

QN Number & Qual Title: NCFE Level 1 Technical Award in Music Technology (601/6777/4), NCFE Level 2 Technical Award in Music Technology (601/6774/9)

Adaptation addendum

Qualification title(s)	NCFE Level 1 Technical Award in Music Technology NCFE Level 2 Technical Award in Music Technology
Qualification reference number(s)	601/6777/4 601/6774/9
Summary of changes	<p>V3.0 - 24.03.21</p> <p>Updated to provide additional information on use of teacher assessed grades for internally and externally assessed components. Previous version title 'AT 60167749 V2.0'.</p> <p>V2.0 – 02.03.21</p> <p>The new version number is to reflect the addition of further information added regarding assessment adaptations added to the Autumn 2020 column in the table below. Previous version title 'AT 60167749 V1.0'.</p> <p>V1.0 - 22.02.21</p> <p>The new version number is to reflect 2021 updated template layout to include further information on alternative arrangements for awarding in 2020/21. Previous version title 'AT 60167749 TA Music Technology V4'.</p>
Qualification Purpose	<p>This qualification enables learners to develop skills, knowledge and understanding of the music technology industry. It's suitable for learners who are motivated and challenged by learning through hands-on experiences. The qualification will allow learners to gain practical skills in creating music using technology. This qualification is aimed at 14-16 year olds with an interest in music production and recording and is designed to sit alongside GCSEs in the Key Stage 4 curriculum. It's a vocational qualification equivalent to GCSE at grades A*-C.</p>

Assessment adaptation

Assessment	Approach following autumn 2020 adaptations	Additional adaptations for 2020/21
	<i>What we require for this type of assessment at present, including flexibilities already introduced in autumn 2020.</i>	<i>The additional flexibilities and adaptations that will apply during 2020-21.</i>
Internal assessment: skills and knowledge	<p>Internal assessment should continue remotely, where relevant, for all students where possible.</p> <p>We believe that the flexibilities which centres already have with respect to the types of evidence they may use to meet assessment criteria, are sufficient to enable most students to continue to mitigate the ongoing Covid related risks.</p> <p>We would also encourage centres to consider how they might use alternative and / or digital solutions to gather and store evidence including, for example:</p> <ul style="list-style-type: none"> • centre-set short response or multi-choice tests • professional discussion recordings • annotated learning plans • photos and videos. <p>We appreciate that to create and capture evidence for the skills aspect of these assessments, students may need access to specialist facilities / equipment. As our existing guidance permits, to mitigate Covid related challenges in accessing facilities / equipment, we would encourage centres to consider, for example</p>	<p>Internal assessment should continue remotely, where relevant, for all students where possible. Where internal assessment continues, all previously communicated adaptations still apply.</p> <p>This qualification is in scope for alternative arrangements and if required can be awarded via a teacher assessed grade from the centre.</p> <p>Teaching and learning should continue as much as possible as all completed work will form the basis of a teacher assessed grade.</p> <p>We have worked together with Ofqual, sector partners and other awarding organisations to agree common approaches to setting minimum evidence thresholds for a teacher assessed grade from the centre for this qualification and more information can be found in the Approach to Alternative Awarding Arrangements 2020/21 document, which can be found on our website here.</p>

	<ul style="list-style-type: none"> • using expert witness testimonies to confirm the observation of student competence over time where direct observation is not possible • using observation of simulated activity to evidence the demonstration of competence where direct observation is not possible • using digital solutions to capture evidence remotely where students can access required facilities / equipment away from the centre, but teaching staff cannot observe at that location • carefully considering how you schedule teaching, learning and assessment activity during the year, recognising that you may not be able to access specialist facilities / equipment in all weeks <p>You can find further advice and guidance on the preparation of portfolios of evidence here.</p> <p>We will also continue to offer remote EQA reviews and further guidance on how to prepare for this can be found here.</p> <p>Assessment Adaptations</p> <p><i>Level 1 Unit 3 Studio Recording (L/507/4993) & Level 2 Unit 3 Studio Recording (J/507/5009)</i></p> <p><i>Learning Outcome 1</i></p> <p>Where possible students should continue to create a plan which is to be carried through into practical recording work in LO2.</p>	
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	<p>If assessors are aware that it is not going to be possible for students to record multitrack audio due to exceptional circumstances students should be asked to respond to a hypothetical recording scenario.</p> <p>Care should be taken to present students with an engaging and realistic assignment scenario which allows them to create a meaningful plan.</p> <p><i>Learning Outcome 2</i></p> <p>Where possible students should continue to undertake a multitrack recording based on a plan created to meet LO1. It is recognised that time, rooming and social distancing will potentially impact upon student's ability to work in studio spaces, and as such it may be advisable for students to work individually in capturing audio.</p> <p>It should be noted that recording projects do not have to include recording of a musical ensemble to meet LO2. The qualification specification suggests a variety of other appropriate recording projects (e.g. <i>a vocalist overdubbing lead and backing vocals, production of a podcast, production of a radio play</i>) which may be more applicable to the current context.</p> <p>There is no assessment issue with the student recording audio played / sung / created by themselves.</p> <p>In recognition of potential logistical/ time issues the</p>	
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	<p>minimum track count requirement has been reduced to 3 tracks (from 4).</p> <p>Where it is not possible for students to record multitrack audio due to exceptional circumstances assessment of LO2 may be adapted and evidenced via recorded demonstration of the following:</p> <ul style="list-style-type: none"> • Audio track Creation in DAW in relation to LO1 plan • Selecting appropriate input source (microphone / DI) in relation to LO1 plan • Demonstration of routing audio to track in DAW • Demonstration of gain Optimisation in relation to audio interface hardware and DAW input • Demonstration of routing audio output to monitoring (e.g. speakers or headphones) • Health & Safety procedures in relation to LO1 plan <p>The assessor may ask the student to demonstrate or discuss each item from the list above but must ensure that questioning does not lead the student in terms of evidence generation.</p> <p><i>Learning Outcome 3</i></p> <p>Where possible students should continue to mix a multitrack that they have recorded in LO2.</p> <p>When it was not possible for students to record multitrack audio in LO2 due to exceptional circumstances, assessment of LO3 may be adapted and evidenced via:</p>	
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	<ul style="list-style-type: none"> • Mixdown of multitrack / stems provided by assessor <p>Assessors must ensure that provided audio material is appropriate in terms of length (2-5 minutes) and track count (minimum 4 tracks).</p> <p>Assessors may wish to make use of NCFE Practical External Assessment past paper audio (available via the QualHub qualification page) as a source in this circumstance.</p> <p>Notes.</p> <p>Computer hardware / Digital Audio Workstation usage. It is recognised that use of computer equipment by multiple students and within groups presents some challenges in the context of these qualifications.</p> <p>Suggested general mitigation methods include:</p> <ul style="list-style-type: none"> • Sole student use of identified computers • Keyboard/keyboard skin for student's sole use • Issue of sole use laptops/keyboards/mouse to students • Screening between workstations. <p>Sanitisation of equipment. It is recognised that sanitisation of delicate equipment between sessions has potential knock on impact upon availability and timetabling should be considered</p>	
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	<p>with this in mind.</p> <p>Group Work. There is no requirement for group work in terms of delivery or assessment within these qualifications. However, it is recognised that group work in delivery of recording studio practical was normal practice. It is suggested that online tutorials / video tutorials could be used to facilitate delivery to small groups. Please see assessment adaptations in regards to Unit 3 Studio Recording noted above.</p> <p>DAW software & hardware requirements. Centres should continue to ensure that any DAW software used in teaching and assessment supports the techniques required within the qualification to which the student is registered. Teachers are encouraged to explore software options to suit context and to seek EQA guidance should any queries emerge. Centres should ensure that appropriate hardware is made available to students as required</p> <p>Combined Assessment Evidence. The Level 1 and Level 2 NCFE Technical Award in Music Technology qualifications were developed to allow for student evidence to be produced to meet Learning Outcomes across units. It is recognised that this may be particularly useful in terms of meeting needs with reduced student contact in the current context.</p> <p>Particularly it should be noted that compositional outcomes could be used across multiple Learning Outcomes (for example):</p>	
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	<ol style="list-style-type: none"> 1. The compositional piece produced to meet Unit 2 LO2 could potentially be used to evidence the audio requirement for Unit 1 LO2 and / or Unit 3 LO2 & LO3. Suitable care must taken to ensure that all required content is specified to students in terms of, for example, track count and application of recording / mixing techniques. 2. Production of the Sound Creation audio piece to meet Unit 4 LO2 could potentially be used to evidence Unit 1 LO2 and / or Unit 2 LO2 and / or Unit 3 LO2 & LO3. Suitable care must taken to ensure that all required content is specified to students in terms of, for example, track count and application of recording / mixing techniques. <p>It is noted that documentary evidence and review evidence requirements within Units (e.g. Unit 1 LO 2 & LO3) can be combined into a single brief and evidence submission.</p> <p>Assignment briefs issued to students should clearly state which Units and LOs are targeted by the assessment.</p> <p>Assessors are encouraged to investigate evidence forms to suit the needs of students and requirements of context. Types of evidence suggested in the specification continue to be appropriate.</p> <p>Example additional evidence formats which may be of use include:</p> <ul style="list-style-type: none"> • Screencasts 	
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	<ul style="list-style-type: none"> Recorded professional discussion via video chat Recorded live demonstration via video chat 	
Task-based examination	<p>A number of our qualifications have task-based external assessments which much be sat over a set period of time at your centre.</p> <p>Previously, where assessments were timetabled in a window we:</p> <ul style="list-style-type: none"> updated our assessment variation process to allow centres to use additional test centre locations added additional assessment opportunities to the 2020-21 timetable <p>However, following the January 2021 announcement that exams were cancelled, these will only remain applicable to those exams which are used to demonstrate a practical or occupational competence, or are assessments within qualifications which are not in scope for alternative awarding arrangements.</p>	<p>Task-based examinations from February 2021 onwards are cancelled.</p> <p>This qualification is in scope for alternative arrangements and if required can be awarded via a teacher assessed grade from the centre.</p> <p>Teaching and learning should continue as much as possible as all completed work for the internal assessment will form the basis of a teacher assessed grade for the externally assessed components.</p> <p>This is applicable to the Written Assessment and the Practical Assessment.</p> <p>We have worked together with Ofqual, sector partners and other awarding organisations to agree common approaches to setting minimum evidence thresholds for a teacher assessed grade from the centre for this qualification and more information can be found in the Approach to Alternative Awarding Arrangements 2020/21 document, which can be found on our website here.</p>