



Regulated Qualifications Unit and Assessment Specification

Unit title	Understand How to Record Sound for a Live Performance
Regulator unit code	M/503/5247
SQA unit code	H8CR 70
SSC Ref	SL26(K)

History of changes

Publication date: July 2016

Version: 02 (October 2017)

Version number	Date	Description	Authorised by
02	October 2017	Unit Specification updated to reflect current Ofqual terminology.	Qualifications Officer

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Regulated qualifications unit specification

Title	Understand How to Record Sound for a Live Performance	
Level	3	
Credit value	8	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Know the legal constraints that impact on the recording of sound.	1.1 Describe the relevant aspects of copyright law.	1.2 Explain how releases and licenses can be gained prior to the recording of sound.
	1.3 Classify the different sources of sound.	1.4 Describe how sound can be effectively sourced from sound and music libraries.
	1.5 Record any system failures. Describe the relevant health and safety procedures that impact on the safe recording of sound.	
2 Know the problems that may commonly occur when recording sound.	2.1 Identify the common indicators of problems during recording.	2.2 Identify the types of system failure that may occur.
	2.3 Summarise the action that can be taken to respond to common recording problems.	2.4 Describe how sound can be assessed for quality against accepted standards.
	2.5 Classify the types of audible defects that can arise.	2.6 Describe how audible defects can be effectively resolved.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>3 Know how to work effectively with the client to identify sound requirements.</p>	<p>3.1 Explain how client production requirements can be identified.</p> <p>3.2 Explain how the selection of material may be influenced by:</p> <ul style="list-style-type: none"> ◆ technical requirements ◆ artistic requirements ◆ operational constraints of the production <p>3.3 Identify the organisation's post production requirements.</p> <p>3.4 State the importance of producing backup copies of recordings.</p> <p>3.5 Explain the importance of keeping documentation of sound recordings.</p> <p>3.6 Identify the information that is commonly kept after the recording of sound.</p>
<p>4 Know the basic principles of sound recording.</p>	<p>4.1 Explain the principles of analogue and digital recording.</p> <p>4.2 Describe how the principles of analogue and digital recording can be applied.</p> <p>4.3 Describe the impact of sound wave theory and how this is relevant to the recording.</p> <p>4.4 Describe how to optimise the performance of the sound through:</p> <ul style="list-style-type: none"> ◆ using sound signals ◆ levels ◆ mixing ◆ dynamic range <p>4.5 Explain how equalisation processors can be effectively used to control sound to:</p> <ul style="list-style-type: none"> ◆ maximise the creative effect ◆ maximise their corrective action

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
5	Understand the technical qualities of a range of sound recording equipment.	5.1	Explain how older formats and media should be handled.
		5.2	Explain how older formats can be reproduced.
		5.3	Compare and contrast how a range of different mixing consoles should be used.
		5.4	Summarise the characteristics of different recording media.
		5.5	Define the technical limitations associated with the recording equipment used.
		5.6	Summarise the capabilities of the current recording formats and technologies used within the organisation.
		5.7	Summarise the range of consumables used in sound recording and how they should be effectively stored.
6	Know how to edit sound recorded for a live performance.	6.1	Describe the factors that impact on the use of edits and editing points.
		6.2	Explain the use of editing points to meet musical form and nomenclature.
		6.3	Explain the importance of clear communication during the editing process.

Additional information about the unit
Unit purpose and aim(s)
This unit aims to assess the learners' understanding of how to record sound that will be used later as part of a live performance. This includes understanding how equipment works and how it affects the recording of sound. The unit also reflects the procedures needed to ensure that recording and editing is completed within the legal framework.
Unit start date
01/11/14
Details of the relationship between the unit and relevant national occupational standards (if appropriate)
N/A
Details of the relationship between the unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
Creative cultural skills overarching assessment principles. This unit has been developed in line with the principles of 'The assessment strategy' applicable to all regulated qualifications occupational qualifications at all levels within the creative and cultural footprint. The assessment principles have been designed to supplement the guidance issued by the regulatory authorities, including the additional regulatory requirements for qualifications of the Type NVQ within the regulated qualifications, and guidance issued by awarding organisations.
Endorsement of the unit by a sector or other appropriate body (if required)
N/A
Location of the unit within the subject/sector classification system
9.2 Crafts, Creative Arts and Design
Name of the organisation submitting the unit
SQA
Guided Learning Hours
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Regulated qualifications assessment specification

Assessment (evidence) requirements

Assessors must ensure that learners provide evidence to cover all the learning outcomes and assessment criteria.

This unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include:

- ◆ Observation
- ◆ Product and photographic evidence
- ◆ Relevant active documentation, reports, presentations

Performance evidence: Observation

Observation of performance at work. Assessors must provide information about the context of the assessment.

Performance evidence: Products

Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding body.

Guidance on methods/Instruments of assessment

This unit is designed to assess the knowledge of learners in the workplace. Learning outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working.

Supplementary evidence may include:

- ◆ Questioning
- ◆ Professional discussion
- ◆ Witness testimony
- ◆ Other valid evidence which relates directly to learner performance

Guidance on methods/Instruments of assessment (cont)

Supporting evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work-based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting evidence: Professional discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting evidence: Witness testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

- ◆ a clear, authentic statement indicating how the learner carries out their job
- ◆ dated, signed and include the job title of the witness

Supporting evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio. The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's guide to assessment provides information on appropriate instruments of assessment. This guide is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment.

The *guide to assessment* can be downloaded free from SQA's website www.sqa.org.uk.

Creative and cultural skills overarching assessment principles also supports the assessment of this unit.