

Qualification specification

NCFE Level 1 Award in Music Technology
QN: 501/1133/4

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Summary of changes

This section summarises the changes to this qualification specification.

Issue	Publication Date	Summary of amendments
3.1	July 2018	p.8, amended 'Mandatory' and 'Optional' group names to 'Group A' and 'Group B' for more clarity around the rule of combination
4.0	September 2018	p.10, added in Resource requirements p.59, added Explanation of terms
4.1	January 2020	p.12, added information regarding the wellbeing and safeguarding of learners
4.2	March 2022	p.9, qualifications listed in Progression opportunities updated
4.3	June 2022	<p>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.</p> <p>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.</p> <p>Information added to the support for centres section about how to access support handbooks.</p>

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 1 Award 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 titles of NCFE Level 1 Award in Music Technology.

Things you need to know

Qualification number (QN)	501/1133/4
Aim reference	50111334
Total qualification time (TQT)	90
Guided learning hours (GLH)	90
Credit value	9
Level	1
Assessment requirements	internally assessed and externally moderated 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.
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About this qualification

This is a regulated qualification. The regulated number for this qualification is 501/1133/4.

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

Qualification purpose

The purpose of this qualification is to:

- enable learners to progress to a level 2 music technology qualification
- provide learners with an introduction to the knowledge and technical skills required in music technology.

Qualification objectives

The objectives of this qualification is to help learners to:

- apply their knowledge of music technology in context
 - develop and use ICT, communication, project management, time management and team working skills.
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Achieving this qualification**Group A**

Unit No	Unit title	Credit
Unit 01	Assist with recording studio operations	3 credits
Unit 02	Use multi-track loop sequencing software	3 credits
Unit 03	DJ skills	3 credits

Group B

Unit No	Unit title	Credit
Unit 04	MC Skills	2 credits
Unit 05	Sound effects in music production	2 credits
Unit 06	Sound and music technology	2 credits
Unit 07	Audio effects processors in music production	2 credits
Unit 08	Live sound mixing skills	2 credits
Unit 09	Multi-track mixing skills	2 credits
Unit 10	Microphones in music production	2 credits
Unit 11	Use audio editing software	2 credits
Unit 12	Public address systems	2 credits
Unit 13	Multi-track audio recording	4 credits
Unit 14	Location recording	2 credits

Additional units

Unit No	Unit title	Credit
Unit 15	Employment opportunities in music production	1 credit
Unit 16	Job application skills	1 credit
Unit 17	Job search skills	1 credit
Unit 18	Presenting yourself	2 credits

To be awarded the Level 1 Award in Music Technology, learners are required to successfully complete 1 unit from Group A and 3 units from Group B.

The learning outcomes and assessment criteria 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 1 Award in Music Technology, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

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

Entry guidance

This qualification is designed for learners aged pre-16 and above.

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 assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

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:

- Level 2 Certificate in Music Technology
 - Level 2 Certificate in Radio
 - Level 1 Certificate in Performance Skills using Music
 - Level 2 Certificate in Performance Skills using Music
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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.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual 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 anticipated 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 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

Although NCFE does not specify the resource requirements for this qualification, centres are expected to have appropriate equipment to allow learners to cover all of the learning outcomes. NCFE does not stipulate the software packages or equipment centres should use. However, centres must offer learners access to software packages and equipment appropriate to music technology. These might typically include (as available within centres):

- Digital Audio Workstation (DAW)
 - hardware - computer, MIDI controller and interfaces, audio interface, headphones, speakers
 - software - audio and MIDI capable sequencing software.
 - Microphones (condenser and dynamic), stands
 - DI box
 - Audio leads and connections.
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Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

- Level 2 or 3 qualifications in music technology
- degree in music technology, music production or a closely related field
- current or recent work experience within the music industry
- working as a music composer, producer or sound engineer is desirable, as is teaching experience in the subject area.

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of centres. Centres should be aware of their obligations under their Agreement with NCFE to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL 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 the LETL – 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.

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

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.

Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

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.

Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of qualifications:

- www.soundonsound.com
- www.soundandmusic.org

Training and support

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

Learner 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 these qualifications.

The unit summary provides an overview of each unit including:

- unit title and number
- unit summary
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional.

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

- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment).

The regulators' unit number is indicated in brackets for each unit (eg 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 and assessment criteria 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 Quality Assurance team at NCFE.

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

Unit 01 Assist with recording studio operations (T/601/7813)

Unit summary	This unit aims to provide the learner with knowledge of studio equipment and functions. Learners will then use a variety of equipment to produce and record sound sources. This unit will allow learners to develop communication and ICT skills when using the equipment, whilst allowing them to develop a sound understanding of studio and broadcast technology.
Guided learning hours	30
Credit value	3
Level	1
Mandatory/optional	Optional

The learner will:

- 1 Know the role of common items of recording studio equipment

The learner can:

- 1.1 Identify common recording **studio devices**
- 1.2 Outline the function of typical signal processors
- 1.3 Give examples of the connections used on domestic, semi-professional and professional recording studio equipment
- 1.4 Identify fault finding techniques on audio cables and connections

The learner will:

- 2 Be able to assist with a recording studio production session

The learner can:

- 2.1 Identify production requirements from a brief
- 2.2 Assist with the selection of appropriate equipment and accessories in response to production requirements
- 2.3 Assist with the creation of sound using various **sound sources** in the studio
- 2.4 Outline the key differences between different methods of recording sound
- 2.5 Prepare a microphone, mixer and recording device for a recording from a sound source
- 2.6 Assist with a recording session
- 2.7 Assist in assessing whether or not recordings meet production requirements
- 2.8 Work **safely** in a recording studio

Unit 01 Assist with recording studio operations (T/601/7813) (cont'd)**Key words**

- 1.1 studio devices:** eg audio mixer, a software or hardware device for combining analogue or digital audio signals from various sources; adjust level; stereo panning; equalisation (EQ) etc; and outputting result to other processing/amplification devices; digital audio workstation; effects and signal processors; microphones.
- 2.3 sound sources:** voice and instruments captured by microphone; sounds from samples, synthesizers or other electronic devices; pre-recorded effects or recordings, etc.
- 2.8 safely:** general health and safety in the workplace, including working with VDUs, sound pressure levels in studio and via headphones, trip hazards, lifting, checking equipment for PAT-testing end dates.
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Unit 01 Assist with recording studio operations (T/601/7813) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.4, 2.2, 2.3, 2.5–2.8	Observation of the learner contributing to a recording session will provide excellent evidence for this unit. Observations should be evidenced using photographic, audio or video recordings wherever possible.	Observation
1.1–1.4, 2.1–2.8	Assignments that require the learner to encounter different studio issues, presenting challenges to their technological competence, are encouraged. Level 1 learners will likely work in groups, though this is not a unit requirement. Each learner will need to demonstrate that they have individually met the assessment criteria.	Projects or Assignments
1.1–1.4, 2.1, 2.4	Evidence for the knowledge components of this unit could be obtained through questioning - typically during an observation. Alternatively, written tests or presentations may be used. Observations or presentations should be evidenced using photographic, audio or video recordings wherever possible.	Written or oral questioning, or presentation

Unit 02 Use multi-track loop sequencing software (Y/602/2244)

Unit summary	This unit covers the use of loop sequencing software. Such software either includes, or is wholly focused on, the use of one-off or looped pre-recorded audio samples and MIDI parts as a means of music production. The unit covers the basic principles behind such software, and its use to create music.
Guided learning hours	30
Credit value	3
Level	1
Mandatory/optional	Optional

The learner will:

- 1 Know some of the key principles behind loop sequencing

The learner can:

- 1.1 Give examples of commonly used loop sequencing software packages with their key features
- 1.2 Give examples of the limitations of loop sequencing when compared to full audio/MIDI sequencing
- 1.3 Outline the key differences between audio and 'virtual instrument' (MIDI) tracks
- 1.4 Outline the **methods** used by loop sequencing software to match the loop tempos of audio samples

The learner will:

- 2 Be able to produce music using loop sequencing

The learner can:

- 2.1 Locate and audition audio/MIDI loops for use in a sequence
- 2.2 Use **editing** operations on audio parts
- 2.3 Use editing operations on 'virtual instrument' (MIDI) parts
- 2.4 Add, arrange, loop and crop parts to create an effective multi-track piece of music

Key words

- 1.4 **methods:** eg time stretching, beat slicing
- 2.2 **editing:** audio editing: eg cut/copy paste, transposing, reversing MIDI editing: eg changing note pitch, duration or time position, adding and deleting notes

Unit 02 Use multi-track loop sequencing software (Y/602/2244) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1–1.4	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.	Learner report, presentation
1.1–1.4	Assessment of some underpinning knowledge can be conducted using oral or written questions.	Questioning
2.1–2.4	Learners must create at least one piece of music using loop sequencing techniques. This piece must use at least 4 tracks and be a minimum of 1 minute long. Where the Assessor has not observed the learner to complete the task, the learner must submit an accompanying report. The Assessor must be able to confirm the authenticity of any such reports. Observations or reports should be additionally evidenced using photographic, audio or video recordings wherever possible.	Product, with report and/or observation

Unit 03 DJ Skills (D/602/2245)

Unit summary	This unit provides an introduction to DJ techniques. Learners will set up a DJ rig using appropriate equipment and connections, and use DJ equipment to demonstrate straightforward DJ mixing techniques.
Guided learning hours	30
Credit value	3
Level	1
Mandatory/optional	Optional

The learner will:

- 1 Know the equipment used in DJ performance

The learner can:

- 1.1 Identify the **sound sources** required for a DJ rig
- 1.2 Outline the **mixing technology** required for a DJ rig
- 1.3 Identify the **monitoring items** required for a DJ rig
- 1.4 Outline the technical features of the equipment in a DJ rig

The learner will:

- 2 Be able to configure DJ performance equipment

The learner can:

- 2.1 Position items safely and ergonomically using **appropriate furniture**
- 2.2 Interconnect the items of equipment in a DJ rig using appropriate cables
- 2.3 Connect equipment to power sources safely
- 2.4 Disassemble the DJ rig after use

Unit 03 DJ Skills (D/602/2245) (cont'd)

The learner will:

- 3 Be able to perform DJ mixing techniques

The learner can:

- 3.1 Monitor multiple audio sources
 - 3.2 Start and stop **multiple** audio sources
 - 3.3 Control the tempo/bpm of multiple audio sources
 - 3.4 Match volume levels and EQ of multiple audio sources
 - 3.5 Mix between multiple beat matched audio sources
 - 3.6 Layer multiple audio sources
-

Key words

- 1.1 **sound sources:** eg direct drive turntables, DJ software; CD decks
 - 1.2 **mixing technology:** faders; EQ; input gain control; meters
 - 1.3 **monitoring items:** monitor; speakers; headphones
 - 2.1 **appropriate furniture:** eg stands; desks; racks etc
 - 3.2 **multiple:** 2 or more.
-

Unit 03 DJ Skills (D/602/2245) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1–1.4	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.	Learner report, presentation
1.1–1.4	Assessment of some underpinning knowledge can be conducted using oral or written questions.	Questioning
2.1–2.4	Learners must design and construct a functioning DJ rig. They must also safely de-construct that rig following its use. An observation record of this activity is essential evidence. Observations should be evidenced using photographic, audio or video recordings wherever possible.	Observation
3.1–3.6	Learners must perform a DJ set demonstrating a range of skills. An observation record of the performance is essential evidence. Observations should be evidenced using photographic, audio or video recordings wherever possible.	Product evidence and/or observation

Unit 04 MC skills (T/601/7875)

Unit summary	The purpose of this unit is to provide learners with an overview of different MC styles, and their methods of delivery, as well as the different music styles that employ these techniques. Learners will be given the opportunity to develop their lyrical skills using improvisation and MC delivery. This unit provides a great opportunity to develop a learner's confidence, communication, creativity and performance skills.
Guided learning hours	20
Credit value	2
Level	1
Mandatory/optional	Optional

The learner will:

- 1 Know how to recognise different styles of MCing

The learner can:

- 1.1 Outline the main characteristics of different **MC styles**
- 1.2 Identify the lyrical content of different MC styles
- 1.3 Identify the **vocal delivery** of different MC styles

The learner will:

- 2 Understand **dance music styles**

The learner can:

- 2.1 Outline the **main characteristics** of different dance music styles that make use of MCing
- 2.2 State the **origins and development** of the MC

The learner will:

- 3 Be able to use microphone techniques

The learner can:

- 3.1 Outline the basic properties of a microphone
- 3.2 Identify the main factors that can affect **microphone technique**
- 3.3 Perform material in front of an audience using appropriate microphone techniques

Unit 04 MC skills (T/601/7875) (cont'd)

The learner will:

- 4 Be able to use lyrics when MCing

The learner can:

- 4.1 Develop a repertoire of original lyrics
 - 4.2 Demonstrate an awareness of improvisation skills
 - 4.3 Demonstrate appropriate lyrical delivery when performing material
-

Key words

- 1.1 **MC styles:** eg toasting; rapping; garage; dozens; battling
 - 1.3 **vocal delivery:** eg rhythm; phrasing; dynamics; melody; microphone technique
 - 2 **dance music styles:** eg Reggae styles; hip-hop; garage; house; techno; disco; RnB; relationships between genres and sub-genres.
 - 2.1 **main characteristics:** eg instrumentation/technology; BPM; rhythm
 - 2.2 **origins and development:** the development of MCing from 'Jamaican toasting' to the present day
 - 3.2 **microphone technique:** eg microphone placement; vocal control; using a microphone as instrument (eg beatboxing)
-

Unit 04 MC skills (T/601/7875) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
3.3, 4.1–4.3	<p>The performance could consist of works in progress and at least one complete and finished track. These tracks should ideally be original MC performances, preferably videoed as a record of the outcome, but recordings, presented on suitable stereo digital media, would also prove useful additional evidence of the process. Validated screenshots from the sequencer/recording software are also appropriate.</p> <p>The finished demonstration should be used as a means of confirming that the learner has effectively applied their understanding of the process involved in music production. However, it should not be used in isolation as evidence of process.</p>	MC demonstration/performance
1.1–1.3, 2.1, 2.2, 3.1, 3.2	<p>Evidence for the knowledge components of this unit could be obtained through questioning - typically during an observation. Alternatively, written tests or presentations may be used. Observations or presentations should be additionally evidenced using photographic, audio or video recordings wherever possible.</p>	Written or oral questioning, observation and/or presentation

Unit 05 Sound effects in music production (T/601/7830)

Unit summary	This unit will provide learners with an opportunity to produce a sound effect. While doing so they will develop an understanding of different types of effects and how they are used as well as an understanding of the production process. This process will also assist in the development of a learner's problem solving, teamwork and ICT skills.
Guided learning hours	20
Credit value	2
Level	1
Mandatory/optional	Optional

The learner will:

- 1 Know about the role and nature of sound effects in audio production activity

The learner can:

- 1.1 Give an example of an audio product that feature **sound effects**
- 1.2 Investigate different sound effects and the **methods** used to create them
- 1.3 Make simple acoustic sound effects using readily available resources
- 1.4 Identify possible sources of potential sound effects for a specified audio production

Key words

- 1.1 **sound effects:** eg internet; free downloads; pre-recorded material; sound/music library
- 1.2 **methods:** eg field and studio recording; processing; composite sounds; onomatopoeia; an animation; video; performance; radio broadcast

Unit 05 Sound effects in music production (T/601/7830) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1,1.2, 1.4	Evidence for the knowledge components of this unit could be obtained through questioning - typically during an observation. Alternatively, written tests or presentations may be used. In addition, observations or presentations should be evidenced using photographic, audio or video recordings wherever possible.	Written or oral questioning, observation and/or presentation.
1.3, 1.4	Assignments that require the learner to make simple effects for a live production or recording will provide excellent evidence. Learners would be required to identify the necessary effects, plan for their production and make simple audio recordings using readily available resources.	Projects or assignments

Unit 06 Sound and music technology (R/601/7821)

Unit summary	The aim of this unit is to provide an overview of the basic characteristics and principles of sound.
Guided learning hours	20
Credit value	2
Level	1
Mandatory/optional	Optional

The learner will:

- 1 Know about the characteristics of sound

The learner can:

- 1.1 Give definitions of the terms: pitch, amplitude and timbre in the context of sound

The learner will:

- 2 Know about the effect of noise and equipment type on the sound recording process

The learner can:

- 2.1 Outline the effect of **noise** on a recording
- 2.2 Outline the effect of using different **speakers and amplifiers** in the recording process
- 2.3 Outline the effect of using different **recording devices**

Key words

- 2.1 **noise:** noise contributed by equipment in a recording chain eg mixer, tape noise, cables; environmental noise eg wind, traffic, air conditioning, mechanical noise
- 2.2 **speakers and amplifiers:** eg PA systems, near-field, car stereo, home HIFI, professional recording monitors, headphones, power amps, preamps
- 2.3 **recording devices:** strengths and weaknesses of different recording devices eg robustness, portability, reliability, easy transfer to other media/formats, cost, audio quality, type of removable media and storage capacity

Unit 06 Sound and music technology (R/601/7821) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1, 2.1– 2.3	As this is a knowledge-focused unit, evidence for all of the assessment criteria could be obtained through oral questioning, written tests or presentations, additionally evidenced using photographic, audio or video recordings wherever possible. Learners may wish to (or can be encouraged to) illustrate their responses using diagrams and/or images.	Written or oral questioning, or presentation

Unit 07 Audio effects processors in music production (K/601/7887)

Unit summary	The purpose of this unit is to develop a learner's ability to use different types of effects processes and use this knowledge to save and recall effects. In addition, to gain knowledge of this subject matter, learners will also develop their problem solving, ICT and organisational skills through using, setting-up and investigating the equipment.
Guided learning hours	20
Credit value	2
Level	1
Mandatory/optional	Optional

The learner will:

- 1 Be able to identify types of effects

The learner can:

- 1.1 Identify different **effects processors**
- 1.2 Identify simple effects as applied to existing audio material
- 1.3 Identify the changes that can be heard when applying different effects

The learner will:

- 2 Be able to connect an effects processor to other music production equipment

The learner can:

- 2.1 Identify the inputs and outputs of an effects processor
- 2.2 Connect an input source to an effects processor in a safe manner
- 2.3 Connect the output of an effects processor to a mixer in a safe manner

Unit 07 Audio effects processors in music production (K/601/7887) (cont'd)

The learner will:

- 3 Be able to use an effects processor

The learner can:

- 3.1 Identify the main controls on an effects processor
 - 3.2 **Prepare** an effects processor for use
 - 3.3 Send an audio signal to an effects processor
 - 3.4 Adjust the balance of wet and dry signals
 - 3.5 Apply preset effects using an effects processor
 - 3.6 Adjust **parameters** within an effect
 - 3.7 Save and recall effects
-

Key words

- 1.1 **effects processor:** a hardware or software unit used to produce one or more effect types
 - 3.2 **Prepare:** eg on/off; adjust effect type; adjust input level; adjust output level
 - 3.6 **parameters:** eg delay time; depth; modulation; reverb time; filter; EQ. These may vary depending upon the specific device used.
-

Unit 07 Audio effects processors in music production (K/601/7887) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.3, 2.2, 2.3, 3.2– 3.7	Assignments that require the learner to encounter different audio effects issues that present challenges to technical competence are encouraged. Working with peers and guests with experience of audio recording and effects should also be encouraged, and suitable documentation or video evidence kept.	Projects or Assignments
1.3, 2.2, 2.3, 3.2–3.7	The Tutor observation records should contain various pieces of information including the date the Assessor observed the learner, a record of the learning outcomes observed and brief comments on the learner's performance. Several learning outcomes may be observed, assessed and have that assessment recorded in one entry in the Assessor's 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.	Observation
1.1, 1.2, 2.1, 3.1	Evidence for the knowledge components of this unit could be obtained through questioning - typically during an observation. Alternatively, written tests or presentations may be used. In addition, observations or presentations should be evidenced using photographic, audio or video recordings wherever possible.	Written or oral questioning, and/or presentation

Unit 08 Live sound mixing skills (K/602/2247)

Unit summary	This unit will provide learners with the opportunity to demonstrate their live sound mixing skills. Learners will show they can adjust sound levels, stereo panning, effects and tonal qualities to create an effective mix of multiple live sound sources.
Guided learning hours	20
Credit value	2
Level	1
Mandatory/optional	Optional

The learner will:

- 1 Be able to perform a simple mix of multiple live sound sources

The learner can:

- 1.1 Prepare mixing equipment for a live sound mixing session
- 1.2 Identify the **mixing console controls** available to process individual live sound sources to include:
 - trim
 - EQ
 - panning
 - effects send/return
- 1.3 Perform a sonically acceptable mix of multiple live sound sources, demonstrating control of each individual live sounds:
 - volume
 - equalisation
 - pan position
 - effects processing
- 1.4 Observe relevant Health and Safety regulations whilst preparing for and performing a mix

Key words

- 1.2 **mixing console controls:** trim/gain; level; EQ; panning; effects send/return

Unit 08 Live sound mixing skills (K/602/2247) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1–1.4	Direct observation of the learner conducting a mix of live music sources is essential for this unit. Observations should be additionally evidenced using photographic, audio or video recordings wherever possible.	Observation
1.1–1.4	A recording of the final audio mix that is the result of the mixing process, presented on suitable stereo digital media, should be included as evidence of the successful completion of this unit. There are no specific timing requirements, but it should be long enough to establish that a suitable mix of live music sources has been achieved.	Audio recording of live mix

Unit 09 Multi-track mixing skills (J/602/2255)

Unit summary	This unit will provide learners with the opportunity to demonstrate their ability to mix audio from multi-track recordings. Learners will show they can adjust sound levels, stereo panning, tonal qualities and effects to create an effective mix of multiple pre-recorded audio tracks.
Guided learning hours	20
Credit value	2
Level	1
Mandatory/optional	Optional

The learner will:

- 1 Be able to perform a mix of multiple live sound sources

The learner can:

- 1.1 Prepare mixing equipment to perform a mix of multiple pre-recorded audio tracks
- 1.2 Identify the **mixing console controls** available to process pre-recorded multi-track audio sources to include:
 - trim
 - EQ
 - panning
 - effects send/return
- 1.3 Perform a sonically acceptable mix of multiple live sound sources, demonstrating control of each individual live sounds:
 - volume
 - equalisation
 - pan position
 - effects processing
- 1.4 Observe relevant health and safety regulations whilst preparing for and performing a mix

Key words

- 1.2 **mixing console controls:** trim/gain; level; EQ; panning; effects send/return

Unit 09 Multi-track mixing skills (J/602/2255) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1–1.4	Observation of the learner conducting a mix of pre-recorded multi-track audio sources is essential for this unit. Observations should be additionally evidenced using photographic, audio or video recordings wherever possible.	Observation
1.1–1.4	To successfully complete this unit, learners should present, on suitable stereo digital media, a recording of the final audio mix that results from the mixing process. There are no specific timing requirements, but it should be long enough to establish that a suitable mix of multi-track audio sources have been achieved.	Audio recording of multi-track mix

Unit 10 Microphones in music production (L/602/2256)

Unit summary	This unit will enable learners to identify different types of microphone used in music production activity, their main features and uses, and how to safely handle and store them.
Guided learning hours	20
Credit value	2
Level	1
Mandatory/optional	Optional

The learner will:

- 1 Be able to recognise different types of microphone

The learner can:

- 1.1 Identify the main **types** of microphones that may be used in music production activity eg:
 - condenser
 - dynamic
 - ribbon
 - electrets
 - piezoelectric
 - laser
- 1.2 Identify the **key features** and uses of the main microphone types used in music production activity eg:
 - shape
 - construction
 - use of phantom power
 - directional response

The learner will:

- 2 Be able to set up and care for microphones, stands and cables used in music production activity

The learner can:

- 2.1 Demonstrate the safe handling and storage of microphones, microphone stands and cables
- 2.2 Set up multiple microphones for use in **music production activity**

Key words

- 1.1 **types:** eg condenser; dynamic; ribbon; electrets; piezoelectric; laser
- 1.2 **key features:** eg shape; construction; use of phantom power; directional response
- 2.2 **music production activity:** eg studio or live recording of voice or instruments

Unit 10 Microphones in music production (L/602/2256) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1, 1.2	Assessment of underpinning knowledge can be conducted using a range of methods, including oral or written questions, logs, reports and presentations, supported with audio/video evidence as appropriate. Learners should be able to identify at least 2 microphone types and identify their key features.	Candidate report, presentation, questioning
2.1, 2.2	The most effective method for confirming competent practice is through the observation of actual production activity, such as setting up microphones for instrument or voice recording. Observations should be evidenced using photographic, audio or video recordings wherever possible.	Assessor observation notes, presentation

Unit 11 Use audio editing software (R/602/2257)

Unit summary	This unit is about the editing of mono and/or stereo audio files using dedicated software. Learners will split and join audio files, crop and delete sections of audio and use fades and cross fades to conceal jarring changes in level between sections and at the ends of audio files.
Guided learning hours	20
Credit value	2
Level	1
Mandatory/optional	Optional

The learner will:

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

The learner can:

- 1.1 Identify appropriate audio editing software
 - 1.2 Confirm the editing operations required to meet specified production requirements
 - 1.3 Use editing software filing functions to manage source and edited audio files
 - 1.4 Perform a range of edits to meet specified production requirements, including:
 - splits
 - joins
 - crossfades
 - normalisation
-

Unit 11 Use audio editing software (R/602/2257) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1–1.4	Learners must demonstrate their ability to perform straightforward editing operations on digital audio files. Exercises could include topping and tailing live recordings, splicing and rearranging interviews or podcast components, removing unwanted pauses or noisy sections from recordings, and other similar but straightforward activities. Evidence can consist of candidate reports or Assessor observations, although the latter are preferred as more reliable, especially when supported with photographic, audio or video material. A mix of methods is acceptable.	Reports or observation
1.3, 1.4	To successfully complete this unit, learners should present, on suitable stereo digital media, a recording of the final edited audio files. There are no specific timing requirements, but these should be sufficient to establish that a range of audio editing operations have been achieved.	Edited audio files

Unit 12 Public address systems (Y/602/2258)

Unit summary	This unit covers the setup and operation of a small public address system (PA). PAs covered will typically be the kind of simple, low power systems used for small venue gigs and presentations. Learners will be expected to be able to set up a small system, and disassemble it after use.
Guided learning hours	20
Credit value	2
Level	1
Mandatory/optional	Optional

The learner will:

- 1 Know the role of key items of equipment in a small public address system

The learner can:

- 1.1 Identify the **items** required to create a small public address system
- 1.2 Outline the role of key items used in a small public address system
- 1.3 Give examples of common uses of small public address systems

The learner will:

- 2 Be able to set up small public address systems

The learner can:

- 2.1 Identify the equipment required to create a specified small public address system
- 2.2 Locate PA equipment appropriately in response to sound quality requirements, venue design and relevant Health and Safety considerations
- 2.3 Connect equipment to power sources safely
- 2.4 Provide relevant audio connections between PA equipment with consideration for hazards
- 2.5 Contribute to the identification of **hazards** during PA setup and operation
- 2.6 Disassemble a PA system after use in a safe manner
- 2.7 Demonstrate the safe storage of PA equipment

Key words

- 1.1 **items:** speakers; power supplies; mixing console; stage boxes; cables etc
- 2.5 **hazards:** tripping hazards; electrical hazards; excessive and/or sustained sound pressure levels

Unit 12 Public address systems (Y/602/2258) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1–1.3, 2.1	Underpinning knowledge can be assessed using a range of methods, including logs, reports and presentations, supported with audio/video evidence as appropriate.	Learner report, presentation
1.1–1.3, 2.1	Assessment of some underpinning knowledge can be conducted using oral or written questions.	Questioning
2.2–2.6	<p>Learners must engage in the setup and disassembly of a PA system. The system in question can be small, but should consist of at least 2 (full range) speakers, amplification (where the speakers do not include built-in amplification), a mixing desk (8 channels plus), an array of microphones and the cables, power supplies and accessories necessary to connect the system together and make it work. Mixer amps are acceptable.</p> <p>Systems should be suitable for the performance of a small ensemble/band or choir of between 2 and 6 people. At this level, guidance regarding speaker positioning and equipment choice is acceptable, but the development of understanding regarding such choices should be encouraged.</p> <p>Observations should be evidenced using photographic, audio or video recordings wherever possible.</p>	Assignments and/or observation

Unit 13 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.
Guided learning hours	30
Credit value	4
Level	2
Mandatory/optional	Optional

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

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 of recordings against production requirements
-

Key words

- 1.1 **mixing desk:** eg analogue or digital, hardware or software, or as part of a digital audio workstation
 - 1.3 **multi-track:** eg analogue or digital, hardware or software, or as part of a digital audio workstation
 - 1.4 **recording media:** eg analogue or digital, hardware or software, or as part of a digital audio workstation
 - 1.5 **monitoring:** speakers and headphones
-

Unit 13 Multi-track audio recording (F/602/2268) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1, 1.10, 1.11, 2.7	This unit's underpinning knowledge can be assessed using a range of methods, including logs, reports and presentations. Evidence may be presented as written text or audio/video recordings and must include an assessment of recordings against production requirements.	Learner report, presentation
1.1, 1.10, 1.11, 2.7	Underpinning knowledge can be assessed using oral or written questions.	Questioning
1.2–1.9, 2.1-2.6	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. Assessor observations should be evidenced using photographic, audio or video recordings wherever possible, backed up by actual recordings.	Product evidence and/or observation

Unit 14 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.
Guided learning hours	20
Credit value	2
Level	2
Mandatory/optional	Optional

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

Key words

- 1.1 **production requirements:** eg length; subject material; cast/performers; location
- 1.5 **audio level control:** manual and automatic input level setting

Unit 14 Location recording (J/602/2269) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1, 1.3, 1.8, 1.9	Underpinning knowledge can be assessed using a range of methods, including logs, reports and presentations, supported with audio/video evidence as appropriate.	Learner report, presentation
1.2, 1.3, 1.8, 1.9	Underpinning knowledge can be assessed using oral or written questions.	Questioning
1.2, 1.4–1.7, 1.9	The observation of actual location recording activity is the most effective method for confirming competent practice. Observations should be evidenced using photographic, audio or video recordings wherever possible.	Assessor observation
1.2, 1.4–1.7, 1.9	To successfully complete this unit, learners should present, on suitable stereo digital media, a recording of the final location recording. There are no specific timing requirements, but the recording should be sufficient to establish that the required production requirements have been achieved.	Final location recording

Unit 15 Employment opportunities in music production (D/602/2259)

Unit summary	This unit will provide learners with the opportunity to explore the employment opportunities which may be available to them in the field of music production. Learners are required to investigate job roles using a variety of sources and identify a range of skills and personal qualities required for a chosen job role. They will also complete a CV detailing their skills, experience and qualifications to date as a starting point for developing a career development plan.
Guided learning hours	10
Credit value	1
Level	1
Mandatory/optional	Additional (credit from this unit will not count towards the overall achievement)

The learner will:

- 1 Understand the main features of typical job roles within the music production industry

The learner can:

- 1.1 Identify **sources of information** about jobs in music production
- 1.2 List the key roles and responsibilities of typical jobs in music production
- 1.3 Identify the skills, experience and personal qualities that are likely to be required in a chosen job role in music production
- 1.4 Produce a curriculum vitae (CV) detailing skills, experience and qualifications relevant to a career in music production

Key words

- 1.1 **sources of information:** eg newspapers; trade periodicals; websites; careers centres

Unit 15 Employment opportunities in music production (D/602/2259) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1, 1.2, 1.3	Assessment of underpinning knowledge can be conducted using a range of methods including logs, reports, presentation and discussion. For AC 1.2, learners should list roles and responsibilities for at least 2 jobs.	Candidate report, presentation, discussion
1.1–1.3	Assessment of some underpinning knowledge can be conducted using oral or written questions	Questioning
1.4	CV structure, design and content should conform to normal conventions, and be written with a future career in music production in mind.	Completed CV

Unit 16 Job application skills (H/502/3578)

Unit summary	This unit introduces learners to the sort of information needed for a job application including 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.
Guided learning hours	6
Credit value	1
Level	2
Mandatory/optional	Additional (credit from this unit will not count towards the overall achievement)

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 on-line applications looking at:
 - information retrieval, and
 - storage of completed forms

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 write 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 16 Job application skills (H/502/3578) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1–1.3	N/A	Notes; print-outs from online sites; personal file of biographic information
2.1–2.2	N/A	Completed job application; letter; annotated application and letter

Unit 17 Job search skills (D/502/3577)

Unit summary	This unit enables learners to search and apply for jobs. The unit covers identifying the best places to look for suitable job opportunities, using job searching resources and knowing who can support learners in looking 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 assess their individual prospects.
Guided learning hours	6
Credit value	1
Level	2
Mandatory/optional	Additional (credit from this unit will not count towards the overall achievement)

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

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

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

Unit 17 Job search skills (D/502/3577) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1–1.3	N/A	Examples of job vacancies from different sources; brochures or other material from support agencies; specific job opportunity of interest
2.1, 2.2	N/A	Career plan
3.1	N/A	Presentation materials; individual learning plans; workbook

Unit 18 Presenting yourself (T/502/3553)

Unit summary	This unit examines the range of ways learners may need to present and promote themselves to employers and others, eg in person, on paper, on the telephone, and electronically.
Guided learning hours	12
Credit value	2
Level	2
Mandatory/optional	Additional

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

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

The learner will:

- 3 Understand how they can present information about themselves in others ways

The learner can:

- 3.1 Describe the on-line methods that are used to convey personal information and explain their uses in terms of the intended audience

Unit 18 Presenting yourself (T/502/3553) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1–1.3	N/A	Workbook; CV; questioning
2.1–2.3	N/A	Observation; evidence from others, eg, witness testimonies from manager or supervisor
3.1	N/A	Workbook; annotated example material eg computer print-outs

Section 3

Assessment and Quality Assurance

Assessment and Quality Assurance

How this 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 1 Award in Music Technology is internally assessed.

Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

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 maintain the integrity of the assessment and of the standards required of these qualifications. Acceptable methods of assessment could be drawn from the list above.

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

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

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 twice 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 1 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of...)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
List	Make a list of words, sentences or comments.
Locate	Find or identify.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to 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.

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