggered live. Learners should be able to collect sounds for identified FX from a variety of these sources.

4.2 - Learners should be able to communicate with the stage crew remotely and experience the use of stage talkback systems. At this level, learners need not be required to set up talkback systems but should be able to operate them in workshops or rehearsal scenarios.

4.4 - Learners should experience the requirements of setting levels, and assist others where possible. For example learners may use the talkback system during a soundcheck.

4.5 - At all times, the learner must ensure their own safety and the safety of others whilst using equipment and working with potentially dangerous sound volumes. Learners must develop a robust safety regime.

4.6 - Learners must become familiar with robust documentation management, which becomes increasingly more important throughout further training and employment. Learners at this level collect documentation such as stage plans, equipment lists, technical information, risk management information etc.

2.3, 3.1, 3.3-4.1, 4.3 - Learners should be given the opportunity to respond to challenges that require the exploration of materials and techniques. These challenges should be through the use of assignments, perhaps in the form of a brief or commission. Assignments build range into the learner's portfolio and structure the learning.

2.3 - Where possible learners should be encouraged to take on a role within performances that require personal management techniques, such as document control and communication with others. At this level, learners should assist with document control and maintain records such as risk assessments, equipment orders and deliveries.

3.1 - Learners should be able to identify potential sound effects for productions and list basic types and examples.

3.3 - Where possible learners should create their own sound effects using appropriate technology. At this level, learners assist rather than demonstrate autonomy.

3.4 - Single effects should be compiled into a performance set using either a CD, iPod or computer-based system for triggering. At this level, learners assist rather than demonstrate autonomy.

4.1 - Learners should prepare background music by editing and compiling onto a CD, iPod or computer-based playback system for ease of performance. Learners should be able to compile their own `mixtape` examples of background music.

4.3 - Learners should be able to drive a sound system and demonstrate the faders and sources that are controlled centrally at the mixing desk. At this level, learners should be able to give demonstrations to other learners and provide straightforward live sound services during rehearsals and workshops.

Unit 12 Assist with preparing and using stage sound systems and effects (M/600/9449) (cont'd)

Types of evidence
Evidence could include: • observation - 1.1-2.2, 2.4, 3.2, 4.2-4.6   • assignments - 2.3, 3.1, 3.3, 3.4, 4.1, 4.3   Where appropriate, evidence could also include: • screen shots with commentary   • video clips/screencasts of practical work.

Unit 13 Prepare for employment in music production and technology (Y/602/2292)

Unit summary	This unit is about job roles in music production and technology, and allows learners to investigate jobs which may be of interest to them. Learners will gain an insight into music industry working conditions and skills requirements. Learners will be able to develop their communication, problem-solving and research skills through investigating employment opportunities within the sector and by producing a career development plan.
Credit value	2
Guided learning hours	16
Level	2
Mandatory/optional/additional	Additional

Learning outcome 1

The learner will:

1   understand employment opportunities in music production and technology

The learner can:

1.1   give examples of **jobs** in music production and technology
1.2   describe the roles and responsibilities of typical jobs in music production and technology
1.3   identify the skills and experience needed for typical jobs in music production and technology
1.4   describe the **recruitment practices** relevant to typical jobs in music production and technology
1.5   describe the training needed for typical jobs in music production and technology

Learning outcome 2

The learner will:

2   produce a career development plan

The learner can:

2.1   identify short-, middle- and long-term career goals
2.2   describe training opportunities likely to assist in meeting career development goals
2.3   describe ways to keep up to date with music industry developments
2.4   describe possible sources of **work experience**
2.5   prepare a curriculum vitae (CV)

Unit 13 Prepare for employment in music production and technology (Y/602/2292) (cont'd)

Delivery and assessment
Jobs: for example, roles in production; technical production; presenting; content development; administration; support; sales etc. **Recruitment practices**: interview format; application requirements (CV, showreel, portfolio, audition etc). **Work experience**: paid or voluntary work in music production and technology-related organisations. 1.1-1.5 - Learner should conduct research into at least 2 different job roles typical of the music production industry. Research can be presented in any suitable format, including a video or live presentation, 'professional' discussion, written, or even as a podcast or similar audio recording. 2.5 - CV structure, design and content should conform to normal conventions, and be written with a future career in the music production industry in mind. 2.1-2.4 - The career plan can be presented in any suitable format, including a video or live presentation, 'professional' discussion, written, or even as a podcast or similar audio recording.
Types of evidence
Evidence could include: • reports - 1.1-1.5, 2.1-2.4 • discussions - 1.1-1.5 • questioning - 1.1-1.5.

Unit 14 Job application skills (H/502/3578)

Unit summary	This unit introduces learners to the sort of information needed for a job application, how to complete a straightforward job application form and write a covering letter. Unit content includes understanding the type of information usually requested in job application forms, presenting information appropriately for the audience and purpose, and basic guidelines for completing forms and formal letter writing. Presentation will also include use of electronic applications.
Credit value	1
Guided learning hours	6
Level	2
Mandatory/optional/additional	Additional

Learning outcome 1

The learner will:

1   understand the type of information that job applications usually ask for

The learner can:

1.1   collect 4 different job applications, at least one of which is online, and describe the different types of information they ask for
1.2   assemble a personal file containing the types of information normally needed when completing applications
1.3   describe what the implications are for completing online applications, looking at:
   • information retrieval
   • storage of completed forms

Learning outcome 2

The learner will:

2   know how to complete a job application form and write a covering letter

The learner can:

2.1   complete one job application and writing a covering letter for a current vacancy showing appropriate use of language and formality
2.2   review the completed application form and letter and comment on how both could be improved

Unit 14 Job application skills (H/502/3578) (cont'd)

Types of evidence
Evidence could include: • notes - 1.1-1.3 • printouts from online sites - 1.1-1.3 • personal file or biographic information - 1.1-1.3 • completed job application - 2.1, 2.2 • letter - 2.1, 2.2 • annotated application and letter - 2.1, 2.2.

Unit 15 Job search skills (D/502/3577)

Unit summary	This unit introduces learners to the necessary knowledge and skills to carry out searches for jobs and making applications. The unit will cover identifying the best places to look for suitable job opportunities, using job searching resources and knowing who can support them to look for work. The unit then explores the different ways learners can look to find work and starts with a personal career plan and review. The learners then move on to review the local job market and asses their individual prospects.
Credit value	1
Guided learning hours	6
Level	2
Mandatory/optional/additional	Additional

Learning outcome 1

The learner will:

1   understand where and how to search for jobs

The learner can:

1.1   describe 3 possible sources of job vacancies and provide examples from each. One of these sources should be accessed via the internet
1.2   describe the support networks that are available to them to help them find work or training
1.3   provide an example of a job vacancy or training opportunity that interests them that has been found by accessing one of the support networks and acting on the advice and guidance given

Learning outcome 2

The learner will:

2   know how to develop a personal career plan

The learner can:

2.1   describe the purpose of a career plan and detail the types of information it needs to contain
2.2   create a career plan for themselves following appropriate conventions regarding contents and layout

Unit 15 Job search skills (D/502/3577) (cont'd)

Learning outcome 3

The learner will:

3   know how to assess their individual prospects against potential opportunities

The learner can:

3.1   create and present an appraisal of the job and/or training prospects available to them and their readiness to take advantage of any opportunities available. The appraisal addresses:
- their achievement and work experience to date
- any further study or learning needed

Types of evidence
Evidence could include: • examples of job vacancies from different sources - 1.1-1.3 • brochures or other material from support agencies - 1.1-1.3 • specific job opportunity of interest - 1.1-1.3 • career plan - 2.1, 2.2 • presentation materials - 3.1 • individual learning plans - 3.1 • workbook - 3.1.

Unit 16 Presenting yourself (T/502/3553)

Unit summary	This unit looks at the range of ways learners may need to present themselves to employers and others, for example, in person, on paper, on the telephone, electronically, and explores the types of approaches they need to take to ensure that they make a good impression and represent themselves appropriately.
	This unit will look at constructing CVs and personal statements as well as other self-promoting tools. The unit also looks at some of the ICT-based ways people present themselves, for example social media, and uses this to start to discuss key concerns.
Credit value	2
Guided learning hours	12
Level	2
Mandatory/optional/additional	Additional

Learning outcome 1

The learner will:

1   understand what personal information is needed and how it should be presented when creating a CV

The learner can:

1.1   describe the different layouts and formats that can be used to create a CV
1.2   create a paper-based CV using a particular layout that they feel is effective and fit for purpose
1.3   describe why appropriate use and accuracy of use of language is important when presenting themselves on paper

Learning outcome 2

The learner will:

2   demonstrate the ability to present themselves in an appropriate way in person and on the telephone

The learner can:

2.1   present themselves in a way that would be appropriate for a specific place of work for 5 continuous days
2.2   conduct themselves in a manner suited to a specific place of work for 3 continuous days
2.3   conduct 2 telephone conversations with different people about work-related matters in an appropriate manner

Unit 16 Presenting yourself (T/502/3553) (cont'd)

Learning outcome 3

The learner will:

3   understand how they can present information about themselves in other ways

The learner can:

3.1   describe the online methods that are used to convey personal information and explain their uses in terms of the intended audience

Types of evidence
Evidence could include: • workbook - 1.1-1.3 • CV - 1.1-1.3 • questioning - 1.1-1.3 • observation - 2.1-2.3 • evidence from others, for example witness testimonies from manager or supervisor - 2.1-2.3 • workbooks - 3.1 • annotated example material, for example computer printouts - 3.1.

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

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

The Level 2 Certificate is internally assessed and externally quality assured.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.
Venue: School hall
Audience: Assessors, parents and friends

Band 1:
Lead singer – James Doyle (blonde hair, front of stage)
Drummer – Diana Nisbett
Guitar 1 – Deepak Lahiri (black hair, blue jumper)
Guitar 2 – Deb Antani (brown hair, left hand side)

Performance of XXX:
Lead male – Su Jin
Lead female – Maya Solomon
Choir:
Caterina Petracci (black hair, back row 3rd from left)
Leonard Kalymniou (brown hair, back row 5th from left)
Luke Falconer (blonde hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Quality Assurance

Internal quality assurance

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

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4
Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points…)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.

Explanation of terms (cont'd)

Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 5
General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk
Website: www.ncfe.org.uk

** **To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***