



# EXTENDED DIPLOMA (1080GLH) IN MUSIC TECHNOLOGY

## SAMPLE TWO YEAR DELIVERY PLAN

It is important to note from the outset that this is a suggested 'Delivery Plan', designed to help structure the delivery of the unit content, as well as planning assessment. This is no means a definitive or a prescribed document. Pearson recognise that each and every centre will want to stamp their mark on delivery and will want to teach to the strengths of resourcing, including both physical resources and human resources.

Centres are also encouraged to include optional units that will meet the local needs and reflect employability and/or progression to higher education, relevant to location.

Pearson wants centres to think 'outside of the box' in order to represent the actual constraints, challenges and competitive nature of the modern music industry.

### Key

✓	<b>Taught delivery</b>
-	<b>No delivery</b>
R	<b>Revision for External Assessment</b>
EX	<b>External Assessment</b>
SA	<b>Summative Assessment</b>

The Level 3 National Extended Diploma in Music Technology suggests 1080 guided learning hours (GLH), consisting of seven mandatory units (four internal and three external units). These are taken from group A and group B (see page 10 of specifications). Learners must complete and achieve a pass or above for all the units in group A. Learners must complete all mandatory internal units in group B. With regards to the optional units, learners must complete seven units taken from the published group C.

There is no mandatory requirement for a work experience placement within the qualification but learners will significantly benefit from access to local employers when completing mandatory units - Unit 4 and Unit 7. It is recommended that centres include opportunities for site visits, guest seminars and case studies. It is also worth taking advantage of collaboration on line such as commercial audio projects, competitions, etc.

The delivery plan example includes Unit 11: DJ Performance Techniques. This unit obviously means that centres will need to have access to or invest in appropriate DJ equipment. If this is not feasible it is advisable to substitute the unit, using an optional unit from group C.

There are three externally assessed units - Unit 5, Unit 6 and Unit 7.

- Unit 5: Music Technology in Context: Learners are expected to learn and show their understanding of the external technological factors that have affected the development of music. Assessment is a task set by Pearson, consisting of Part A and Part B. Part A will require three hours preparatory research in a week, which will be timetabled by Pearson. Part B is a three hour supervised assessment task, in a week timetabled by Pearson. This is a written submission.
- Unit 6: DAW Production: Learners produce a composition, using technology, in response to an industry-specific brief. This is based on realistic working commissions and is a task-based assessment. The actual assessment is a task set by Pearson. This is a supervised assessment over a period of 15 hours in a two-week period. Pearson will timetable this. The assessment will be completed on a computer, with the submission of a digital folder to Pearson.
- Unit 7: Music Technology Enterprise Opportunities. Learners will be assessed by a set task provided by Pearson and completed under supervised conditions. The supervised assessment period is approximately 12 hours and can be arranged over a number of sessions in a two-week period timetabled by Pearson. Learners will respond to a music technology enterprise brief and submit a digital folder of written and videoed footage.

Delivering the externally-assessed units 5 and 6 in year 1 offers an opportunity for a resit in the second year.

It is essential that a Level 3 curriculum allow learners the opportunity to develop a solid foundation of skills and knowledge at the same time as facilitating the development of specialist skills that represent the diverse needs of the modern music industry. The selected units in this example have therefore been carefully selected to provide learners with a diverse and broad curriculum. The unit choice will also allow for successful transition into the workplace or higher education. In year 1, the suggested delivery plan deliberately holds back units such as Live Sound and DJ Performance Techniques until after the first half term. This type of delivery model will allow centres to give learners an intense initial period of development in order to secure essential key learning. Focussing early on theory is really important and will support vocational development later in the academic year. The suggested timing of units also allows realistic assessment and synergy across units.

An example here is the assessment of Live Sound, which has been positioned in the last week of term. This would be ideal if a centre was offering a parallel programme, focusing on music performance. Music technology learners would run the live sound for the music performance learners. Where this is not the case, music technology learners would certainly benefit from putting on their own event to celebrate their own achievements.

As an approved centre there is a requirement to ensure that every learner has access to meaningful activity involving employers. Meaningful relationships with the music industry should certainly enhance the experience of learners. Pearson appreciate that this is not always easy however centres are encouraged to develop links with local employers/employees, such as DJs, synchronisation, games developers, composers, promoters, recording studios and musicians. Centres are also encouraged to utilise the vast amount of online resources and online collaborations that exist. These will encourage creative and relevant working practices that reflect the future working patterns of the industry. Another approach may be to work with industries that purchase products and services from the music industry, such as advertising agencies or (as above) games developers. This may be a useful way to provide learners with experience of working on briefs produced by organisations who regularly commission work. In particular, this may of use to centres in less urban areas.



## Two-year programme of study – Year 1

The Year 1 delivery plan highlights four mandatory units and three optional units (that can be substituted dependent on the centre). It is anticipated that there should be a large amount of taught content in the first term, in order to build a strong foundation of basic skills and knowledge, associated to music technology. This solid foundation is paramount in the delivery of hands on units where learners are applying skills in a vocational context. Staff teams are encouraged to draw from industry practice, case studies and industry protocols as much as feasibly possible. The development of transferable employability skills is absolutely critical for the long term development of learners. The optional units in Year 1 will also prepare learners for the rigour of Year 2 units.

This year is all about developing an essential 'tool kit' of skills and knowledge. The first six weeks offers an opportunity to embed some of the core skills and knowledge learners will need to progress to the more specialist units. These weeks can be used to secure essential theory, work ethic, expectations and academic study skills. After the first half term the introduction of Unit 9: Composing Music allows for the introduction and development of the creation of music. This is fundamental for the long-term financial wellbeing of any music technologist. Assessment features from week 26 through to week 30 and is staggered enough to enable centres to manage learners. Unit 1: Live Sound is in the last week as this is potentially an end of year event. It is essential that centres establish a culture of formative assessment opportunities that allows for the development and evidencing of skills and knowledge prior to formal assessment

### Term 01 September to January (holidays may differ due to term dates)

Unit	Unit title	GLH	Assessment method	Wk 01	Wk 02	Wk 03	Wk 04	Wk 05	Wk 06	HOLIDAYS	Wk 07	Wk 08	Wk 09	Wk 10	Wk 11	Wk 12	Wk 13	HOLIDAYS	
2	Studio Recording Techniques	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓
5	Music Technology in Context	120	External	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓
6	DAW Production	120	External	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓
1	Live Sound	60	Internal	-	-	-	-	-	-		-	-	-	-	-	-	-		-
9	Composing Music	60	Internal	-	-	-	-	-	-		✓	✓	✓	✓	✓	✓	✓		✓
11	DJ Performance Techniques	60	Internal	-	-	-	-	-	-		-	-	-	-	-	-	-		-
17	Music Technology & Musicianship	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓

### Term 02 January to March (holidays may differ due to term dates)

Unit	Unit title	GLH	Assessment method	Wk 14	Wk 15	Wk 16	Wk 17	Wk 18	Wk 19	HOLIDAYS	Wk 20	Wk 21	Wk 22	Wk 23	Wk 24	Wk 25	HOLIDAYS	
2	Studio Recording Techniques	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
5	Music Technology in Context	120	External	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
6	DAW Production	120	External	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
1	Live Sound	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
9	Composing Music	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
11	DJ Performance Techniques	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	SA	SA		
17	Music Technology & Musicianship	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓



**Term 03**

April to June (holidays may differ due to term dates)

Unit	Unit title	GLH	Assessment method	Wk 26	Wk 27	Wk 28	Wk 29	Wk 30	Wk 31	HOLIDAYS	Wk 32	Wk 33	Wk 34	Wk 35	Wk 36	HOLIDAYS
2	Studio Recording Techniques	60	Internal	✓	✓	✓	✓	SA	SA		-	-	-	-	-	
5	Music Technology in Context	120	External	R	R	R	R	R	EX		-	Sub EX	-	-	-	
6	DAW Production	120	External	R	R	R	R	R	R		R	EX	EX	Sub EX	-	
1	Live Sound	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	SA	
9	Composing Music	60	Internal	✓	✓	✓	✓	✓	✓		SA	SA	-	-	-	
11	DJ Performance Techniques	60	Internal	-	-	-	-	-	-		-	-	-	-	-	
17	Music Technology & Musicianship	60	Internal	✓	✓	✓	✓	✓	SA		-	-	-	-	-	



## Two-year programme of study – Year 2

The Year 2 plan highlights three mandatory units and four optional units (that can be substituted dependent on the centre). The emphasis in Year 2 is on employability. Much of the work can be delivered through commercial and professional briefs. Learners should be encouraged to adopt the philosophy of a freelance, self employed creative. They should work to deadlines, consider the quality and presentation of work and make clear reference to commercially acceptable work anticipated by professional clients. Learners should constantly reference the work of the commercial industry and realise the crossover of units. This can be achieved by careful assessment design. It is important that learners are given the skills, knowledge and working environment to develop projects in their own time. Project time should be factored in to timetabling. Centres are encouraged to involve industry professionals in all aspects of delivery and assessment whenever possible or indeed feasible.

This year is all about the application of skills and knowledge. There is an emphasis on 'project' and 'portfolio' development. Learners should be encouraged to extend learning opportunities into industry. Examples here could be through online collaboration, working to commercial briefs, working with clients, establishing a website as a platform for future development, and paid commissions. At the end of year learners should feel equipped and empowered to seamlessly progress into employment or higher education.

### Term 01 September to January (holidays may differ due to term dates)

Unit	Unit title	GLH	Assessment method	Wk 01	Wk 02	Wk 03	Wk 04	Wk 05	Wk 06	HOLIDAYS	Wk 07	Wk 08	Wk 09	Wk 10	Wk 11	Wk 12	Wk 13	HOLIDAYS	
4	Music Technology Project	120	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓
7	Music Technology Enterprise Opportunities	120	External	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓
3	Music and Sound for Media	120	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓
10	Remixing and Reworking	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓
17	Music Technology in Performance	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓
15	Music Investigation	60	Internal	-	-	-	-	-	✓		✓	✓	✓	✓	✓	✓	✓		✓
16	Commercial Music Production	60	Internal	-	-	-	-	-	-		✓	✓	✓	✓	✓	✓	✓		✓

### Term 02 January to March (holidays may differ due to term dates)

Unit	Unit title	GLH	Assessment method	Wk 14	Wk 15	Wk 16	Wk 17	Wk 18	Wk 19	HOLIDAYS	Wk 20	Wk 21	Wk 22	Wk 23	Wk 24	Wk 25	HOLIDAYS	
4	Music Technology Project	120	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
7	Music Technology Enterprise Opportunities	120	External	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
3	Music and Sound for Media	120	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
10	Remixing and Reworking	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
17	Music Technology in Performance	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
15	Music Investigation	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
16	Commercial Music Production	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓



**Term 03**

April to June

(holidays may differ due to term dates)

Unit	Unit title	GLH	Assessment method	Wk 26	Wk 27	Wk 28	Wk 29	Wk 30	Wk 31	HOLIDAYS	Wk 32	Wk 33	Wk 34	Wk 35	Wk 36	HOLIDAYS	
4	Music Technology Project	120	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		SA
7	Music Technology Enterprise Opportunities	120	External	R	R	R	R	R	R		R	R	R	R	EXT		-
3	Music and Sound for Media	120	Internal	✓	✓	✓	✓	✓	SA		-	-	-	-	-		-
10	Remixing and Reworking	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓
17	Music Technology in Performance	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	SA	-		-
15	Music Investigation	60	Internal	SA	-	-	-	-	-		-	-	-	-	-		-
16	Commercial Music Production	60	Internal	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		SA