

BTEC Level 3 in Music and Music Technology (QCF)

**Certificate
Subsidiary Diploma
90-credit Diploma
Diploma
Extended Diploma**

Specification

First teaching September 2010

90-credit Diploma – first teaching September 2012

Issue 6

Pearson BTEC Level 3 Certificate
Pearson BTEC Level 3 Subsidiary Diploma
Pearson BTEC Level 3 90-credit Diploma
Pearson BTEC Level 3 Diploma
Pearson BTEC Level 3 Extended Diploma
in

Music and Music Technology (QCF)

Specification

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Edexcel, BTEC and LCCI qualifications

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This specification is Issue 6. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of specification changes for the qualifications covered by this specification

The latest issues of the BTEC Level 3 QCF specifications have had minor updates, including formatting and organisation of content. Units and structures of qualifications are unaffected. The updates do not change delivery or assessment of any of the qualifications and centres can continue to use existing assignment briefs.

Summary of changes made between previous version and this version	Page number
An updated explanation of QCF titles and certification is now included in the section <i>Introduction to the Pearson BTEC Level 3 qualification titles covered by this specification</i> .	1-2
Details on Total Qualification Time (TQT) and Guided Learning Hours (GLH) can now be found in <i>Introduction to the Pearson BTEC Level 3 qualification titles covered by this specification</i> .	2
The outline of the purpose of the qualifications in <i>What are BTEC Level 3 qualifications?</i> has been updated to reflect updated sector trends, progression opportunities and, where applicable, links to apprenticeship frameworks given in the new section <i>Purpose of these BTEC qualifications</i> .	4-7
For increased clarity and ease of use, the information in <i>Rules of combination for Pearson BTEC Level 3 qualifications in this specification</i> is now included in the section <i>Structure of the Pearson BTEC Level 3 qualifications in this specification</i> .	9-29
The number of GLH per unit has been included in the section <i>Structure of the Pearson BTEC Level 3 qualifications in this specification</i> , to indicate the number of learning hours required to support the indicative content of the unit.	9-29
The <i>Further information</i> and <i>Useful publications</i> sections have been removed; the information given in these sections now appears in the relevant sub-sections <i>Quality assurance of centres</i> and <i>Training and support from Pearson</i> .	33 and 42
The section <i>Quality assurance of centres</i> has been updated to reflect title changes for some Pearson quality assurance documents.	33
A section on <i>Meeting local needs</i> has been added; this section gives information on the use of units from other BTEC (QCF) qualifications.	36
<i>Restrictions on learner entry</i> has been updated to reflect changes in government legislation.	38
<i>Access arrangements for learners with disabilities and specific needs</i> has been renamed <i>Access to qualifications and assessments</i> and has been updated to reflect changes in government legislation.	38
<i>Professional development and training</i> has been replaced with <i>Training and support from Pearson</i> , it gives updated information on the guidance, support and training available for delivery of BTEC Level 3 qualifications.	42
<i>The Pearson BTEC qualification framework</i> section has been removed.	-
Minor changes have been made to all units to clarify the content. Changes to content are reflected in the unit Delivery guidance, Outline learning plan, Assessment guidance and Programme of suggested assignments where necessary and are all sidelined in the unit documents.	

Contents

The units for the BTEC qualifications in this specification are available on our website. For further details, go to our *BTEC Nationals* page at [qualifications.pearson.com](https://www.pearson.com/qualifications/btec-nationals)

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Introduction to the Pearson BTEC Level 3 qualification titles covered by this specification

Qualification titles

The qualification titles covered by this specification are:

Pearson BTEC Level 3 Certificate in Music (QCF)

Pearson BTEC Level 3 Certificate in Music Technology (QCF)

Pearson BTEC Level 3 Subsidiary Diploma in Music (QCF)

Pearson BTEC Level 3 Subsidiary Diploma in Music Technology (QCF)

Pearson BTEC Level 3 90-credit Diploma in Music (QCF)

Pearson BTEC Level 3 90-credit Diploma in Music Technology (QCF)

Pearson BTEC Level 3 Diploma in Music (QCF)

Pearson BTEC Level 3 Diploma in Music Technology (QCF)

Pearson BTEC Level 3 Extended Diploma in Music (QCF)

Pearson BTEC Level 3 Extended Diploma in Music Technology (QCF)


The Qualification Numbers (QNs) for the qualifications in this publication are:

Pearson BTEC Level 3 Certificate in Music (QCF)	500/7718/1
Pearson BTEC Level 3 Certificate in Music Technology (QCF)	500/7870/7
Pearson BTEC Level 3 Subsidiary Diploma in Music (QCF)	500/7844/6
Pearson BTEC Level 3 Subsidiary Diploma in Music Technology (QCF)	500/7872/0
Pearson BTEC Level 3 90-credit Diploma in Music (QCF)	600/6682/9
Pearson BTEC Level 3 90-credit Diploma in Music Technology (QCF)	600/6683/0
Pearson BTEC Level 3 Diploma in Music (QCF)	500/7871/9
Pearson BTEC Level 3 Diploma in Music Technology (QCF)	500/7837/9
Pearson BTEC Level 3 Extended Diploma in Music (QCF)	500/7717/X
Pearson BTEC Level 3 Extended Diploma in Music Technology (QCF)	500/7716/8

The appropriate qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

The qualifications covered by this specification are BTEC Level 3 qualifications that were developed under the Qualification and Credit Framework (QCF). First teaching for most of the qualifications and associated units was from September 2010. The qualifications are now regulated by Ofqual under the Regulated Qualifications Framework (RQF).

The qualification titles were developed under the QCF rules. In order to enable centres, learners and end users to differentiate these titles from earlier and later BTEC Level 3 qualifications, we are retaining the use of the term (QCF) in the qualification titles and this term will continue to be shown on learners' certificates.



The qualifications were developed using a basis of credits, with the concept that units might be shared by or jointly developed with other organisations. At the introduction of the RQF, ownership of all unit content has transferred to the awarding organisation. For consistency with the original qualifications, we have retained the use of the term 'credit' in relation to the sizing of units, however in line with RQF requirements, information has been added regarding the Guided Learning Hours and total qualification time. (See *page 2*).

Recognition for progression in work-based routes

Since they were first introduced, the qualifications in this specification have been used for progression to employment and further work-related training. During the period leading up to the full introduction of reformed occupational routes, these BTEC Level 3 qualifications continue to provide progression to training, Apprenticeship and higher vocational study. Centres should ensure that the way in which qualifications are delivered remains relevant to learners' career aspirations, taking account of local employment needs.

UCAS points and progression to higher education

BTEC Level 3 qualifications attract UCAS points and are recognised by higher education providers as contributing to admission requirements for many courses. Please go to the UCAS website for full details of points allocated. When selecting their programme of study, learners should check the degree entry requirements with the relevant provider.

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is expected the average learner can be expected to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT).

Within the TQT, there are Guided Learning Hours (GLH), which a centre delivering the qualification is likely to need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction, supervised study, giving feedback on performance.

As well as guided learning, there is other required learning directed by tutors or assessors. This includes private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

These qualifications also have a credit value which is equal to one tenth of TQT. Pearson consults with users of these qualifications in assigning TQT and credit values.

The TQT and GLH values for the qualifications in this specification are:

- Certificate – 300 TQT – (180 GLH)
- Subsidiary Diploma – 600 TQT – (360 GLH)
- 90-credit Diploma – 900 TQT – (540 GLH)
- Diploma – 1200 TQT – (720 GLH)
- Extended Diploma – 1800 TQT – (1080 GLH).

Purpose of these BTEC qualifications in Music or Music Technology

Rationale for these BTEC qualifications in Music and Music Technology

The UK music industry helps drive economic growth by creating jobs and opportunities for young people. In 2016, the music industry supported more than 142,208 full-time jobs in the UK, of which 69,300 were that of professional musician. The music industry contributed £4.4 billion to the UK economy, outpacing the overall growth of the economy by 2.5 per cent. There are diverse job opportunities in the industry, from freelancing to employment in large companies. There are many different job roles in the music industry, including musicians, composers, songwriters and lyricists, live music production staff, music publishers, music representatives, music producers and recording studio staff. In 2016, live music alone created £3.7 billion in direct and indirect income for the UK and all sub-sectors saw a yearly increase in employment figures. Live music continues to thrive with 14 per cent growth, while the recorded sector is up by 5 per cent, showing the range of opportunities and growth that the music industry has to offer.

BTEC Level 3 qualifications in music and in music technology give learners opportunities to make progress in the music sector, whether their chosen route is employment, an apprenticeship or university.

All BTEC Level 3 qualifications in music introduce learners to the following areas:

- Composing, Performance Skills and Techniques
- Listening Skills
- Music and Society
- The Music Industry.

All BTEC Level 3 qualifications in music technology introduce learners to the following areas:

- Production and Recording Techniques
- Technology-focused Listening Skills
- The Music Industry.

The BTEC Level 3 Diploma, 90-credit Diploma and Extended Diploma in Music or Music Technology have the general subject title of Music or Music Technology and learners select from a range of optional units so that their particular interests and career aspirations can be reflected in the choice of unit combinations. The Diploma and Extended Diploma offer a broad range of optional units that allow learners to develop a diverse range of technical skills in either music or music technology to suit individual and industry needs.

The BTEC Level 3 Certificate and Subsidiary Diploma in Music or Music Technology are structured into specialist titles so that learners choose a route that relates to a career direction.

The titles are:

- Music (Performing)
- Music (Composing)
- Music Technology (Events Support)
- Music Technology (DJ Technology)
- Music Technology (Production).



Through further training or study, learners could progress to a range of job roles in the music sector, for example:

- Digital Audio Restorer and Archiver
- Performer
- Producer
- Composer
- Music Event Promoter
- DJ
- Studio Assistant

Level 3 qualifications available in Music and Music Technology (QCF)

Pearson BTEC Level 3 Certificate in Music or in Music Technology – 30 credits

The 30-credit BTEC Level 3 Certificates in Music and Music Technology offer an introduction to one of five pathways:

- Performing
- Composing
- Events Support
- DJ Technology
- Production.

The BTEC Level 3 Certificate is broadly equivalent in size to 0.5 of an A Level. When taken alongside other qualifications, it enables learners to progress to employment, higher education and other professional development programmes. It is also suitable for mature learners who wish to follow a vocational programme of study as part of their continued professional development or who want to aim for employment in the music sector.

Pearson BTEC Level 3 Subsidiary Diploma in Music or in Music Technology – 60 credits

The 60-credit BTEC Level 3 Subsidiary Diplomas in Music and Music Technology cover the underlying specialist principles and technical skills needed in one of five pathways:

- Performing
- Composing
- Events Support
- DJ Technology
- Production.

The BTEC Level 3 Subsidiary Diploma offers flexibility and a choice of emphasis through its optional units. It is broadly equivalent in size to one A Level. When taken alongside other qualifications, the BTEC Level 3 Subsidiary Diploma enables learners to progress to employment, higher education and other professional development programmes. It is also suitable for mature learners who wish to follow a vocational programme of study as part of their continued professional development or who want employment in the music sector.

Pearson BTEC Level 3 90-credit Diploma in Music or in Music Technology – 90 credits

The BTEC Level 3 90-credit Diplomas in Music and Music Technology broaden and expand the specialist work-related focus of the BTEC Level 3 Subsidiary Diploma and encompass the essential skills, knowledge and understanding needed to gain confidence and to progress as a music or music technology practitioner.

The BTEC Level 3 90-credit Diploma offers flexibility and a choice of emphasis through its optional units. It is broadly equivalent in size to 1.5 A Levels. The qualification provides a programme of study that is manageable in a year and which gives learners the opportunity to develop work-ready skills. When taken alongside other qualifications, it enables learners to progress to higher education and to other professional development programmes. It is also suitable for mature learners who wish to follow a vocational programme of study as part of their continued professional development or who want to focus on employment in their chosen area of the music sector.

Pearson BTEC Level 3 Diploma in Music or in Music Technology – 120 credits

The 120-credit BTEC Level 3 Diplomas in Music and Music Technology offer considerable coverage of the sector. In each title, learners may select from a wide range of optional units to personalise their course so that it meets their progression needs.

The qualification is broadly equivalent in size to two A Levels. Learners may wish to gain the qualification in order to enter a specialist area of employment, higher education or another professional development programme. It is also suitable for mature learners who wish to follow a vocational programme of study as part of their continued professional development or who want to focus on employment in the music sector.



Pearson BTEC Level 3 Extended Diploma in Music or in Music Technology – 180 credits

The 180-credit BTEC Level 3 Extended Diploma extends and deepens the specialist work-related focus from the BTEC Level 3 90-credit Diploma and the BTEC Level 3 Diploma. The BTEC Level 3 Extended Diploma gives learners comprehensive coverage of the sector, enabling them to specialise further.

The qualification is equivalent in size to three A Levels. It prepares learners for appropriate direct employment in the music sector and is suitable for those who have decided to enter a particular specialist area of work. Alternatively, learners may wish to gain the qualification in order to progress to higher education or to another professional development programme. It is also suitable for mature learners who wish to follow a vocational programme of study as part of their continued professional development or who want to focus on employment in the music sector.

National Occupational Standards

These BTEC qualifications are designed to provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS). They also develop practical skills in preparation for work and possible achievement of NVQs. NOS form the basis of National Vocational Qualifications (NVQs). The qualifications in this specification do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit identifies links to elements of the relevant NOS.

The Pearson BTEC Level 3 qualifications in Music and Music Technology (QCF) relate to the following NOS:

- Community Arts
- Cultural Venue Operations
- Live Events and Promotion
- Music Business (Record Labels)
- Technical Theatre.

See *Annexe E* for details of NOS mapping against units.

Structure of the Pearson BTEC Level 3 qualifications in this specification

This specification sets out the qualification structure for the following qualifications:

- Pearson BTEC Level 3 Certificate in Music (Performing) (QCF)
- Pearson BTEC Level 3 Certificate in Music (Composing) (QCF)
- Pearson BTEC Level 3 Certificate in Music Technology (Events Support) (QCF)
- Pearson BTEC Level 3 Certificate in Music Technology (DJ Technology) (QCF)
- Pearson BTEC Level 3 Certificate in Music Technology (Production) (QCF)
- Pearson BTEC Level 3 Subsidiary Diploma in Music (Performing) (QCF)
- Pearson BTEC Level 3 Subsidiary Diploma in Music (Composing) (QCF)
- Pearson BTEC Level 3 Subsidiary Diploma in Music Technology (Events Support) (QCF)
- Pearson BTEC Level 3 Subsidiary Diploma in Music Technology (DJ Technology) (QCF)
- Pearson BTEC Level 3 Subsidiary Diploma in Music Technology (Production) (QCF)
- Pearson BTEC Level 3 90-credit Diploma in Music (QCF)
- Pearson BTEC Level 3 90-credit Diploma in Music Technology (QCF)
- Pearson BTEC Level 3 Diploma in Music (QCF)
- Pearson BTEC Level 3 Diploma in Music Technology (QCF)
- Pearson BTEC Level 3 Extended Diploma in Music (QCF)
- Pearson BTEC Level 3 Extended Diploma in Music Technology (QCF)

When combining units for a BTEC qualification, it is the centre's responsibility to adhere to the rules relating to the qualification's minimum requirements for mandatory and optional unit credits. The units for the BTEC qualifications in this specification are available on our website. For further details, go to our *BTEC Nationals* page at qualifications.pearson.com.

Pearson BTEC Level 3 Certificate in Music (Performing) (QCF) (180 GLH)

Total qualification: 30 credits

Mandatory units: 10 credits

Learners must achieve one mandatory unit totalling 10 unit credits.

Optional units: 20 credits

Learners must achieve optional units totalling 20 unit credits.

Pearson BTEC Level 3 Certificate in Music (Performing) (QCF)				
Unit	Mandatory unit	GLH	Credit	Level
23	Music Performance Techniques	60	10	3
	Optional units			
4	Aural Perception Skills	60	10	3
6	Classical Music in Practice	60	10	3
7	Composing Music	60	10	3
12	Improvising Music	60	10	3
13	Improvising Music in a Jazz Style	60	10	3
14	Listening Skills for Music Technologists	60	10	3
15	Live Music Workshop	60	10	3
17	Marketing and Promotion in the Music Industry	60	10	3
18	Modern Music in Practice	60	10	3
21	Music in the Community	60	10	3
22	Music Performance Session Styles	60	10	3
24	Music Project	60	10	3
28	Musical Theatre Performance	60	10	3
30	Pop Music in Practice	60	10	3
33	Solo Music Performance Skills	60	10	3
36	Studying Music from Around the World	60	10	3
38	The Music Freelance World	60	10	3
39	The Sound and Music Industry	60	10	3
40	Working and Developing as a Musical Ensemble	60	10	3
42	Singing Techniques and Performance	60	10	3
43	Special Subject Investigation	60	10	3

Pearson BTEC Level 3 Certificate in Music (Composing) (QCF) (180 GLH)

Total qualification: 30 credits

Mandatory units: 10 credits

Learners must achieve one specialist mandatory unit totalling 10 unit credits.

Optional units: 20 credits

Learners must achieve optional units totalling 20 unit credits.

Pearson BTEC Level 3 Certificate in Music (Composing) (QCF)				
Unit	Specialist units – select at least one unit	GLH	Credit	Level
7	Composing Music	60	10	3
34	Contemporary Songwriting Techniques	60	10	3
Optional units				
3	Arranging Music	60	10	3
4	Aural Perception Skills	60	10	3
15	Live Music Workshop	60	10	3
20	Music and Sound for the Moving Image	60	10	3
24	Music Project	60	10	3
27	Music Theory and Harmony	60	10	3
32	Sequencing Systems and Techniques	60	10	3
36	Studying Music from Around the World	60	10	3
37	The Functional Music Keyboard	60	10	3
38	The Music Freelance World	60	10	3
39	The Sound and Music Industry	60	10	3
41	Working with Music Notation Packages	60	10	3
43	Special Subject Investigation	60	10	3

Pearson BTEC Level 3 Certificate in Music Technology (Events Support) (QCF) (180 GLH)

Total qualification: 30 credits

Mandatory units: 10 credits

Learners must achieve one mandatory unit totalling 10 unit credits.

Optional units: 20 credits

Learners must achieve optional units totalling 20 unit credits.

Pearson BTEC Level 3 Certificate in Music Technology (Events Support) (QCF)				
Unit	Mandatory unit	GLH	Credit	Level
11	Music Events Management	60	10	3
Optional units				
2	Audio Engineering Principles	60	10	3
5	Backline Technical Management	60	10	3
8	Concert Production and Staging	60	10	3
9	Delivering a Music Product	60	10	3
17	Marketing and Promotion in the Music Industry	60	10	3
24	Music Project	60	10	3
39	The Sound and Music Industry	60	10	3
40	Working and Developing as a Musical Ensemble	60	10	3
43	Special Subject Investigation	60	10	3
44	Stage Lighting Operations	60	10	3

Pearson BTEC Level 3 Certificate in Music Technology (DJ Technology) (QCF) (180 GLH)

Total qualification: 30 credits

Mandatory units: 10 credits

Learners must achieve one mandatory unit totalling 10 unit credits.

Optional units: 20 credits

Learners must achieve optional units totalling 20 unit credits.

Pearson BTEC Level 3 Certificate in Music Technology (DJ Technology) (QCF)				
Unit	Mandatory unit	GLH	Credit	Level
10	DJ Performance Techniques	60	10	3
Optional units				
2	Audio Engineering Principles	60	10	3
8	Concert Production and Staging	60	10	3
9	Delivering a Music Product	60	10	3
14	Listening Skills for Music Technologists	60	10	3
17	Marketing and Promotion in the Music Industry	60	10	3
25	Music Production Techniques	60	10	3
26	Music Technology in Performance	60	10	3
32	Sequencing Systems and Techniques	60	10	3
38	The Music Freelance World	60	10	3
39	The Sound and Music Industry	60	10	3
43	Special Subject Investigation	60	10	3

Pearson BTEC Level 3 Certificate in Music Technology (Production) (QCF) (180 GLH)

Total qualification: 30 credits

Mandatory units: 10 credits

Learners must achieve one mandatory unit totalling 10 unit credits.

Optional units: 20 credits

Learners must achieve optional units totalling 20 unit credits.

Pearson BTEC Level 3 Certificate in Music Technology (Production) (QCF)				
Unit	Mandatory unit	GLH	Credit	Level
25	Music Production Techniques	60	10	3
Optional units				
1	Acoustics for Musicians	60	10	3
5	Backline Technical Management	60	10	3
9	Delivering a Music Product	60	10	3
14	Listening Skills for Music Technologists	60	10	3
17	Marketing and Promotion in the Music Industry	60	10	3
26	Music Technology in Performance	60	10	3
29	Live Sound Techniques	60	10	3
32	Sequencing Systems and Techniques	60	10	3
35	Sound Creation and Manipulation	60	10	3
38	The Music Freelance World	60	10	3
39	The Sound and Music Industry	60	10	3
43	Special Subject Investigation	60	10	3

Pearson BTEC Level 3 Subsidiary Diploma in Music (Performing) (QCF) (360 GLH)

Total qualification: 60 credits

Mandatory units: 10 credits

Learners must achieve one mandatory unit totalling 10 unit credits.

Optional units: 50 credits

Learners must achieve optional units totalling 50 unit credits.

- At least 10 unit credits must be selected from the specialist units list
- the remaining unit credits can be selected from either the specialist or the optional units lists.

Note: At least 45 credits must be at Level 3 or above. A maximum of 10 credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Subsidiary Diploma in Music (Performing) (QCF)				
Unit	Mandatory unit	GLH	Credit	Level
23	Music Performance Techniques	60	10	3
	Specialist units – select at least one unit			
33	Solo Music Performance Skills	60	10	3
40	Working and Developing as a Musical Ensemble	60	10	3
	Optional units			
4	Aural Perception Skills	60	10	3
6	Classical Music in Practice	60	10	3
7	Composing Music	60	10	3
12	Improvising Music	60	10	3
13	Improvising Music in a Jazz Style	60	10	3
14	Listening Skills for Music Technologists	60	10	3
15	Live Music Workshop	60	10	3
17	Marketing and Promotion in the Music Industry	60	10	3
18	Modern Music in Practice	60	10	3
21	Music in the Community	60	10	3
22	Music Performance Session Styles	60	10	3
24	Music Project	60	10	3
28	Musical Theatre Performance	60	10	3
30	Pop Music in Practice	60	10	3
36	Studying Music from Around the World	60	10	3
38	The Music Freelance World	60	10	3
39	The Sound and Music Industry	60	10	3
42	Singing Techniques and Performance	60	10	3
43	Special Subject Investigation	60	10	3

Pearson BTEC Level 3 Subsidiary Diploma in Music (Composing) (QCF) (360 GLH)

Total qualification: 60 credits

Optional units: 60 credits

Learners must achieve 60 optional unit credits:

- at least 20 unit credits must be selected from the specialist unit list.
- the remaining unit credits can be selected from either the specialist or optional units lists.

Note: At least 45 credits must be at Level 3 or above. A maximum of 10 credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Subsidiary Diploma in Music (Composing) (QCF)				
Unit	Specialist units – select at least two units	GLH	Credit	Level
3	Arranging Music	60	10	3
7	Composing Music	60	10	3
32	Sequencing Systems and Techniques	60	10	3
34	Contemporary Songwriting Techniques	60	10	3
Optional units				
4	Aural Perception Skills	60	10	3
15	Live Music Workshop	60	10	3
20	Music and Sound for the Moving Image	60	10	3
24	Music Project	60	10	3
27	Music Theory and Harmony	60	10	3
36	Studying Music from Around the World	60	10	3
37	The Functional Music Keyboard	60	10	3
38	The Music Freelance World	60	10	3
39	The Sound and Music Industry	60	10	3
41	Working with Music Notation Packages	60	10	3
43	Special Subject Investigation	60	10	3

Pearson BTEC Level 3 Subsidiary Diploma in Music Technology (Events Support) (QCF) (360 GLH)

Total qualification: 60 credits

Mandatory units: 20 credits

Learners must achieve two mandatory units totalling 20 unit credits.

Optional units: 40 credits

At least 40 unit credits must be selected from optional units.

Note: At least 45 credits must be at Level 3 or above. A maximum of 10 credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Subsidiary Diploma in Music Technology (Events Support) (QCF)				
Unit	Mandatory units	GLH	Credit	Level
5	Backline Technical Management	60	10	3
11	Music Events Management	60	10	3
	Optional units			
2	Audio Engineering Principles	60	10	3
8	Concert Production and Staging	60	10	3
9	Delivering a Music Product	60	10	3
14	Listening Skills for Music Technologists	60	10	3
17	Marketing and Promotion in the Music Industry	60	10	3
24	Music Project	60	10	3
29	Live Sound Techniques	60	10	3
39	The Sound and Music Industry	60	10	3
40	Working and Developing as a Musical Ensemble	60	10	3
43	Special Subject Investigation	60	10	3
44	Stage Lighting Operations	60	10	3

Pearson BTEC Level 3 Subsidiary Diploma in Music Technology (DJ Technology) (QCF) (360 GLH)

Total qualification: 60 credits

Mandatory units: 10 credits

Learners must achieve one mandatory unit totalling 10 unit credits.

Optional units: 50 credits

Learners must achieve 50 optional unit credits:

- at least 10 unit credits must be selected from the specialist unit list.
- the remaining unit credits can be selected from either the specialist or optional unit lists.

Note: At least 45 credits must be at Level 3 or above. A maximum of 10 credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Subsidiary Diploma in Music Technology (DJ Technology) (QCF)				
Unit	Mandatory unit	GLH	Credit	Level
10	DJ Performance Techniques	60	10	3
Specialist units – select at least one unit				
26	Music Technology in Performance	60	10	3
32	Sequencing Systems and Techniques	60	10	3
Optional units				
2	Audio Engineering Principles	60	10	3
3	Arranging Music	60	10	3
8	Concert Production and Staging	60	10	3
9	Delivering a Music Product	60	10	3
14	Listening Skills for Music Technologists	60	10	3
17	Marketing and Promotion in the Music Industry	60	10	3
25	Music Production Techniques	60	10	3
38	The Music Freelance World	60	10	3
39	The Sound and Music Industry	60	10	3
43	Special Subject Investigation	60	10	3

Pearson BTEC Level 3 Subsidiary Diploma in Music Technology (Production) (QCF) (360 GLH)

Total qualification: 60 credits

Mandatory units: 10 credits

Learners must achieve one mandatory unit totalling 10 unit credits.

Optional units: 50 credits

Learners must achieve 50 optional unit credits.

- at least 10 unit credits must be selected from the specialist unit list.
- the remaining unit credits can be selected from either the specialist or the optional unit lists.

Note: At least 45 credits must be at Level 3 or above. A maximum of 10 credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Subsidiary Diploma in Music Technology (Production) (QCF)				
Unit	Mandatory unit	GLH	Credit	Level
25	Music Production Techniques	60	10	3
Specialist units – select at least one unit				
32	Sequencing Systems and Techniques	60	10	3
35	Sound Creation and Manipulation	60	10	3
Optional units				
1	Acoustics for Musicians	60	10	3
2	Audio Engineering Principles	60	10	3
5	Backline Technical Management	60	10	3
9	Delivering a Music Product	60	10	3
14	Listening Skills for Music Technologists	60	10	3
17	Marketing and Promotion in the Music Industry	60	10	3
26	Music Technology in Performance	60	10	3
29	Live Sound Techniques	60	10	3
38	The Music Freelance World	60	10	3
39	The Sound and Music Industry	60	10	3
43	Special Subject Investigation	60	10	3

Pearson BTEC Level 3 90-credit Diploma in Music (QCF) (540 GLH)

Total qualification: 90 credits

Mandatory units: 20 credits

Learners must achieve two mandatory units totalling 20 unit credits.

Optional units: 70 credits

Learners must achieve optional units totalling 70 unit credits.

Note: At least 60 credits must be at Level 3 or above. A maximum of 10 credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 90-credit Diploma in Music (QCF)				
Unit	Mandatory units	GLH	Credit	Level
23	Music Performance Techniques	60	10	3
39	The Sound and Music Industry	60	10	3
Optional units				
3	Arranging Music	60	10	3
4	Aural Perception Skills	60	10	3
6	Classical Music in Practice	60	10	3
7	Composing Music	60	10	3
8	Concert Production and Staging	60	10	3
11	Music Events Management	60	10	3
12	Improvising Music	60	10	3
13	Improvising Music in a Jazz Style	60	10	3
14	Listening Skills for Music Technologists	60	10	3
15	Live Music Workshop	60	10	3
16	Major Music Project	120	20	3
17	Marketing and Promotion in the Music Industry	60	10	3
18	Modern Music in Practice	60	10	3
19	Music and Society	60	10	3
20	Music and Sound for the Moving Image	60	10	3
21	Music in the Community	60	10	3
22	Music Performance Session Styles	60	10	3
25	Music Production Techniques	60	10	3
27	Music Theory and Harmony	60	10	3
28	Musical Theatre Performance	60	10	3
30	Pop Music in Practice	60	10	3
32	Sequencing Systems and Techniques	60	10	3
33	Solo Music Performance Skills	60	10	3
34	Contemporary Songwriting Techniques	60	10	3
36	Studying Music from Around the World	60	10	3
37	The Functional Music Keyboard	60	10	3
38	The Music Freelance World	60	10	3
40	Working and Developing as a Musical Ensemble	60	10	3

Pearson BTEC Level 3 90-credit Diploma in Music (QCF)				
Unit	Optional units <i>(continued)</i>	GLH	Credit	Level
41	Working with Music Notation Packages	60	10	3
42	Singing Techniques and Performance	60	10	3
43	Special Subject Investigation	60	10	3

Pearson BTEC Level 3 90-credit Diploma in Music Technology (QCF) (540 GLH)

Total qualification: 90 credits

Mandatory units: 20 credits

Learners must achieve two mandatory units totalling 20 unit credits.

Optional units: 70 credits

Learners must achieve optional units totalling 70 unit credits.

Note: At least 60 credits must be at Level 3 or above. A maximum of 10 credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 90-credit Diploma in Music Technology (QCF)				
Unit	Mandatory units	GLH	Credit	Level
25	Music Production Techniques	60	10	3
39	The Sound and Music Industry	60	10	3
Optional units				
1	Acoustics for Musicians	60	10	3
2	Audio Engineering Principles	60	10	3
3	Arranging Music	60	10	3
5	Backline Technical Management	60	10	3
7	Composing Music	60	10	3
8	Concert Production and Staging	60	10	3
10	DJ Performance Techniques	60	10	3
11	Music Events Management	60	10	3
14	Listening Skills for Music Technologists	60	10	3
17	Marketing and Promotion in the Music Industry	60	10	3
18	Modern Music in Practice	60	10	3
19	Music and Society	60	10	3
20	Music and Sound for the Moving Image	60	10	3
21	Music in the Community	60	10	3
22	Music Performance Session Styles	60	10	3
23	Music Performance Techniques	60	10	3
24	Music Project	60	10	3
26	Music Technology in Performance	60	10	3
27	Music Theory and Harmony	60	10	3
29	Live Sound Techniques	60	10	3
30	Pop Music in Practice	60	10	3
31	Planning and Delivering a Music Product	120	20	3
32	Sequencing Systems and Techniques	60	10	3
35	Sound Creation and Manipulation	60	10	3
36	Studying Music from Around the World	60	10	3
37	The Functional Music Keyboard	60	10	3
38	The Music Freelance World	60	10	3

Pearson BTEC Level 3 90-credit Diploma in Music Technology (QCF)				
Unit	Optional units <i>(continued)</i>	GLH	Credit	Level
40	Working and Developing as a Musical Ensemble	60	10	3
41	Working with Music Notation Packages	60	10	3
43	Special Subject Investigation	60	10	3

Pearson BTEC Level 3 Diploma in Music (QCF) (720 GLH)

Total qualification: 120 credits

Mandatory units: 30 credits

Learners must achieve three mandatory units totalling 30 unit credits.

Optional units: 90 credits

Learners must achieve optional units totalling 90 unit credits.

Note: At least 90 credits must be at Level 3 or above. A maximum of 25 credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Diploma in Music (QCF)				
Unit	Mandatory units	GLH	Credit	Level
19	Music and Society	60	10	3
24	Music Project	60	10	3
39	The Sound and Music Industry	60	10	3
Optional units				
3	Arranging Music	60	10	3
4	Aural Perception Skills	60	10	3
6	Classical Music in Practice	60	10	3
7	Composing Music	60	10	3
8	Concert Production and Staging	60	10	3
11	Music Events Management	60	10	3
12	Improvising Music	60	10	3
13	Improvising Music in a Jazz Style	60	10	3
14	Listening Skills for Music Technologists	60	10	3
15	Live Music Workshop	60	10	3
17	Marketing and Promotion in the Music Industry	60	10	3
18	Modern Music in Practice	60	10	3
20	Music and Sound for the Moving Image	60	10	3
21	Music in the Community	60	10	3
22	Music Performance Session Styles	60	10	3
23	Music Performance Techniques	60	10	3
25	Music Production Techniques	60	10	3
27	Music Theory and Harmony	60	10	3
28	Musical Theatre Performance	60	10	3
30	Pop Music in Practice	60	10	3
32	Sequencing Systems and Techniques	60	10	3
33	Solo Music Performance Skills	60	10	3
34	Contemporary Songwriting Techniques	60	10	3
36	Studying Music from Around the World	60	10	3
37	The Functional Music Keyboard	60	10	3
38	The Music Freelance World	60	10	3
40	Working and Developing as a Musical Ensemble	60	10	3

Pearson BTEC Level 3 Diploma in Music (QCF)				
Unit	Optional units <i>(continued)</i>	GLH	Credit	Level
41	Working with Music Notation Packages	60	10	3
42	Singing Techniques and Performance	60	10	3
43	Special Subject Investigation	60	10	3

Pearson BTEC Level 3 Diploma in Music Technology (QCF) (720 GLH)

Total qualification: 120 credits

Mandatory units: 40 credits

Learners must achieve four mandatory units totalling 40 unit credits.

Optional units: 80 credits

Learners must achieve optional units totalling 80 unit credits.

Note: At least 90 credits must be at Level 3 or above. A maximum of 20 credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Diploma in Music Technology (QCF)				
Unit	Mandatory units	GLH	Credit	Level
9	Delivering a Music Product	60	10	3
14	Listening Skills for Music Technologists	60	10	3
25	Music Production Techniques	60	10	3
39	The Sound and Music Industry	60	10	3
Optional units				
1	Acoustics for Musicians	60	10	3
2	Audio Engineering Principles	60	10	3
3	Arranging Music	60	10	3
5	Backline Technical Management	60	10	3
7	Composing Music	60	10	3
8	Concert Production and Staging	60	10	3
10	DJ Performance Techniques	60	10	3
11	Music Events Management	60	10	3
17	Marketing and Promotion in the Music Industry	60	10	3
19	Music and Society	60	10	3
20	Music and Sound for the Moving Image	60	10	3
24	Music Project	60	10	3
26	Music Technology in Performance	60	10	3
29	Live Sound Techniques	60	10	3
32	Sequencing Systems and Techniques	60	10	3
35	Sound Creation and Manipulation	60	10	3
37	The Functional Music Keyboard	60	10	3
38	The Music Freelance World	60	10	3
40	Working and Developing as a Musical Ensemble	60	10	3
41	Working with Music Notation Packages	60	10	3
43	Special Subject Investigation	60	10	3

Pearson BTEC Level 3 Extended Diploma in Music (QCF) (1080 GLH)

Total qualification: 180 credits

Mandatory units: 50 credits

Learners must achieve four mandatory units totalling 50 unit credits.

Optional units: 130 credits

Learners must achieve optional units totalling 130 unit credits.

Note: At least 135 credits must be at Level 3 or above. A maximum of 30 credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Extended Diploma in Music (QCF)				
Unit	Mandatory units	GLH	Credit	Level
4	Aural Perception Skills	60	10	3
16	Major Music Project	120	20	3
19	Music and Society	60	10	3
39	The Sound and Music Industry	60	10	3
Optional units				
3	Arranging Music	60	10	3
6	Classical Music in Practice	60	10	3
7	Composing Music	60	10	3
8	Concert Production and Staging	60	10	3
11	Music Events Management	60	10	3
12	Improvising Music	60	10	3
13	Improvising Music in a Jazz Style	60	10	3
14	Listening Skills for Music Technologists	60	10	3
15	Live Music Workshop	60	10	3
17	Marketing and Promotion in the Music Industry	60	10	3
18	Modern Music in Practice	60	10	3
20	Music and Sound for the Moving Image	60	10	3
21	Music in the Community	60	10	3
22	Music Performance Session Styles	60	10	3
23	Music Performance Techniques	60	10	3
25	Music Production Techniques	60	10	3
27	Music Theory and Harmony	60	10	3
28	Musical Theatre Performance	60	10	3
30	Pop Music in Practice	60	10	3
32	Sequencing Systems and Techniques	60	10	3
33	Solo Music Performance Skills	60	10	3
34	Contemporary Songwriting Techniques	60	10	3
36	Studying Music from Around the World	60	10	3
37	The Functional Music Keyboard	60	10	3
38	The Music Freelance World	60	10	3
40	Working and Developing as a Musical Ensemble	60	10	3

Pearson BTEC Level 3 Extended Diploma in Music (QCF)				
Unit	Optional units <i>(continued)</i>	GLH	Credit	Level
41	Working with Music Notation Packages	60	10	3
42	Singing Techniques and Performance	60	10	3
43	Special Subject Investigation	60	10	3

Pearson BTEC Level 3 Extended Diploma in Music Technology (QCF) (1080 GLH)

Total qualification: 180 credits

Mandatory units: 60 credits

Learners must achieve five mandatory units totalling 60 unit credits.

Optional units: 120 credits

Learners must achieve optional units totalling 120 unit credits.

Note: At least 135 credits must be at Level 3 or above. A maximum of 30 credits can come from other level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Extended Diploma in Music Technology (QCF)				
Unit	Mandatory units	GLH	Credit	Level
14	Listening Skills for Music Technologists	60	10	3
25	Music Production Techniques	60	10	3
31	Planning and Delivering a Music Product	120	20	3
32	Sequencing Systems and Techniques	60	10	3
39	The Sound and Music Industry	60	10	3
Optional units				
1	Acoustics for Musicians	60	10	3
2	Audio Engineering Principles	60	10	3
3	Arranging Music	60	10	3
5	Backline Technical Management	60	10	3
7	Composing Music	60	10	3
8	Concert Production and Staging	60	10	3
10	DJ Performance Techniques	60	10	3
11	Music Events Management	60	10	3
17	Marketing and Promotion in the Music Industry	60	10	3
18	Modern Music in Practice	60	10	3
19	Music and Society	60	10	3
20	Music and Sound for the Moving Image	60	10	3
23	Music Performance Techniques	60	10	3
24	Music Project	60	10	3
26	Music Technology in Performance	60	10	3
27	Music Theory and Harmony	60	10	3
29	Live Sound Techniques	60	10	3
30	Pop Music in Practice	60	10	3
35	Sound Creation and Manipulation	60	10	3
36	Studying Music From Around the World	60	10	3
37	The Functional Music Keyboard	60	10	3
38	The Music Freelance World	60	10	3
40	Working and Developing As a Musical Ensemble	60	10	3
41	Working with Music Notation Packages	60	10	3
43	Special Subject Investigation	60	10	3

Assessment and grading

All units are internally assessed in the BTEC qualifications in this specification.

All assessment for the BTEC qualifications in this specification is criterion referenced, based on the achievement of specified learning outcomes. Each unit has specified assessment and grading criteria which are used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Grading domains

The grading criteria are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

Please refer to *Annexe A*, which shows the merit and distinction indicative characteristics.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the assessment and grading criteria; and
- achieve the learning outcomes in the units.

All the assignments created by centres should be reliable and fit for purpose, and should build on the assessment and grading criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including written reports, graphs and posters, along with projects, performance observation and time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment and grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. It is important that assignments are fit for purpose as they are vital to achievement.

The assessment and grading criteria must be clearly indicated in the fit-for-purpose assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment and grading criteria.

When looking at the assessment and grading grids and when designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. A central feature of vocational assessment is that it allows for assessment to be:

- current, i.e. to reflect the most recent developments and issues
- local, i.e. to reflect the employment context of the delivering centre
- flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible points, will achieve the qualification at a pass grade (see Structure of the Pearson BTEC Level 3 qualifications in this specification).

Qualification grades above pass grade

Learners will be awarded a merit or distinction or distinction* qualification grade (or combination of these grades appropriate to the qualification) by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit (as shown in the *points available for unit credits achieved at different levels and unit grades* below).

Points available for unit credits achieved at different levels and unit grades

The table below shows the **number of points scored per unit credit** at the unit level and grade.

Unit level	Points per unit credit		
	Pass	Merit	Distinction
Level 2	5	6	7
Level 3	7	8	9
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the *Qualification grade* table will achieve the qualification merit or distinction or distinction* grade (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230–249	Merit	M
250–259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460–499	Merit	M
500–519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 90-credit Diploma

Points range above pass grade	Grade
660–689	MP
690–719	MM
720–749	DM
750–769	DD
770–789	D*D
790 and above	D*D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880–919	MP
920–959	MM
960–999	DM
1000–1029	DD
1030–1059	D*D
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300–1339	MPP
1340–1379	MMP
1380–1419	MMM
1420–1459	DMM
1460–1499	DDM
1500–1529	DDD
1530–1559	D*DD
1560–1589	D*D*D
1590 and above	D*D*D*

Please refer to *Annexe F* for examples of calculation of qualification grade above pass grade.

Quality assurance of centres

Pearson's qualification specifications set out the standard to be achieved by each learner in order for them to gain the qualification. This is done throughout the learning outcomes, and assessment and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide guidance related to the unit to support tutors, deliverers and assessors and to provide coherence of understanding and a consistency of delivery and assessment.

Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes or groups of programmes that it is operating
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

The approach of quality assured assessment is made through a partnership between an approved centre and Pearson. We are committed to ensuring that we follow best practice and employ appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. We seek to ensure that the quality assurance processes that we use do not place undue bureaucratic processes on centres and we work to support centres in providing robust quality assurance processes.

Pearson monitors and supports centres in the effective operation of assessment and quality assurance. The methods which we use to do this for these BTEC programmes include:

- ensuring that all centres have completed appropriate declarations at the time of approval undertaking approval visits to centres where necessary
- the requirement that all centres appoint a Lead Internal Verifier for designated groups of programmes and that the Lead Internal Verifier is trained and supported in carrying out the role
- the requirement that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

Pearson Quality Assurance Handbook

Centres should refer to the *Pearson Quality Assurance Handbook* for detailed guidance.

An approved centre must make certification claims only when authorised by Pearson and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Pearson BTEC Centre Guide to Internal Assessment

For further information regarding malpractice and appeals, please see Pearson's *BTEC Centre Guide to Internal Assessment*, available on our website.

Programme design and delivery

The BTEC qualifications in this specification consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and more specialist opportunities.

In BTEC qualifications each unit has a number of **Guided Learning Hours** and centres are advised to take this into account when planning the programme of study associated with this specification.

Mode of delivery

Pearson does not define the mode of study for the BTEC qualifications in this specification. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be used to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure that the course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

The BTEC qualifications in this specification are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

An outline learning plan is included in every unit as guidance to demonstrate one way of planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC qualification and the related NVQs and Functional Skills that also contribute to the scheme.

Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres, employers and the Sector Skills Councils or standards setting bodies for the relevant sector. To meet learners' needs, and local skills and training needs, centres should make maximum use of the choice available to them in the optional units. However, in certain circumstances, the optional units given in this specification might not allow centres to meet a local need. In this situation, centres are allowed to seek approval to use units from other BTEC (QCF) qualifications; this is called Meeting Local Needs (MLN).

The following conditions must be met when using units from other BTEC (QCF) qualifications for MLN purposes:

- centres must seek approval from Pearson before delivering or assessing units from other qualifications, they must do this before 31st January in each academic year
- MLN units cannot replace mandatory units
- units must be from BTEC (QCF) qualifications only
- the coherence, purpose and vocational focus of the qualifications must be maintained
- the content of MLN units cannot overlap with content in units already available in the qualification structure
- the number and level of units used must comply with the rules set out in the qualification structures.

The process of seeking MLN approval:

- check the rules for MLN in the specification
- submit an MLN request to Pearson. This should outline the rationale for the proposed units, explaining how the change is important for learners and how the viability and vocational purpose of the qualification will be retained
- wait for approval from Pearson before delivering or assessing the units.

For the Level 3 qualifications in this specification, the meeting local needs allowance for each qualification size is:

Pearson BTEC Level 3 Certificate in Music (Composing)(Performing) (QCF)

This qualification is not designed to include credit from other Level 3 BTEC units.

Pearson BTEC Level 3 Certificate in Music Technology (Events Support)(DJ Technology)(Production) (QCF)

This qualification is not designed to include credit from other Level 3 BTEC units.

Pearson BTEC Level 3 Subsidiary Diploma in Music (Composing)(Performing) (QCF)

Optional units with a credit value up to 10 can come from other Level 3 BTEC qualifications.

Pearson BTEC Level 3 Subsidiary Diploma in Music Technology (Events Support)(DJ Technology)(Production) (QCF)

Optional units with a credit value up to 10 can come from other Level 3 BTEC qualifications.

Pearson BTEC Level 3 90-credit Diploma in Music (QCF)

Optional units with a credit value up to 10 can come from other Level 3 BTEC qualifications.

Pearson BTEC Level 3 90-credit Diploma in Music Technology (QCF)

Optional units with a credit value up to 10 can come from other Level 3 BTEC qualifications.

Pearson BTEC Level 3 Diploma in Music (QCF)

Optional units with a credit value up to 25 can come from other Level 3 BTEC qualifications.

Pearson BTEC Level 3 Diploma in Music Technology (QCF)

Optional units with a credit value up to 20 can come from other Level 3 BTEC qualifications.

Pearson BTEC Level 3 Extended Diploma in Music (QCF)

Optional units with a credit value up to 30 can come from other Level 3 BTEC qualifications.

Pearson BTEC Level 3 Extended Diploma in Music Technology (QCF)

Optional units with a credit value up to 30 can come from other Level 3 BTEC qualifications.

Functional Skills

The BTEC qualifications in this specification give learners opportunities to develop and apply Functional Skills.

Functional Skills are offered as stand-alone qualifications at Level 2. See individual units for opportunities to cover ICT, Mathematics and English Functional Skills.

Personal, learning and thinking skills

Opportunities are available to develop personal, learning and thinking skills (PLTS) within a sector-related context. PLTS are identified in brackets after the unit pass criteria to which they are associated and they are also mapped in *Annexe B*. Further opportunities for learners to demonstrate these skills may arise as they progress through their learning.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 2 qualification in Music and Music Technology (QCF) or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade 9–4
- other related Level 2 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

Most BTEC qualifications are for learners aged 16 years and over.

In particular sectors, the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to Disclosure and Barring Service (DBS) checks.

The BTEC qualifications in this specification are listed on the DfE funding lists under Section 96 of the Learning and Skills Act 2000.

Access to qualifications and assessments

We are committed to working with centres that deliver our qualifications to ensure that duties under the Equality Act 2010 (UK) and any other equalities legislation relevant in the UK are fulfilled. Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- when they are undertaking one of our qualifications, learners with a protected characteristic are not disadvantaged in comparison with learners who do not share that characteristic

- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Reasonable Adjustment and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on our website.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences, whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

Unit format

All units in BTEC qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title will appear on the learner's Notification of Performance (NOP).

Level

All units and qualifications have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Credit value

Each unit in BTEC qualifications has a credit value related to the size of the unit.

Guided Learning Hours

Guided Learning Hours (GLH) for the unit, as defined on *page 2*.

Aim and purpose

The aim is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass, merit and distinction grading criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in *italics* followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner must have the opportunity within the delivery of the unit to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in acquisition of knowledge, understanding and skills.

Content structure and terminology

The information below shows how unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is given in bold at the beginning of each section of content.
- Italicised sub-heading: contains a key phrase or concept. This is content that must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content that must be covered in the delivery of the unit.
- 'e.g.' is a list of examples used for indicative amplification of an element (i.e. the content specified in this amplification that could be covered or that could be replaced by other, similar, material).

Assessment and grading grid

Each grading grid gives the assessment and grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in a learner's evidence and not simply the production of more evidence at the same level.

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way in planning the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment and grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units in the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Employer engagement and vocational contexts* – provides a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Level 3 qualifications. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – they understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- 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.

Professional development and training

We provide a range of training and professional development events to support the delivery, assessment and administration of BTEC Level 3 qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

Annexe A

Grading domains: BTEC Level 3 generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
Application of knowledge and understanding (Learning outcome stem <i>understand</i> or <i>know</i>)	<ul style="list-style-type: none"> Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (for example explain why, makes judgements based on analysis). Applies and/or selects concepts showing comprehension of often complex theories. Applies knowledge in often familiar and unfamiliar contexts. Applies knowledge to non-routine contexts (e.g. assessor selection). Makes reasoned analytical judgements. Shows relationships between pass criteria. 	<ul style="list-style-type: none"> Synthesises knowledge and understanding across pass and merit criteria. Evaluates complex concepts/ideas/actions and makes reasoned and confident judgements. Uses analysis, research and evaluation to make recommendations and influence proposals. Analyses implications of application of knowledge/understanding. Accesses and evaluates knowledge and understanding to advance complex activities/contextes. Shows relationships with pass and merit criteria. Responds positively to evaluation.
Grading domain 2	Indicative characteristics – merit	Indicative characteristics – distinction
Development of practical and technical skills (Learning outcome stem <i>be able to</i>)	<ul style="list-style-type: none"> Deploys appropriate advanced techniques/processes/skills. Applies technical skill to advance non-routine activities. Advances practical activities within resource constraints. Produces varied solutions (including non-routine). Modifies techniques/processes to situations. Shows relationship between pass criteria. 	<ul style="list-style-type: none"> Demonstrates creativity/originality/own ideas. Applies skill(s) to achieve higher order outcome. Selects and uses successfully from a range of advanced techniques/processes/skills. Reflects on skill acquisition and application. Justifies application of skills/methods. Makes judgements about risks and limitations of techniques/processes. Innovates or generates new techniques/processes for new situations. Shows relationship with pass and merit criteria.

Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
Personal development for occupational roles (Any learning outcome stem)	<ul style="list-style-type: none"> • Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context, showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence). 	<ul style="list-style-type: none"> • Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Reacts positively to changing work-related contexts • Operates ethically in work-related environments. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.
Grading domain 4	Indicative characteristics – merit	Indicative characteristics – distinction
Application of generic skills (Any learning outcome stem)	<ul style="list-style-type: none"> • Communicates effectively using appropriate behavioural and language registers. • Communicates with clarity and influence. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Demonstrates positive contribution to team(s). • Makes adjustments to meet the needs/expectations of others (negotiation skills). • Selects and justifies solutions for specified problems. 	<ul style="list-style-type: none"> • Presents self and communicates information to meet the needs of a variety of audience. • Identifies strategies for communication. • Shows innovative approaches to dealing with individuals and groups. • Takes decisions in contexts with justifications. • Produces outputs subject to time/resource constraints. • Reflects on own contribution to working within a team. • Generates new or alternative solutions to specified problems. • Explores entrepreneurial attributes.

Annexe B

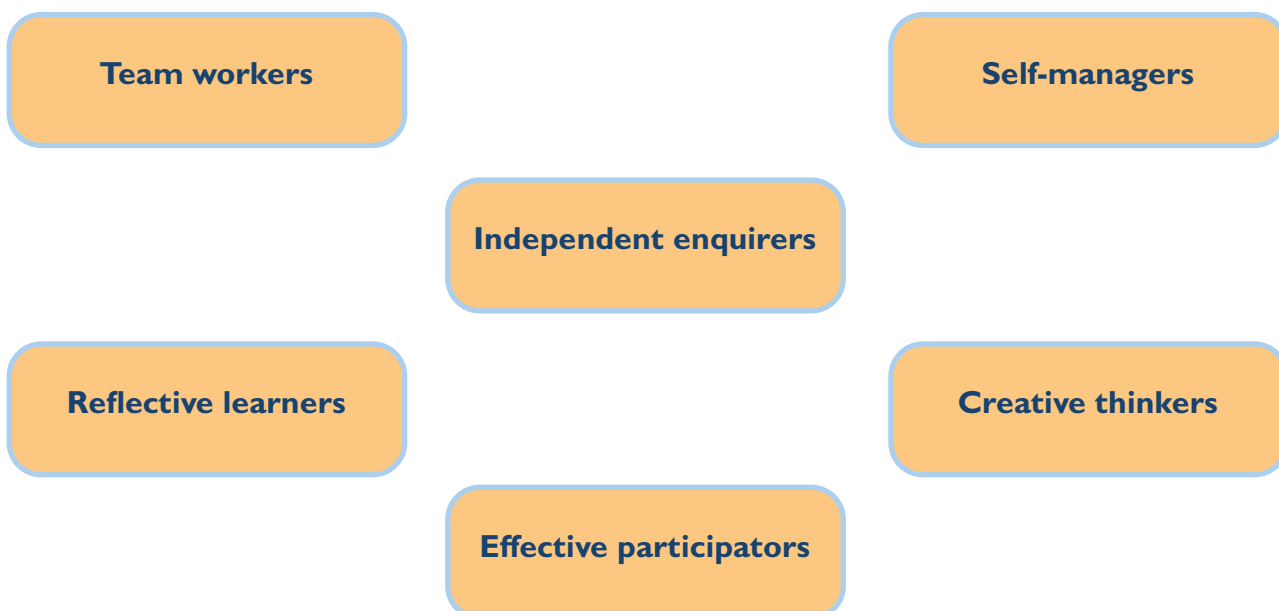
Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that, together with the Functional Skills of English, Mathematics and ICT, are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.

For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.



Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11–19.

The Skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership role
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

Effective participants

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

PLTS performance indicator (suggested recording sheet)

Name:	Date:				
	Level of success 1 = low, 5 = high				
Independent enquirers					
Identify questions to answer and problems to resolve	1	2	3	4	5
Plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5
Explore issues, events or problems from different perspectives	1	2	3	4	5
Analyse and evaluate information, judging its relevance and value	1	2	3	4	5
Consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5
Support conclusions, using reasoned arguments and evidence	1	2	3	4	5
Creative thinkers					
Generate ideas and explore possibilities	1	2	3	4	5
Ask questions to extend their thinking	1	2	3	4	5
Connect their own and others' ideas and experiences in inventive ways	1	2	3	4	5
Question their own and others' assumptions	1	2	3	4	5
Try out alternatives or new solutions and follow ideas through	1	2	3	4	5
Adapt ideas as circumstances change	1	2	3	4	5
Reflective learners					
Assess themselves and others, identifying opportunities and achievements	1	2	3	4	5
Set goals with success criteria for their development and work	1	2	3	4	5
Review progress, acting on the outcomes	1	2	3	4	5
Invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5
Evaluate experiences and learning to inform future progress	1	2	3	4	5
Communicate their learning in relevant ways for different audiences	1	2	3	4	5

Team workers					
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
Self-managers					
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Manage their emotions, and build and maintain relationships.	1	2	3	4	5
Effective participators					
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

Note to learner: The circled number represents an indication of your PLTS performance so far.

Note to tutor: Indicate the level of success by circling the appropriate number during your feedback with the learner.

Summary of the PLTS coverage throughout the programme

This table shows where units support the development of personal, learning and thinking skills.

Key

- ✓ indicates opportunities for development
- a blank space indicates no opportunities for development

Personal, learning and thinking skills	Unit																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Independent enquirers	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers	✓		✓				✓		✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓
Reflective learners		✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Team workers						✓		✓		✓	✓	✓	✓		✓	✓	✓	✓			✓	✓
Self-managers		✓				✓		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Effective participators					✓	✓		✓	✓	✓	✓	✓	✓	✓		✓		✓		✓	✓	✓
✓ – opportunities for development																						

Personal, learning and thinking skills	Unit																					
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	
Independent enquirers	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Creative thinkers		✓	✓	✓	✓				✓	✓		✓	✓					✓	✓	✓	✓	✓
Reflective learners	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓		
Team workers	✓	✓	✓	✓		✓		✓										✓				
Self-managers	✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Effective participators	✓	✓	✓	✓			✓	✓	✓	✓			✓					✓				
✓ – opportunities for development																						

Annexe C

Wider curriculum mapping

The BTEC qualifications in this specification give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues, as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

The BTEC qualifications in this specification make a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

These qualifications contribute to an understanding of:

- **spiritual issues** – are prevalent throughout the entire specification as music is an expressive art and expression is a part of an individual's spirituality. However, spiritual issues are focused on in particular in *Unit 19: Music and Society* where learners understand how music interacts with contemporary society; this may include spiritual/religious dimensions. Learners will also encounter spiritual concepts in *Unit 36: Studying Music from Around the World* as they are required to examine the roles of music in different cultures.
- **moral and ethical issues** – likely to be apparent in nearly all of the units. For example, learners may explore the moral and ethical implications of copyright in *Unit 39: The Sound and Music Industry*.
- **social and cultural issues** – feature heavily throughout as all music reflects, to a greater or lesser extent, the society and/or culture in which it was created and/or performed. The three units that deal with periods of musical history give learners the opportunity to think about the social and cultural issues prevalent during these periods. *Unit 36: Studying Music from Around the World* focuses heavily on social and cultural issues.
Any performance unit will provide opportunities for discussion about the context in which the pieces to be performed were created. Finally, the most obvious place in which these issues are discussed is *Unit 19: Music and Society*.

Citizenship issues

- Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of citizenship issues, for example, learners who take *Unit 21: Music in the Community* may discuss whether professional performers have an obligation to carry out community projects.

Environmental issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of environmental issues. For example, they might choose environmental issues as a basis for a composition (*Unit 7: Composing Music*) or as an area to research (*Unit 43: Special Subject Investigation*).

European developments

Much of the content of the BTEC qualifications in this specification applies throughout Europe even though delivery is in a UK context. The European dimensions of music and music technology are addressed in units where learners work with music from a European background. *Unit 6: Classical Music in Practice* deals with Western classical music that is, in the main, European.



Health and safety considerations

The BTEC qualifications in this specification are practically based and health and safety issues are encountered throughout the units.

Equal opportunities issues

Equal opportunities issues are implicit throughout the BTEC qualifications in this specification.

Wider curriculum mapping

Level 3

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22
Spiritual issues						✓	✓								✓						✓	✓
Moral and ethical issues															✓						✓	✓
Social and cultural issues			✓			✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
Citizenship issues																✓			✓	✓	✓	✓
Environmental issues								✓			✓			✓							✓	
European developments	✓				✓			✓			✓								✓		✓	
Health and safety considerations	✓				✓			✓		✓	✓										✓	
Equal opportunities issues					✓			✓			✓										✓	✓

Level 3

	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43
Spiritual issues				✓		✓						✓		✓							
Moral and ethical issues						✓											✓				
Social and cultural issues		✓		✓		✓		✓	✓		✓	✓		✓		✓	✓	✓		✓	
Citizenship issues	✓	✓	✓			✓			✓					✓		✓	✓	✓	✓		
Environmental issues		✓					✓														
European developments														✓			✓				
Health and safety considerations		✓					✓		✓							✓					
Equal opportunities issues		✓							✓							✓	✓				

Annexe D

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Certificates, Subsidiary Diplomas, 90-credit Diplomas, Diplomas and Extended Diplomas in Music and Music Technology (QCF) against the underpinning knowledge of the Level 3 Creative and Cultural Skills SSC National Occupational Standards in Music Business (Record Labels), Live Events and Promotion, Technical Theatre, Community Arts and Cultural Venue Operations.

KEY

- ✓ indicates that the BTEC qualification covers some or all of the underpinning knowledge of the NOS unit
- a blank space indicates no coverage of the underpinning knowledge

National Occupational Standards	Units																					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22
Technical Theatre																						
CPD1 – Improving your skills	✓	✓	✓		✓			✓	✓	✓	✓			✓	✓	✓						
CPD2b – Ensure that you and your team keep up to date with the technical and production areas of the live arts	✓	✓			✓			✓		✓	✓			✓		✓						
CPD4a – Contributing to technical production work for performance					✓			✓		✓				✓								
CPD4b – Overseeing technical production work for performance								✓														
HS1 – Working safely	✓	✓			✓			✓	✓	✓				✓								
HS2 – Assessing risks (HSS6)								✓														

National Occupational Standards	Units																			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20
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National Occupational Standards	Units																					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22
Technical Theatre																						
TP3.6b – Planning sound requirements for a production (C2)								✓														
TP5.6 – Sourcing sound equipment								✓			✓					✓						
TP8.4 Setting up and checking sound equipment (C6)					✓			✓						✓								
TP14.1a – Getting in, fitting up and getting out (M4)								✓			✓					✓						
TP20.4b – Supervising sound operation for a live performance in the theatre								✓			✓					✓						
TP23.1 – Maintaining buildings or equipment (C12)								✓			✓					✓						
MTP2 – Cleaning up own work area								✓			✓					✓						

National Occupational Standards	Units																					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22
Live Events and Promotion																						
LE1 – Support publicity activities for live events											✓					✓	✓					
LE6 – Support the planning of live events											✓					✓	✓					
LE7 – Identify suppliers of materials and equipment for the running of a live event	✓										✓					✓	✓					
LE10 – Contribute to the production and distribution of publicity material for a live event											✓					✓	✓					
LE11 – Research and assess the appropriateness of different types of venues for different types of live events											✓					✓	✓					
LE12 – Assist with the implementation of safety and security at a live event											✓											

National Occupational Standards	Units																					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22
Live Events and Promotion																						
LE13 – Assist in the production of press releases and evaluate their effectiveness											✓					✓	✓					
LE14 – Contribute to the production and proof reading of copy for the advertising of a live event											✓					✓	✓					
LE16 – Manage changes to a live event schedule							✓				✓					✓						
LE17 – Identify and gain alternative forms of publicity for a live event						✓					✓					✓	✓					
LE18 – Collate and present live event ticket sales information											✓					✓	✓					
LE21 – Assist in the preparation and maintenance of budgets for a live event											✓						✓					

National Occupational Standards	Units																					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22
Music Business (Record Labels)																						
IM28 – Create music for interactive media products			✓				✓													✓		
MB1 – Produce promotional material for the music business						✓											✓	✓				
MB10 – Understanding the music industry and keeping up to date																	✓					
RCS9 – Support a collecting society marketing campaign within a music business context																		✓				
RCS11 – Use and maintain mailing lists within a music business environment																						

National Occupational Standards	Units																					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22
Cultural Venue Operations																						
SAS1 – Communicate effectively																✓	✓					
CCS8 – Assist with emergency procedures																✓	✓					
CCS9 – Manual handling and lifting of loads																✓	✓					
CCS10 – Assist and support the work of colleagues																✓	✓					
Community Arts																						
CA2 – Provide direction and leadership for your team																					✓	
CA7 – Assist in pitching for community arts work																					✓	
CA8 – Obtain and use research information																			✓		✓	
CA9 – Keep up to date with developments within the arts																			✓		✓	
CA12 – Understand how your community arts organisation can meet market needs and satisfy customer's needs																			✓		✓	
CA16 – Embracing diversity in your service provision																					✓	

National Occupational Standards	Units																				
	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43
Technical Theatre																					
CPD1 – Improving your skills		✓	✓	✓			✓		✓	✓						✓	✓				
CPD2b – Ensure that you and your team keep up to date with the technical and production areas of the live arts		✓	✓				✓														
CPD4a – Contributing to technical production work for performance			✓				✓														
CPD4b – Overseeing technical production work for performance			✓				✓														
G4a – Managing finance for a defined work activity									✓							✓	✓				
G4b – Managing the finance of a functional area of work									✓							✓	✓				
G4c – Managing finance									✓							✓	✓				
HS1 – Working safely			✓				✓		✓	✓						✓	✓				

National Occupational Standards	Units																				
	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43
Technical Theatre																					
HS2 – Assessing risks (HSS6)							✓														
HS5 – Controlling risks (ENTO HSS2)							✓														
HS3b – Selecting and using safe systems for working at height (RC3)							✓														
TP2.4a – Contribute to developing and refining ideas for sound (C1)																					
TP2.4b – Developing and refining ideas for sound (C1)																					
TP3.6a – Contribute to the planning of sound requirements for a production (C2)							✓														
TP3.6b – Planning sound requirements for a production (C2)							✓														

National Occupational Standards	Units																				
	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43
Technical Theatre																					
TP5.6 – Sourcing sound equipment		✓					✓														
TP8.4 – Setting up and checking sound equipment (C6)							✓														
TP14.1a – Getting in, fitting up and getting out (M4)		✓					✓														
TP20.4b – Supervising sound operation for a live performance in the theatre		✓					✓														
TP23.1 – Maintaining buildings or equipment (C12)		✓					✓														
MTP2 – Cleaning up own work area		✓					✓														
Live Events and Promotion																					
LE1 – Support publicity activities for live events		✓																✓			
LE6 – Support the planning of live events		✓																✓			

National Occupational Standards	Units																				
	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43
Live Events and Promotion																					
LE16 – Manage changes to a live event schedule		✓																✓			
LE17 – Identify and gain alternative forms of publicity for a live event		✓																✓			
LE18 – Collate and present live event ticket sales information		✓																			
LE21 – Assist in the preparation and maintenance of budgets for a live event		✓							✓								✓	✓			
Music Business (Record Labels)																					
IM28 – Create music for interactive media products																					
MB1 – Produce promotional material for the music business																					
MB07 – Identify and propose new revenue streams and opportunities for music business																		✓			
MB10 – Understanding the music industry and keeping up to date									✓									✓			

National Occupational Standards	Units																
	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39
Music Business (Record Labels)																	
MBI3 – Understand how artist agreements and contracts work																	✓
MBI7 – Contribute to assessing the impact of emerging technology for the music business																	✓
MP28 – Understand copyright and how copyright can be used to generate income in a music business environment																	✓
RCS2 – Track royalties and produce invoices within a music business context																	
RCS9 – Support a collecting society marketing campaign within a music business context																	
RCS11 – Use and maintain mailing lists within a music business environment																	
RCS13 – Understanding collecting societies and keeping up to date with the music industry																	✓
	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39
	Unit 40	Unit 41	Unit 42	Unit 43													

National Occupational Standards	Units																				
	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43
Cultural Venue Operations																					
SAS1 – Communicate effectively		✓																			
CCS8 – Assist with emergency procedures		✓																			
CCS9 – Manual handling and lifting of loads		✓																			
CCS10 – Assist and support the work of colleagues		✓																			
Community Arts																					
CA2 – Provide direction and leadership for your team																✓	✓	✓			
CA7 – Assist in pitching for community arts work																✓	✓	✓			
CA8 – Obtain and use research information														✓		✓	✓	✓			
CA9 – Keep up to date with developments within the arts														✓		✓	✓	✓			
CA12 – Understand how your community arts organisation can meet market needs and satisfy customers' needs														✓		✓	✓	✓			
CA16 – Embracing diversity in your service provision																✓					

Annexe E

Unit mapping overview

BTEC National in Music and Music Technology (QCF) (specification end date 31/08/2010)/current versions of the BTEC qualifications in Music and Music Technology (QCF) (specification start date 01/09/2010) – the BTEC Level 3 Certificates in Music and Music Technology (QCF), BTEC Level 3 Subsidiary Diplomas in Music and Music Technology (QCF), BTEC Level 3 90-credit Diplomas in Music and Music Technology (QCF), BTEC Level 3 Diplomas in Music and Music Technology (QCF) and the BTEC Level 3 Extended Diplomas in Music and Music Technology (QCF).

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Unit	Unit title	Maps to old unit	Extent to match
1	Acoustics for Musicians	✓	P
2	Audio Engineering Principles	✓	P
3	Arranging Music	✓	F
4	Aural Perception Skills	✓	P
5	Backline Technical Management		
6	Classical Music in Practice	✓	P
7	Composing Music	✓	P
8	Concert Production and Staging	✓	P
9	Delivering a Music Product	✓	P
10	DJ Performance Techniques	✓	P
11	Music Events Management		
12	Improvising Music	✓	P
13	Improvising Music in a Jazz Style	✓	P
14	Listening Skills for Music Technologists	✓	P
15	Live Music Workshop		
16	Major Music Project	✓	P
17	Marketing and Promotion in the Music Industry	✓	P
18	Modern Music Practice	✓	P
19	Music and Society	✓	P
20	Music and Sound for the Moving Image	✓	P
21	Music in the Community	✓	P
22	Music Performance Session Styles	✓	P
23	Music Performance Techniques	✓	P
24	Music Project	✓	P
25	Music Production Techniques		

Unit	Unit title	Maps to old unit	Extent to match
26	Music Technology in Performance	✓	P
27	Music Theory and Harmony	✓	P
28	Musical Theatre Performance	✓	P
29	Live Sound Techniques	✓	P
30	Pop Music in Practice	✓	P
31	Planning and Delivering a Music Product		
32	Sequencing Systems and Techniques	✓	P
33	Solo Music Performance Skills		
34	Contemporary Songwriting Techniques		
35	Sound Creation and Manipulation	✓	F
36	Studying Music from Around the World	✓	P
37	The Functional Music Keyboard	✓	F
38	The Music Freelance World	✓	P
39	The Sound and Music Industry	✓	P
40	Working and Developing as a Musical Ensemble	✓	P
41	Working with Music Notation Packages	✓	P
42	Singing Techniques and Performance	✓	P
43	Special Subject Investigation	✓	P

Unit mapping in depth

BTEC National in Music (specification end date 31/08/2010)/current versions of the BTEC qualifications in Music and Music Technology (QCF) (specification start date 01/09/2010) – the BTEC Level 3 Certificates in Music and Music Technology (QCF), BTEC Level 3 Subsidiary Diplomas in Music and Music Technology (QCF), BTEC Level 3 90-credit Diplomas in Music and Music Technology (QCF), BTEC Level 3 Diplomas in Music and Music Technology (QCF) and the BTEC Level 3 Extended Diplomas in Music and Music Technology (QCF).

New units	Old units	Mapping/comments (new topics in <i>italics</i>)
Unit 1: Acoustics for Musicians	Unit 14: Introduction to Acoustics	<p>Learning outcomes are now:</p> <ol style="list-style-type: none"> 1 Know the physics of sound 2 Know the principles of musical instruments 3 Know the mechanisms of human hearing 4 Be able to adapt the acoustic characteristics of a space to suit a specific audio application
Unit 2: Audio Engineering Principles	Unit 3: Audio Engineering	<p>Learning outcomes are now:</p> <ol style="list-style-type: none"> 1 Know the principles of digital audio 2 Know current practices involved in the application of audio systems 3 Know methods for processing audio 4 Be able to interpret audio equipment specifications
Unit 3: Arranging Music	Unit 2: Arranging Music	<p>Learning outcome 1 is now:</p> <ol style="list-style-type: none"> 1 Know arranging techniques through the study of musical arrangements of others
Unit 4: Aural Perception Skills	Unit 4: Aural Perception Skills	<p>Learning outcomes are now:</p> <ol style="list-style-type: none"> 1 Know about different intervals and pitches 2 Know about chord and chord progressions 3 Know about simple and complex rhythms 4 Know about harmony and tonality

New units	Old units	Mapping/comments (new topics in <i>italics</i>)
Unit 5: Backline Technical Management	New unit	
Unit 6: Classical Music in Practice	Unit 5: Classical Music in Practice	<p>Learning outcomes are now:</p> <ol style="list-style-type: none"> 1 Know how classical music developed 2 Know how to create programme notes 3 Be able to perform classical music as a soloist 4 Be able to perform classical music as part of an ensemble
Unit 7: Composing Music	Unit 6: Composing Music	<p>Learning outcomes are now:</p> <ol style="list-style-type: none"> 1 Be able to originate compositional ideas 2 Know how to extend, develop and manipulate musical material 3 Be able to appreciate the role and importance of the structural elements of composition 4 Be able to present a portfolio of compositions in an appropriate format
Unit 8: Concert Production and Staging	Unit 8: Concert Production and Staging	<p>Learning outcomes 2 and 4 are now:</p> <ol style="list-style-type: none"> 2 Be able to safely set up and rig sound for concert performance 4 Know the key organisational roles and responsibilities and legal considerations involved in concert performance.
Unit 9: Delivering a Music Product	Unit 29: Planning a Music Project	<p>Learning outcomes are now:</p> <ol style="list-style-type: none"> 1 Know how to plan and set up recording sessions that encompass a variety of techniques 2 Be able to undertake a range of roles in the recording and production of contrasting multi-track material 3 Be able to complete effective stereo mixes of the multi-track recordings 4 Be able to edit and master the material

New units	Old units	Mapping/comments (new topics in italics)
Unit 10: DJ Performance Techniques	Unit 11: DJ Performance and Technology	Learning outcomes are now: <ol style="list-style-type: none"> 1 Understand the equipment used by a performing DJ 2 Be able to perform DJ mixing techniques 3 Be able to perform creative DJ performance techniques 4 Be able to perform a DJ set to an audience using appropriate techniques
Unit 11: Music Events Management	New unit	
Unit 12: Improvising Music	Unit 12: Improvising Music	Learning outcomes are now: <ol style="list-style-type: none"> 1 Understand the stylistic elements of improvisation across a range of musical genres 2 Be able to develop instrumental or vocal techniques appropriate for improvisation in contrasting styles 3 Be able to improvise music in response to a stimulus in contrasting styles 4 Be able to improvise music responding to other musicians
Unit 13: Improvising Music in a Jazz Style	Unit 13: Improvising Music in a Jazz Style	Learning outcomes are now: <ol style="list-style-type: none"> 1 Understand the musical theory that underpins jazz improvisation across a range of styles 2 Be able to develop instrumental or vocal techniques appropriate for improvisation in jazz styles 3 Be able to improvise jazz music in response to a stimulus in contrasting styles 4 Be able to improvise jazz music responding to other musicians

New units	Old units	Mapping/comments (new topics in <i>italics</i>)
Unit 14: Listening Skills for Music Technologists	Unit 15: Listening Skills for Musicians	<p>Learning outcomes are now:</p> <ol style="list-style-type: none"> 1 Know the musical components in recordings or performances 2 Know the sonic components in recordings or performances 3 Know sonic faults or negative components of recordings or performances 4 Know the texture of vocal and instrumental resources and their acoustic environment in recordings or performances
Unit 15: Live Music Workshop	New unit	
Unit 16: Major Music Project	Unit 16: Major Music Project	<p>Learning outcomes are now:</p> <ol style="list-style-type: none"> 1 Know the different roles in the live music industry 2 Be able to prepare and work as a member of a team towards a successful live event 3 Be able to prepare individually for the delivery of a successful live music event, undertaking appropriate responsibilities throughout the project 4 Know how to prepare a budget for a live music event 5 Be able to contribute to a performance to a technically acceptable level appropriate to context 6 Understand the complete process in preparing for and delivering a live music event
Unit 17: Marketing and Promotion in the Music Industry	Unit 10: Creating and Marketing a Music Product	<p>Learning outcomes are now:</p> <ol style="list-style-type: none"> 1 Know about marketing techniques used by music businesses 2 Be able to produce a marketing strategy for a music product or event 3 Be able to contribute to a marketing campaign for a music product or event 4 Understand the success of a marketing campaign

New units	Old units	Mapping/comments (new topics in italics)
Unit 18: Modern Music in Practice	Unit 17: Modern Music in Practice	Learning outcomes are now: 1 Know how modern music developed 2 Know how to create programme notes 3 Be able to perform modern music as a soloist 4 Be able to perform modern music as part of an ensemble
Unit 19: Music and Society	Unit 18: Music and Society	Learning outcomes are now: 1 Know the functions of music in society 2 Know how technology affects music-making and consumption in society 3 Know how politics affects music-makers and users 4 Know how business and industry affect music-makers and users
Unit 20: Music and Sound for the Moving Image	Unit 19: Music and Sounds for Multimedia	Learning outcomes are now: 1 Understand the components of a musical project based on a moving image 2 Be able to produce music for a project based on a moving image 3 Be able to produce non-musical sonic elements for a project based on a moving image 4 Be able to deliver the project in appropriate formats
Unit 21: Music in the Community	Unit 20: Music in the Community	Learning outcomes 1 and 4 are now: 1 Know the context and purpose of community music-making including practitioners and organisations 4 Know how to monitor and evaluate a community music-making project

New units	Old units	Mapping/comments (new topics in <i>italics</i>)
Unit 22: Music Performance Session Styles	Unit 21: Music Performance Session Styles	Learning outcomes are now: <ol style="list-style-type: none"> Understand the stylistic elements across a wide range of musical genres Be able to develop stylistically accurate musical material for contrasting genres Be able to apply stylistically accurate elements to a range of musical genres in different performance situations
Unit 23: Music Performance Techniques	Unit 22: Music Performance Techniques	Learning outcomes 1 and 2 are now: <ol style="list-style-type: none"> Know effective instrumental or vocal technique through a structured practice routine Be able to apply effective instrumental or vocal technique in solo performance
Unit 24: Music Project	Unit 23: Music Project	Learning outcomes are now: <ol style="list-style-type: none"> Be able to prepare and work as a member of a team towards a successful live event Be able to prepare individually for the delivery of a successful live music event, undertaking appropriate responsibilities throughout the project Be able to contribute to a performance to a technically acceptable level appropriate to context Understand the complete process in preparing for and delivering a live music event
Unit 25: Music Production Techniques	New unit	
Unit 26: Music Technology in Performance	Unit 25: Music Technology in Performance	Learning outcomes are now: <ol style="list-style-type: none"> Know how music technology can be used in performance Know the historical context of electronic music performance Be able to use music technology in performance Be able to perform with related art forms using music technology

New units	Old units	Mapping/comments (new topics in <i>italics</i>)
Unit 27: Music Theory and Harmony	Unit 26: Music Theory and Harmony	Learning outcomes 3 and 4 are now: 3 Be able to harmonise melodies using chords 4 Be able to transpose melody and harmony to related keys
Unit 28: Musical Theatre Performance	Unit 27: Musical Theatre Performance	Learning outcomes 1 and 2 are now: 1 Understand a role or roles in a musical theatre work 2 Be able to apply the appropriate performance skills
Unit 29: Live Sound Techniques	Unit 28: Operating Live Sound	Learning outcomes are now: 1 Know the sound reinforcement equipment requirements for a music venue 2 Be able to set up a sound system showing due regard for health and safety procedures 3 Be able to set up outboard equipment for live sound reinforcement 4 Be able to establish an on-stage mix for a performer
Unit 30: Pop Music in Practice	Unit 31: Pop Music in Practice	Learning outcomes 3 and 4 are now: 3 Be able to perform original pop music 4 Be able to perform pop music as part of an ensemble
Unit 31: Planning and Delivering a Music Product	New unit.	This unit replaces Unit 29: Planning a Music Project, and Unit 30: Planning a Music Recording

New units	Old units	Mapping/comments (new topics in italics)
Unit 32: Sequencing Systems and Techniques	Unit 24: Music Sequencing	Learning outcomes 1 and 4 are now: 1 Be able to set up a computer and peripheral MIDI hardware safely 4 Understand the terminology associated with music sequencing techniques
Unit 33: Solo Music Performance Skills	New unit	
Unit 34: Contemporary Songwriting Techniques	New unit	
Unit 35: Sound Creation and Manipulation	Unit 33: Sound Creation and Manipulation	Learning outcome 1 is now: 1 Understand the relationship between acoustic theory and the fundamentals of synthesis
Unit 36: Studying Music from Around the World	Unit 36: Studying Music from Around the World	Learning outcomes 1, 2 and 3 are now: 1 Know the role of music in different cultures 2 Know the musical features of a range of world music traditions 3 Know some of the influences of world music on different genres of Western music
Unit 37: The Functional Music Keyboard	Unit 37: The Functional Music Keyboard	Learning outcome 2 is now: 2 Know the functions of the keyboard
Unit 38: The Music Freelance World	Unit 38: The Music Freelance World	Learning outcomes 1, 2 and 3 are now: 1 Know the financial and management issues of self-employment 2 Know the skills and knowledge required for self-development as a freelancer 3 Know professional approaches to employment

New units	Old units	Mapping/comments (new topics in italics)
Unit 39: The Sound and Music Industry	Unit 39: The Sound and Music Industry	<p>Learning outcomes are now:</p> <ol style="list-style-type: none"> 1 Know about the sound and music industries and how they relate to the broader entertainment industry 2 Know the professional roles within a chosen area of the music industry 3 Be able to create a business plan for a product or service 4 Know the importance of royalties in the sound and music industry
Unit 40: Working and Developing as a Musical Ensemble	Unit 40: Working and Developing as a Musical Ensemble	<p>Learning outcomes are now:</p> <ol style="list-style-type: none"> 1 Understand the elements of musical ensembles 2 Be able to plan as a musical ensemble 3 Be able to develop as a musical ensemble 4 Be able to perform as a musical ensemble
Unit 41: Working with Music Notation Packages	Unit 41: Working with Music Notation Software Packages	<p>Learning outcomes are now:</p> <ol style="list-style-type: none"> 1 Know the elements of musical scores in contrasting styles 2 Be able to use a music notation package to create a score 3 Be able to edit a score generated from a MIDI or sequencer file 4 Be able to use a music notation package to realise musical ideas
Unit 42: Singing Techniques and Performance	Unit 32: Singing Techniques and Performance	<p>Learning outcomes 1, 2 and 5 are now:</p> <ol style="list-style-type: none"> 1 Understand how vocal exercises can contribute to the development and maintenance of vocal technique 2 Be able to follow a regular practice routine 5 Be able to design and perform a programme of songs as a soloist
Unit 43: Special Subject Investigation	Unit 35: Special Subject Investigation	<p>Learning outcomes 1 and 3 are now:</p> <ol style="list-style-type: none"> 1 Know how to identify an appropriate subject area for investigation 3 Be able to carry out research

Annexe F

Examples of calculation of qualification grade above pass grade

Pearson will automatically calculate the qualification grade for learners when unit grades are submitted. The generic examples below demonstrate how the qualification grade above pass is calculated.

Points available for unit credits achieved at different levels and unit grades

The table below shows the **number of points scored per unit credit** at the unit level and grade.

Unit level	Points per unit credit		
	Pass	Merit	Distinction
Level 2	5	6	7
Level 3	7	8	9
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit, distinction or distinction* grades (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230–249	Merit	M
250–259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460–499	Merit	M
500–519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 90-credit Diploma

Points range above pass grade	Grade
660–689	MP
690–719	MM
720–749	DM
750–769	DD
770–789	D*D
790 and above	D*D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880–919	MP
920–959	MM
960–999	DM
1000–1029	DD
1030–1059	D*D
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300–1339	MPP
1340–1379	MMP
1380–1419	MMM
1420–1459	DMM
1460–1499	DDM
1500–1529	DDD
1530–1559	D*DD
1560–1589	D*D*D
1590 and above	D*D*D*

Example 1

Achievement of pass qualification grade

A learner completing a 30-credit BTEC Level 3 Certificate **does not** achieve the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Pass	7	$10 \times 7 = 70$
Unit 2	3	10	Pass	7	$10 \times 7 = 70$
Unit 3	3	10	Merit	8	$10 \times 8 = 80$
Qualification grade totals		30	Pass		220

Example 2

Achievement of merit qualification grade

A learner completing a 30-credit BTEC Level 3 Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Pass	7	$10 \times 7 = 70$
Unit 2	3	10	Merit	8	$10 \times 8 = 80$
Unit 3	3	10	Merit	8	$10 \times 8 = 80$
Qualification grade totals			Merit		230

Example 3

Achievement of distinction qualification grade

A learner completing a 60-credit BTEC Level 3 Subsidiary Diploma achieves the points required to gain a distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Qualification grade totals		60	Distinction		500

Example 4

Achievement of distinction distinction grade

A learner completing a BTEC Level 3 90-credit Diploma achieves the points required to gain a distinction distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 15	4	10	Merit	10	$10 \times 10 = 100$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Qualification grade totals		90	Distinction Distinction		750

Example 5

Achievement of distinction merit qualification grade

A learner completing a 120-credit BTEC Level 3 Diploma achieves the points required to gain a distinction merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 15	4	10	Merit	10	$10 \times 10 = 100$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Unit 18	3	10	Pass	7	$10 \times 7 = 70$
Unit 25	3	20	Merit	8	$20 \times 8 = 160$
Qualification grade totals		120	Distinction Merit		980

Example 6

Achievement of merit merit merit qualification grade

A learner completing a 180-credit BTEC Level 3 Extended Diploma achieves the points required to gain a merit merit merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Pass	7	$10 \times 7 = 70$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Pass	7	$10 \times 7 = 70$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 12	3	10	Merit	8	$10 \times 8 = 80$
Unit 15	4	10	Pass	9	$10 \times 9 = 90$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Unit 18	3	10	Pass	7	$10 \times 7 = 70$
Unit 20	3	10	Pass	7	$10 \times 7 = 70$
Unit 22	3	10	Merit	8	$10 \times 8 = 80$
Unit 25	3	20	Pass	7	$20 \times 7 = 140$
Unit 35	3	10	Distinction	9	$10 \times 9 = 90$
Unit 36	3	10	Merit	8	$10 \times 8 = 80$
Unit 38	3	10	Distinction	9	$10 \times 9 = 90$
Qualification grade totals		180	Merit Merit Merit		1410



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