



Pearson BTEC Nationals in Music Technology

Delivery Guide

Pearson BTEC Level 3 National Certificate in Music Technology
First teaching September 2018

Pearson BTEC Level 3 National Extended Certificate in Sound Engineering

Pearson BTEC Level 3 National Extended Certificate in Digital Music Production

Pearson BTEC Level 3 National Foundation Diploma in Music Technology

First teaching September 2017

Pearson BTEC Level 3 National Diploma in Music Technology

Pearson BTEC Level 3 National Extended Diploma in Music Technology

First teaching September 2016

Edexcel, BTEC and LCCI qualifications

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Welcome to your BTEC National delivery guide

This delivery guide is a companion to your BTEC Level 3 National specifications, Authorised Assignment Briefs (AABs) and Sample Assessment Materials (SAMs). It contains ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery, ways of managing independent learning and how to approach assessments. The aim of this guide is to show how the specification content might work in practice and to inspire you to start thinking about different ways to deliver your course.

The guidance has been put together by tutors who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver a BTEC programme in the context of the new qualifications from 2016 to 2018.

Guidance around what you will need to consider as you plan the delivery of the qualification(s) has been provided. You will find information around the structure of your course, how you may wish to build the course for your learners, suggestions for how you could make contact with employers and information around the other support and resources available to you.

Unit-by-unit guidance has been provided and includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find coverage of assessments, including useful advice about external assessment, as well as tips and ideas around how to plan for and deliver your assignments.

You will also find a list of carefully selected resources for each unit. The lists include suggestions for books, websites and videos that you can either direct your learners to use or that you can use as a way to complement your delivery.

We hope you will find this guidance relevant and useful.

Enjoy your course!

What's new

The BTEC Level 3 Nationals 2016 to 2018 are the result of more than three years' consultation with employers, higher education institutions (HEIs), and many thousands of tutors and managers in colleges and schools. Our aim has been to ensure that the BTEC Level 3 Nationals continue to allow a recognised and well-respected route into employment or higher education by meeting the needs of these key stakeholders, and that learners continue to enjoy a stimulating course of study and develop the skills and attributes that will enable them to progress.

As a result of this consultation, and on the advice of employers, higher education institutions and most importantly of those of you who teach BTEC, some key changes have been made to the BTEC Level 3 Nationals. These are described through this delivery guide and include the following.

- **Updated content and a larger proportion of mandatory content** – both employers and universities said they wanted a greater consistency in coverage of the subject for BTEC learners. Employers wanted to see systematic coverage of core knowledge and skills for their sector, and for the Nationals to reflect up-to-date industry practice.
- **The reintroduction of external assessment** – employers were keen to see an element of rigour and consistency across the country in terms of assessment, while higher education institutions wanted learners to be better prepared for meeting deadlines and preparing for formal exams, where appropriate. Both were keen to

see learners applying their knowledge and skills to new contexts through synoptic projects and assessments.

- **A focus on employability skills** – the BTEC approach to learning, through projects, self-directed assignments, group work and work placements has always supported the development of employability skills, e.g. self-management. In the new Nationals, the balance of cognitive and skills work has been carefully calibrated to ensure that learners get a range of different opportunities across their course.
- **Broader assessment in internal units** – the assessment criteria for each unit are carefully structured to set a clear level of demand. Distinction criteria encourage and require depth of study, including demonstration of the application of knowledge and understanding as well as a synoptic element for the learning aim or unit.
- **Alignment with DfE criteria for performance measures for 16–19 year olds in England** – all new BTECs are designed as either Applied General qualifications or Tech Levels to fulfil criteria for inclusion in 2018 performance tables and funding for 16–19 year olds and 19+ learners.

Please check the qualifications website to know the status of funding and performance measure recognition for each year.

We are providing an enhanced support programme with exemplar and practice materials and training. Please see the *Support and resources* section for details of this support, and the link to sign up for tutor training, which continues throughout the lifetime of the qualification.

Notes:

The specification tells you what **must** be taught and what **must** be assessed. This delivery guide gives suggestions about how the content could be delivered.

The suggestions given in this delivery guide link with the Authorised Assignment Briefs provided by Pearson, but they are not compulsory. They are designed to get you started and to spark your imagination.



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OVERVIEW

Delivery Guides as support

In the specification, the 'Unit content' tells you what must be taught and the 'Assessment criteria' what must be assessed. The 'Essential information for assessment decisions' explains what the assessment criteria mean.

This delivery guide provides suggestions and ideas on how to plan and deliver the qualification, and includes a summary of recent changes.

Unit-by-unit guidance has been provided, which includes suggestions on how to approach the learning aims and unit content. Teaching, learning and formative assessment activities are also suggested. You will also find delivery plans to help you timetable your course and ensure that your learners are well prepared for internal and external assessments.

Links to carefully selected resources are provided for each unit. The lists include suggestions for books, websites and videos, which will help you plan and deliver your course. Alternatively, you may wish to direct your learners to these resources.

Use the delivery guides as model templates or an interpretation on which you can base your own plan. Every delivery guide presents each unit as an exemplar, highlighting Music Technology links to motivate tutors and learners.

Significant changes for those teaching to the new 2016-18 specification

The BTEC Level 3 Nationals (FT 2016-2017) contain significant changes to the previous 2010 version. These changes reflect the views and demands of music technology teaching practitioners, those working in this sector, and government bodies with oversight of the qualifications.

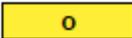
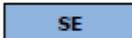
For those familiar with the older 2010 specification, these changes are summarised in the table below:

Change	New 2016,2017,2018		Old 2010	
Programme Name	Music Technology		Music Technology	
Qualification Names/GLH	Certificate in Music Technology (FT 2018)	180 GLH	Certificate in Music Technology	180 GLH
	Extended Certificate in Sound Engineering (FT 2017)	360 GLH	Subsidiary Diploma	360 GLH
	Extended Certificate in Digital Music Production (FT 2017)	360 GLH	90 credit Diploma	540 GLH
	Foundation Diploma (FT 2017)	540 GLH	Diploma	720 GLH
	Diploma (FT 2016)	720 GLH		
	Extended Diploma (FT 2016)	1080 GLH	Extended Diploma	1080 GLH
Mandatory Units	National Certificate = 1 Extended Certificates = 2 Foundation Diploma = 4 Diploma = 5 Extended Diploma = 7		Between 1 and 5 dependent on qualification and pathway	
Optional Units	National Certificate: Choose 1 from 3 available Extended Certificates: Choose 3 from 4 available Foundation Diploma = Choose 3 from 7 available Diploma = Choose 5 from 7 available Extended Diploma: Choose 7 from 12 available		Choose from up to 29 dependent on qualification and pathway	
Assessment	Internal through assignment and up to 3 External depending on qualification		Internal only through assignments	

Structure

The table below shows the structure of the qualifications in the Music Technology suite of qualifications. By a clear understanding of the units and careful selection, centres can tailor the qualification to suit the needs of their learners and the resources of the centre. Ensure that you use the full structure found in *Section 2* of the specification when planning your course:

Key

	Unit assessed externally		Mandatory units		Optional units
	Sound Engineering		Digital Music Production		

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Extended Certificate (360 GLH)		Foundation Diploma (540 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
			SE	DMP			
1 Live Sound	60		O			M	M
2 Studio Recording Techniques	60	O	M		M	M	M
3 Music and Sound for Media	60	O		M	M	M	M
4 Music Technology Project	120						M
5 Music Technology in Context	120				M	M	M
6 DAW Production	120	M	M	M		M	M
7 Music Technology Enterprise Opportunities	120				M		M
8 Creative Synthesis and Sampling	60			O	O	O	O
9 Composing Music	60						O
10 Remixing and Reworking	60			O	O	O	O
11 DJ Performance Techniques	60						O
12 Music Technology in Performance	60					O	O
13 Mixing and Mastering Techniques	60	O	O	O	O	O	O
14 Studio design and Acoustics	60		O				O
15 Music Investigation	60				O	O	O
16 Commercial Music Production	60			O	O		O
17 Music Technology and Musicianship	60				O	O	O
18 Working and Developing as a Production Team	60		O		O	O	O
19 Designing a Music Technology Product	60						O

In order to maximise the quality of learning, the structure of the qualifications has been developed with significant input from all sectors that require learners to have underpinning skills in Music Technology, including a breadth of employers, higher education institutions and delivery centres.

Learners on the smaller size qualifications who find they have a continuing interest in Music Technology can move on to a larger qualification in the suite. This flexibility is facilitated through a considered number of mandatory and externally assessed units, which avoids unnecessary repetition of assessment of units.

As Tech Level qualifications, the Diploma, Extended Diploma, Foundation Diploma and Extended Certificate focus on enabling learners to move into industry, ensure they can manage a client brief, realise intentions and have an awareness of professional practice through their mandatory content. Note, however that the Certificate is not a Tech Level qualification as such, rather an Applied General (AG).



All qualifications require meaningful employer involvement that is relevant to the industry, sector or occupation, except the Certificate which does not require this. This employer involvement can include:

- work experience and placements
- projects set by employers
- co-delivery of units with employers
- industry guests that contribute to learner practice.

The external assessment encompasses units that are critical to the purpose of each qualification, ensuring realistic and vocational learning experiences.

We firmly believe in the relevance of learning through employer engagement and the qualifications provide ideas on how this can be achieved. Most of the units highlight where employer involvement would benefit the learning and make useful suggestions for how to initiate this participation.

Overview of the Music Technology qualification suite

The Music Technology BTEC qualifications suite offers a combination of mandatory and optional units with internal and external assessment, which will drive the quality of learning. It will also help learners take increased responsibility for their own development.

The demands within industry mean learners need to be able to manage deadlines and communicate their ideas in different ways. This assessment methodology closely matches experiences learners will have in employment and thus increases their chances of successful progression.

The units provide valuable ways for learners to develop highly transferable skills and to be assessed in a synoptic way. All of the units can contain opportunities for stakeholder or employer engagement to stimulate learning experiences.

The combination of mandatory and optional unit content means that the qualification in Music Technology is tailored to suit all sector needs from composing music, live sound and studio recording techniques to DJ performance techniques.

Certificate

The Certificate provides a basic introduction to music technology for learners to include alongside their wider study programme. Learners are given the opportunity to engage with and explore a digital audio workstation. Suitable for learners intending further study at higher education, including progression onto one of the more specialist music technology Extended Certificates.

Extended Certificate

This qualification is designed to support progression to apprenticeship or employment when taken as part of a programme of study that includes other appropriate BTEC Nationals or A levels. There are two pathways (Sound Engineering and Digital Music Production). Each has five units, of which two are mandatory and one is external.

Foundation Diploma

This qualification supports entry to employment in the sector as well as progression to a further year of study at level 3. It would also support progression to higher education if taken as part of a programme of study that included other BTEC Nationals or A levels.

Diploma

This qualification is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of music technology study. This programme may include other BTEC Nationals or A levels to support progression either directly to employment in the Music Technology sector or to higher education courses in music technology. It can also be a component of the Tech Bacc measure along with a Level 3 Mathematics qualification and the Extended Project Qualification (EPQ). The additional qualification(s) studied allow learners to either give breadth to their study programme by choosing a contrasting subject, or to give it more focus by choosing a complementary subject. This qualification can also be used to progress to employment in this sector.



Extended Diploma

This qualification is designed to be the main focus of learning in a typical two-year, 16–19 study programme.

This size qualification is particularly appropriate for those with an interest in progressing directly to a career in music technology or to enter the sector following a course in higher education.

Learners can choose areas such as DJ performance techniques or composing music in order to focus on specific careers in music technology.

Making the right choice for your learners

The qualifications are meant to be inclusive and support individuals in their progression. The prior achievement and aspirations of learners is key to advising the most appropriate study programme.

For learners who wish to progress directly to higher education, the qualifications ensure they will have the skills to cope with the academic and independent learning. In recognition of some of the highly specialised areas within the music technology industry, the qualifications provide opportunities for learners to gain vocational experience in parallel with other specialist qualifications. As Tech Level qualifications, these Diplomas support progression into industry at entry or apprenticeship levels with the understanding required to progress in their careers.

Below are some examples of learners' potential progression routes:

16-year-old learner choice		
Progression intention	Suggested Prior achievement *centres to set own	Potential BTEC National route
Audio and Music Technology, Music Technology, Music Production, Live Sound Engineering subject in HE	5 GCSEs C or above with Maths, English and a Science subject	BTEC National Diploma in Music Technology or BTEC National Extended Diploma in Music Technology
Popular Music, Creative studies and Music, subjects in HE	5 GCSEs C or above with Maths and English and Music	BTEC National Diploma in Music Technology (with A levels, e.g. Music, Media, Sociology, Psychology, History, Computing, English, Physics)
Audio Engineering	5 GCSEs C or above with Maths, English and Physics	BTEC National Diploma in Music Technology or BTEC National Extended Diploma in Music Technology (with A level Maths and Physics)
HE, but uncertain of course	5 GCSEs C or above with Maths and English	BTEC National Certificate in Music Technology (with A levels) or Year 1: BTEC National Diploma Music Technology Year 2: If firming up for this sector, then continue into Extended Diploma in Music Technology . If moving away from the sector, a second Diploma in another specialism

Entry level employment as a studio engineer, producer, artist, live sound engineer, DJ, media/TV composer	5 GCSEs C or above with Maths and English	BTEC National Diploma in Music Technology or BTEC National Extended Diploma in Music Technology
Apprenticeship opportunities in Creative Arts and Media	5 GCSEs C or above with Maths and English	BTEC National Diploma in Music Technology or BTEC National Extended Diploma in Music Technology
Music Technology subject in HE	BTEC Level 2 First in Music or Performing Arts	BTEC National Extended Diploma in Music Technology

*Routes to higher education (HE) or employment are dependent on prior experience.

19+ learner choice*		
Progression	Prior achievement	Potential BTEC National route
Music Technology subject in HE	No experience in Music Technology, but with 5 GCSEs C or above including Maths and English	BTEC Level 2 in Music, then BTEC National Diploma in Music Technology or BTEC National Extended Diploma in Music Technology
Music Technology subject in HE	Some experience in Music Technology with 5 GCSEs C or above including Maths and English	BTEC National Diploma in Music Technology or BTEC National Extended Diploma in Music Technology
Music Technology subject in HE	History of experience in the Music Technology field with no evidence of GCSEs	BTEC National Diploma in Music Technology or BTEC National Extended Diploma in Music Technology

Making contact with employers

Employer contact is one of the most cherished experiences BTEC National learners can have, as it ensures realistic and valuable learning.

Partnerships between companies, freelance practitioners and centres can often develop a relationship that is beneficial to both parties. Here are some ideas that may support centres expanding their employer engagement.

Employability skills

Employers not only look for technical skills, but also employability skills. These include:

- **Self-management:** readiness to accept responsibility, flexibility, time management, readiness to improve own performance
- **Teamworking:** respecting others, co-operating, negotiating/persuading, contributing to discussions
- **Business and customer awareness:** basic understanding of the key drivers for business success and the need to provide customer satisfaction
- **Problem-solving:** ability to analyse facts and circumstances and applying creative thinking to develop appropriate solutions
- **Communication and literacy:** application of literacy, ability to produce clear, structured written work, and oral literacy (including listening and questioning)
- **Application of numeracy:** manipulation of numbers, general mathematical awareness and its application in practical contexts
- **Application of information technology:** basic IT skills including familiarity with word-processing, spreadsheets, file management and use of internet search engines.

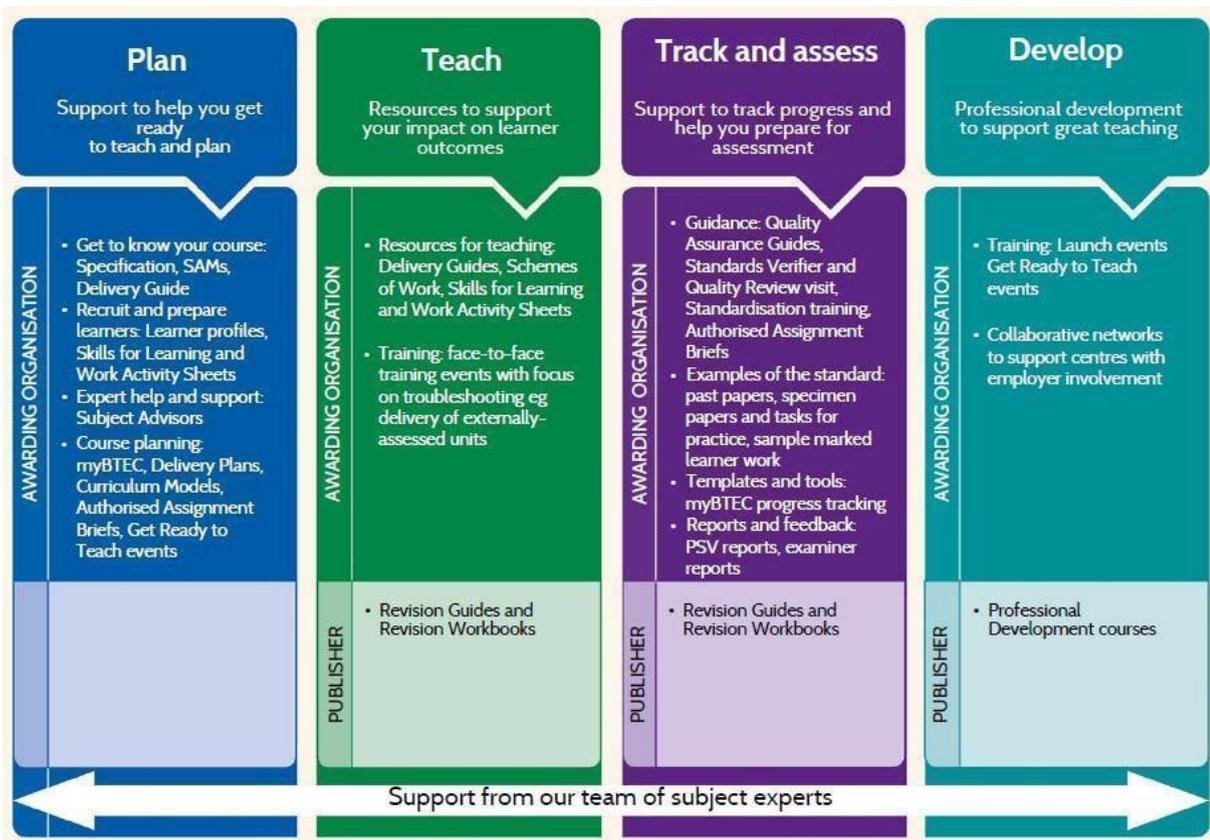
SUPPORT AND RESOURCES

There is a wealth of resources available to ensure you feel confident delivering your BTEC National qualification throughout your entire course.

All the 'Awarding Organisation' resources can be found on the Pearson Qualifications website here: <http://qualifications.pearson.com/en/qualifications/btec-nationals/music-technology-2016.html>

As well as the free resources supporting the qualification, provided by Pearson as an Awarding Organisation, Pearson Learning Services ('Publisher' in the tables below) provides a range of engaging resources to support BTEC Level 3 Nationals. The diagram below shows the resources available (by format and category of use).

In addition to the 'publisher' resources listed above, other publishers in addition to Pearson may produce textbooks that are endorsed for BTEC. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.



There are also a number of people who are available for you to speak to:

- **Standards Verifiers** – they are subject specialists who can support you with ensuring that your assessment plan is fit for purpose and whose role is to confirm that you are assessing your learners to national standards as outlined in the specification by providing quality assurance through sampling.
- **Curriculum Development Managers (CDMs)** – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.
- **Customer Services** – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

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Training for the new BTEC Level 3 Nationals can be found on the Pearson website here: <http://qualifications.pearson.com/en/support/training-from-pearson-uk.html>