

Adaptation Addendum

Academic Year 2021-2022

Introduction

The government's intention is that work placements, exams and assessments will take place in the academic year 2021 to 2022, therefore moving away from results being based on Teacher Assessed Grades (TAGs) used in 2020 to 2021, where this was permitted. This is because assessments and exams continue to be the fairest way for students to evidence what they know, all other things being equal.

The government recognises, however, that students who will be taking exams and assessments have experienced significant disruption to their education and that these students may also need continued support in the face of any further disruption.

We recognise that students who will be taking exams and assessments in 2021 to 2022 have had significant disruption to their education since March 2020, and we remain committed in continuing to support students in the face of any further disruption.

In the academic year of 2021 to 2022 under the 'Vocational and Technical Qualifications Contingency Regulatory Framework' (VCRF) all qualifications will move into Category A. This means all assessments are expected to continue but we are permitted to continue to make adaptations to assessments and qualifications to take account of the ongoing impact of the pandemic, where we can do so without undermining the validity and reliability of our qualifications.

Students must only access permitted adaptations where they are needed to mitigate the impact of learning loss, continued disruption and / or ongoing public health restrictions. This will be monitored through our external quality assurance process to support the validation of any adaptations adopted, ensuring they are not applied where not needed. Where adaptations are applied unnecessarily, centres may be given an action or downgraded in their EQA reviews, therefore be sure to check with your allocated EQA on the application of any adaptations.

This addendum contains further information on what specific adaptations are permitted for these qualifications in the academic year of 2021 to 2022, please see further details below.

Assessment adaptation

No.	Assessment	2021/2022 Academic Year Adaptations
2	Internal assessment: skills and knowledge	<p>All content must be delivered, and all assessment criteria assessed.</p> <p>Internal assessment can be undertaken remotely for Students, where required and where possible. We will also continue to offer remote EQA reviews. Further guidance on how to prepare for this can be found here.</p> <p>We believe that the flexibilities that centres already have with respect to the types of evidence they may use to meet knowledge and skills-based assessment criteria, are sufficient to enable most Students to continue to mitigate the ongoing Covid-related risks. This includes the continuation of the use of alternative assessment methods or evidence where needed or required. You can find further advice and guidance on the preparation of portfolios of evidence here.</p> <p>To support with learning loss, remote learning where required or where centres may experience continued or localised disruption to learning, we've created guidance to support a more streamlined approach to assessment and to increase flexibility. We have updated our guidance here and continue to permit the use of 'centre devised assessments'.</p> <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> <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

	<ul style="list-style-type: none">carefully considering how to schedule teaching, learning and assessment activity during the year, recognising that it may not be possible to access specialist facilities/equipment in all weeks. <p>Remote Technology</p> <p>The use of remote technology is prohibited within early years, schools, childcare and health and social care settings where there is a potential risk of users of the service or their carers/ families being inadvertently seen or heard. This includes the use of all recording and streaming devices such as iPads, mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, Assessors cannot complete remote observations to prove competency by viewing Students 'live' using remote technology. The use of remote technologies could be considered to support aspects of the student's performance. For example, this may include planning sessions, on-line meetings and remote activities in which the student is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the Student MUST be in an environment away from any service users. The use of technologies could also be considered for capturing Expert Witness Testimonies.</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 multiple-choice testsprofessional discussion recordingsannotated learning plansphotos and videos. <p>We've partnered up with VEO, who offer a digital solution for Video Enhanced Observations (VEO). VEO is a secure video online platform for recording and tagging videos. It offers a more efficient way to mark NCFE skills assessments, which can be undertaken remotely. VEO empowers Students and teachers by providing a simple and secure way to</p>
--	---

		<p>capture observation-based assessments, that saves time while preparing Students to pass skill-based assessments. The platform allows you to digitally record and mark practical assessments online and remotely. Please see link here for further details.</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> <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 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>Learning Outcome 3</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> <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 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</p>
--	--	---

		<p>current context.</p> <p>Particularly it should be noted that compositional outcomes could be used across multiple Learning Outcomes (for example):</p> <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 • Recorded professional discussion via video chat • Recorded live demonstration via video chat
10	Task-based examination	<p>This qualification has a task-based external assessment, which much be sat over a set period of time at your centre.</p>

		<p>Previously, where assessments were timetabled for a set date and time, we:</p> <ul style="list-style-type: none">• updated our assessment variation process to allow centres to use additional test centre locations <p>Where possible, we have now implemented further adaptations, which may include:</p> <ul style="list-style-type: none">• added additional assessment opportunities or extended assessment windows <p>For further information and confirmation on additional assessment opportunities or extended assessment windows and advanced notice of exam topics, please see our updated external assessment timetable guide available from the 1st September 2021 on our website here: https://www.qualhub.co.uk/delivery-and-Student-support/external-assessment-timetable/</p>
--	--	--

NCFE Level 1 Technical Award in Music Technology (601/6777/4)
NCFE Level 2 Technical Award in Music Technology (601/6774/9)

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk
Website: www.ncfe.org.uk

NCFE CACHE © Copyright 2021 All rights reserved worldwide.

Version 1.0 August 2021

Information in this qualification adaptation addendum is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

Publication date

Version 1.0 August 2021

Publisher

Registered Office: NCFE, Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT
Registered Company No: 02896700 (England and Wales)
Registered Charity No: 1034808