



Qualification specification

NCFE Level 1 Award in Music Technology
QN: 601/6777/4

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Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication Date	Summary of amendments
v1.0	June 2016	First publication
v8.0	September 2019	Pg 60. The following sentence has been added: Learners need to achieve a Distinction for each unit in order to achieve an overall grade of Distinction*.
v8.1	November 2019	Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 13) Information regarding the aggregation methods and grade thresholds added to Section 4 (page 69)
v8.2	January 2022	Wording has been altered to clarify that there are two assessment windows for the examination, not two assessment dates (page 57)
v8.3	January 2022	Paragraph added in regarding external quality assurance for graded qualifications .
v8.4	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.
v8.4	June 2022	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.
v8.4	June 2022	Information added to the support for centres section about how to access support handbooks.
v8.5	August 2022	The decision has been made to move to the digital submission of learner evidence for external assessment purposes for this qualification. This will reduce the amount of administration for centres as learners will be able to save digital evidence in a secure folder to support the submission of their work. All references to the submission of physical learner work or hard copy evidence relating to external assessment has been removed from this qualification specification.
v8.6	November 2022	Information added about the Evidence and Grading Tracker document
v8.7	January 2024	'Technical' removed from the qualification title.

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 full regulated qualification title.

Things you need to know

Qualification number (QN)	601/6777/4
Aim reference	60167774
Total Qualification Time	215
Guided Learning Hours (GLH):	140 plus a 4-hour external assessment
Level	1
Assessment requirements	<p>Internally assessed and externally quality assured portfolio of evidence and externally set and assessed question paper and practical assessment.</p> <p>Unless stated otherwise in this qualification 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>

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, Teacher or other appropriate provider of education or training.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/6777/4.

This qualification forms part of a suite of qualifications which have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications which:

- have appropriate content for the learner to acquire core knowledge and practical skills
 - allow the qualification to be graded
 - provide synoptic assessment
 - enable progression to a range of study and employment opportunities.
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Qualification purpose

The Level 1 Award in Music Technology enables learners to develop skills, knowledge and understanding of the Music Technology industry. It is suitable for learners who are motivated and challenged by learning through hands-on experiences. The qualification will allow learners to gain practical skills in creating music using technology.

The Level 1 Award is aimed at 14-16 year olds with an interest in music production and recording and is designed to sit alongside GCSEs in the Key Stage 4 curriculum.

The qualification provides an introduction to the music technology industry and enables learners to acquire, develop and apply the skills and knowledge required for further academic and/or vocational study.

Throughout the delivery of this qualification, the following core areas and transferable skills should be evident:

- reviewing their own and others' work
 - communication skills
 - planning and experimentation skills
 - health and safety.
-

Entry guidance

There are no specific recommended prior learning requirements for this qualification.

This qualification has been developed for learners aged 14-16 in schools and colleges but is also accessible for learners post-16.

This qualification has been developed alongside the Level 2 Award in Music Technology. It is a vocational qualification equivalent to GCSE at grades D-G.

The Level 1 Award in Music Technology is a linked qualification. The Level 1 and 2 qualifications have been developed together for co-teaching. The qualifications reflect each other in content but are pitched at the different levels in language and expectation. The grading descriptors have been levelled and therefore are different across both of the qualifications.

The Level 1 and 2 qualifications share the same external assessment to aid co-delivery. By having one external assessment across both qualifications, it provides a valid and more robust assessment.

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.

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 levels.

For learners that have already achieved at Level 1, and then progress to a Level 2 qualification with the same discount code, the first entry only will be the one that counts in the performance tables. Centres should be mindful of this in their planning.

If a learner has undertaken the majority of the Level 2 qualification, but for any reason is not able to fully achieve it, centres can transfer the learner to the corresponding Level 1 qualification and map prior learning from the Level 2. For more information, please contact the Customer Support team.

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

Achieving this qualification

This qualification consists of:

Unit number	Unit title	Guided learning hours	Mandatory/Optional	Assessment
Unit 01	Using a digital audio workstation (DAW)	30	Mandatory	Internally and externally assessed
Unit 02	Creating music	30	Mandatory	Internally and externally assessed
Unit 03	Studio recording	40	Mandatory	Internally and externally assessed
Unit 04	Sound creation	40	Mandatory	Internally and externally assessed

To be awarded the Level 1 Award in Music Technology, learners are required to successfully complete 4 mandatory units.

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

To achieve the Level 1 Award in Music Technology, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

A Unit Certificate can be requested for learners who don't achieve the full qualification but who have achieved at least one whole unit.

Grades are awarded for this qualification. For further information about grading and submitting these grades to NCFE, please see Section 4.

Progression opportunities

Learners who achieve this qualification could progress onto other V Cert qualifications such as:

- Level 2 Certificate in Creative Studies: Performance Skills
- Level 2 Certificate in Business and Enterprise

Learners who achieve this qualification could progress onto other Level 2 qualifications and GCSEs:

- Level 2 Extended Certificate in Music Technology
- Level 2 Certificate in Radio
- Level 2 Diploma in Skills for Business
- Other Level 2 qualifications in creative and media-related subjects
- GCSE in Music and related subjects
- Level 2 Technical Certificates

or employment within the music industry.

It may also be useful to those studying qualifications in the following sectors:

- film studies
 - media studies
 - music
 - computing
 - economics and business
 - science
 - maths.
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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 expertise 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):

- audio interface
- microphones
- MIDI keyboard/MIDI controller
- computer
- most up-to-date software that can satisfy the requirements of the qualification.

Learner evidence required for external assessment purposes must be transferred onto storage media and submitted digitally using PDF as the preferred file format.

This qualification has been developed for learners aged 14–16. 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.

Support for learners

Evidence and Grading Tracker

The Evidence and Grading Tracker 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 Evidence and Grading Tracker – you can devise your own evidence-tracking document instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

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

Support for centres

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. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or by emailing customersupport@ncfe.org.uk.

Customer Support team

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

Assessment and Moderation Handbook for schools

This guide describes the moderation process so that you can be aware of what systems and processes you should have in place.

Regulations for the Conduct of External Assessments – V Certs

This is designed to assist centres in the correct administration of the external assessment component of NCFE V Cert qualifications.

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

Teachers may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

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

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 Customer Support team on 0191 239 8000.

Learning resources

Please note: learning materials will be developed over the course of the next year ready for go live so this section will be updated when the information becomes available.

NCFE will produce a sample portfolio to help Teachers to benchmark their learners' achievements.

Please visit the NCFE website for more information.

English and Mathematics skills

Please note: mapping against GCSE English and Mathematics content will be developed over the course of the next year so this section will be updated for go live.

School accountability measures (performance points)

This V Cert qualification has been developed to meet the criteria set by the DfE to be included in the Key Stage 4 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website register.ofqual.gov.uk for further information.

Work experience

Work experience can be very valuable to learners to gain a realistic insight into the career or job they may be interested in. The following websites provide useful information and guidance:

- www.bbc.co.uk/careers/work-experience/
 - www.screenskills.com/
 - www.hse.gov.uk/youngpeople/workexperience/index.htm
-

Essential skills

In order to complete high-quality project-based learning, learners may spend some time exploring how such projects are undertaken in the commercial sector of their subject area. They may also seek work experience opportunities and develop contacts with workplaces and employers.

All this activity requires that they develop a thorough understanding of the essential skills employers look for in employees.

These range from familiar 'key skills' such as team working, independent learning and problem solving, to the softer skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

NCFE has a range of qualifications that schools can use to formalise learning in these aspects of essential work-ready skills. NCFE offers valuable support to learners whose portfolio of qualifications may benefit from some work-specific enhancements. For more information, please go to the NCFE website.

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 provides an overview of each unit including:

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

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

- learning outcomes
- grading descriptors
- delivery and assessment (types of evidence for internal assessment)
- unit glossary.

The regulators' unit reference 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.

For further information or guidance about the qualification, please contact our Customer Support team on 0191 239 8000.

Synoptic assessment

Synoptic assessment¹ is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects they have studied. It enables learners to show that they can transfer knowledge and skills learned in one context to resolve problems raised in another.

To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills from the beginning.

The external assessments are also synoptic in nature as they require learners to apply and integrate their knowledge and skills from across the whole qualification in a vocationally relevant context.

Full evidence of learners' accumulated knowledge, skills and understanding and of their ability to 'think like a music technologist' will be evidenced when the learner successfully achieves the qualification.

¹ The Department for Education (DfE) defines synoptic assessment as: 'a form of assessment which requires a learner to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational sector, which are relevant to a key task'.

Unit 01 Using a Digital Audio Workstation (DAW) (T/507/4986)

Unit summary	This unit will introduce learners to the skills required to operate a DAW creatively using audio, MIDI, hardware and editing tools. Learners will create a musical project to a brief, reflecting industry skills.
Guided learning hours	30
Level	1
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Outline the hardware components and software functions of a DAW

The learner must know about:

- Hardware components
 - computer peripherals/hardware
 - audio interface
 - MIDI controller keyboard
- Software functions
 - differences between audio and software instrument tracks
 - software instruments
 - editing tools
 - plug-ins.

Grading descriptors	Example
Pass: Uses <u>everyday</u> language to outline functions of a DAW.	Learners may outline the hardware components and software functions correctly, but not use appropriate technical terms. <i>Keyboard puts notes into the computer</i>
Merit: Uses <u>some technical terms</u> to outline functions of a DAW.	Learners would be expected to use some technical terms, but this may not be sustained throughout the response. <i>Controller keyboard sends notes to the computer</i>
Distinction: Uses <u>a range of technical</u> terms to outline functions of a DAW supporting <u>most points</u> with straightforward examples.	Learners should use technical terms consistently and provide examples of use consistently. <i>Controller keyboard sends information to the software</i>

Unit 01 Using a Digital Audio Workstation (DAW) (T/507/4986) (cont'd)**Delivery and assessment**

Learners must show how different components of a DAW work together. Learners must demonstrate understanding of hardware components and software functions.

The following areas must be addressed:

- **computer peripherals/hardware** (eg external hard drives, USB devices, headphones, speakers)
- **MIDI controller Keyboard**
- **audio interface** (eg microphone/line input & audio outputs)
- **track types**
 - audio and software instrument
- **software instruments**
 - synthesisers, samplers
- **editing tools** (eg use of copy/cut/paste, quantise, trim, split, automation of volume, tempo setting)
- **plug-ins**
 - effects, EQ, dynamics processing

Types of evidence

Evidence could include:

- presentation
- annotated diagrams
- video recording
- report
- poster
- leaflet/brochure.

Unit 01 Using a Digital Audio Workstation (DAW) (T/507/4986) (cont'd)**Learning outcome 2**

The learner will:

Create a musical project that will include MIDI and audio

The learner must demonstrate:

- relating project to industry-relevant brief
- configuration of software preferences
- importing audio and MIDI
- selecting and editing software instruments
- using audio and MIDI editing tools.

Grading descriptors	Example
<p>Pass: Completes staged tasks following the brief with <u>some</u> degree of accuracy. Process will <u>show</u> a relationship with the brief.</p>	<p>The learner may not use editing skills fluently. The process evidence may be limited and not always relate explicitly to the brief.</p>
<p>Merit: Completes staged tasks following the brief <u>mostly accurately</u>. Process will show use of <u>some technical skills</u> in meeting the brief.</p>	<p>The learner may work with direction successfully in most tasks. The process evidence will show how the learner has approached the majority of tasks using technical skills.</p>
<p>Distinction: Completes staged tasks following the brief accurately. Process will show consistent use of technical <u>skills</u> in meeting the brief.</p>	<p>The learner should work with direction in all tasks. The process evidence will show that the learner has approached the brief using technical skills throughout.</p>

Unit 01 Using a Digital Audio Workstation (DAW) (T/507/4986) (cont'd)**Delivery and assessment**

Learners must use a DAW to create a musical project that will include at least 4 MIDI and audio tracks in response to a brief. Learners must export their completed 2-3 minute piece as a stereo audio file.

Learners must demonstrate the use of appropriate tools and techniques to include:

- **configuring software preferences** (eg setting audio ins/outs)
- **importing audio and MIDI**
 - importing audio loops
 - importing MIDI loops
- **selecting and editing software instruments**
- **editing audio and MIDI** (eg use of copy/cut/paste, quantise, trim, split, automation of volume, tempo setting)
- **using plug-ins**
 - effects, EQ, dynamics processing
- **export to a stereo file** (eg WAV, Aiff, mp3).

Learners can base their project on imported audio and MIDI material.

Imported material such as loops must be edited by learners within the musical project to create a musical project.

Learners must provide evidence of the process they went through in creating their project.

Types of evidence

Learners must provide:

- the final piece as a stereo audio file.

Evidence of the process could include:

- annotated screenshots
- video recording/screencast with commentary
- written or verbal report
- presentation.

Unit 01 Using a Digital Audio Workstation (DAW) (T/507/4986) (cont'd)**Learning outcome 3**

The learner will:

Review a musical project

The learner must consider:

- how the project relates to the brief
- what worked, what didn't work.

Grading descriptors	Example
Pass: Identifies <u>some</u> of what happened, what worked <u>or</u> did not work within tasks.	The learner should be able to review some tasks and identify what worked and what did not work.
Merit: Identifies what happened, what worked <u>and</u> what did not work within tasks.	The learner should be able to review all tasks and identify what worked and what did not work.
Distinction: Identifies what has happened <u>and</u> states an overall conclusion, identifying what worked <u>and</u> what did not work within tasks.	The learner should be able to review all tasks and draw an overall conclusion.
Delivery and assessment	
Learners are being assessed on their ability to review the completed musical project created in learning outcome 2. The review must include constructive feedback identifying what worked and what didn't work in terms of relating to the brief.	
Types of evidence	
Evidence must include: <ul style="list-style-type: none"> • their review. The review could include: <ul style="list-style-type: none"> • video recording with commentary • a brief written report • video review/podcast. 	

Unit 01 Using a Digital Audio Workstation (DAW) (T/507/4986) (cont'd)**Unit glossary**

DAW	Digital Audio Workstation. In this specification the term 'DAW' is used to refer to both the hardware and software elements which make up a computer-based music production environment.
Hardware components	These are the physical components of the DAW which the learner will interact with to produce music.
MIDI Controller Keyboard	The most typical MIDI controller device is a musical (piano) keyboard controller. At Level 1 learners should be aware of this.
Computer Peripherals	<p>The hardware commonly encountered which allows for physical input to a computer (for example - a QWERTY keyboard, mouse or trackpad) and storage (for example, external hard drives/memory sticks). It is likely that many of these devices will interface via USB.</p> <p>It is expected that learners will be using headphones and/or speakers to listen to their work and as such should be aware of these items as part of the DAW setup.</p>
Audio interface	<p>The hardware designed to allow for input and output of audio to and from the sequencing software.</p> <p>Learners should be aware that audio interfaces in professional and semi-professional use carry a variety of input connections (particularly the ability to accept balanced microphone level inputs and unbalanced line inputs) and output connections (usually at the minimum stereo line outputs and a headphone output).</p>
Software Functions	In this unit 'software' refers to music sequencing software. The software must be capable of editing both MIDI and audio to allow the learners to produce musical projects.
Software Instruments	These are virtual instruments which are often supplied as part of the sequencing software and also widely available from other sources. Learners should be able to access software synthesizers and software samplers.
Track Types	<p>Learners should be able to make use of and appreciate the difference between:</p> <ul style="list-style-type: none"> • Software Instrument tracks (onto which MIDI data is recorded and played back within the sequencing software by a software instrument). • Audio tracks (onto which audio is recorded or imported audio files are sequenced).

Unit 01 Using a digital audio workstation (DAW) (T/507/4986) (cont'd)**Unit glossary (cont'd)**

Editing Tools	<p>Learners should be familiar with editing tools which can be used to manipulate MIDI and Audio. Learners should be aware of the use of tools in:</p> <ul style="list-style-type: none"> • arranging - copying, pasting and cutting to create musical sequences. • control of MIDI data - changing duration and pitch of input MIDI information, velocity editing and quantizing. • editing audio - learners should be able to make use of trimming, copy and paste techniques as a minimum requirement. • balancing - control of volume statically and dynamically through automation.
Plug-ins	<p>These are components of sequencing software that provide a specific function. In this unit plug-ins refer to three types of processing which learners should be aware of:</p> <ul style="list-style-type: none"> • EQ or equalization. Used to modify the frequency content of audio. It is likely that learners will be familiar with filters (eg Low Pass and High Pass), boost (gain), cut (attenuation) and the ability to select frequencies. • effects. Used to process audio signals. Examples may include time-based effects (eg reverb, delay), modulation effects (eg chorus, flanging), filter effects (eg wah-wah) and distortion (eg amp simulation, overdrive). • dynamics processing. Used to control the dynamic range of audio signals. Examples may include compression (eg compressors, limiters) and expansion (eg noise gates, expanders).
Configuring software preferences	<p>Learners should be able to configure preferences to allow them to work in sequencing software (for example, setting up audio inputs and outputs to allow for playback).</p>
Selecting and Editing Software Instruments	<p>Learners should be able to select a range of software instruments. This should include software synthesizers and samplers.</p> <p>Learners should be able to edit basic parameters of software instruments (eg filter, envelope).</p> <p>Learners at Level 1 may make use of loop-based arrangements, importing but not necessarily recording MIDI and audio.</p>
Export to stereo files	<p>Learners should be able to export ('bounce') completed projects to stereo audio files from the sequencing software. Learners should be aware of uncompressed audio files types (for example, .WAV, .AIFF) and compressed types (for example, mp3).</p>

Unit 02 Creating music (J/507/4989)

Unit summary	Learners will recognise the stylistic elements of music and develop a piece of music based on a specific style. Learners will carry out a review of their own work.
Guided learning hours	30
Level	1
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand the musical elements of a chosen style

The learner must know about:

- elements of their chosen style including:
 - structure
 - rhythm
 - instrumentation
- music technology developments that have influenced their chosen style.

Unit 02 Creating music (J/507/4989) (cont'd)

Grading descriptors	Example
<p>Pass: Identifies 4 <u>obvious</u> points relating to musical elements and music technology developments without explanation and researched information from <u>one given source</u>.</p>	<p>Learners should make use of one source to identify 4 points (for example, by making reference to a written article regarding a style). The learners would not be expected to explain the points identified.</p>
<p>Merit: Identifies 6 points relating to musical elements and music technology developments <u>without</u> explanation and researched information from at least 2 different given sources.</p>	<p>Learners should identify 6 points relating to musical elements of a style with, for example, reference to one or more audio examples, and music technology from written sources. The learners would not be expected to explain the points identified.</p>
<p>Distinction: Identifies 8 points relating to musical elements and music technology developments <u>with</u> explanation and researched information from <u>a range of different</u> given sources.</p>	<p>Learners should identify 8 points relating to musical elements of a style with, for example, reference to one or more audio examples, and cultural developments from written sources. The learners would be expected to explain the points identified.</p>
Delivery and assessment	
<p>Learners must be introduced to a variety of musical styles in terms of musical features and developments in music technology.</p> <p>Learners should then choose a style and identify the elements of that style and music technology developments through research based on given material.</p> <p>In learning outcome 2 they will go on to create a piece of music in this style.</p> <p>Research sources might include sound clips, online videos, musical notation, articles, books, websites, music magazines.</p>	
Types of evidence:	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • digital or interactive presentation • poster • blog • written report • leaflet • audio/visual narrative • research evidence: audio examples, list of sources. 	

Unit 02 Creating music (J/507/4989) (cont'd)**Learning outcome 2**

The learner will:

Create a piece in the style identified in learning outcome 1

The learner must demonstrate:

- use of audio and MIDI tracks
- selection and organisation of musical elements
- transferring and storage.

Grading descriptors	Example
<p>Pass: Presents directed task following a given brief with <u>some</u> degree of accuracy, carrying out simple experimentation with materials as directed.</p>	<p>The musical outcome may not be wholly musically or stylistically accurate. Learners should undertake and evidence simple experimentation (for example, editing an audio loop for a musical outcome) in selecting musical sources.</p>
<p>Merit: Presents directed task <u>mostly accurately following a given brief</u>, carrying out simple experimentation with <u>a range of</u> materials as directed.</p>	<p>Learners may make some musical errors but the result should contain some audible stylistic features. Learners should evidence experimentation with a range of materials (for example, changing a software instrument patch and editing an audio loop).</p>
<p>Distinction: Presents directed task following a given brief accurately, carrying out simple experimentation with <u>a wide range</u> of materials as directed.</p>	<p>Learners should produce a recognisably stylistic piece without musical errors. The learners should evidence experimentation with a wide range of materials (for example, the selection of all musical elements considered and evidence of experimentation throughout).</p>
Delivery and assessment	
<p>Learners must select key musical elements and organise them into a complete original musical piece in their chosen style using a DAW. The piece must use a minimum of 4 audio and MIDI tracks.</p> <p>The length of the completed piece must be relevant to the chosen style. It is suggested that the piece should be between 2-3 minutes in length in order to show musical development.</p> <p>Imported material such as loops may be edited and used to form the completed piece.</p> <p>The final piece must be mixed to an appropriate stereo audio format.</p> <p>Learners must provide evidence of the process they undertook in experimenting with musical ideas and applying technical skills in creating their final piece.</p>	

Unit 02 Creating music (J/507/4989) (cont'd)**Types of evidence**

Learners must provide:

- the final piece as an audio file.

Evidence of the process could include:

- annotated screen shots
- annotated photographs and/or screenshots
- video recording with commentary
- a brief written or spoken report
- audio files.

Unit 02 Creating music (J/507/4989) (cont'd)**Learning outcome 3**

The learner will:

Review the musical piece

The learner must consider:

- use of elements
- style
- strengths and weaknesses

Grading descriptors	Example
Pass: Identifies at least one strength <u>or</u> weakness and makes <u>general</u> conclusions.	The learner should identify one strength or weakness. The learner should make a simple concluding statement.
Merit: Identifies at least one strength <u>and</u> at least one weakness and makes <u>simple, specific</u> conclusions.	The learner should identify one strength and one weakness. The learner should make a concluding statement about the success of their piece.
Distinction: Identifies <u>more than</u> one strength <u>and more than</u> one weakness and makes <u>simple, specific</u> conclusions <u>related to the task</u> .	The learner should identify more than one strength and more than one weakness. The learner should make a concluding statement about the success of their piece in relation to their use of musical elements and style.
Delivery and assessment	
Learners must review the use of elements in relation to the project produced in learning outcome 2.	
Types of evidence	
Learners must provide: <ul style="list-style-type: none"> • their review. The review could include: <ul style="list-style-type: none"> • video recording/screencast with commentary • a written report • podcast. 	

Unit 02 Creating music (J/507/4989) (cont'd)**Unit glossary**

Key Musical Elements	<p>These refer to the common building blocks of music which the learner should understand in relation to style.</p> <ul style="list-style-type: none"> • Structure. Learners should know about common structural ideas used stylistically (for example – verse/chorus, 12 bar, song structures). • Rhythm. Learners should know about commonly used simple and compound time signatures (for example - 4/4, 3/4, 6/8) and stylistic rhythmic features (for example, 4-on-the-floor bass drum pattern, backbeat). • Instrumentation. Learners should know about commonly used instruments, combinations and textures.
Music Technology Developments	<p>Learners should be able to relate developments in music technology to their chosen style.</p> <p>Developments in music technology may include, for example: instrument technology (eg the electric guitar, synthesizers, sampler, drum machines); recording and mixing technology (changing recording formats and practices); and consumer formats (eg vinyl, CD, mp3, streaming audio).</p>
Musical Styles	<p>In preparation for making their own stylistic choices, learners should be aware of key musical styles from the 1950s onwards and be able to relate these to stylistic and technological developments.</p> <p>It would be useful for learners to understand notions of genre and sub-genre and how these develop over time leading to new styles.</p> <p>Suggested styles could include:</p> <ul style="list-style-type: none"> Rock and Roll Folk Rock Soul Reggae Hip Hop Dance Electronica.

Unit 03 Studio recording (L/507/4993)

Unit summary	Learners will plan and undertake a recording session for a given scenario. Learners will create a mixdown of their recording and review the final product.
Guided learning hours	40
Level	1
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Plan a recording session in response to a given scenario

The learner must know about:

- health and safety
- microphones and DI
- audio interfaces
- multitrack recorder
- monitoring
- planning a studio session.

Grading descriptors	Example
<p>Pass: Uses <u>everyday</u> language in planning and supports points by listing factors which relate to the scenario.</p>	Learners should be able to use non-technical language to plan the session and list factors which may affect the outcome. The factors may not always relate to the scenario.
<p>Merit: Uses <u>some technical terms</u> in planning and supports points with <u>straightforward</u> examples which relate to the scenario.</p>	Learners should be able to use some technical terms from the specification (for example, dynamic microphone, balanced input) supporting their planning ideas by relating them to the scenario in some points.
<p>Distinction: Uses <u>a range of technical terms</u> in planning and supports <u>most points</u> with straightforward examples which relate to the scenario.</p>	Learners should be able to use technical terms throughout the plan, giving examples relating to the scenario for the majority of points.

Unit 03 Studio recording (L/507/4993) (cont'd)**Delivery and assessment**

Learners must plan a recording session thinking about:

- **health and safety** (exposure to noise at work, display screens, trip hazards)
- **microphones and DI** (dynamic, condenser)
- **audio interfaces** (balanced and unbalanced inputs, pre-amps, audio in/out, connectivity to DAW)
- **multitrack recorder** (software or hardware)
- **monitoring** (control room, studio engineer, performers, speakers, headphones)
- **planning** (timelines for the session).

Learners will go on to use their plan to undertake a recording session in learning outcome 2.

The recording scenario should be provided by the Teacher although learners may be given some choice if appropriate. Possible scenarios could include:

- a band recording a demo
- a vocalist overdubbing lead and backing vocals
- production of radio play
- production of podcast.

Types of evidence

Evidence could include:

- digital or interactive presentation
- poster
- written report
- leaflet
- audio/visual narrative
- annotated diagram.

Unit 03 Studio recording (L/507/4993) (cont'd)**Learning outcome 2**

The learner will:

Undertake a studio recording session

The learner must demonstrate:

- health and safety
- use of equipment (microphones, DI, audio interfaces, multitrack recorder and monitoring)
- optimisation of gain
- overdubbing.

Grading descriptors	Example
<p>Pass: Outcome will show <u>a relationship</u> with the brief.</p>	<p>Learners should be able to adjust recording levels to optimise gain and demonstrate recording of multiple audio sources onto separate tracks including overdubbing. They must follow health and safety procedures in relation to a recording studio. The outcome may demonstrate some significant audible flaws due to limited application of technical skills.</p>
<p>Merit: Outcome will show <u>some technical skills</u> in meeting the brief.</p>	<p>Learners should be able to adjust recording levels to optimise gain and demonstrate recording of multiple audio sources onto separate tracks including overdubbing. They must follow health and safety procedures in relation to a recording studio. The outcome may exhibit some areas of technical problems.</p>
<p>Distinction: Outcome will show <u>consistent technical skills</u> in meeting the brief.</p>	<p>Learners should be able to adjust recording levels to optimise gain and demonstrate sequential recording of multiple audio sources onto separate tracks. They must follow health and safety procedures in relation to a recording studio. The outcome must be consistently well recorded, with few flaws.</p>

Unit 03 Studio recording (L/507/4993) (cont'd)**Delivery and assessment**

Learners must record the studio session planned in learning outcome 1.

Learners must be able to adjust recording levels to optimise gain and demonstrate recording of multiple audio sources onto separate tracks. They must follow health and safety procedures in relation to a recording studio.

Learners are expected to record a minimum of 4 audio tracks and must include overdubbing in their recording.

Types of evidence

Learners must provide:

- stereo audio recording of the work at this stage.

Evidence could include:

- video narration
- annotated photos
- health and safety checklists
- Teacher observation.

Unit 03 Studio recording (L/507/4993) (cont'd)

Learning outcome 3

The learner will:

Demonstrate mixing of a multitrack recording

The learner must demonstrate the use of:

- EQ
 - effects
 - dynamics
 - balance
 - stereo field
 - monitoring
-

Unit 03 Studio recording (L/507/4993) (cont'd)**Learning outcome 3 (cont'd)**

Grading descriptors	Example
<p>Pass: Outcome will show <u>a relationship</u> with the brief and carries out simple experimentation with materials and techniques as directed.</p>	<p>Learners should mix the tracks recorded in learning outcome 2 ensuring that they demonstrate the use of EQ (eg high, mid, low), effects (eg reverb, delay, modulation), dynamics (eg compression, gating), balance (eg relative volume of tracks), stereo field (eg panning) and monitoring (eg headphones and speakers). The outcome may be produced with direction from the Teacher to allow the learner to undertake simple tasks. The mix may contain some noticeable and consistent flaws.</p>
<p>Merit: Outcome will show <u>some technical skills</u> in meeting the brief and carries out simple experimentation with materials and a range of techniques as directed.</p>	<p>Learners should mix the tracks recorded in learning outcome 2 ensuring that they demonstrate the use of EQ (eg high, mid, low), effects (eg reverb, delay, modulation), dynamics (eg compression, gating), balance (eg relative volume of tracks), stereo field (eg panning) and monitoring (eg headphones and speakers). The outcome may be produced with direction from the Teacher to allow the learner to undertake more complex tasks. The mix may contain some consistent flaws.</p>
<p>Distinction: Outcome will show <u>consistent technical skills</u> in meeting the brief and carries out simple experimentation with materials and a range of techniques as directed.</p>	<p>Learners should mix the tracks recorded in learning outcome 2 ensuring that they demonstrate the use of EQ (eg high, mid, low), effects (eg reverb, delay, modulation), dynamics (eg compression, gating), balance (eg relative volume of tracks), stereo field (eg panning) and monitoring (eg headphones and speakers). The outcome may be produced with direction from the Teacher to allow the learner to undertake more complex tasks. The mix should have few consistent flaws.</p>

Unit 03 Studio recording (L/507/4993) (cont'd)**Delivery and assessment**

Learners must mix the tracks recorded in learning outcome 2 ensuring that they demonstrate the use of EQ (eg high, mid, low), effects (eg reverb, delay, modulation), dynamics (eg compression, gating), balance (eg relative volume of tracks), stereo field (eg panning) and monitoring (eg headphones and speakers).

Learners must show evidence of the above in either the final mixed recording or in other evidence.

Learners must provide a final mixed recording on a stereo audio file.

Types of evidence:

Learners must provide:

- final stereo audio mixdown.

Evidence could include:

- video narration
- annotated photos
- health and safety checklists
- Teacher observation.

Unit 03 Studio recording (L/507/4993) (cont'd)**Learning outcome 4**

The learner will:

Review their mixdown from learning outcomes 2 and 3

The learner must consider:

- progression from original recordings to final mixdown
- strengths/weaknesses of the mix

Grading descriptors	Example
<p>Pass: Makes <u>general</u> conclusions about the progression from source recordings to final mixdown, identifying at least one strength <u>or</u> weakness.</p>	<p>Learner must compare the source recordings and final mixdown. They must consider EQ, effects, dynamics, balance and stereo field. The learner should produce a conclusion about the recording and mixing process which provides one strength or one weakness. The identified area of strength or weakness may not be explicitly linked to the scenario.</p>
<p>Merit: Makes <u>simple</u> conclusions about the progression from source recordings to final mixdown, identifying at least one strength <u>and</u> weakness.</p>	<p>Learner must compare the source recordings and final mixdown. They must consider EQ, effects, dynamics, balance and stereo field. The learner should produce a conclusion about the recording and mixing process which provides one strength and one weakness. The identified areas of strength and weakness may not be explicitly linked to the scenario.</p>
<p>Distinction: Makes <u>simple</u> conclusions <u>related to the tasks</u> about the progression from source recordings to final mixdown, identifying <u>more than one</u> strength <u>and more than one</u> weakness.</p>	<p>Learner must compare the source recordings and final mixdown. They must consider EQ, effects, dynamics, balance and stereo field. The learner should produce a conclusion about the recording and mixing process which provides more than one strength and more than one weakness. The identified areas of strength and weakness should be explicitly linked to the scenario.</p>

Unit 03 Studio recording (L/507/4993) (cont'd)

Delivery and assessment
Learners must compare and contrast the source recordings to final mixdown. They must consider: <ul style="list-style-type: none">• EQ• effects• dynamics• balance• stereo field
Types of evidence
Learners must provide: <ul style="list-style-type: none">• their review. <p>The review could include:</p> <ul style="list-style-type: none">• video recording with commentary• a brief written report• video review/podcast.

Unit 03 Studio recording (L/507/4993) (cont'd)**Unit glossary**

Health and safety	Learners should know about safe working practices in relation to recording and mixing including exposure to noise, appropriate use of computer displays, and trip hazards.
Microphones	Learners should know about dynamic and condenser microphones in relation to recording sound sources.
DI	Learners should know about the use of Direct Injection in recording sources (for example, keyboards and bass guitars).
Audio interface	Learners should be aware that audio interfaces in professional and semi-professional use carry a variety of input connections (particularly the ability to accept balanced microphone level inputs and unbalanced line inputs) and output connections (usually at the minimum stereo line outputs and a headphone output). Learners should be able to use the audio interface to route signals to and from the multitrack recorder.
Multitrack Recorder	Learners should be aware that a multitrack recorder is used to make audio recordings. It is expected that in most instances the multitrack recorder will be in the form of a software package and used in combination with audio-interface hardware such as a DAW.
Optimisation of gain	Learners should be able to record a signal of appropriate level without incurring distortion or noise in the signal path.
Overdubbing	Learners should be able to undertake recording of tracks sequentially to build a multitrack recording (for example, recording a vocalist upon a pre-recorded multitrack).
Monitoring	Learners should be able to set up monitoring for both the engineer and artists at the recording stage (for example, setting up live room headphone mixes and control room speakers). At the mixing stage learners should be able to make use of headphones and speakers to check their mixes. It is suggested that learners should make use of reference material and tools such as solo and mute when mixing.
Planning a studio session	<p>Learners should be able to plan a timeline for a recording as well as technical aspects and equipment requirements. Learners should consider time taken for initial recording and overdubs as well as experimentation.</p> <p>Appropriate recording scenarios should allow learners to plan and undertake recording of a minimum of 4 tracks (in one recording project) including overdubbing.</p> <p>It is therefore suggested that an ensemble and material should be selected which requires multitrack and overdub techniques to be used meaningfully.</p>
Length of recorded project	<p>A minimum length of recorded material is not stated but the recorded material should allow learners to be able to demonstrate skills of mixing. It is suggested that between 2–5 minutes would be appropriate.</p> <p>It is expected that mixing will take place using software in a DAW environment, but hardware could be used if chosen.</p>

Unit 03 Studio recording (L/507/4993) (cont'd)**Unit glossary (cont'd)**

EQ	Learners should know about how equalization is used to balance frequency content in a mix. Learners should be able to make use of filtering (for example, Low Pass, High Pass) in achieving a desired audio result.
Effects	Learners should know how to apply effects in a mix. Learners should be able to make use of time-based effects (for example, reverbs and delays) and any additional effects processing (for example, filter effects, modulation effects and distortion).
Dynamics	Learners should know how to use processing in a mix to control the dynamic range of audio signals. Examples may include compression (eg compressors, limiters) and expansion (eg noise gates, expanders).
Balance	Learners should know how to control the volume of individual tracks.
Stereo Field	Learners should know how to position individual tracks in the stereo field. Learners should be able to produce a stereo mix in an appropriate format (eg WAV, AIFF, mp3).
Group Work	Small groups of learners may work together in undertaking the recording session for learning outcome 2 of this unit. Practical group work to make the recording is permitted but individual learners should undertake all activities given in the learning outcome content and must provide individual evidence of this in their submitted work.

Unit 04 Sound creation (F/507/4991)

Unit summary	Learners will explore sound creation and apply their knowledge to a given brief. They will create and review their own original sound creation project.
Guided learning hours	40
Level	1
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Explain sound creation using examples

The learner must know about:

- different forms of media
- types of sound creation
- methods of sound creation

Unit 04 Sound creation (F/507/4991) (cont'd)

Grading descriptors	Example
<p>Pass: Identifies <u>obvious</u> points about 2 forms of media, types of sound creation and methods of sound creation <u>without</u> development or explanation and makes <u>general</u> conclusions.</p>	<p>Learners should identify points about how different types and methods of sound creation are used in 2 types of media. Learners' responses may not include explanation, but should draw general conclusions about how sound is used in the media.</p>
<p>Merit: Identifies points about 2 forms of media, types of sound creation and methods of sound creation <u>without</u> development or explanation and makes <u>simple</u> conclusions related to the brief.</p>	<p>Learners should identify points about how different types and methods of sound creation are used in 2 types of media. Learners' responses may not include explanation, but should draw conclusions about how sound is used in the specific examples.</p>
<p>Distinction: Identifies points about 2 forms of media, types of sound creation and methods of sound creation <u>with</u> development or explanation and makes <u>simple</u> conclusions related to the brief <u>and the outcome</u>.</p>	<p>Learners identify points about how different types and methods of sound creation are used in 2 types of media. Learners' responses should include explanation related to the specific examples and draw conclusions about how successfully sound is used in the specific examples.</p>
<p>Delivery and assessment</p>	
<p>Learners should be exposed to a variety of media examples. Learners must show that they know how types and methods of sound creation are used in different forms of media:</p> <ul style="list-style-type: none"> • forms of media <ul style="list-style-type: none"> - video games - movies - TV adverts - radio broadcast/podcast - animations - theatre • types of sound creation <ul style="list-style-type: none"> - Foley - ambience - dialogue/voice-overs - underscore - special/spot effects • methods of sound creation <ul style="list-style-type: none"> - physical props - environmental sounds - sound synthesis - digital sample manipulation - effects libraries 	

Unit 04 Sound creation (F/507/4991) (cont'd)**Types of evidence**

Evidence could include:

- digital or interactive presentation
- poster
- written report
- leaflet
- audio/visual narrative.

Unit 04 Sound creation (F/507/4991) (cont'd)**Learning outcome 2**

The learner will:

Plan and undertake the sound creation for a given brief

The learner must demonstrate:

- planning
- selection of sound materials
- creation of audio material
- arrangement of sounds

Grading descriptors	Example
<p>Pass: Outcome will show <u>a relationship</u> with the brief and carries out simple experimentation with materials as directed.</p>	<p>Learners should present a plan and completed project in a suitable media format. The project should show use of all types and methods of sounds creation listed in the specification. The outcome may be produced with direction from the Teacher to allow the learner to undertake simple tasks. The project may contain some consistent noticeable technical flaws.</p>
<p>Merit: Outcome will show <u>some technical skills</u> in meeting the brief and carries out simple experimentation with <u>a range of materials</u> as directed.</p>	<p>The project should show use of all types and methods of sounds creation listed in the specification. The outcome may be produced with direction from the Teacher to allow the learner to undertake more complex tasks. The project may contain few consistent noticeable technical flaws.</p>
<p>Distinction: Outcome will show <u>consistent technical skills</u> in meeting the brief and carries out simple experimentation with <u>a wide range of materials</u> as directed.</p>	<p>The project should show use of all types and methods of sounds creation listed in the specification. The outcome may be produced with direction from the Teacher to allow the learner to undertake more complex tasks. The project should have no consistent technical flaws.</p>

Delivery and assessment

Learners must plan the sound requirements of a given brief and how these can be met using appropriate methods (physical props, environmental sounds, sound synthesis, digital sample manipulation, effects library) and types (Foley, ambience, dialogue/voice-overs, underscore) of sound creation.

The brief should include creating sound for specific media (eg video game, movie, TV advert, radio broadcast/podcast, animation, theatre).

Learners must use a combination of existing sounds and sounds they have created themselves to create the project.

Learners must provide a final project including their sound creation.

Types of evidence

Learners must provide:

- audio/video recording
- written/video plan.

Evidence could include:

- video narration
- annotated photos/screenshots.

Unit 04 Sound creation (F/507/4991) (cont'd)**Learning outcome 3**

The learner will:

Review their completed sound creation project

The learner must consider:

- methods and types
- strengths and weaknesses.

Grading descriptors	Example
Pass: Identifies at least one strength <u>or</u> weakness and makes <u>general</u> conclusions.	The learner should identify one strength or weakness. The learner should make a simple concluding statement about the success of their piece.
Merit: Identifies at least one strength <u>and</u> at least one weakness and makes <u>simple, specific</u> conclusions.	The learner should identify one strength and one weakness. The learner should make a concluding statement about the success of their piece in relation to their use of sound creation.
Distinction: Identifies <u>more than</u> one strength <u>and more than</u> one weakness and makes <u>simple, specific</u> conclusions <u>related to the task</u> .	The learner should identify more than one strength and more than one weakness. The learner should make a concluding statement about the success of their piece in relation to their use of sound creation.
Delivery and assessment	
Learners must review their use of methods and types of sound creation in their project, identifying strengths and weaknesses.	
Types of evidence	
Learner must provide: <ul style="list-style-type: none"> • their review. The review could include: <ul style="list-style-type: none"> • video recording with commentary • a brief written report • video review/podcast. 	

Unit 04 Sound creation (F/507/4991) (cont'd)**Unit glossary**

Forms of media	<p>It is suggested that learners look at different ways sound is used in the forms of media listed in the specification and should be encouraged to consider the types of sound creation used along with the methods which could be used to produce it.</p> <p>It may be useful to discuss the use of diegetic and non-diegetic sound as well as stylistic concerns in the various forms of media.</p>
Types of sound creation	<ul style="list-style-type: none"> • Foley - sounds used to match action in visual media (for example, the sound of footsteps synchronized to a character walking onscreen). • Ambience - sound present to give a sense of location (for example, non-diegetic background in a desert might include animal noises, wind sounds etc). Ambience may also include effects used to give a sense of space (for example, reverb and EQ used to replicate the size of a room, or frequency attenuation over distance). • Dialogue - diegetic spoken word (for example, the words spoken by a character on screen). • Voice-overs – non-diegetic spoken word (for example, the commentary of a narrator off screen). • Underscore - music used to set mood or place. • Special/Spot effects - usually diegetic sounds which are generated to enhance particular moments. These may include musical and non-musical sounds.
Methods of sound creation	<ul style="list-style-type: none"> • Physical props - learners should be encouraged to experiment with the recording of physical props available to record Foley and create material for manipulation. • Environmental sounds - learners should be encouraged to record background sounds for use as ambience or to create material for effects libraries. • Sound synthesis - learners should be able to use basic synthesis techniques (for example, subtractive synthesis using filtering and envelope shaping) to create sounds for musical and non-musical use. • Digital sample manipulation - learners should be able to use basic sampling techniques (for example, trimming, mapping and looping) to create sounds for musical and non-musical use. • Effects libraries - these may include commercially available libraries, libraries created by the Teacher or libraries available within the DAW.
Creation of audio material	Learners are expected to create original material for use in their project. Learners should make use of recorded material, as well as creating synthetic sounds and manipulating material via sampling.
Arrangement of sounds	Using the various sounds that they have collected, learners should place the sounds in their project to create an arrangement appropriate to the chosen media.
Length of project	<p>A minimum length of the media project that the learners will create for learning outcome 2 is not stated. However, the project should allow learners to be able to demonstrate skills of planning and using the methods and types of sound creation. It's suggested that between 30 seconds to 3 minutes would be appropriate, dependent on the form of media chosen.</p> <p>The final project should be produced in an appropriate format for playback (for example, audio synchronized to visuals as a movie file).</p>

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 qualification is made up of 3 different assessment components:

1. Internal assessment – each unit is internally assessed and externally quality assured.
2. External assessment – written test – this will assess the underpinning knowledge and skills drawn from across the qualification.
3. External assessment – practical test – this will assess the application of knowledge and skills acquired throughout the course.

The different components are weighted based on their relevance to the vocational area. The 2 external assessments must account for a minimum of 40% of the final grade in order to meet the requirements of the Award.

The external assessment components are set and marked by NCFE.

All learner evidence required for external assessment purposes must be submitted digitally and be transferred onto storage media that can be opened. PDF is the preferred file format for music technology and centres must ensure that all screenshots and written responses are saved in a single electronic document.

Learners must be successful in all types of assessment to achieve the qualification.

Assessment summary

Assessment component	Description	Duration	Marks	Contribution to final grade	
1	Internal assessment	Portfolio of evidence covering all learning outcomes	Duration of the qualification	N/A	50%
2	External assessment – written test	Invigilated exam including a listening task assessing underpinning knowledge and skills drawn from across the qualification	2 hours	60	15%
3	External assessment – practical test	Invigilated exam assessing application of knowledge and skills	2 hours	36	35%

Internal assessment

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Customer Support team on 0191 239 8000.

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. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 16).

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 Teacher. 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 Teacher 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.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the guided learning hours. The grade achieved for each unit is converted to a Uniform Mark Scale (UMS) score.

There is compensation within the internally assessed units as the grading descriptors are now based on learning outcomes rather than specific assessment criteria. All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the learning outcome as a whole. This allows for increased professional judgement on the part of the Assessor in terms of the learner's overall level of performance against the learning outcomes.

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
- refer to the 'Internal Assessment Tasks: Guidance for Centres' document on the NCFE website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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.

The use of word frames/templates provided by Teachers which give learners an advantage in meeting the learning outcomes must be avoided. If you're unsure whether a word frame/template does give learners an advantage, please contact your External Quality Assurer for advice prior to using them. If, on your quality assurance visit, your External Quality Assurer identifies that a word frame/template has been used which gives learners an advantage in achieving the learning outcomes, then the evidence will not be accepted and the unit grade may be rejected.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner that is being assessed is clearly visible and can be identified by the Examiner/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 Examiner/Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Examiners and 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 Examiner/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 Examiner/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: Teachers, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blond hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row, 3rd from left)

Jane Pattison (blond hair, back row, 5th from left)

Michael Davies (brown hair, front row, 3rd from right)

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

Late submissions

Teachers and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Quality Assurer to ensure consistency with national standards. See the NCFE website for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external quality assurance visit.

Following the external quality assurance visit the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, re-grade and internally quality assure the work and resubmit the new unit grade.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Quality Assurer, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the External Quality Assurer did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

External assessment

Each learner is required to undertake external assessment.

External assessments are set and marked by NCFE. The assessment assesses learners' knowledge, understanding and skills from across all units of the qualification.

The external assessment will take place at the end of the qualification after all units have been taught.

Any stimulus material used by the centre or work completed during the teaching of the unit cannot be used as evidence in the external assessment.

No hard copies or physical evidence should be submitted as part of the external assessment. All evidence must be submitted digitally.

The external assessment for this qualification consists of 2 exams. The same high level of control applies to each.

The external assessment is split as follows:

- Paper 1 - written assessment (2 hours invigilated external assessment) – short-answer questions and listening questions.
- Paper 2 - practical assessment (2 hours invigilated external assessment) – creative and technical manipulation of musical material to a given brief. There is an Examiner owned mark scheme that will be applied.

Both external assessments must take place under timed external assessment conditions and must be invigilated in accordance with the Regulations for Conduct of External Assessment – V Certs, which can be found on the NCFE website.

The external assessments must not be altered in any way by the centre.

Sample papers for each of the external assessments will be made available. We'll update the website with the latest past paper soon after a live assessment has been sat.

There are 2 external assessment windows during the academic session. Please refer to the external assessment timetable on our website www.ncfe.org.uk for details of the specific dates when the written and practical exams must be arranged.

To access the external assessment, centres must have entered learners using the NCFE Portal. When you make your registrations in the NCFE Portal you will be prompted to select an assessment date for your learners. NCFE will issue external assessment papers to the learner for the assessment date selected at registration. If you want your learners to sit the external assessment on a different assessment date you will need to contact your Centre Support Assistant and arrange a transfer of entry.

Centres must enter learners at least 10 working days in advance of the assessment. Late entries cannot be accepted.

The external assessment material will be sent out in time for the assessment date. The material must be kept secure at all times throughout the assessment period.

You must return the External Assessment Register and all learner work to NCFE one working day after the external assessment date. The last date that NCFE will accept learner work is the next working day from the exam being sat. Please refer to the assessment arrangements document on the NCFE website confirmation of this date.

Learners are entitled to one resit for each of the external assessment components, which will be chargeable. This means that learners can have a total of 2 attempts at each of the external assessments. 'Did Not Attend' will not be classed as an attempt at the external assessment. If you know before the assessment date that a learner is no longer able to sit the external assessment, please contact NCFE to cancel or transfer the entry.

For guidance on conducting external assessments, please refer to the Regulations for the Conduct of External Assessments – V Certs, available from the NCFE website or 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.

External quality assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Section 4

Grading information

Grading information

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction.

Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each learning outcome in a unit. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5 (page 64).

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

The internal assessment component is based on performance of open-ended tasks which are assessed holistically against the grading descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the guided learning hours and a score based on the holistic grade. The overall grade achieved for each unit is converted to UMS score.

Marking the external assessment

The externally assessed components will consist of individual questions which are marked using a numerical mark scheme to achieve a total score. For each external assessment grades will be allocated by NCFE.

There will be a different weighting applied to the different components of external assessment depending on the requirements of the sector. The outcome will be based on the performance of the combined external assessments.

The following table represents the percentage UMS associated with each awarded grade:

Level 1 Pass UMS %	Level 1 Merit UMS %	Level 1 Distinction UMS %
20%	30%	40%

The weighting of the external assessments and the use of numerical mark schemes will allow for compensation.

Awarding the final grade

NCFE needs to be able to compare performance on the same assessment components across different papers when different grade boundaries have been set, and between the different components. NCFE uses a Uniform Mark Scale (UMS) to enable this to be done.

The final qualification grade is calculated by converting the 3 assessment components into UMS score to ensure comparability between the different components. These are combined using weightings based on their relevance to the vocational sector.

Learners must achieve a minimum of 40 UMS on the internal assessment component and a combined UMS of 40 on the external assessment components. These UMS scores represent the lowest UMS scores at which a learner would need to pass each component at Level 1.

The collective UMS will then be converted into a grade based on the following fixed thresholds:

	Max	P	M	D	D*
UMS	239	80	120	160	200

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction*.

Learners need to achieve a distinction for each unit in order to achieve an overall grade of Distinction*.

The final grade will be issued to the centre by NCFE.

Level 1 standard

At Level 1 learners must have basic factual knowledge of the subject. They must demonstrate the knowledge needed to complete well-defined routine tasks, be able to use relevant skills and procedures, and to select and use relevant information to inform actions. Learners must be able to identify whether actions have been effective. They will complete straightforward analysis and evaluation with direction and guidance as needed.

Tasks

At Level 1, tasks should be well defined and routine, requiring a general understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study. They should not need any technical skills or understanding for their completion.

Learners will complete routine tasks and simple procedures, which may have been broken down into stages by the Teacher/Assessor, with direction and guidance as needed.

Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from a learner at each grade. Please refer to the Levelling Grading Descriptors document on our website for a table summarising Level 1, 2 and 3 standards.

<p>Level 1 Not Yet Achieved</p> <p>The learner will not have met all the learning outcomes, either because there is insufficient evidence or because the evidence does not meet the required standards for a Pass.</p>
<p>Level 1 Pass</p> <p>The learner will have a general understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a minimum standard with the learner attempting to apply basic knowledge and using given skills and processes.</p> <p>General conclusions will be made about the success or failure of the task, giving an obvious example of a strength or a weakness.</p> <p>Evidence will show some degree of planning, organisational and investigatory skills but may be lacking in structure.</p>
<p>Level 1 Merit</p> <p>The learner will have some technical understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a level that exceeds the minimum standard with the learner accurately applying basic knowledge with few errors and selecting from a range of given skills and processes.</p> <p>Simple conclusions will be made about the success or failure of the task, giving an obvious example of a strength and a weakness.</p> <p>Evidence will show some degree of planning, organisational and investigatory skills and will have some structure. The learner will demonstrate the ability to work to deadlines.</p>

Overall qualification grading descriptors (cont'd)

Level 1 Distinction
<p>The learner will have a sound technical understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a level that far exceeds the minimum standard with the learner accurately applying basic knowledge with few or no errors and appropriately selecting from a range of given skills and processes.</p> <p>Simple conclusions will be made about the success or failure of the task, with evidence of reflection.</p> <p>Evidence will show some degree of planning, organisational and investigatory skills and will have a clear structure. The learner will demonstrate the ability to work to deadlines and to review plans.</p>
Level 1 Distinction*
<p>To be awarded a Distinction* grade, the learner will have achieved within the top 10% of the maximum UMS or learners will have achieved a Distinction grade in every unit for the internal assessment and a Distinction grade in both external assessments.</p>

Whilst NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this qualification specification may be subject to change.

Section 5

Grading criteria glossary of terms

Grading criteria glossary of terms

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 1 V Cert qualifications and may not all appear in this qualification specification.

Level 1 Music Technology	
Accurately	The learner carries out all stages of a process correctly and without errors (<i>see mostly accurately</i>)
Advanced ways	Solutions may be more complex or more considered (<i>see basic ways and considered ways</i>)
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. At Level 2 or above they must be selected by the learner, as opposed to Level 1 where learners are directed.
Balanced conclusions	All arguments are considered in making a conclusion (<i>see reasoned conclusions</i>)
Basic ways	Straightforward, mostly obvious ideas or solutions (<i>see advanced ways and considered ways</i>)
Complex task/brief	A task/brief made up of several, interrelated elements
Complex technical problems	A problem specific to the vocational area that has several interrelated elements (<i>see technical problems</i>)
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion out (<i>see limited experimentation and simple experimentation</i>)
Considered ways	Ideas or solutions that show some degree of thought (<i>see advanced ways and basic ways</i>)
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Teacher/Assessor
Effective solutions	Solutions which are appropriate to the vocational area (<i>see possible solutions</i>)
Efficiently solves	Solves in a manner appropriate to the vocational area
Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology (<i>see specialist terms/language and technical terms/language</i>)
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation (<i>see technical understanding</i>)
Format of source	The style of information eg a questionnaire, a report, an observation, an interview (<i>see type of source</i>)
Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion out (<i>see considered experimentation and simple experimentation</i>)
Mostly accurately	The learner is able to carry out most stages of a process without errors to achieve an outcome (<i>see accurately and some degree of accuracy</i>)
Possible solutions	The solution may not involve technical skills or understanding and may not be a long-term or effective solution (<i>see effective solutions</i>)
Range	Frequent use of most common words/techniques/materials (<i>see some and wide range</i>)
Reasoned conclusions	Explanations are provided as to why a conclusion was made (<i>see balanced conclusions</i>)

Grading criteria glossary of terms (cont'd)

Simple experimentation	Straightforward, most obvious experimentation is carried out (<i>see limited experimentation and considered experimentation</i>)
Some	Occasional use of most common words/techniques/materials (<i>see range and wide range</i>)
Some degree of accuracy	The learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors (<i>see accurately and mostly accurately</i>)
Sophisticated examples	Complex or less obvious examples provided with detailed explanation, clearly related to the point being made (<i>see straightforward examples</i>)
Specialist skill	Advanced technical skills in context (<i>see technical skills</i>)
Specialist terms/language	Advanced technical terms in context (<i>see everyday language and technical terms/language</i>)
Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made (<i>see sophisticated examples</i>)
Technical problems	A problem specific to the vocational area. This could include equipment, processes etc (<i>see complex technical problems</i>)
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes (<i>see specialist skills</i>)
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc (<i>see everyday language and specialist terms/language</i>)
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding (<i>see general understanding</i>)
Type of source	The place that the information comes from eg the internet, a museum visit, staff, visitors (<i>see format of source</i>)
Wide range	Uses all relevant words/techniques/materials that could be expected at the level (<i>see range</i>)

Section 6

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 NCFE's Equal Opportunities policy is available on request.

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 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 Teacher, 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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