

Pearson BTEC Level 3 National Extended Certificate in Music

Specification

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Edexcel, BTEC and LCCI qualifications

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Welcome

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide, progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure, knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

When creating the BTEC Nationals in this suite, we worked with many employers, higher education providers, colleges and schools to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher education needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We are providing a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 10* for details of the support we offer.

A word to learners

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark, and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Students completing their BTEC Nationals in Music will be aiming to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. To ensure that the content meets providers' needs and provides high-quality preparation for progression, we engaged experts. We are very grateful to all the university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

In addition, universities, professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. These letters can be viewed on our website.

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Introduction to BTEC National qualifications for the music sector

This specification contains the information you need to deliver the Pearson BTEC Level 3 National Extended Certificate in Music. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is part of the suite of Music qualifications offered by Pearson. In the suite there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between sizes. The qualification titles are given below with the size of the qualification in guided learning hours (GLH).

Some BTEC National qualifications provide a broad introduction that gives learners transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied learning. The qualifications prepare learners for a range of higher education courses and job roles related to a particular sector. They provide progression either by meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them.

In the music sector these qualifications are:

Pearson BTEC Level 3 National Extended Certificate in Music (360 GLH) 601/7090/6

Pearson BTEC Level 3 National Foundation Diploma in Music (510 GLH) 601/7092/X

Pearson BTEC Level 3 National Diploma in Music (720 GLH) 601/7089/X

Pearson BTEC Level 3 National Extended Diploma in Music (1080 GLH) 601/7091/8

Some BTEC National qualifications are for post-16 learners wishing to specialise in a specific industry, occupation or occupational group. The qualifications give learners specialist knowledge and skills, enabling entry to an Apprenticeship or other employment, or progression to related higher education courses. Learners taking these qualifications must have a significant level of employer involvement in their programmes.

This specification signposts all the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7*. Information on how we can support you with this qualification is given in *Section 10*.

The information in this specification is correct at the time of publication.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC Level 3 National Extended Certificate in Music	360 GLH Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%).	Designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. The programme covers broad basis of study for the music sector with a focus on performance, personal instrumental technique development, music theory and professional practice.
Pearson BTEC Level 3 National Foundation Diploma in Music	510 GLH Equivalent in size to 1.5 A Levels. 6 units of which 4 are mandatory and 2 are external. Mandatory content (76%). External assessment (41%).	Designed as a one-year, full-time course covering the fundamentals in the music sector with optional areas of study including music promotion, theory and harmony. This supports progression to an apprenticeship in the music sector, or to a further year of study at Level 3. It would also support progression to higher education if taken as part of a programme of study that included other BTEC Nationals or A Levels.
Pearson BTEC Level 3 National Diploma in Music	720 GLH Equivalent in size to two A Levels. 8 units of which 6 are mandatory and 3 are external. Mandatory content (83%) External assessment (46%).	Designed to be the substantive part of a 16–19 study programme for learners wanting a strong core of sector study and a focus on the music industry with optional areas such as music arrangement, composition and software skills. It may be complemented with other BTEC Nationals or A Levels or non-qualification elements to support progression to specific job roles or to higher education courses in music.
Pearson BTEC National Extended Diploma in Music	1080 GLH Equivalent in size to three A Levels. 13 units of which 7 are Mandatory and 4 are external. Mandatory content (66%) External assessment (42%).	Designed as a two-year, full-time course that fully meets the entry requirements for learners wanting to progress within the music industry covering optional areas such as vocal development and music for moving image. Progress could be either directly into employment, however it is expected that the majority of learners will have the skills, knowledge and understanding to progress into higher education courses to study music with a strong performance element.

Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC Level 3 National in Music is shown in Section 2. **You must refer to the full structure to select units and plan your programme.**

Key

Unit assessed externally	M	Mandatory units	O	Optional units
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Unit (number and title)	Unit size (GLH)	Extended Certificate (360 GLH)	Foundation Diploma (510 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
1 Music Performance Brief	90	M	M	M	M
2 Music Skills Development	90		M	M	M
3 Creating a Music Product	90			M	M
4 Music Composition Brief	120	M	M	M	M
5 Professional Practice in the Music Industry	90	M	M	M	M
6 Music in Context	120			M	M
7 Critical Listening	120				M
8 Arranging music	60	O	O	O	O
9 Composing Music	60	O	O	O	O
10 Exploring Theory and Harmony	60		O	O	O
11 Music and Sound for the Moving Image	60				O
12 Contemporary Song Writing Techniques	60				O
13 Music Promotion	60	O	O	O	O
14 Live Music Events	60		O	O	O
15 Music Investigation	60				O
16 Contemporary Art Music in Practice	60				O
17 Solo Performance	60	O	O	O	O
18 Music Ensembles	60	O	O	O	O
19 Music Performance Session Styles	60			O	O
20 Vocal Development	60				O
21 Improvising Music	60				O
22 Music Software Skills	60	O	O	O	O

Qualification and unit content

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their own interests and progression choices. Also, the content may be applied during delivery in a way that is relevant to local employment needs.

The proportion of mandatory content has been increased to ensure that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued.

BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2*.

Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 or 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. The styles of external assessment used for qualifications in the Music suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available once or twice a year and learners can have only one resit attempt during the programme. For detailed information on the external assessments for, please see the table in *Section 2*. For further information on preparing for external assessment see *Section 5*.

Internally assessed units

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- perform
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate instruments and techniques.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information see *Section 6*.

Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. Normally, a synoptic assessment is one that a learner would take later in a programme as they are expected to be able to draw on a range of learning. Synoptic units may be internally or externally assessed. The particular unit that you will need to treat synoptically for this qualification is shown in the structure in *Section 2*.

Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

Grading for units and qualifications

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit. There is no unit grade of D*. For external units only a grade of N may be awarded for learners not gaining enough marks for a P grade. This is to ensure that learners are awarded appropriately for the achievement they have demonstrated.

Qualifications in the suite are graded using a scale of P to D*, **or** PP to D*D*, **or** PPP to D*D*D* Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

Recognition by UCAS

We are in consultation with UCAS to ensure that these BTEC Nationals will continue to meet higher education requirements. Please go to the UCAS website for full details of points allocated.

1 Qualification purpose

Pearson BTEC Level 3 National Extended Certificate in Music

In this section you will find information on the purpose of this qualification and how its design meets that purpose through the qualification objective and structure. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

Who is this qualification for?

The Pearson BTEC Level 3 National Extended Certificate in Music is an Applied General qualification. It is for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the music sector. The qualification is equivalent in size to one A Level and aims to provide a coherent introduction to study of the music sector. Learners who wish to take this qualification will have successfully completed a Level 2 programme of learning with GCSEs or vocational qualifications.

What does this qualification cover?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners planning to enter employment directly in the music sector.

Learners taking this qualification will study three mandatory units:

- Music Performance Brief
- Music Composition Brief
- Professional Practice in the Music Industry.

Learners choose one optional unit to support their choices in progression to music courses in higher education, and to link with relevant occupational areas.

Optional units cover content areas such as:

- Arranging Music
- Composing Music
- Music Promotion
- Solo Performance.

What could this qualification lead to?

In addition to the music sector-specific content outlined above, this qualification gives learners transferable and higher order skills that are valued by higher education providers and employers.

For example, performance and communication skills, teamwork, and personal vocal/instrumental technique development support some of the skills learners need to progress to higher education, employment, self-employment or training.

The qualification is intended to carry UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of learning, and it combines well with a large number of subjects. It will support entry to higher education courses in a very wide range of disciplines, depending on the subjects taken alongside it.

For learners who wish to study an aspect of music in higher education, opportunities include:

- BA (Hons) in Performing Arts, if taken alongside an A Level in English Literature and a BTEC in Performing Arts
- BA (Hons) in Music Industry Management, if taken alongside a BTEC Level 3 National Diploma in Business
- BA (Hons) in Music Business and Arts Management, if taken alongside a BTEC Level 3 National Extended Certificate in Business and an A Level in Art.

Learners should always check the entry requirements for degree programmes with specific higher education providers.

How does the qualification provide employability skills?

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills:** use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- **intrapersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **interpersonal skills:** self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to undertake real or simulated activities.

How does the qualification provide transferable knowledge and skills for higher education?

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- to be able to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- effective writing
- analytical skills
- creative development and performance skills
- preparation for assessment methods used in degrees.

2 Structure

Qualification structure

Pearson BTEC Level 3 National Extended Certificate in Music

Mandatory units

There are 3 mandatory units that learners must complete, 1 internal and 2 external.

Optional units

Learners must complete at least 1 optional unit.

Pearson BTEC Level 3 National Extended Certificate in Music				
Unit number	Unit title	GLH	Type	How assessed
1	Music Performance Brief	90	Mandatory Synoptic	Internal
4	Music Composition Brief	120	Mandatory	External
5	Professional Practice in the Music Industry	90	Mandatory	External
8	Arranging Music	60	Optional	Internal
9	Composing Music	60	Optional	Internal
13	Music Promotion	60	Optional	Internal
17	Solo Performance	60	Optional	Internal
18	Music Ensembles	60	Optional	Internal
22	Music Software Skills	60	Optional	Internal

External assessment

This is a summary of the type and availability of external assessment, which is 58% of the total qualification GLH. See *Section 5* and the units and sample assessment materials for more information.

Unit	Type	Availability
Unit 4: Music Composition Brief	<ul style="list-style-type: none">• A task set and marked by Pearson and completed under supervised conditions• The supervised assessment period is a maximum of 12 hours within a one week period timetabled by Pearson• Written submission and composition evidence• 75 marks	May/June from 2017 onwards
Unit 5: Professional Practice in the Music Industry	<ul style="list-style-type: none">• A task set and marked by Pearson consisting of Part A and Part B• Part A is completed in 4 hours within a one week period timetabled by Pearson• Part B is a supervised assessment completed in 3 hours within a two day period timetabled by Pearson• Written submission• 75 marks	May/June from 2017 onwards

Synoptic assessment

The mandatory synoptic unit requires learners to apply learning from across the qualification in the completion of a defined vocational task. For *Unit 1: Music Performance Brief*, learners respond to an industry-specific brief in which they are required to plan and put on a live performance. This will draw together underpinning skills, knowledge and understanding from their studies of the sector and require both transferable and specialist knowledge and skills.

In delivering the unit you should ensure that learners understand that the assessment will draw on the content from across the qualification.

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. See *Section 4* for more information.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Internal units

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use and it appears on certificates.
Level	All units are at Level 3 on the national framework.
Unit type	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
GLH	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 2</i> .
Summary of unit	This new section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements.
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
Assessment criteria	<p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.</p> <p>A full glossary of terms used is given in <i>Appendix 2</i>. All assessors need to understand our expectations of the terms used.</p> <p>Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.</p>
Essential information for assignments	<p>This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment, and how the assessment criteria should be used to assess performance.</p>
Further information for teachers and assessors	<p>The section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.</p>
Resource requirements	<p>Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i>.</p>
Essential information for assessment decisions	<p>This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.</p>
Links to other units	<p>This section shows you the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.</p>
Employer involvement	<p>This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.</p>

External units

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use and it appears on certificates.
Level	All units are at Level 3 on the national framework.
Unit type	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
GLH	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Summary of assessment	This sets out the type of external assessment used and the way in which it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours that are assessed. Includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
Essential content	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
Grade descriptors	We use grading descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
Key terms typically used in assessment	These definitions will help you analyse requirements and prepare learners for assessment.
Resources	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i> .
Links to other units	This section shows the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

Index of units

This section contains all the units developed for this qualification. Please refer to pages 9 to check which units are available in all qualifications in the Music sector.

Unit 1: Music Performance Brief

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

Unit in brief

Learners plan, prepare and deliver a musical performance from start to finish.

Unit introduction

No matter what role you choose in a music career, it is very likely that at some point you will be involved in a live music performance. Every concert, gig and show takes a large amount of planning and preparation and is usually a collaborative enterprise. The success of each performance is down to the artistic creative vision and personal effort of the individuals who contribute to the final product.

In this unit, you will develop the skills needed to respond to a music performance brief and put on a show. In doing this you will most likely work with others and you will choose two specific roles: one from performer/composer/arranger, and one from technician/organiser/administrator. You will explore how the production process works and how the different roles interrelate, before planning and putting on a live music performance.

Attention to detail and professional rigour will contribute greatly to producing a high quality performance event. In this unit, you will develop a valuable set of skills in areas such as working with others to set goals, putting on a performance, research, production techniques and reflective practice. This will enable you to work effectively on a course in higher education or in the music industry.

Learning aims

In this unit you will:

- A** Explore production planning for a music performance
- B** Carry out a music performance
- C** Reflect on effectiveness of the performance in meeting the production plan.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore production planning for a music performance	A1 Researching different music performances and production requirements A2 Responding to briefs A3 Planning a music performance A4 Being professional	Suggested responses to various briefs in different formats. A production plan in response to the music performance brief.
B Carry out a music performance	B1 Roles and responsibilities required for music performances B2 Carrying out the performance	Individual evidence of participation in processes: planning, minutes, explanation of role choice. Evidence of implementing roles such as witness statements, rehearsals linking in with brief, evidence of professional behaviours and recorded footage of performance.
C Reflect on effectiveness of the performance in meeting the production plan	C1 Evidence collation for evaluation purposes C2 Evaluating how far performance met the original plan and how individual roles contributed	Evaluative account of performance and roles submitted in portfolio.

Content

Learning aim A: Explore production planning for a music performance

A1 Types of performance and production requirements

- Give examples of different music performances such as pop music tours, small gigs, theatre company and concert hall performances, community arts projects, recitals, sporting events, charity balls, festivals, wedding, pub band, summer festival, college prom.
- Identify the audience and the outcome required in relation to the chosen music performance.
- Research planning across the industry – genres, styles, size, purpose.
- Consider the production requirements for a range of performance types, e.g. small gigs, theatre company and concert hall performances, community arts projects, recitals, sporting events, charity balls, festivals, wedding, pub band performance with supporting act, established band album launch, small summer festival, college prom night.
- Explore different approaches to planning for different music performance briefs.

A2 Responding to music performance brief

Clarification of purpose including:

- details of a performance, clarification of brief, communicate with team to agree common understanding, identify roles needed, identify specific technical requirements and constraints such as house/venue limitations – capacity, health and safety, accessibility, performance, budget
- size and impact of performance – number of performers, capacity of audience, range, style and type of performance
- analyse information about audience and any market research data.

A3 Production planning for the performance

- Production plan for the delivery of a specific event
- Resources, including timing, finances, human, venue, allocation of resources for performance, working out realistic deadlines, allocating roles to include – performance, management, production, arranger, composer, technician.
- Marketing and promotion of event.
- Health and safety, legal considerations such as insurance and contracts.
- Plan timelines with consideration of time constraints/deadlines by organising what has to be done at a practical level.

A4 Being professional throughout the production

Importance of being professional during a production:

- professional behaviours in production, including – effective timekeeping, reliability and punctuality, accountability, troubleshooting issues, target setting and schedules, working with others both on and outside the production team, practice, preparation and rehearsal techniques, participating fully in roles allocated, carrying out allocated tasks to deadline, being responsible
- recognising impact of non-professional behaviour, such as – letting others down, holding up progress, affecting the performance, disrupting timing, preventing the show from happening, not informing others of what to do.

Learning aim B: Carry out a music performance

B1 Identify specific roles required

- Systematic identification of individual strengths which can be contributed to each job role required.
- Know the conventions of each job role and collaborative responsibilities.
- Clarify all roles and explore opportunities for leadership.

- Individual development planning from specific role perspectives - understand how each role develops first stage plans.
- Performer:
 - initial concept, a plan, set list (rehearsal/practice/repertoire)
 - rehearsal notes
 - reflection on quality of rehearsals (to be considered in learning aim D)
 - individual responsibilities - being confident when performing, set-up, preparation, test check/warm-up, fluent musical presence, communication and interaction with other performers, stagecraft performance techniques (accentuating eye contact, importance of physical presence, poise, posture), standard of musical performance.
- Composer/arranger:
 - initial concept, a plan (draft ideas, demo, final composition)
 - composer notes, draft ideas
 - reflection on compositions
 - individual responsibilities - produce materials for delivery of performance (scores and parts), product realisation of computer-generated performance, conducting/directing, programme notes.
- Technician:
 - initial concept, a plan (technical concept, survey of resources, technical specification)
 - technical ideas (notes, plans, drawings)
 - reflection on technical decisions
 - individual responsibilities - sound and lighting delivery, effective set up, control and monitoring, pack down.
- Manager/organiser:
 - initial concept, a plan (concept, vision, survey of resources, viability)
 - logistics (running order, plans, minutes)
 - reflection on logistics
 - individual responsibilities - execution of planning, monitoring of roles, contributions, deadlines, front of house, finances, linking everything together.

B2 Carrying out the performance

Music performance activities and requirements:

- marketing and promotion – timing, resources and execution
- front of house, ticketing, audience management, refreshments
- provide prepared music resources
- manage and organise sound and equipment check, PAs
- well-rehearsed performances
- stage management, floor management, lighting and/or effects
- financial management
- health and safety protocols
- managing allocated roles effectively.

Learning aim C: Reflect on effectiveness of the performance in meeting the production plan

C1 Evidence collation for evaluation purposes

- How to evaluate effectively – what is 'successful'?
- Subjective/objective – using critical evidence for evaluation:
 - gathering evidence to use for evaluation, such as - ticket sales, income, questionnaires, online voting, focus groups, storyboards, interviews, social media, documenting observations, published reviews, self-evaluation and peer evaluation data

C2 Evaluating the success of the original performance plan and the contribution of individual roles

- Planning – consideration of whether the performance planning stage was realistic and manageable:
 - use logbook portfolio to provide a source of evaluation data and allow for assessment of learning, perceptions, ideas, strengths and weaknesses of the planning process.
- Review all stages of the performance process, all techniques, production roles and approaches:
 - assess impact of individual specific roles
 - assess breadth and depth of research and how it supported initial ideas and realisation of brief.
- Review selection of techniques used in specified role:
 - creative intention.
- Provide a professional and critical review of the performance event.
- Reflect on own working methodology and identify specific areas for development during the creative process.
- Identify areas for improvement and identify what you would do differently next time.
- Review how initial ideas were explored, developed and refined.
- Identify other events that informed your understanding and process.
- Discuss reaction to unexpected events, problems and accidents, e.g. technical failure or performer illness.
- Evidence for professional behaviours demonstrated generally and in specific roles in line with music industry expectations.

Individual roles.

- Performance:
 - reflection on the quality of performance
 - critical review of potential improvements to performance.
- Composing/arranging:
 - reflection on the quality of composition/arrangements, critical review of potential improvements to composition/arrangements.
- Technician:
 - reflection on the quality of technical input, critical review of potential improvements in technical support.
- Manager/organiser:
 - reflection on the quality of organisation, critical review of potential improvements to management
 - conduct a professional and critical review of the overall performance and interaction of individual roles
 - review the different stages and how activities interrelated
 - discuss points for improvement
 - understand the audience experience and the impact of the roles
 - reflect on the importance of behaviours in a team to produce consistent and coherent results

- justify your ideas in relation to the audience
- explore the overall effectiveness of the performance, link it to the overall impact of the individual roles and whether the performance met the brief
- learners evaluate the project from the perspective of their roles and as an overall performance
- learners introduced to reflective practice as a technique to adopt throughout their performance career.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore production planning for a music performance		A.D1 Justify and compare production approaches proposed for a music performance, showing how they meet requirements of the brief, planning skills, initiative and innovation.
A.P1 Explain how planning contributes to a performance. A.P2 Explain ways to respond to a brief for a specified performance. A.P3 Demonstrate production planning skills for a specific music performance.	A.M1 Compare planning approaches, analysing how they contribute to a production plan for a music performance. A.M2 Demonstrate relevant and realistic planning skills for a specific music performance.	
Learning aim B: Carry out a music performance		B.D2 Perform roles in a music performance with flair, competence and confidence, demonstrating responsible and professional behaviour.
B.P4 Perform roles that contribute to the overall music performance. B.P5 Demonstrate professional behaviours in delivering a music performance.	B.M3 Perform roles confidently and professionally within the live music performance	
Learning aim C: Reflect on effectiveness of the performance in meeting the production plan		C.D3 Evaluate the extent to which the music performance matched the production plan and how the planning processes and execution of your roles contributed, making recommendations for further development.
C.P6 Explain how own roles contributed towards the performance and meeting the production plan. C.P7 Describe ways personal contributions to music performances can be further developed.	C.M4 Analyse effectiveness of roles carried out in delivering the music performance and in meeting the brief, making recommendations for further development.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of summative two assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.M2, A.D1)

Learning aims: B and C (B.P4, B.P5, C.P6, C.P7, B.M3, B.M4, C.M5, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- adequate practice and rehearsal facilities, including instruments and equipment of suitable quality (performers, especially soloists, may provide their own instruments)
- larger instruments such as pianos and drum kits, where appropriate
- amplification equipment and PAs
- sufficient equipment, facilities and software (for composers to create and produce scores and/or recordings of their work, if composing for the performance)
- adequate technical facilities to allow the technician to plan and produce sound, staging, lighting and effects to support the performance brief
- access to a performance space suitable for holding music events
- a sound system suitable for music, lighting, musical instruments
- video recording equipment (for recording rehearsals and performances for both review and assessment purposes)

Where facilities do not exist within the institution, arrangements will need to be made with external organisations such as theatres and recording studios in order to provide a suitable range of performance situations.

Essential information for assessment decisions

Learning aim A

Learners will look at different ways of producing a performance and a production plan for their own performance.

For distinction standard, learners will demonstrate the ability to produce a plan, working with others in a confident, assured and innovative way. Their proposal will show that comparative research of different examples has taken place as well as consideration of the potential audience. Learners will explain how ideas contribute towards the creation of a production proposal and will communicate strategically and convincingly in order to realise a coherent and effective quality performance. They will demonstrate how using other examples has informed their own proposal and will justify their choices as relevant and appropriate to the requirements of the performance. Roles will be clearly defined, with appropriate responsibilities and activities identified. Learners will justify the different approaches used to do this with case studies or examples, comparing how a range of industry specialists realise a performance in different ways.

For merit standard, learners will demonstrate the ability to review different approaches to performance production. Learners' proposals will show consideration of different approaches and how this is factored into their own work. They will explain how ideas contribute towards planning a quality performance and they will show successful communication, with creative ideas and clear identification of roles.

For pass standard, learners will demonstrate the ability to research production approaches, using examples to produce a proposal in a competent way, with an effective outline of requirements and contributions from everyone involved. Learners' work will describe how ideas will be realised for a specified performance, with the different roles identified.

Learning aims B and C

For distinction standard, learners will carry out their roles autonomously in executing the planning for a music performance. They will be a driving force in bringing the project to fruition, managing processes and demonstrating professional behaviours, showing initiative and innovation. Learners will contribute to the live event, either as a performer or in another creative role, showing a high standard of performance and professionalism. Learners' work will critically evaluate the

effect of the production planning process, constantly comparing it with the impact of the roles in the performance. Learners' work will provide substantiated evaluative judgements and recommendations for the overall performance and future practice.

For merit standard, learners will carry out their role independently and they will play a significant part in bringing the project to completion, demonstrating professional behaviours and showing initiative. Learners will contribute to the live event, either as a performer or in another creative role, showing a competent and confident standard of performance and professionalism. Their work will compare the effectiveness of the planning process with the delivery of their roles in meeting the brief. They will consistently reflect upon the progress of their own roles in order to improve the quality of the performance.

For pass standard, learners will work as part of a team, executing and fulfilling the requirements of their roles in bringing the music performance to completion and demonstrating some professional behaviours. Learners will be competent in contributing to the live event, either as a performer or in another creative role, with a good standard of performance and some professionalism. Learners will reflect on their own progress in order to monitor and develop the quality of their impact upon the performance.

Links to other units

This unit links to:

- Unit 2: Music Skills Development
- Unit 3: Creating a Music Product
- Unit 5: Professional Practice in the Music Industry
- Unit 9: Composing Music
- Unit 18: Music Ensembles
- Unit 20: Vocal Development
- Unit 17: Solo Performance
- Unit 13: Music Promotion
- Unit 14: Live Music Events.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- participation in audience assessment of the performance
- support from local theatre staff as mentors.

Unit 4: Music Composition Brief

Level: **3**

Unit type: **External**

Guided learning hours: **120**

Unit in brief

Learners explore music theory and its application through composition. They will use music technology to produce a composition in response to a given brief.

Unit introduction

Music as a living art form relies on individuals developing the theoretical and practical skills to be able to create original compositional work. The commercial music industry relies on these works being presented in a format that can be delivered to the audience. An individual working in the music industry must increasingly be able to combine a wide range of theoretical and practical skills together and be able to work in a number of roles simultaneously in order to bring their ideas to fruition.

As a creative worker in the industry you will be called upon to undertake projects that require you not only to compose music, but also to produce a final audio product. Being able to produce a piece of music from conception to completion often brings both creative and commercial benefits.

In this unit, you are introduced to the skills required to apply knowledge of music theory, compositional techniques and music technology to produce a product in response to a given brief. This unit is designed to prepare you for progression to employment in the sector and towards higher education.

Summary of assessment

This unit is assessed by a set task of 75 marks provided by Pearson and completed under supervised conditions. The supervised assessment period is a maximum of 12 hours and should be arranged over a number of sessions in a period timetabled by Pearson.

The assessment availability is May/June only. First assessment is May/June 2017

The set task is based on an industry themed composition brief. Learners will submit a composed score using notation software and supported by a written statement. Work should be completed using a computer.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment outcomes

AO1 Demonstrate knowledge and understanding of notation conventions, composition and structural development and how to use technology to support a theoretical understanding of music

AO2 Apply theoretical understanding to the composition and structural development of music using notation conventions and technology

AO3 Demonstrate the ability to manipulate musical material using technology, showing notation conventions and composition development underpinned by a theoretical understanding of music

AO4 Compose and structure music showing precise use of notation using technology

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A Notation conventions for pitch, harmony and rhythm

A1 Pitch

How pitch may be represented in notated form and understand how pitch is notated.

- Staff notation:
 - names and positions of notes on the staff, including ledger lines
 - clefs, treble, bass, alto, tenor
 - accidentals – sharps (#) flats (♭), naturals (♮), enharmonic equivalence, double sharps (♯♯ or +), double flats (♭♭)
 - intervals (simple and compound)
 - The construction of scales (major, harmonic minor, melodic minor)
 - modes – Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, Locrian
 - key signatures.
- Other notation forms:
 - stringed instrument tablature
 - tonic sol-fa.

A2 Rhythm

How rhythm may be presented in notated form and understand how rhythm is notated.

- Staff notation:
 - bars, bar lines, double bar lines
 - note values including dotted notes
 - rest values including dotted notes
 - triplets and duplets
 - time signatures (simple, compound and irregular)
 - correct note and rest groupings in simple and compound time signatures.
- Other notation forms – drum score.

A3 Harmony

How harmony may be presented in notated form.

- Know how chords are built and notated:
 - triads (major, minor, diminished, augmented)
 - inversions (root, first, second)
 - 7th chords (major, minor, dominant, diminished)
 - 'extended' chords 7th, 9th, 11th, 13th, sharp (+, #) and flat (–, ♭) extensions.

B Notation conventions for dynamics, tempo and expression

B1 How dynamic markings are represented in notated form

- Changes in volume:
 - crescendo (<)
 - diminuendo (>).
- Use of text:
 - pianissimo (pp)
 - piano (p)
 - mezzo-piano (mp)
 - mezzo-forte (mf)

- forte (f)
- fortissimo (ff).
- Use of signs and symbols (<), (>).

B2 How tempo markings are represented

- Beats per minute:
 - BPM =, Crotchet =,
- Italian and English terms.
- Changes in tempo.

B3 How expression markings are represented

- Articulation:
 - staccato
 - legato
 - tenuto
 - slurs
 - accents
 - phrase marks.
- Idiomatic instrumental techniques:
 - bowing
 - double stopping
 - bending
 - glissando
 - trills
 - pedal marks
 - harmonics
 - flutter-tonguing
 - tremolo.
- Expression and notation suitable for the idiom of the instrument used.

C Composition starting points and ideas

C1 How to generate compositional starting points using musical ideas

- Chord progressions and patterns.
- Melodic patterns.
- Riffs.
- Hooks and loops.
- Sound palettes (samples, synthesised sounds, found sounds).
- Motifs (rhythmic and melodic).
- Pitch sets.

C2 How to generate compositional starting points using extra musical ideas

- Themes.
- Texts.
- Images.
- Graphics.
- Researching resources and starting points appropriate to a given brief.

D Developing music using compositional techniques

D1 How to develop the structure and form of music

- Repetition (exact and loose).
- Variation.
- Sequence.

- Block structures:
 - binary
 - ternary
 - arch
 - rondo.
- Developmental forms:
 - theme and variation
 - ground bass.
- Song structures:
 - 4-bar structure, 8-bar, 12-bar, 16-bar, blues forms such as 12-bar blues and 16-bar blues, blues forms that do not conform to norms
 - verse, chorus, bridge, middle 8
 - circular and repetitive structures
 - riff-based.

D2 How to develop musical material melodically, harmonically and rhythmically

- Transformations:
 - inversion
 - retrograde
 - retrograde inversion.
- Diminution.
- Augmentation.
- Modulation.
- Transposition.
- Decoration.

D3 How to develop musical material texturally

- Polyphonic texture.
- Homophonic texture.
- Monophonic texture.
- Use of instrumentation.
- Use of contrasts and juxtapositions.

E Using technology for composition

E1 Use of technology to develop musical compositions

- MIDI controller to input information into a DAW to develop musical compositions.
- MIDI editing tools including copy, paste and quantise to develop musical compositions.
- Audio interface to record audio information into a DAW to develop musical compositions.
- Audio editing tools including copy, paste, trim to develop musical compositions.
- Choice of relevant instruments and sounds.
- Editing software instruments and samplers to develop musical compositions.

E2 Use of technology to create an audio mix of a musical composition

- Balance, panning, effects, EQ & dynamics processing to develop a stereo audio mix of compositions.
- Audio mix matches written intentions of the score.
- Mix down compositions to stereo audio files.
- Ensure quality and completeness.

E3 Use of technology to present a score of a musical composition

- Scores in suitable notation formats.
- Accuracy that reflects musical compositions.

- Score is legible and handles leger lines and visual quantisation (where required) appropriately.
- Use of idiomatic notation conventions where required:
 - drum notation
 - tab
 - 1- and 2-part keyboard notation
 - vocal melisma
 - transposition.
- Full scores and parts:
 - legibility and clarity of the information presented
 - accuracy, showing control of visual elements
 - score labelled to show parts in C at concert pitch, parts transposed where required.

Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass

Learners are able to make use of the stimulus to produce a valid musical outcome. The results will be convincing in terms of musical development and response to the scenario. Learners will make use of technology to present and produce the product. There will be some discussion of processes used and choices made. Links will be made between knowledge of music theory and the set scenario.

Level 3 Distinction

Learners are able to respond imaginatively to the stimulus and produce a musically convincing outcome. Learners will employ their technological skills to refine and present their composition, achieving their intended outcome. There will be full justification of decisions and close links established throughout between music theory and the set scenario. The written statement clearly and comprehensively explains how the submitted work meets the requirements of the brief.

Command words and key terms typically used in assessment

The following table shows the command words and key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every assessment and is provided for guidance only.

Command or term	Definition
Scenario	A vocational music context.
Compose	To create original music using musical elements.
Score	A written form that expresses composition. The type of score will depend on the instruments and style of music being created.
Part	A portion, piece or segment of a whole music piece generally written out separately on a score.
Notation conventions	The accepted methods used to convey written music within all areas of the music industry (this could include traditional notation, drum notation, guitar tablature, graphic scores).

Links to other units

Unit 2: Music Skills Development
Unit 3: Creating a Music Product
Unit 9: Composing Music

Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

Unit 5: Professional Practice in the Music Industry

Level: **3**

Unit type: **External**

Guided learning hours: **90**

Unit in brief

Learners explore what it is that makes someone a professional in the music industry and how to put forward a bid for work.

Unit introduction

This unit considers the importance of professional practice in the music industry and is designed to enable you to develop the relevant skills, knowledge and understanding needed. Behind the bright lights, costumes, gigs, sessions and festivals, the music industry is run by people who are measured by how professional they are in their behaviour. Being a professional is not optional in the music industry! It is key – and the industry treats it as highly important. Being professional is something that you have to learn very quickly as judgements are made early, and building and maintaining your reputation is important when you are self-employed and freelance.

In this unit, you will gain an understanding of what is meant by the term 'professional practice' as well as what it means to be a freelancer working in the music industry. You will understand the professional skills that are important in the industry, and learn the importance of financial management, effective interpersonal skills and working with others.

The unit emphasises the importance of continual self-development in a rapidly-changing sector and how essential it is to communicate clearly to give you the best chance when competing for roles in the industry. Taking a professional approach to working in the industry is as essential as having a good product to market. This unit outlines the qualities that industry professionals expect of people working with them in order to progress, whether to employment or higher education.

Summary of assessment

This unit is assessed using a set task of 75 marks provided by Pearson and completed under supervised conditions. Learners will be provided with an industry specific scenario. The task is formed of two parts, Part A and Part B.

The assessment availability is May/June. The first assessment availability is January 2017.

Part A will be released within a period set by Pearson for candidates to carry out 6 hours of research over one week. Part B consists of a supervised assessment period of a maximum of 3 hours over a two day period to carry out the written task using their research.

The task explores the professional skills required to work effectively in the industry.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment outcomes

AO1 Understand the importance of professional practice in the music industry

AO2 Understand operational requirements relevant to specific performances

AO3 Demonstrate ability to apply skills required for working in the music industry

AO4 Analyse requirements for professional presentation of ideas

AO5 Evaluate the skills and knowledge needed for professional roles in the music industry

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A Professional practice for industry success

A1 Professional behaviours

- Being prepared, being reliable and committed.
- Being organised, planning using prioritisation skills.
- Communication skills, awareness of others.
- Punctuality, meeting deadlines, scheduling.
- Teamwork, working with others to achieve goals, outcomes and making decisions.
- Professional performance-related skills for music industry:
 - turning up on time, at the right location – prepared for your role whether in front of an audience or behind the scenes
 - billing appropriately for musical for skills or services offered
 - appropriate behaviour in concert, rehearsal and studio situations, whether in a performing or supporting role
 - understanding the expectations of your professional role
 - taking direction when performing.

A2 Project planning

- Short-, medium- and long-term plans.
- Documentation and presentation of plans, schedules, action plans, priorities and lists.
- Being able to set a realistic and achievable project plan for the immediate project.
- Daily scheduling when necessary, action plans for self and others when working as part of a team.
- Planning for other constraints and costs involved in putting on events or releasing product.
- Prioritising actions and how priorities are worked out.
- Contingency and mitigation:
 - carefully generating contingency plans for outcomes other than that expected
 - exploring mitigation, solutions and resolutions to identified and unexpected risks.
- Producing a budget:
 - projecting income and calculating costs
 - workable budgets balanced against projected income from sales such as tickets, programmes and merchandise, set against expenditure

- calculating fees
- documenting budgets and the variety of formats in which budgetary information can be communicated: spreadsheets, charts, balance sheets and cash flows
- clarity of expectations when negotiating contracts and fees.

A3 Health and safety

- Health and safety regulations, risk management, considerations for the setting-up staging and musical equipment, knowing who sets up and manages equipment and how their safety and well-being is ensured, understanding the principles of lifting heavy objects and how loudness should be approached and managed, lifestyle and pressures that may be encountered that could be damaging to health and wellbeing.

B Music industry roles, operations and requirements

B1 Working with others in music industry organisations

- Roles in venues and live performance:
 - front of house, liaison manager, stage production, merchandising roles, technical and management roles, equipment hire companies and artist-booking agencies.
- Roles in production, record labels film and television:
 - artist and repertoire, songwriter, composer, artist manager, music blogger, music journalist and producer.
- Roles involved in marketing and promotion, advertising and marketing company, social media:
 - role of promoter, booking agent, plugger, designer and digital coordinator.
- Roles involved in live performance and recording:
 - session musicians
 - bookers/agency
 - producers, composers, arrangers, conductors.

B2 Legal requirements

- Copyright and the issues surrounding the distribution of media, digital rights management:
 - intellectual property rights
 - the rights of the copyright owner, licensing, fair dealing and fair usage
 - duration of copyright
 - obtaining permissions and how copyright and the internet support or conflict with each other.
- Copyrighting your work:
 - The role of music licensing organisations such as PRS for Music.

- Licensing:
 - PPL, PRS for music.
- Formation of a contract:
 - types of contracts such as performance contracts, booking contracts, manager contracts, recording contracts, producer and remix contracts.
- Insurance:
 - types of insurance such as public liability, personal and equipment insurance.

B3 Financial requirements

Personal and organisational financial processes, requirements and procedures.

- Business finances:
 - financial considerations, including business plans, funding, profit and loss, cash flow, invoices, bookkeeping
 - running your own business, tax, invoices, self-management.
- Present findings for defined audiences:
 - simple breakdown of costs, production of a budget, where headline figures can be used and when precise costs should be provided
 - using figures to support proposals such as predictions, looking into the future, capturing how investment will develop opportunity in the future.
- Spreadsheets, charts:
 - presenting financial information in a professional manner, templates, layout
 - labelling and clarity of the information being presented.
- Personal finances:
 - personal taxation and National Insurance, pensions, pay and expenses, paying bills and subscriptions on time
 - personal budgets and cash flow, how cash flow can be prioritised.

C Skills for working in the music sector

C1 Networking

- Creating networks:
 - curriculum vitae, business cards, social media
 - joining a union such as the Musicians' Union or Equity

- joining professional organisations such as the British Academy of Songwriters, the Music Producers Guild, the Music Managers Forum (MMF), Joint Audio Media Education Support (JAMES), the Professional Light and Sound Association (PLASA).
- Networking, communicating and developing negotiation skills:
 - making contacts and meeting people with skills who can offer services and help with your business
 - gain work experience, internship opportunities
 - maintaining your network, collecting data, using technology to maintain contacts and promote yourself
 - sharing information and working with others to make sure a project is deliverable, sharing responsibility and costs
 - creating an online presence.

C2 Working on a freelance basis

- Self-employment:
 - advantages and disadvantages of being self-employed, work/life balance, setting targets.
- Funding sources:
 - banks and business advice centres, chamber of commerce, Young Enterprise schemes such as the Prince's Trust, agencies and social enterprises that support business start-ups and the arts.
- Clients:
 - finding clients, maintaining relationships, networking
 - marketing and promotion, professional approach at all times, flexibility, using social networks, business cards.
- Quality:
 - professional quality criteria, how others judge your work, setting standards
 - being aware of the expectations of others
 - the importance of self-management and planning, making realistic goals and taking responsibility.
- The importance of persistence, resilience and learning from experience:
 - listening carefully and responding to feedback
 - developing reflective practice skills
 - evaluating experiences and making recommendations for further developments.

D Presenting ideas to others

D1 Preparing ideas

- Exploring ideas and opportunities:
 - carrying out appropriate research
 - using a creative approach
 - responding to a given brief
 - being aware of the audience in planning
 - time management and meeting deadlines.

D2 Presenting ideas

- Putting your ideas forward:
 - methods of presenting such as the bidding process, supporting statements, personal profile and justifying your ideas
 - applying research to given scenarios
 - ability to explain and justify ideas in a rationale
 - demonstrating professional practice.

Grade descriptors

To achieve a grade, learners are expected to demonstrate the following attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass

Learners are able to devise documentation that demonstrates a basic knowledge and understanding of the music industry, with some reference to the scenario. Learners are able to make suggestions, recommending the resources necessary to complete activities in the context of the music industry and the possibilities of the budget. Learners will show limited skills in demonstrating awareness of industry expectations.

Research on the set scenario will be carried out. Learners will be able to propose recommendations and demonstrate an understanding of the challenge. They may address the requirements of the scenario but the rationale will be limited and there will be no evidence of innovation in presenting suggestions and recommendations. There is limited knowledge shown of the requirements of industry specific roles.

Level 3 Distinction

Learners are able to produce a set of professional, accurate documents that demonstrate knowledge and understanding of the music industry in the context of the scenario. Learners are able to support their suggestions with justification and informed evidence that is meaningful and relevant in the wider commercial and business world. Research will be appropriately used in the set task and evaluative judgements will be present in learners' responses, indicating that alternatives and contingencies have been considered, relevant to the context.

Learners are able to recommend and justify activities, resources and recommendations that are specific and relevant, demonstrating a thorough understanding of interrelationships between all elements in the rationale. Learners are able to show an entrepreneurial approach, demonstrating initiative in suggestions made, and presenting sustained lines of argument, leading to a set of responses entirely relevant in the context of the scenario, the possibilities of the budget and the logistical constraints.

Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in its assessments to ensure that students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every assessment and is provided for guidance only.

Term	Definition
Professional practice	Understanding the behaviours required in order to fulfil roles in the specific sector.
Rationale	A set of reasons or a logical basis for a course of action or a belief.
Budget	An estimate of income and expenditure for a given project.
Project plan	The learner is to present resources and timelines in order to complete a task, or series of tasks, to achieve specific requirements or objectives, showing progress from start to finish.

Bid	Submit an application for specific project and for a stated price.
Describe	The learner's work gives a clear, objective account in their own words, showing recall and, in some cases, application of the relevant features and information about a subject.
Justify	The learner is able to give reasons or evidence to support an opinion or course of action.
Present	To submit something for observation and/or consideration by others.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers from music businesses
- work experience
- own music materials as exemplars
- support from local music related business staff as mentors.

Unit 8: Arranging Music

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Practising musicians arrange music for a variety of events and in a variety of styles. Learners develop the skills required to arrange music in a variety of contexts.

Unit introduction

Arranging music is a skill fundamental to musical activities in performance and in production. Most performers, whether solo artists or in bands, will play covers. 'Covers bands' play familiar music that they arrange for their own players, and the music is similar in tempo, style and structure to the original. The challenge is to adapt the impact of the original to the instrumental resources at hand, with key riffs and solos played. Successful arranging allows expression while still using known and familiar materials.

In this unit, you will study style, tempo, texture, timbre and structure. These are all areas that can be altered and developed when arranging music and in doing so create completely different pieces of music while retaining the familiarity of the original. This is a technique widely used in popular music but also lends itself to classical styles. Studio work relies on producers knowing about arranging and many producers find it an advantage to know the sound of different instruments.

You will explore and learn to write arrangements of music for various instruments and voices by experimenting with different musical textures created with different instrumental and voice combinations. This will develop valuable skills and support you in working in the industry and in higher education.

Learning aims

In this unit you will:

- A** Examine techniques used for musical arrangements
- B** Explore ways to arrange music using different styles and instruments
- C** Develop arrangements displaying original thinking and contrasting styles.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine techniques used for musical arrangements	<p>A1 How to critically examine a variety of simple and complex arrangements in a range of styles, exploring techniques used by others</p> <p>A2 The defining characteristics of arrangements</p>	A blog and commentary of the pieces studied.
B Explore ways to arrange music using different styles and instruments	<p>B1 Transposition requirements of a variety of instruments, e.g. saxophones, clarinets, trumpets, French horns</p> <p>B2 Vocal requirements for harmony and 'beat box' effects (a cappella and close harmony)</p>	Arrangements that explore instruments unfamiliar to learners, in particular transposing instruments and vocal writing and harmony.
C Develop arrangements displaying original thinking and contrasting styles	<p>C1 Presenting contrasting arrangements (at least one cover and one creative arrangement)</p> <p>C2 Producing notes and written musical materials to support audio evidence</p> <p>C3 How to demonstrate skill in presenting the final outcome/recording which includes all the intended elements clearly</p>	<p>Audio realisation of arrangements. Vocal lines and/or vocal effects must be accommodated. Cover and creative arrangements with reference to the original song/material for comparison, demonstrating development of ideas.</p> <p>Reflection on arrangements. Scores/rehearsal materials and any other written/notated information pertaining to the development of the pieces.</p>

Content

Learning aim A: Examine techniques used for musical arrangements

For the purposes of this unit, tribute bands are not included as covers bands: the music played is identical (or near identical) to the original songs and does not constitute a sense of originality in the arrangement.

A1 Arranging techniques

- Use of rhythm, pitch, harmony, dynamics and timbre.
- Use of counterpoint and melodic embellishment.
- Suitability of performance opportunities.
- Covers arrangements and versions very similar to the originals.
- Choice of instrumentation, similar/identical to the original.
- Differentiation in important characteristics of the arrangement to the original such as solos played on different instruments, vocal harmonies distributed amongst instruments.
- Challenges of presenting very familiar songs to audiences
- Complex arrangements:
 - arrangements as cover or creative pieces
 - making arrangements fulfil requirements, such as elements of humour and/or pastiche.

A2 Defining characteristics of arrangements

- Simple arrangements:
 - the impact of such arrangements
 - similarity of the arrangement to the original material
 - musical analysis of transcriptions.
- Complex arrangements:
 - speeding up or slowing down the tempo of a song immediately suggests different ideas, styles and elements
 - rhythmic changes, be it an overall time signature difference or a changed beat emphasis and/or syncopation will result in a new approach
 - altering structures to evolve an arrangement suitable to the new style
 - change of style/genre, transformation from original style/genre to any other style/genre, considering the creativity involved in the full orchestration of popular songs
 - difference between arrangements and new composition, such as Brahms' *Variations on a Theme of Haydn* and more recently Andrew Lloyd Webber's *Variations based on the Caprice No 24* by Paganini.

Learning aim B: Explore ways to arrange music using different styles and instruments

B1 Arranging for different instruments

- Writing materials/information for a variety of instruments such as saxophones, clarinets, trumpets, French horns.
- Transposition instruments (B flat, E flat and F).
- Cut and paste techniques.
- Writing music idiomatic of the instrument, e.g. a chord chart will suit a piano or guitar but not a violin.
- Identifying which instruments require defined parts and which can improvise.
- Understanding the range of notes an instrument can play and the capabilities of both familiar and unfamiliar instruments.

B2 Vocal requirements for harmony and 'beat box' effects (a cappella and close harmony)

- Vocal ranges (soprano, alto, tenor, bass).
- Rules of effective vocal harmony (close harmony and 4-part harmony).
- Specialities of vocal effects and mimicry of sounds.

Learning aim C: Develop arrangements displaying original thinking and contrasting styles

C1 Presentation of contrasting arrangements: at least one cover and one creative arrangement

- Cover versions (any instrument change will be incorporated to accommodate the available instruments).
- Handwritten or computer-generated, fully notated score presentation.
- Creative arrangements showing originality.

C2 Notes and written musical materials to support audio evidence

- Written chord charts, structural notes and other materials that illustrate the development of ideas.
- Scores (graphic, handwritten, notated, computer-generated) that demonstrate the intentions of the arrangements.
- Lead sheets, notated player parts, guitar/keyboard writing, drum writing.

C3 Presenting the final outcome/recording

- Studio recordings and live performances will be the result of rehearsed preparation.
- Build into the rehearsals the necessity to follow direction to produce the arrangements to deadline.
- Arrangements produced using computer software (a combination of MIDI sequencing, notation software and live performance).

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine techniques used for musical arrangements		A.D1 Evaluate techniques of arrangements in contrasting musical genres, evaluating the impact of the differences.
A.P1 Explain how arranging can change the effect of a piece of music. A.P2 Explain techniques of altering the style and impact of a musical composition.	A.M1 Compare techniques used in arranging compositions, showing how styles can be transformed.	
Learning aim B: Explore ways to arrange music using different styles and instruments		BC.D2 Demonstrate complex arrangements of idiomatic writing, showing contrasting styles for transposing commonly found band instruments.
B.P3 Demonstrate simple idiomatic writing for transposing commonly found band instruments.	B.M2 Demonstrate detailed idiomatic writing for transposing commonly found band instruments.	
Learning aim C: Develop arrangements displaying original thinking and contrasting styles		C.D3 Produce original and creative development of arrangements incorporating effective instrument information, with notation for contrasting styles.
C.P4 Produce materials for arrangements in contrasting styles. C.P5 Produce arrangements showing original thinking with instrument notation.	C.M3 Produce original materials for arrangements of contrasting styles with correct instrument notation.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, C.P4, C.P5 B.M2, C.M3, BC.D2, CD3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- a piano or keyboard (essential in all teaching spaces and practice rooms for both teacher and learner) with access to a range of other instruments
- a library of audio recordings and music/scores of existing arrangements
- facilities to play audio recordings in appropriate formats
- notated examples of transposition of instrumental and vocal writing
- a whiteboard – preferably with manuscript – and a method of displaying the writing of musical material, whether this be by computer notation software or handwritten
- suitable notation software (strongly encouraged)
- basic facilities to make audio and/or video recordings of learners' work
- a suitable studio or workplace with facilities to record, create and notate music (recommended as all portfolios will require audio realisations to accompany the music material).

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will critically examine a variety of contrasting musical genres and arrangements, presenting at least four examples, for example rock to unplugged, pop to jazz, instrumental to vocal, full band to cappella, band to orchestral, operatic to simple accompaniment and voice.

For merit standard, learners will compare arrangements and produce a report resulting from a study of a number of arrangements, focusing on the techniques that are responsible for the changes in style and/or impact. They will provide examples to illustrate.

For pass standard, learners will explain how an arrangement can change the impact and mood of a song, whether this be using tempo changes (fast to slow/slow to fast) or timbre and texture differences (electric to acoustic sounds). Both cover and creative arrangements will be considered. Learners will identify and explain the technique and impact of a song, including tempo, texture, timbre and style changes, and will consider other musical features such as modified or new riffs and unexpected modulations.

Learning aims B and C

For distinction standard, learners will produce a portfolio of arrangements, with the musical material being completely commensurate with the requirements of the musicians and reflecting the style of the musical outcome. Whether musical notation or graphic/schematic information is used, learners' materials will be of a detailed nature, completely outlining and illustrating the requirements so that performers are enabled to follow the music in a clear and informed manner. Transposition instruments, drums, keyboard and guitars will all be clearly written. Learners will include a reflective evaluation of the process of development and the refinement of ideas. They will explore and evaluate more complex uses of transposing instruments and will understand vocal harmonies, keyboard, drums, guitars and string instruments, showing examples of writing for these. A CD with recordings of all the arrangements will be included (audio recordings of performances or computer realisation).

For merit standard, learners will produce detailed and quality materials for the arrangements so that they are usable by musicians. This may require notated music for some players whereas others

may require a detailed outline and extended chord chart, plus any rhythmic variation. Learners' work will clearly indicate an intention that is reflected in the musical outcome of the recording. They will include a written evaluation of the process. Learners will explain more complex transposing instruments (B flat, E flat and F) and give examples of how these instruments are notated. They will analyse and demonstrate an understanding of vocal harmonies, keyboard, drum, guitar and string instruments, giving examples of writing for them. Learners' notations will be accurate and will meet the requirements of the intended outcome.

For pass standard, learners will undertake at least two arrangements (one 'cover' and one 'creative') and will produce the materials, enabling performers to gain an understanding of the outline of the new arrangements, structure, chords and lead sheet. Learners will show an understanding of the requirements of a range of commonly used instruments, and how these are notated or indicated. They will demonstrate idiomatic writing for these instruments (generally shown through musical notation) but they will consider that some instruments are known as transposing instruments. Learners will explain what this is and give examples of the music for the simplest type of 'B flat' transposing instrument.

Links to other units

This links to:

- Unit 7: Critical Listening
- Unit 9: Composing music
- Unit 12: Contemporary Songwriting Techniques

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers from music writing and professional organisations
- work experience
- showing music materials as exemplars.

Unit 9: Composing Music

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners explore composing music from the initial stages to the final product, developing skills for composition in a variety of styles.

Unit introduction

Composing music originates from the desire to create an artistic product, capturing emotions and expressing feelings to others through sound. Music composing needs the acquisition of theory, creative and practical skills to advance understanding. This, in turn, helps develop the ability to compose different styles and genres of music. A proficient composer will be able to produce music responding to a brief while acknowledging the compositional conventions and techniques used to extend, develop and manipulate this art form.

In this unit, you will look at how composers work, using the same fundamental building blocks across all styles and genres. You will explore musical material, developing your ideas into a final composition using acoustic or electronic instruments.

This unit gives you a good foundation in composition techniques, giving you the skills you need to be able to study in higher education or to seek employment as a freelance composer in a competitive industry.

Learning aims

In this unit you will:

- A** Examine compositional techniques
- B** Explore original musical material
- C** Develop an original composition.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Examine compositional techniques	<p>A1 Traditional elements of composition</p> <p>A2 Analysis of conventions in composition from the history of music repertoire and current music</p>	<p>A log report focusing on composing techniques.</p> <p>A review of works by composers/artists studied during the course, with annotated score drafts and/or performance critic, illustrating the impact on the learner's work.</p>
B Explore original musical material	<p>B1 Composition – ideas and resourcing</p> <p>B2 Manipulation and extension of musical content</p>	<p>A portfolio of different compositional ideas.</p>
C Develop an original composition	<p>C1 How to present a composition using a style and/or genre</p> <p>C2 How to present a composition using or combining appropriate notation or recording software</p>	<p>A final composition in a format of the learner's choice.</p>

Content

Learning aim A: Examine compositional techniques

A1 Traditional elements of composition

- Melodic construction:
 - development of themes and motifs – creating melodic material from a starting point, the ‘germination’ processes – applying coherency to initial ideas, applying scale theory to melody
 - choosing resources appropriately including, but not limited to, instrumental expressive timbre characteristics and individual instrumental techniques: pizzicato/arco, tongued/legato, muted/distortion or harmonics, acquiring the desired compositional effect through the use of resources including live or sequenced production using synth sounds
 - melodic structure, e.g. melody in step or leap, use of pitch, diatonic/non-diatonic, duration of melody and range, question and answer, e.g. balancing melodic material to create a conversational element and adding an overall arch to the melodic shape
 - countermelody, e.g. combining melodies for impact
 - improvisation in context, score, recording, commentary.
- Harmonic construction:
 - major and minor harmonic systems, understanding key signatures, intervals and chord progressions – riffs and hooks
 - consonant and dissonant harmony, e.g. clashing chords, bitonal, atonal
 - bassline construction against melody, coherency and appropriate format
 - modal harmony, using scales to support harmonic construction, e.g. pentatonic scale.
- Rhythm:
 - time signatures and understanding simple, duple, triple and compound metres
 - applying rhythmic features to melody and harmony, e.g. working with the infinite number of rhythmic combinations against melodic and harmonic patterns
 - investigating rhythmic complexity e.g. cross-rhythms, syncopation, displacement, polyrhythm, stop-time, pauses, ritardando, rallentando, accelerando
 - exploring rhythmic patterns and conventions.
- Texture:
 - monophonic, homophonic and polyphonic textures
 - unison, stereophonic and antiphony – blending resources effectively
 - experimenting with soundscapes – creating a ‘warm’ sound or ‘thin’ sound to support desired outcome and effect
 - word painting.
- Form and structure:
 - understanding the key forms used throughout the music industry – verse/chorus, 32-bar song form, binary, ternary (including ternary), variations, rondo, 12-bar blues

- structural components – intro, bridge, verse, chorus
- applying the appropriate structure for desired composition effect.

A2 Analysis of conventions in composition from the history of music repertoire and current music

- Explore a wide range of music examples.
- Analyse compositions from different styles and genres.
- Compare composition techniques across repertoire.

Learning aim B: Explore original musical material

B1 Composition – ideas and resourcing

Use melody, harmony, rhythm, texture or structure as a starting point to create ideas.

- Nucleus:
 - practical activity to compose the material from which the rest of the piece of music will grow
 - developing theme(s) – applying elements of composition to assist process
 - exploring contrasts in pitch, dynamics, tempo, mood, forces.

B2 Manipulation and extension of musical content

- Extending and developing material:
 - repetition and sequence – applying appropriate use, e.g. canon, matching the effectiveness and quality against musical impact
 - thematic development
 - variation – develop thematic material through subtle changes and alterations to melody/harmony/rhythm/structure of theme
 - musical decoration and ornamentation, including trills, turns, grace notes, pitch bending, glissando, mordents
 - manipulating musical material using melodic, harmonic and rhythmic devices to extend composition, including imitation, inversion, retrograde, augmentation, diminution, ostinato, syncopation, transposition and rhythmic displacement
 - working with a variety of layers as a developmental and manipulative tool
 - melodic layers – multiple melodies, fugue, countermelody and constructing basslines from melodic material
 - Harmonic layers – building up of triads. Use of 7th/9th/11th/13th chords
 - modulation and key changes
 - manage formal music structure systems appropriately to ensure continuity, change and contrast
 - new unexpected material – create the suspension of anticipation.

Learning aim C: Develop an original composition

C1 How to present a composition using a selected style or genre

- Demonstrate composing skill by presenting work in a selected style or genre using compositional ideas and extended techniques.

C2 How to present a composition using or combining appropriate notation or recording software

- Appropriate presentation methods – conventions of particular styles/genres and situations, CD and DVD, MIDI and audio files.
- Types of scores – staff notation, graphic, guitar or drum tablature, lead sheet, sleeve notes, chord chart, prose scores, flexible scoring, effective and relevant computer software:
 - using and presenting resources
 - recording or sequencing with MIDI
 - range of format, types of score
 - supporting material construction – critical commentary and log reports
 - timings.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine compositional techniques		A.D1 Evaluate and compare the use of compositional techniques to produce different pieces of music.
A.P1 Identify elements of composition in a music repertoire. A.P2 Explain how compositional techniques are used by composers to produce different musical material.	A.M1 Analyse elements of composition in a music repertoire accurately. A.M2 Analyse the use of compositional techniques to produce different pieces of music.	
Learning aim B: Explore original musical material		B.D2 Demonstrate complex and contrasting extended composition ideas using extended techniques in an appropriate format.
B.P3 Demonstrate compositional ideas and present them in an appropriate format. B.P4 Identify techniques used to extend, develop and manipulate different musical material.	B.M3 Demonstrate contrasting and extended compositional ideas in an appropriate format.	
Learning aim C: Develop an original composition		C.D3 Demonstrate ability to create original compositions for a personal portfolio showing understanding of context, extended and comprehensive compositional techniques, codes and conventions.
C.P5 Demonstrate ability to create original compositions for a personal portfolio. C.P6 Demonstrate use of conventions and software in the creation of compositions.	C.M5 Demonstrate ability to create original compositions for a personal portfolio showing use of codes and conventions.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.M2, A.D1)

Learning aim: B (B.P3, B.P4, B.M3, B.D2)

Learning aim: C (C.P5, C.M4, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- a wide range of repertoire recordings of different music
- a range of scores, including staff notation, guitar and drum tablature, graphic and annotated scores
- space to work and rehearse in groups, as appropriate
- access to instruments (where possible), notably keyboards to be used as tools to underpin theoretical concepts.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will show a secure and detailed understanding of examples of highlighted composers' techniques in their logbook reports, so demonstrating the application of such techniques in their own compositional ideas. Learners will explain the results of employing specific techniques and their evidenced ideas will display imagination.

For merit standard, learners will provide a description of how composition techniques adopted by composers have been used and they will show a clear and accurate understanding of the application of such techniques in their own work. They will have evidence in their logbooks that they have created accurate and suitable musical ideas.

For pass standard, learners will identify the composition techniques used by composers and they will link such techniques to their own compositional ideas in their logbooks. Learners will review works by the composers/artists studied during the course, with annotated score drafts and/or performance critic illustrating the impact upon learners' work.

Learning aim B

For distinction standard, learners will extend, develop and manipulate a minimum of three ideas imaginatively. They will show competence in experimenting with a variety of ideas from a range of styles, and they will evaluate the musical effectiveness of the manipulation. Learners will fully comprehend the significance and importance of the structural elements of their composition.

For merit standard, learners will develop and manipulate a minimum of three ideas. They will explain how techniques have been used and describe the specific effectiveness of using each technique. Learners will be able to appreciate and show the role and importance of the structural elements in composing through demonstration.

For pass standard, learners will show evidence of manipulating a minimum of three musical ideas. They will identify which techniques are used and explain how they developed the musical idea.

Learning aim C

For distinction standard, learners will show in their portfolios a wide variety of contrasting composing techniques and elements, used correctly and in a structured way with innovation and imagination. They will clearly present their compositions in a musical format, such as computer-generated score, lead sheet or graphic score that can be performed by other musicians. The format will be entirely appropriate to the genre presented. Learners' portfolios will provide evidence of their ability to work through the entire creative process, from initial ideas through development and manipulation to fully completed successful pieces of music with flair.

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For merit standard, learners will show in their portfolios a variety of contrasting composing techniques and elements used correctly. Their music compositions will be presented in a format that can be performed by other musicians, even where it is computer-generated. The format will be appropriate to the genre presented. Learners' portfolios will provide evidence of their ability to work through the creative process, from initial ideas to completion.

For pass standard, learners will show in their portfolios some contrasting composing techniques and elements. Their music compositions will be presented clearly, whether by hand or computer-generated. The format will be suitable to the genre presented. Their portfolios will provide some evidence of the creative process.

Links to other units

This links to:

Unit 8: Arranging Music

Unit 12: Contemporary Songwriting Techniques

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers from music composing and professional organisations
- work experience
- showing music materials as exemplars.

Unit 13: Music Promotion

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

This unit deals with methods to reach different audiences used by the music industry. The type of work ranges from small-scale local promotions to large-scale campaigns for well-established acts.

Unit introduction

The success of music is very much connected to reaching and developing an audience as well as the process of creating interest in your music products.

In this unit, you will study promotion techniques commonly used in the music industry and the application of appropriate techniques used to promote music, taking into consideration the costs involved and issues affecting the success of a promotion. You will use this knowledge to promote a real music project, taking on appropriate roles and tasks to further develop your skills.

This will be of particular benefit to you, especially if you are looking to go into the music industry, to promote compositions, performances or services. Promotion and marketing also feature in many music courses in higher education and draw on skills from personal development gained from teamwork, communication as well as planning. All of this is excellent preparation for further study or entry to employment.

Learning aims

In this unit you will:

- A** Explore promotion techniques used in the music industry
- B** Carry out a music promotion
- C** Review effectiveness of music product promotion.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<p>A Explore promotion techniques used in the music industry</p>	<p>A1 Research and assessment of promotion techniques for a range of music products</p>	<p>A written report stating findings of research and giving an assessment of the techniques used.</p>
<p>B Carry out a music promotion</p>	<p>B1 Identifying target audience B2 Formulating and executing a promotion plan</p>	<p>Research and surveys carried out by learners in a written analysis of the findings. Practical activity in contributing to the formulation of a promotion plan and undertaking a role. Teacher observations of meetings and discussions.</p>
<p>C Review effectiveness of music promotion</p>	<p>C1 Gathering feedback C2 Interpreting feedback, reviewing success, lessons learned</p>	<p>Report/feedback on effectiveness of promotion and how well it reflected promotional plan.</p>

Content

Learning aim A: Explore promotion techniques used in the music industry

A1 Exploring current practice for music promotion

- Review a selection of promotional material for events, artists and products covering both new and established artists and for local and national coverage.
- The importance of the audience when planning a promotion, evaluating effectiveness through audience.
- Roles of professionals involved in promotion and how to design materials, build relationships, and liaise with promotion and marketing professionals, create campaigns for music promotion.

A2 Techniques used for music promotion

- Promotion techniques for established artists, events and products compared to techniques used to promote local events and artists.
- Use of posters, flyers, visual media, social media, websites, press releases, advertisements such as hoardings, transport, press, radio, TV, Spotify.
- Comparison of methods for promotion of different events, artists, products.
- Interviews and use of media.
- Use of merchandising, both in advance and at gigs.
- Role of promoter, booking agent, manager, plugger.

Learning aim B: Carry out a music promotion

B1 Identifying the target audience

- Selection of product or event – ways, for example given, identified, self-selected.
- Market research into target audience, investigating areas such as likes, dislikes, entertainment preferences, shops, venues, places visited.
- Identification of promotional techniques – how to decide which are most suitable to event or product; and where potential audience see promotion.
- Roles for planning and execution, keeping a record of input, plans, actions required and completed.

B2 Working as a team and developing a promotional plan

- Timescale and schedules for promotional campaigns.
- Developing a list of contacts that may use or be interested in promotions (local press, local music shops, radio, promoters, managers, venues).
- Designing videos and images to be used for posters and online marketing.
- Writing press releases or using social media such as a blog, twitter.
- Use of publicity stunts such as flashmobs or guerrilla gigs.
- Materials and contacts needed to capitalise on publicity stunts.
- Developing promotional strategy or campaign.
- Costs of different methods of promotion.
- Production of a workable budget balanced against projected income from ticket sales.
- Consideration of constraints such as venue, budget, people, timelines, equipment, licensing, insurance, health and safety, risk assessments.
- Box office, money management.
- Allocation of roles or tasks in promoting the event.

Learning aim C: Review effectiveness of music promotion

C1 Gathering feedback

- Getting feedback on your promotion and event that is both qualitative and quantitative to inform reviews.
- Audience questionnaire, ticket sales, attendance, sales, merchandising take-up, verbal interest, repeat bookings made, online surveys, interviews.
- Tutor, peer and third party feedback.

C2 Evaluating effectiveness

- Techniques to evaluate effectiveness of promotions, such as: attendance, interest, follow up interest, future bookings.
- Analysis of gathered data such as interviews, surveys.
- Meeting deadlines, meeting original plan.
- Future planning.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore promotion techniques used in the music industry		A.D1 Evaluate impact of different promotion techniques used in music industry to reach the target audience.
A.P1 Compare promotion techniques used in the music industry.	A.M1 Analyse the value of promotion techniques used in the music industry.	
Learning aim B: Carry out a music promotion		B.D2 Demonstrate planning and perform a relevant role in a music promotion which links directly to the promotion plan showing initiative, commitment and resourcefulness, using market research findings effectively to reach the audience identified.
B.P2 Describe the target audience identified through market research. B.P3 Demonstrate planning that shows the factors needed for promotion. B.P4 Perform a role in a music promotion relevant to the promotion plan.	B.M2 Assess the suitability of target audience identified through market research. B.M3 Demonstrate planning that accurately reflects the factors needed for promotion to an identified audience. B.M4 Perform a role in a music promotion showing relevance to the promotion plan, demonstrating initiative and commitment.	
Learning aim C: Review effectiveness of music promotion		C.D3 Evaluate how effective individual participation in the music promotion has been and how the promotion meets the requirements of the promotion plan.
C.P5 Describe how a music promotion matched the original promotion plan.	C.M5 Assess the impact of a music promotion and how it met original promotion plan.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.M1, A.D1)

Learning aims: B and C (B.P2, B.P3, C.P4, B.M2, B.M3, B.M4, C.M5, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

Access to internet.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will demonstrate knowledge and understanding of a range of promotion and marketing techniques. They will show a minimum of at least five different methods, one of which should be suitable for a small-scale marketing plan such as a local gig; and one which should be a method used for a large-scale campaign with an established artist. Learners will give relevant and critical evaluation of the effectiveness of the different methods for five or more different music products and/or artists, giving some reasoned justification for the evaluation.

For merit standard, learners will explain why particular methods of promotion are used for different music products and artists, demonstrating their understanding by giving examples of at least five different methods.

For pass standard, learners will give a detailed description of what is involved in the range of different promotion and marketing methods, showing understanding of the reasons different techniques are used.

Learning aims B and C

For distinction standard, learners will evaluate their performance and assess how it influenced the promotion of the product. They will evaluate the success of the promotional plan in reaching and developing the target audience, based on some clearly stated success factors, and an assessment of how costs and constraints affected the success of the plan. There will be clear, relevant and distinct references made to the original plan and an assessment made of how well this was constructed and followed.

For merit standard, learners will extend their tasks on their own initiative and show commitment, expressing the importance and relevance of completing tasks well and on time. They will explain how their tasks fit with the other activities that are part of the promotional plan, clearly stating instances of collaboration or communication with others in the team. Learners will describe the impact of the promotional plan and effectively compare the outcome with the original intention.

For pass standard, learners will carry out their role and tasks in the promotional plan. They will engage in meetings, take on agreed work and complete this to a deadline. Evidence should include learners' own log of their role and tasks, minutes of meetings, records of communication such as emails, materials produced for marketing and teacher observations of work supported by video recording.

Links to other units

This unit links to:

- Unit 1: Music Performance Brief
- Unit 14: Live Music Events.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers from music production companies
- work experience
- support from local music promotion staff as mentors.

Unit 17: Solo Performance

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners explore the preparation and performance of music as a soloist before performing in front of an audience.

Unit introduction

From recitals and chamber concerts to open mics and headline shows, solo performances have the potential to captivate and inspire an audience. Being able to perform in front of an audience remains one of the most exciting experiences for a musician, regardless of the genre they work in. Live music represents one of the growth areas of the music industry and it is a genuine opportunity to connect with the public, both artistically and financially.

In this unit, you will explore and practise the specific skills associated with performing as a soloist. These will include: how to engage your audience, stage craft, as well as musical practice and rehearsal required. There are many hours of preparation and practice involved and you will develop the process – that all successful musicians undertake – of creative reflection in order to improve. This unit prepares you for studying performance as a soloist as well as for performing live.

The skills and knowledge you gain from this unit are invaluable for the music industry and will prepare you well for progression to further musical study.

Learning aims

In this unit you will:

- A** Explore skills required for a solo performance
- B** Develop skills for a solo performance
- C** Carry out a solo performance.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore skills required for a solo performance	A1 Solo performance skills A2 Technical instrumental or vocal skills	An instructional article, describing skills needed to perform as a soloist on a chosen instrument and how to acquire and improve them.
B Develop skills for a solo performance	B1 Designing an effective practice routine B2 Following a practice routine to improve as a musician and performer	A practice plan, regular recordings of practice sessions, exercises, a diary/blog, observation records and witness statements.
C Carry out a solo performance	C1 Preparation for performance C2 Choice of material C3 Performance	Recordings of final performances, a log of diary entries and preparation material, observation records and witness statements.

Content

Learning aim A: Explore skills required for a solo performance

A1 Solo performance skills

- What is different about solo performance – awareness of aspects which differentiate it from performing as part of a group.
- Stage presence:
 - audience engagement; confidence and being comfortable in front of other people; ability to play/sing under pressure
 - awareness of other musicians where appropriate; positioning on stage; microphone technique, awareness of monitors
 - selecting music: appropriate standard, length, genre, style, instrument.
- Interpretation:
 - taking material and presenting it in a personal and interesting way; playing with a high degree of accuracy and not just note for note; making a piece your own; appropriate use of dynamics, phrasing and articulation.
 - responding to interpretation made by other musicians; awareness of their use of dynamics, phrasing, articulation and instrumentation.

A2 Technical instrumental or vocal skills

- Physical warm up exercises, including:
 - awareness of posture, physical positioning, body alignment for singing, correct grip and instrument hold, etc.
 - stretches and warm up exercises specific to instrument/voice (for example, finger and wrist stretches for guitar playing; shoulder and back stretches for drums)
 - appropriate relaxation and concentration exercises before practice/performance.
- Technical exercises, including:
 - exercises to improve tone production, intonation and pitching, scales, harmonies
 - exercises to improve speed, fluency, dexterity and develop muscle memory.
- Musical exercises:
 - to improve accuracy, timing and rhythm (working with a metronome, sight reading, playing with others, and so on)
 - to improve control of dynamics and expression.

Learning aim B: Develop skills for a solo performance

B1 Design an effective practice routine

- Appropriateness:
 - awareness of strengths and weaknesses; division of practice time according to what needs attention; choice of exercises appropriate to musical instrument
 - working with other musicians or an accompanist; leading rehearsals; availability of equipment and space
 - choice of material and practice pieces; breaking pieces into sections
 - integration of instrument/voice lessons.
- Effectiveness:
 - measurable and realistic goals; setting interim targets that are: considered, specific and relevant.
- Structure:
 - week by week, day by day allocation of time to be spent; choosing pieces and exercises for incremental improvement, planning out sessions.

B2 Following a practice routine to improve as a musician and performer

- Follow a routine:
 - documenting sessions keeping a diary, audio blog or vlog; recording group rehearsals

- structuring other pressures (other subjects or hobbies, for example) around music; making time for practice
- organising and recording practice performances.
- Reflection:
 - looking at speed of progress over time; listening back to rehearsals and identifying weaknesses; watching/listening back over performances; obtaining meaningful feedback after performances; honest self-reflection
 - adapting and amending existing routines in light of reflection; allocating time differently, demonstrating effectiveness.

Learning aim C: Carry out a solo performance

C1 Preparation for performance

- Collaborative preparation:
 - organising and booking rehearsals with other musicians; providing sheet music/backing tracks; attending sound checks and dress rehearsals; working with sound and lighting technicians (as appropriate)
 - professionalism, time-keeping and punctuality, conduct and communication.
- Personal preparation:
 - vocal care, good health and fitness, warm up exercises, calming nerves, personal presentation
 - instrument care and maintenance (if appropriate); for example, sound strings, reeds, drum heads, tuning, clean valves, and so on
 - performance considerations, stage positioning, engaging audience and confidence building exercises
 - personal interpretation of selected material, adding own personality and meaning to chosen piece.

C2 Choice of material

Suitability:

- balancing the technical difficulty with performer ability and available preparation time; allowing for ability and availability of other musicians (if appropriate); performer stamina
- consideration of: venue, audience, overall programme, equipment needed.

C3 Performance

Musical performance skills:

- accuracy and confidence, precision of timing, intonation, notes and tuning
- microphone and instrumental technique; tone production; musical communication with other musicians; interpretation and appropriateness to the style/genre
- stagecraft to include stage presence, positioning and audience engagement.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore skills required for a solo performance		A.D1 Justify the use of specific technical instrumental or vocal skills relevant to a solo performance.
A.P1 Describe specific skills for solo performance. A.P2 Identify technical instrumental or vocal skills for a specific solo performance.	A.M1 Explain the use of specific technical, instrumental or vocal skills relevant to a solo performance.	
Learning aim B: Develop skills for a solo performance		B.D2 Demonstrate consistent and accomplished development of solo performance skills through a challenging and progressive practice routine.
B.P3 Produce an appropriate practice routine for solo performance. B.P4 Demonstrate the development of solo performance skills through a practice routine.	B.M2 Demonstrate effective development of solo performance skills through a relevant practice routine.	
Learning aim C: Carry out a solo performance		C.D3 Present a well-prepared, accomplished solo performance with confident use of performance skills.
C.P5 Demonstrate preparation for a solo performance. C.P6 Present a solo performance with appropriate performance skills.	C.M3 Present an engaging solo performance demonstrating effective preparation and performance skills.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

The special resources required for this unit are:

- although learners will be expected to provide their own instruments, centres would be expected to provide larger instruments for student use; such as drum kits and pianos
- access to basic sound recording, such as that offered by smartphones, is essential in order to document progress
- access to instrumental teachers, specialists, masterclasses or workshops to aid learners with musical techniques would also be beneficial.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will produce a comprehensive and discursive article or presentation. There will be discussion of the skills used in a solo performance, using examples of different practitioners and various stagecraft skills. The technical and vocal exercises given will be evaluated clearly and there will be a justification for favouring one over another, but with an acknowledgement that other exercises are also of benefit in improving the performer.

For merit standard, learners will produce a technically accurate article or presentation on solo performance skills. There will be examples given. There will be an understanding and some explanation of how each exercise works and relates to a skill. These links between exercise and end result will be clearly apparent. Exercises will be correct for the relevant skill but there will be no discussion of why they were chosen over others.

For pass standard, learners will produce a coherent article or presentation that describes skills a performer would use in a solo performance. Learners will produce an article or presentation that correctly identifies skills needed to perform as a soloist. The chosen exercises will be relevant but may not be the most suitable exercises possible and learners may require some support in order to decide on them.

Learning aim B

For distinction standard, learners will design a practice routine that identifies areas for improvement and develops their performance skills. Learners will identify a range of beneficial exercises for their practice routine to assist them in preparing for their solo performance. Learners will have diligently followed their routine and documented the process. Their blog or diary will include a balanced reflection of their improvement during the practice routine.

For merit standard, learners will design a practice routine that will effectively assist their solo performance skills. The evidence for this will be that a clear routine has been followed; this could be in the form of a diary, blog or vlog. There will be a regular monitoring of progress and audio-visual recordings to document this and demonstrating their development of performance skills.

For pass standard, learners will design a practice routine broadly following those set down in textbooks or outlined by tutors with some individual changes. Routines and practice pieces will demonstrate limited opportunity for improvement. Learners will identify a range of exercises, activities and pieces that will lead to a basic improvement in their specific instrumental or vocal ability.

Learning aim C

For distinction standard, learners will sensitively and eruditely select material to perform. It will demonstrate a clear link to the skills and pieces worked on during the period of practice and their justification for their choices will reflect this. They will perform an accomplished set, clearly demonstrating musical and technical flair, excellent communication with other musicians and obvious stagecraft. They will have a personal sense of interpretation and be able to not just hold an

audience's attention but to make them feel truly engaged. They will be completely confident and self-starting during the period of preparation and this will be reflected in their final diary.

For merit standard, learners will select and perform music that is fairly well suited to their abilities, the general programme of the performance and the available backing musicians. They will perform with technical accuracy and demonstrate a good degree of performance considerations effectively; such as stage presence and precision of timing and confidence. Musical communication and awareness will be present and they will perform confidently on stage. During the preparation period they will require some support (for example, to aid in final dress rehearsals/technical run-throughs) but will independently liaise with other musicians, organise parts and practice space and time.

For pass standard, learners will select and perform broadly suitable pieces of music but these will be based more on their personal preference than fully considering their ability, the event or the other musicians. They will demonstrate a degree of musicianship and performance consideration, such as timing, microphone techniques, interpretation appropriate to the style/genre and will perform accurately; however, this will not be maintained throughout the performance. However, the mistakes that are made will not be so many as to detract from the performance as a whole. If they are performing with other musicians on stage there will be some acknowledgement of them but not clear musical communication. In addition, there will be little evidence of audience engagement or interaction. The period of preparation will require some significant support from tutors to organise and possibly lead rehearsals, book spaces and coordinate parts. There will be no evidence of reflection on the impact the practice routine has had on the final performance.

Links to other units

This unit links to:

- Unit 1: Music Performance Brief
- Unit 2: Music Skills Development
- Unit 21: Improvising Music.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- participation in audience assessment of performances
- design/ideas to contribute to unit assignment/case study/project materials
- support from local musicians as mentors.

Unit 18: Music Ensembles

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will work as part of a musical ensemble and develop their skills and techniques in rehearsal and performance.

Unit introduction

Musicians very rarely work in isolation and the ability to work as part of an ensemble is an essential skill for any musician. Whether you are part of a pop duo or a large symphony orchestra, the skills of teamwork and communication are vital.

In this unit, you will become part of a musical group and will develop your ensemble skills by taking part in rehearsals as both a leader and participant. You will eventually present the product of your rehearsals to an audience.

There are many employment opportunities for successful ensemble practitioners in the areas of live performance, session music, music theatre, community music and commercial bands. The ability to set up and lead your own ensemble can also be a very lucrative venture. Learners progressing to higher education will regularly find themselves in situations where secure ensemble skills are required.

Learning aims

In this unit you will:

- A** Explore ensemble skills and techniques
- B** Develop rehearsal and performance skills for ensembles
- C** Carry out a performance as part of a music ensemble.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<p>A Explore ensemble skills and techniques</p>	<p>A1 Personal ensemble management skills</p> <p>A2 Ensemble performance skills and techniques</p>	<p>Video evidence and observation records of learner's personal approach to rehearsals. Baseline and milestone rehearsal footage would be a good form of evidence to show improvement over time.</p>
<p>B Develop rehearsal and performance skills for ensembles</p>	<p>B1 Planning rehearsals for ensembles</p> <p>B2 Running rehearsals for ensembles</p>	<p>Rehearsal plans and schedules. Video evidence of learners running rehearsals. Observation records from tutor and peers.</p>
<p>C Carry out a performance as part of a music ensemble</p>	<p>C1 Presentation skills for an ensemble performance</p> <p>C2 Performance skills for an ensemble</p>	<p>Video footage of the learner in performance.</p>

Content

Learning aim A: Explore ensemble skills and techniques

A1 Personal ensemble management skills

- Attendance and punctuality.
- Personal organisation of instruments, equipment and music.
- Awareness of health and safety issues.
- Personal practice between rehearsals.
- Rehearsal etiquette:
 - attentiveness
 - no mobile phones
 - waiting your turn.

A2 Ensemble performance skills and techniques

- Listening to others.
- Accuracy of pitch and rhythm.
- Playing in time.
- Playing in tune.
- Adjusting to other members of the group.
- Following direction.
- Balancing own part within the ensemble.
- Awareness of own part within the ensemble.
- Music reading.

Learning aim B: Develop rehearsal and performance skills for ensembles

B1 Planning rehearsals for ensembles

- Selecting and booking rehearsal space.
- Selecting and booking required equipment.
- Setting up of rehearsal space.
- Selecting appropriate repertoire for skill set of ensemble.
- Arranging music for the ensemble.
- Preparing parts for ensemble members.
- Knowledge of the music.
- Target setting for rehearsal sessions.

B2 Running rehearsals for ensembles

- Warm up and tuning up.
- Team-building exercises.
- Communicating with the ensemble both verbally and non-verbally.
- Taking the lead of an ensemble.
- Taking direction as part of ensemble.
- Counting in and setting tempo.
- Demonstrating/vocalising parts.
- Conducting, beating time and maintaining tempo.
- Identifying problems and inaccuracies - critical listening.
- Advising on phrasing, articulation, dynamics and balance.
- Problem solving and troubleshooting.
- Maintaining rehearsal discipline.
- Monitoring progress and planning for next session.

Learning aim C: Carry out a performance as part of a music ensemble

Learners should participate in an ensemble performance

C1 Presentation skills for an ensemble performance

- Selection of appropriate venue for ensemble.
- Programming material.
- Stage set up and layout.
- Group image:
 - costume
 - make up.
- Technical aspects:
 - lighting
 - microphone placement
 - projections.
- Appropriate entrance and exit from the stage.
- Verbal introductions and announcements.
- Appropriate volume level for venue.
- Engagement with audience.
- Confidence and dealing with nerves.
- Memorisation of music.
- Communication within ensemble.

C2 Performance skills for an ensemble

- Accuracy of pitch and rhythm.
- Dynamics, articulation and phrasing.
- Fitting individual part in with other ensemble members.
- Playing in tune.
- Stylistic accuracy.
- Dealing with unexpected occurrences.
- Reaction and adapting to mistakes.
- Non-verbal communication with ensemble members.
- Appropriate individual volume level and blend.
- Maintaining stage discipline.
- Following musical direction.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore ensemble skills and techniques		
<p>A.P1 Demonstrate an appropriate level of personal management in practising ensemble skills and techniques.</p> <p>A.P2 Demonstrate a competent level of ensemble performance skills and techniques in rehearsal.</p>	<p>A.M1 Demonstrate a confident and fluent level of ensemble management and performance skills and techniques.</p>	<p>A.D1 Demonstrate initiative, musical proficiency and personal management to achieve successful outcomes in music ensemble skills and techniques.</p>
Learning aim B: Develop rehearsal and performance skills for ensembles		
<p>B.P3 Plan for music rehearsals by making suitable judgements as to the needs of the ensemble.</p> <p>B.P4 Demonstrate running a music rehearsal for a performance deploying appropriate techniques, processes and skills.</p>	<p>B.M2 Demonstrate appropriate planning and management skills when running a rehearsal for an ensemble performance.</p>	<p>B.D2 Demonstrate consistency and efficient planning and management of rehearsals for an ensemble performance showing initiative and resilience.</p>
Learning aim C: Carry out a performance as part of a music ensemble		
<p>C.P5 Demonstrate presentation skills as part of an ensemble.</p> <p>CP.6 Perform appropriately as part of a music ensemble.</p>	<p>C.M3 Demonstrate effective presentation skills performing confidently as part of an ensemble.</p>	<p>C.D3 Demonstrate assured presentation skills performing fluently as part of an ensemble.</p>

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of one summative assignment for this unit. The relationship of the learning aims and criteria is:

Learning aims: A, B and C (A.P1, A.P2, B.P3, B.P4, C.P5, C.P6, A.M1, B.M2, C.M3, A.D1, B.D2, C.D3)

Further information for teachers and assessors

Resource requirements

Learners will need access to rehearsal spaces and equipment such as instruments, microphones and a PA system. A suitable space for the final performance is also necessary.

Essential information for assessment decisions

Learning aims A, B and C

For distinction standard, learners will select material that is fully appropriate for the ensemble. They will take full account of the skill set of the ensemble and will prepare rehearsal resources in a clear and fitting manner. They will command the rehearsals that they have responsibility for leading and will make a real impact in the rehearsal room. They will deal with any problems that arise in a proficient manner. As a member of an ensemble, learners will rehearse as part of a group showing high levels of expertise. They will have a thorough grasp of their individual part and will be able to sensitively fit this part in with other members of the group, making adjustments as necessary and following direction. In performance, learners will perform in an assured way with fluency and complete accuracy. They will communicate with the audience, both verbally and non-verbally, in a manner that fully fits the occasion and venue.

For merit standard, learners will select appropriate material for the ensemble and demonstrate a sound working knowledge of the music when leading the rehearsal. They will show assurance in rehearsals and be able to assertively lead the rehearsal bringing about improvements in a broadly efficient way. As a member of an ensemble, learners will rehearse as part of a group showing self-assurance. They will show an appreciation for the need to be in tune, in time and be able to follow and respond to direction. In performance, learners will demonstrate poise and focus, showing an awareness of their role in the ensemble and how this fits in with other performers. Their performance may lack genuine flair and interpretation but it will be accurate. They will communicate with the audience, both verbally and non-verbally, with self-assurance and composure.

For pass standard, learners will select material for the ensemble that is broadly suitable for their skill set. They will prepare for rehearsals with some thought but there may be some areas that have not been fully considered. They will demonstrate a range of skills and techniques when leading the rehearsal to bring about improvements and their approach will generally be appropriate for the needs of the music and the ensemble. As a member of an ensemble, learners will rehearse as part of a group displaying suitable personal management skills; they will be prepared for rehearsals and demonstrate a sense of rehearsal etiquette. There may be an inconsistency in the level of skill pass learners demonstrate in rehearsal; they could be very good at playing in time but may struggle when following direction. Overall, the level of skill demonstrated should be fitting to the needs of the music and the ensemble. Learners will give a fitting performance showing competence in a range of ensemble skills. There may be some inaccuracy in learners' performance but this will not detract from the overall performance. You should expect learners to communicate with the audience, both verbally and non-verbally, in a way that is broadly appropriate for the occasion.

Links to other units

This unit links to:

- Unit 1: Music Performance Brief
- Unit 2: Music Skills Development.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers

- participation in audience assessment of performances
- design/ideas to contribute to unit assignment/case study/project materials
- support from local musicians as mentors.

Unit 22: Music Software Skills

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners explore and carry out audio editing, controlling **Musical Instrument Digital Interface (MIDI)** data and mixing a multi-track recording using music production software.

Unit introduction

The lines between recording engineer, producer and musician have become increasingly blurred since the rise to prominence of the Digital Audio Workstation (DAW) in the early 2000s. Today's music production industry is far removed from the formal studio-based environment dominated by the large record companies during previous decades. Contemporary music production techniques are now almost exclusively undertaken using music software and located in a variety of settings, including the home studio.

In this unit, you will cover the operations and functions of music production software. You will learn how to set up a DAW by connecting essential external devices, and gain familiarity with creating projects and working with the key functions in the software environment. You will develop creative MIDI-editing and audio-editing skills; finally producing multi-track audio recording while using advanced processes, such as mix automation and bouncing down to a variety of file types.

As a recording engineer, producer or musician, you will need to understand and acquire practical skills in a range of music software operations and functions; such as audio editing and control of MIDI data. This unit will give you these skills and prepare you well for using them both in industry or higher education.

Learning aims

In this unit you will:

- A** Explore the operations and functions of music software
- B** Develop audio- and MIDI-editing skills
- C** Carry out mixing of an audio recording in a given music software brief.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore the operations and functions of music software	A1 The operations of music software A2 The functions of music software	Production of a multimedia user guide package that will explore the key operations and functions of music software.
B Develop audio- and MIDI-editing skills	B1 Develop audio-editing skills B2 Develop MIDI editing skills	A portfolio of audio examples and composition that demonstrate how to accurately edit audio and MIDI in music software.
C Carry out mixing of an audio recording in a given music software brief	C1 Preparing for a mix C2 Adjusting level, pan, EQ and dynamic controls C3 Effects processing C4 Applying automation tools, and undertaking a bounce down	Mixing of a given multi-track audio recording and a computer generated production report.

Content

Learning aim A: Explore the operations and functions of music software

A1 Operations of music software

Systems and software:

- practise the set-up of music software: connecting a MIDI device, connecting an audio interface, connecting speakers and headphones, adjusting input/output settings, naming tracks and regions
- familiarity of working with projects: creating a project, creating a session, working with templates, understanding file types, demonstrating file organisation including saving, locating and opening
- familiarity of navigating the interface: menus, mix window, edit window, arrange window, piano roll, score editor, media lists, toolbars, using key commands and shortcuts
- familiarity of working with a variety of media: bit depth, sample rate, file format, importing audio, importing video, merging projects.

A2 Functions of music software

Specific music software functions:

- using a Transport Bar: play, record, forward, rewind, playhead position, tempo, time signature, cycle modes, metronome
- working with editing tools: scrolling, zooming, loop playback, selecting, moving, copy/paste, grid modes, trim functions, cursor options
- familiarity with time scales and rulers: bars, beats, minutes and seconds, samples, frames, tempo, markers.

Learning aim B: Develop audio- and MIDI-editing skills

B1 Audio-editing skills in a music software project

Skills to shape audio for music production projects:

- working with and shaping waveforms: destructive & non-destructive edits, understanding zero crossings, trim, cut, resizing, deleting
- creative tasks: using audio 'comping' tools, creating crossfades, creating and editing loops, reversing a sample to create an effect, exploring strip silence features, using beat detection tools, using quantization tools, time stretching audio to match a project tempo, audio pitch editing.

B2 MIDI-editing skills in a music software project

Skills to shape MIDI for music production projects:

- working with a piano roll: add notes, select notes, delete notes, mute notes, snap to grid, move notes, copy notes, change pitch of notes, resize notes, step input, edit note velocity, quantize note timing, quantize note pitch
- working with a Score Editor: view tracks as music notation, select & edit score symbols, add notes, copy notes, resize notes, change pitch of notes, change clef, amend staff style, add chord symbols and grids, add lyrics and text
- working with a List Editor: note events, control change events, program change events
- working with a Drum Editor: beat programming, groove tracks, humanisation.

Learning aim C: Carry out mixing of an audio recording in a given music software brief

C1 Preparing for the mix

Examine a recording project to establish the scope of work needed: review recorded material, establish genre specific conventions and expectations, set-up of the mix window, comparison with a commercial release in a similar style.

C2 Adjusting level, pan, EQ and dynamic controls

- Working with the channel strip: gain stages, volume levels, balance, panning, mute, solo, inserts, sends, groups, EQ, auxiliary channels
- Applying Dynamic Control: noise gate, compression, limiting.

C3 Effects processing

- Reverb, delay, distortion, modulation effects, pitch correction, use of channel strip sends to an effect on an auxiliary channel.

C4 Applying automation tools, and undertaking a bounce down

- Working with automation within a mix: offline automation, recording automation (write mode), playing back automation (read mode), volume automation, pan automation, effects send automation.
- Understanding and applying bounce down options and parameters: bit depth, sample rate, file types, and bounce in place, dithering, PCM bounce options, MP3 bounce options.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the operations and functions of music software		A.D1 Demonstrate the set-up packages for a DAW, evaluating how the operations and functions of a music software package are used in contrasting music production projects.
A.P1 Demonstrate independent set-up of an external MIDI controller to a digital audio workstation.	A.M1 Demonstrate how to set up packages to a DAW accurately and independently.	
A.P2 Demonstrate independent set-up of an external audio interface to a digital audio workstation. A.P3 Describe the operations and functions of a music software package.	A.M2 Explain how the operations and functions of a music software package are used creatively within a music production project.	
Learning aim B: Develop audio- and MIDI-editing skills		B.D2 Justify actions taken when creatively and accurately using a specific music software package.
B.P4 Produce audio examples that show editing in a music software package. B.P5 Produce MIDI examples that show editing in a music software package.	B.M3 Demonstrate creative MIDI and audio editing techniques when using a music software package to make music.	
Learning aim C: Carry out mixing of a an audio recording in a given music software brief		C.D3 Demonstrate how to mix a multi-track audio recording accurately, confidently and professionally.
C.P6 Produce a mix of a multi-track audio recording using a music software package. C.P7 Demonstrate a successful bounce down of a mix down of a multi-track audio recording to a stereo file.	C.M4 Produce a mix and bounce down of a multi-track recording using a music software package.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and further information on setting assignments is given on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.M2, A.D1)

Learning aim: B (B.P4, B.P5, B.M3, B.D2)

Learning aim: C (C.P6, C.P7, C.M4, C.D3)

Further information for teachers and assessors

Resource requirements

The special resources required for this unit are access to:

- suitable computers (PC or Apple Mac) with up-to-date music production software installed
- music production software capable of detailed editing of both MIDI and audio. The software should also have wide ranging mixing functionality, and include dynamic control and effects 'plug-ins' (compressors, gates, reverb and delay)
- adequate speaker monitoring for demonstration; along with headphones for private study
- a suitable external MIDI controller keyboard
- a suitable external audio interface
- word processing software for the creation of written reports utilising screenshots or equivalent.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will evaluate why each operation and function is important to the production process and the final outcome of the music that is being produced. The user guide should include an evaluation of the role that key operations and functions of a DAW have in contrasting music production projects. Overall, the user guide should be logically structured and use correct technical language and musical references. It should be easy to understand by a third party who may be using a DAW for the first time. Learners will demonstrate that they have a clear grasp of how a DAW is used in the wider context of music production.

For merit standard, learners will explain clearly, with good use of technical and musical language, how the key operations and functions of music software can be used creatively in the context of a music production project. For example, the user guide may discuss the use of a variety of project templates, and how MIDI and audio projects may require the user to reference beats, bars, timescales and rulers in different ways. Overall, the user guide will have a good structure, will be technically accurate and easy to understand. Some reference could be made to the wider context of music production.

For pass standard, learners will demonstrate that they can successfully connect a MIDI controller and an audio interface to the DAW computer. As well as making the appropriate physical cable connections, learners should be able to describe issues surrounding hardware and software compatibility. Learners could, therefore, further describe any systems parameter adjustments that may need to be made within the software interface, and show that the hardware works once connected. Demonstrations should be primarily evidenced by video. Overall, learners will demonstrate the accurate connection of equipment and good use of terminology, but the language used may not always be in-depth, or look at the wider context of music production.

Learning aim B

For distinction standard, learners will demonstrate, through written work, a justification of the actions they have taken throughout the creation of their music production composition. The report will provide evidence that learners have made choices that have enhanced the recorded material. The report should include screenshots of work undertaken in the music software including pre-mix audio editing.

Overall, the report will be logically structured and use correct technical language and musical references. Learners can submit a single written report to cover the distinction criteria for learning aims B and C, although the evidence should include justification of actions taken in producing both their production composition and mix-down.

For merit standard, learners will demonstrate the creative effect editing has had on a music production composition. The composition will combine sequenced MIDI material with recorded audio or audio samples. Learners will not be assessed on the merits of the composition itself, since this is

a technical editing task. However, the production will be sufficiently coherent as a piece of music so learners can demonstrate creative audio and MIDI editing techniques that have enhanced the final outcome of the piece.

A written report must supplement the composition work and will include annotated screenshots that highlight specific aspects of editing in the production of the composition. Learners will explain why they have used specific editing techniques at given points in their composition and how these adjustments have enhanced the final outcome of the piece. The report should have a good structure, will be technically and musically accurate and easy to understand.

For pass standard, learners will produce examples of how they have used music software to undertake audio editing and MIDI editing. The examples will demonstrate how learners have successfully undertaken these editing techniques. Assessment will be in the form of a portfolio that includes 'before and after' audio clips along with screenshots of the music software project. Evidence should consist of at least five audio editing and five MIDI editing techniques as outlined in the unit content.

Learning aim C

For distinction standard, learners will demonstrate, through written work, a justification of the actions they have taken throughout the mix process. The report will provide evidence that learners have made choices that have enhanced the recorded material. The report will include screenshots of work undertaken in the music software including pre-mix audio editing. Overall, the report will be logically structured and use correct technical language and musical references.

Learners can submit a single written report to cover the distinction criteria for learning aims B and C, although the evidence should include justification of actions taken in producing both their production composition and mix-down.

For merit standard, learners will demonstrate, in addition to preparatory work, their ability to successfully mix the given multi-track audio recording by use of sympathetic adjustment of level, pan, EQ and dynamic controls so that all of the recorded material is well balanced and blended together. There must be evidence of effective control of effects processing and automation across a number of channels. Learners will complete an additional bounce down to provide two different stereo formats in total in their portfolio of evidence. The files should be capable of playback on a computer media player application, and not be subject to any distortion/clipping or editing glitches.

For pass standard, learners will demonstrate, through their practical and written work, how they have prepared and undertaken mixing. This will include how they have reviewed the raw audio files, and what research they may have undertaken into similar sounding recordings in the genre.

Learners will mix and bounce down the given multi-track audio recording to a rudimentary standard that would include evidence of adjustment of level, some use of stereo, and the application of EQ and/or dynamic control. Learners will create a successful mix that somewhat enhances the raw material as a music recording.

The report will include annotated screenshots of work undertaken in the music software, such as set-up of the mix and edit/main windows.

Links to other units

This unit links to:

- Unit 3: Creating a Music Product
- Unit 11: Music for Sound and the Moving Image.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers

- design/ideas to contribute to unit assignment/case study/project materials
- support from local musicians as mentors.

Planning your programme

How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to take a BTEC National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, for example for their second year.

Some learners are sure of the sector they want to work in and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC National Extended Diploma as the most suitable qualification.

As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

Is there a learner entry requirement?

As a centre it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience. It is likely that the majority of learners will be at a reasonable level of musicianship when they enter the course, however, this is not compulsory, and they will learn how to independently develop their skills through autonomous projects, personal practice and reflection.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that it is needed. Further information is given in *Section 8*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for tutors but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver BTEC Nationals. For some units, specific resources are required. This is indicated in the units.

How can myBTEC help with planning for these qualifications?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information see *Section 10*.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Nationals using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

What are the recommendations for employer involvement?

BTEC Nationals are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment but these are not intended to be exhaustive and there will be other possibilities at local level.

Support

It is important that you give learners high-quality opportunities that directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice.

What support is available?

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs, additional papers for external assessments and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10*.

How will my learners become more employable through these qualifications?

All BTEC Nationals are mapped to relevant occupational standards (see *Appendix 1*).

Employability skills, such as team working and entrepreneurialism, and practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5 Assessment structure and external assessment

Introduction

BTEC Nationals are assessed using a combination of *internal assessments*, which are set and marked by tutors, and *external assessments* which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers and higher education.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. Some units are defined as synoptic units (see *Section 2*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which a learner will be expected to apply learning from a range of units. Synoptic units may be internally- or externally-assessed.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferrable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 7*.

Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3*, and the requirements for delivering assessment given in *Section 6*.

External assessment

A summary of the external assessment for this qualification is given in *Section 2*. You should check this information carefully, together with the unit specification and the sample assessment materials, so that you can timetable learning and assessment periods appropriately.

Learners must be appropriately prepared for assessment.

Key features of external assessment in Music

In Music, after consultation with stakeholders, we have developed the following.

- *Unit 4: Music Composition Brief* in which learners produce a composition using technology in response to an industry-specific brief. This is based on realistic working commissions and is a task-based assessment.
- *Unit 5: Professional Practice in the Music Industry* in which learners respond to an industry-specific scenario where they show understanding of the skills and knowledge required to work in the industry. This is a task-based assessment with time given for research.

Units

The externally-assessed units have a specific format which we explain in *Section 3*. The content of units will be sampled across external assessments over time through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors.

Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible question types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from our website. An additional sample of each of the Pearson-set units will be available before the first sitting of the assessment to allow your learners further opportunities for practice.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Handbook*. All members of the assessment team need to refer to this document.

For BTEC Nationals it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

Principles of internal assessment

Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Nationals are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Setting effective assignments

Setting the number and structure of assignments

In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For some units we provide authorised assignment briefs, for all the units we give you suggestions on how to create suitable assignments. You can find these materials along with this specification on our website. In designing your own assignment briefs you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have.

An assignment brief should have:

- a vocational scenario, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

Forms of evidence

BTEC Nationals have always allowed for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to provide learners with the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work.

For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in criteria
- the explanation of key terms in *Appendix 2*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding performance across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3.). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted using the relevant assessment criteria.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

Planning and record-keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet or using myBTEC. When producing a plan the assessment team may wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Handbook*.

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners should 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:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to 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 for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *Information Manual*. We may ask to audit your records so they must be retained as specified.

Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson Vocational Qualifications*.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment where necessary.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a student's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Conducting external assessments

Centres must make arrangement for the secure delivery of external assessments. External assessments for BTEC qualifications include examinations, set tasks and performance.

Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

High control

This is the completion of assessment in formal invigilated examination conditions.

Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally-assessed and those that are externally assessed.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification including preparation for tasks and performance. For these assessments centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a JCQ Form M1 (www.jcq.org.uk/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see *6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

After the external assessment session, learner results will be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments*: this explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- 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, through online standardisation, 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, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality-assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Eligibility for an award

To achieve any qualification grade learners must:

- complete and report an outcome for all units within a valid combination (NB: Unclassified (U) and N are permitted unit outcomes), and
- achieve the minimum number of points at a grade threshold, and
- for a Diploma or Extended Diploma only, achieve sufficient GLH at pass or N or above, see table below.

Qualification	Required GLH at Pass or above (for internal units) and N or above (for external units)
Diploma	600
Extended Diploma	900

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for a qualification may be eligible to achieve a smaller qualification in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have not exceeded the permitted amount of GLH graded at U for the smaller qualification size.

Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

The *Calculation of Qualification Grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	60 GLH	90 GLH
U	0	0
Pass	6	9
Merit	10	15
Distinction	16	24

Points available for external units

External units will be awarded **points** based on performance in the assessment. The points scores available for each external unit are as follows.

	Unit size	
	90 GLH	120 GLH
U	0–5	0–7
N	6–8	8–11
Pass	9–14	12–19
Merit	15–23	20–31
Distinction	24	32

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort.

Calculation of qualification grade

Applicable for registration from 1 September 2016.

Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
360 GLH		510 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
Pass	36	P	51	PP	72	PPP	108
				MP	88	MPP	124
						MMP	140
Merit	52	M	73	MM	104	MMM	156
				DM	124	DMM	176
						DDM	196
Distinction	74	D	104	DD	144	DDD	216
				D*D	162	D*DD	234
						D*D*D	252
Distinction*	90	D*	130	D*D*	180	D*D*D*	270

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2016

Example 1: Achievement of an Extended Certificate with a P grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit A	120	Ext	Pass	13
Unit B	90	Ext	U	5
Unit C	90	Int	Merit	15
Unit D	60	Int	Pass	6
Totals	360		P	39

The learner has sufficient points for a P grade

Example 2: Achievement of an Extended Certificate with a D grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit A	120	Ext	Merit	25
Unit B	90	Ext	Merit	20
Unit C	90	Int	Distinction	24
Unit D	60	Int	Distinction	16
Totals	360		D	85

The learner has sufficient points for a D grade

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website you will find a list of resources to support teaching and learning, and professional development.

Support for setting up your course and preparing to teach

Specification

This **specification** (for teaching from September 2016) includes details on the administration of qualifications and information on all the units for the qualification.

Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment (internal and external) and quality assurance. The Guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.

Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

Study skills activities

A range of case studies and activities is provided, they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word™ format for easy customisation.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon possible from January 2016 onwards.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals, including:

- textbooks in e-book and print formats
- revision guides and revision workbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for externally-assessed units

Sample assessments are available for the Pearson-set units. One copy of each of these assessments can be downloaded from the website/available in print. For each suite an additional sample for one of the Pearson-set units is also available, allowing your learners further opportunities for practice.

Further sample assessments will be made available through our website on an ongoing basis.

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

Training and support from Pearson

People to talk to

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

- Standards Verifiers – they can support you with preparing your assignments, preparing learner work for sampling and ensuring that your assessment plan is set up correctly
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- 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
- Regional Quality Managers – they are based around the UK, including Northern Ireland, and are BTEC experts who can advise you on quality of delivery and assessment for BTECs to help your centre develop high-quality provision
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications' structures, planning and preparation for internal and external assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

Appendix 1 Links to industry standards

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

In the music sector, the following approach has been used.

- the mandatory content has been mapped to NOS to reflect the essential skills and knowledge needed for entry to employment.

A detailed mapping to NOS and/or other occupational standards can be found on our website.

Appendix 2 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Accomplished	Demonstrate skills, expertise and mastery of activity or instrument.
Accurate	Perform music with precision and without error.
Analyse	Outcome of methodical and detailed examination breaking down a topic to interpret and study the interrelationships between the parts.
Articulate	Express fluently and clearly.
Assured	Confident in own technique, understanding or knowledge when applying practical skills.
Coherent	Logically or aesthetically consistent and holding together as a harmonious or credible whole.
Collaborate	Work jointly with others.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors related to goals, briefs or objectives.
Confident	Demonstrate secure application of skills or processes.
Considered	A well thought out and developed idea, proposal or response.
Consistent	Able to reliably repeat an action that progresses towards achieving an aim.
Control/Controlled	Being in command of skills and techniques.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Define	State or describe the nature, scope or meaning of a subject as objective facts.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear account that includes all the relevant features and characteristics – ‘painting a picture with words’.
Discuss	Consider different aspects of a topic and how they interrelate, and the extent to which they are important.
Diverse	A variety of, to show a complete range.
Ease	Without noticeable difficulty or effort.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Engagement/Engaging	Connecting with and responding to the material.

Term	Definition
Evaluate	Drawing on varied information, themes or concepts to consider aspects such as strengths, weaknesses, alternative actions, relevance or significance. Inquiries lead to a supported judgement showing relationship to its context, often in a conclusion.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners can show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Flair	Performed in a creative manner, with finesse.
Fluent	Expressed with apparent ease and confidence.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Imaginative	Develop ideas and concepts in new, engaging and inventive ways.
Insightful	Having or showing an accurate and deep understanding, being perceptive and discerning.
Interpret	State the meaning, purpose or qualities of something through the use of imagery, words or another means of expression.
Justify	Give reasons or evidence to support an opinion or prove something right or reasonable.
Musicality	Musical shape, balance and expression.
Outline	Learners' work, performance or practice gives a summary or overview or a brief description.
Perceptive	Showing an observant and discerning understanding.
Qualitative	Relating to, measuring, or measured by the quality of something rather than its quantity.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Responsive	Reacting in a positive and thoughtful manner.
Review	Assess formally, appraising existing information or prior events with the intention of instituting change if necessary.
Secure	Well-practised, confident in own ability and skills.
Show	Learners' work, performance or practice presents evidence using knowledge, understanding and skills.
State	Learners can express the condition of, or facts about something definitely or clearly.
Summarise	Learners can express the condition of, or facts about something definitely or clearly.
Sustained	Maintained through successive stages or over an extended period.

This is a key summary of the types of evidence used for BTEC Nationals.

Type of evidence	Definition and purpose
Industry scenario	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Individual project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning including synopticity.
Development log	A record kept by learners to show their process of development. Used to show method, self-management and skill development.
Performance	A defined and constrained opportunity to perform, to show skills in a structured context where the focus is on the skills/process rather than the specific outcome.

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