Transcend Urban Beats
Qualification Suite in Music

Qualification Suite Specification
Version 02: 01 September 2021

Welcome

Welcome to the **Transcend Qualification Suite in Urban Beats [Music]**. Transcend Awards Limited is an awarding organisation regulated by Ofqual. This specification introduces the purpose and delivery rules for the qualifications in this suite which must be complied with to ensure effective and efficient delivery. This specification must be read and complied with in conjunction with *Transcend Centre Recognition Conditions*, the *Qualification Unit Specifications* and *Assessment Materials*.

Part 01: Qualification Suite Purpose

Qualification Suite Scope

Transcend Urban Beats is a pioneering and progressive suite of Ofqual regulated qualifications designed to develop learners' **performance and production skills in an urban music context**. This suite sits in sector 9.1 Performing Arts and is pre-dominantly aimed at secondary school pupils who require an alternative curriculum. Over 329,000 children were expelled from schools in England in 2019. There are few solutions designed specifically to influence the sustainable engagement of these children in education. This suite therefore provides an opportunity for schools and PRUs to offer this as an innovative solution.

This suite is also relevant to learners in mainstream schools. It can be embedded into the national curriculum for music or delivered as an innovative alternative. Finally, it can be offered to learners in further education in order to use urban music to progress in their education and employability pathways.

Qualification suite regulation[1]	This qualification suite is regulated by Ofqual in England and the three qualifications are listed on Register of Regulated Qualifications.								
	Qualification titles	Ofqual ref	EQF Equivalent	Start	Review	TQT	GLH	DSH	Credit
	Transcend Entry Level 3 Award in Urban Beats [Music]	603/6111/6	Equivalent level 1 on the European Qualifications Framework (EQF).	20 Jul 2020	31 Jul 2026	30	15	15	3
	Transcend Level 1 Award in Urban Beats [Music]	603/6112/8	Equivalent to level 2 on the European Qualifications Framework (EQF).	20 Jul 2020	31 Jul 2026	30	15	15	3
	Transcend Level 2 Award in Urban Beats [Music]	603/6113/X	Equivalent to level 3 on the European Qualifications Framework (EQF).	20 Jul 2020	31 Jul 2026	30	15	15	3

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[1] TQT, GLH and DSH are defined in the Transcend Recognition Conditions.

Qualification suite awarding	This qualification suite is solely awarded by **Transcend Awards Limited** as the recognised awarding organisation regulated by Ofqual in England.
Qualification suite standards	This qualification suite is aligned to aspects of the DfE National Curriculum for Music.
Qualification suite partner	This qualification suite is developed in collaboration with the following industry specialists as the technical partners: • Jonny Townsend Consultancy [DJ Innovation] an industry influencer in urban music performance and production. • Rebekah Rose: Real Melodies an industry leading specialist in music education and performance. • Jasmine Rose: Real Melodies a pioneering urban singer, songwriter and producer. It has also been subject to consultation with education and equality representatives. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure it remains fit for purpose.
Qualification suite providers	This qualification suite is designed to be delivered through independent and maintained schools, Academy trusts, MATTs, Pupil Referral Units, local, regional, and national training providers, colleges, universities, and industry employers. It is accessible to any organisation which complies with the centre recognition and qualification approval conditions.

	Applicant centres	Recognised centres
	Access the Transcend Awarding Website to submit a centre recognition enquiry to initiate the process.	Access the Transcend Awarding Management System [TAMS] to create and submit the Transcend Recognised Centre Extension Request Form.

Qualification suite participants + progression	This qualification suite is uniquely designed for learners aged 12+ who wish to undertake qualifications in an urban music context to support their personal and educational development. It is also relevant to adults who aspire to develop urban music performance and production techniques to enhance education and employability prospects.

Education routes	Employability routes
Transcend Entry Level 3 Award in Urban Beats [Music] Transcend Level 1 Award in Urban Beats [Music] Transcend Level 2 Award in Urban Beats [Music] Higher level qualifications in music	This qualification suite can support learners in applying for work experience, work placements, traineeships, apprenticeships, and job roles associated with urban music performance and production.

Qualification suite support	This qualification suite is supported by the **Omnia Foundation** as an influential independent school. The entire **Transcend Skills Mastery Qualification Portfolio** has been integrated with functional skills and therapeutic development to create the Omnia Foundation's whole school curriculum. This curriculum has been inspected by Ofsted and considered a high-quality alternative to the national curriculum to meet the needs of their unique learners.

Qualification Suite Summary

Qualification suite purpose	This qualification suite purpose is to enable learners to prepare for further learning and develop skills in a subject area. This qualification suite sub purpose is to is to enable learners to develop knowledge and skills in a subject area.	
Qualification suite aims and objectives	**Entry Level aim**	**Entry Level objectives**
	To engage learners to develop musical skills in an urban context	To provide a benefit to learners by supporting an education pathway in performing arts through the development of musical skills in an urban context. Learners will: • be able to recognise the purpose and elements of music • be able to recognise the benefits of urban music in society • be able to recognise urban music genres and develop musical skills • be able to recognise personal growth though development of musical skills in an urban context.
	Level 1 aim	**Level 1 objectives**
	To enable learners to perform a piece of urban music in a selected genre	To provide a benefit to learners by supporting an education pathway in performing arts through the development of urban music performance skills. Learners will: • be able to explain the meaning and purpose of music • be able to explain the benefits of urban music in society • be able to explain urban music genres and develop performance skills • be able to explain personal growth though development of performance skills in an urban music context.
	Level 2 aim	**Level 2 objectives**
	To empower learners to compose and produce a piece of urban music in a selected genre	To provide a benefit to learners by supporting an education pathway in performing arts through the development of urban music composition and production skills. Learners will: • be able to analyse the purpose and elements of music historically and in the 21-century urban context • be able to analyse the benefits of music in society historically and in the 21-century urban context • be able to analyse urban music genres, compose and produce an original piece in a selected genre • be able to analyse personal growth though composition and production skills in an urban music context.

Qualification suite rationale	The rationale for the development, delivery and awarding of this progressive suite of qualifications is to offer learners a high-quality alternative education through urban music performance and production.

Over 329,000 children were expelled from schools in England in 2019. There are limited solutions created to influence the sustainable development of these children. This suite is uniquely designed to do this.

This suite is also designed to be integrated into national curriculum music programmes. It can also be used as an innovative and impact driven approach for providers to evidence compliance with Education Inspection Framework criteria for learners' behaviour, attitudes and personal development.

What is particularly unique about this qualification suite is that it can also be offered to adults who wish to develop their urban music performance and production skills to enable them to optimise their future education or employability prospects. |
| Qualification uniqueness | This is the only qualification suite of its type. It is uniquely designed to influence sustainable engagement of children through urban music education. This suite is integral to a wider portfolio of skill mastery qualifications which can be collated to form an innovative alternative whole school curriculum.

The **Register of Regulated Qualifications** should be accessed to source information on other awarding organisation providers who offer similar provision. |

Qualification Suite Structures

This is a progressive suite of qualifications which is uniquely designed to develop urban music performance and production skills.

Transend Entry Level 3 Award in Urban Beats

Learners must successfully complete one mandatory unit to be awarded the **Transend Entry Level 3 Award in Urban Beats**

Unit ref	Unit title	Ofqual ref	Level	GLH	DSH	TUT	Credit
Unit 01	Urban music practice	R/618/2994	EL3	15	15	30	03

Transend Level 1 Award in Urban Beats

Learners must successfully complete one mandatory unit to be awarded the **Transend Level 1 Award in Urban Beats**.

Unit ref	Unit title	Ofqual ref	Level	GLH	DSH	TUT	Credit
Unit 01	Urban music performance	Y/618/2995	L1	15	15	30	03

Transend Level 2 Award in Urban Beats

Learners must successfully complete one mandatory unit to be awarded the **Transend Level 2 Award in Urban Beats**.

Unit ref	Unit title	Ofqual ref	Level	GLH	DSH	TUT	Credit
Unit 01	Urban music production	D/618/2996	L2	15	15	30	03

Part 02: Qualification Delivery Specification

Qualification Delivery Conditions

This qualification must be delivered in accordance with the *Transcend Recognised Centre Conditions*. The rules outlined below are supplementary conditions specific to this suite of qualifications. Centres must ensure full compliance with ALL conditions to establish and maintain centre recognition and qualification approval status.

Qualification Resource Conditions

The recognised centre is required to supplement RC5.1 of the **Transcend Recognised Conditions** with the following rules.

Qualification workforce	The recognised centre is required to ensure that the workforce can evidence tutor, assessors and IQA qualifications as outlined in the recognition conditions. This must be supplemented by evidence to demonstrate occupational competence which include a testimony or reference to confirm two years working in an education environment in a music context. The recognised centre is required to ensure the tutor to learner ratio per course is a maximum of 1:30. There is no minimum ratio. In exceptional circumstances, the awarding organisation will allow adaptations to this requirement to prevent disadvantage to learners and only where the recognised centre can evidence that the learning experience will not be compromised due to a larger cohort.
Qualification venues	The recognised centre must have venues, facilities, and equipment to cater for the breadth of the learning and assessment programme. The recognised centre does NOT need to have access to extensive musical instruments, and it does not need to have expensive technical production equipment. Tutors can be creative. The voice and hands can all be used to create and perform urban music. Similarly, music can be produced in a live format or via smart phones. Creativity is key to enable effective delivery in a manageable format.

Qualification Suite Coordination Conditions

The recognised centre is required to supplement RC5.2 of the **Transcend Recognised Centre Conditions** with the following rules.

Learner pre-requisites	Entry Level 3	Level 1	Level 2
	The recognised centre is required to ensure that the following entry requirements are complied with. Prior to registration for the qualification learners are required to:		
	- be accurately identified - be at least 12 years of age - be able to communicate in English	- be accurately identified - be at least 13 years of age - be able to communicate in English	- be accurately identified - be at least 14 years of age - be able to communicate in English
Learner adjustments	The recognised centre is required to recognise barriers to access to this qualification on the grounds of age and disability, to ensure physical and emotional safety of learners is prioritised. Age is justified for emotional safety reasons and no exceptions to this rule are accepted for this qualification. Barriers associated with disability may be reduced through reasonable adjustments which must be submitted to the awarding organisation to review on a case-by-case basis. This will enable each learner's circumstances to be evaluated in accordance with their unique needs.		
Learner agreements	The recognised centre is required to ensure that every learner is registered within 20 working days of the start date of their programmes. The registration period for each qualification in the suite is 2 years. Learners under 18 in schools must understand and adhere to the requirements of the qualification and their centres delivery model. Adult learners must sign an agreement to attend all aspects of the training and assessment programme in line with the recognised centre's delivery model and the registration period for each qualification in this suite.		
Learner attendance and achievement records	The recognised centre is required to track dates, activities and workforce for initial assessment, learner agreements, programme attendance and achievements including all assessment and reassessment opportunities within the learner registration period. The recognised centre is required to ensure that the product coordinator takes steps to ensure that the start date, venue, and workforce on the booking forms are accurate. The product coordinator must also ensure that attendance and achievement records, assessment portfolios, LARs, quality assurance reports and records are fully completed and accurate. Internal controls must be administered before making a claim for certification for each learner.		

Qualification Delivery Conditions

The recognised centre is required to supplement RC5.3 of the **Transcend Recognised Centre Conditions** with the following rules.

Qualification suite delivery model	The recognised centre is required to document delivery models, schemes of work and associated lessons for each qualification. These must cover all learning outcomes, assessment criteria and delivery content within the unit specifications and must be submitted for awarding organisation approval prior to delivery. **This suite is uniquely designed to support a high-level delivery model which can be used for all the qualifications. It is the level of demand through adaptation to learning and assessment activities which must align to each unit specification that differentiates delivery and achievements across the levels.** Delivery models must comply with the TQT, GLH and DSH. The GLH should be extended to meet the needs of learners as relevant to their needs. It is recommended that those delivering to children on an Education, Health and Care Plan provide a 30 GLH programme. This should be achieved through face-to-face learning and assessment. Here is an example of a 30 GLH delivery model:

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Induction	Purpose	Profiling	Performance V Production	Progress review
Qualification orientation	Music elements Music characteristics Music instrumentation Music impact in society	Urban music genres	Urban music participation skills Urban music performance skills Urban music composition skills Urban music production skills	Progress: areas of strength Progress: areas to improve Progress: impact
1 GLH	3 GLH	12GLH	12GLH	2GLH

Each qualification within this suite is uniquely designed to be delivered to a group of learners at the same level or simultaneously to learners at different levels. A protype delivery model is provided to recognised centres. This is fully aligned to the requirements of each of the qualifications and should be delivered flexibly to support the centre's approach and their learners needs. Where an alternative model is required, recognised centres are required to submit the document to the awarding organisation. A clear justification for the alternative must be provided and supported by clear mapping and full alignment to all aspects of the qualification specification. In all cases the delivery models, schemes of work, lesson plans and materials must be approved by the awarding organisation prior to delivery.

Qualification suite registrations	The recognised centre is required to ensure that learners complete all learning and three assessment opportunities within a 2-year registration period.

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Qualification Assessment Conditions

The recognised centre is required to supplement RC5.5 of the **Transcend Recognised Centre Conditions** with the following rules. The assessment framework for this qualification is externally set by Transcend as the awarding organisation and marked internally by a qualified assessor within the recognised centre.

Assessment strategy	The recognised centre must ensure the following assessment strategy is complied with. The assessment methods are comprised of a portfolio of evidence which contains the assessment tools for practical observations with questioning. The assessment strategy at each level shows the difference in difficulty. The strategies are aligned to the unit assessment criteria and attainment indicators.

Strategies	Entry Level 1	Level 1	Level 2
Strategy 01: Purpose	Learner must identify the purpose of music and its elements in an urban context.	Learner must explain the purpose of music and its elements in an urban context.	Learner must analyse the purpose of music and its elements in a traditional and 21st century urban context.
Strategy 02: Profiles	Learners must recognise the profile of a range of urban music genres.	Learners explain the profile for a range of urban music genres.	Learners must analyse the profile of a range of urban music genres.
Strategy 03: Practical	Learners must develop urban music practice skills.	Learners must perform a piece of urban music in a selected genre.	Learners must produce a piece of urban music in a selected genre.
Strategy 03: Progress	Learners must review their personal growth through urban music practice skills.	Learners must review their personal growth through urban music performance skills.	Learners must analyse their personal growth through urban music production skills.

Assessment tasks	The recognised centre must ensure the learners complete the assessment tasks contained in the Learner Assessment Portfolio [LAP] provided by the awarding organisation. These are designed specifically to cover all assessment criteria and ensure standardisation of assessment. In the rare event that a centre identifies the need to utilise alternative tools, these must be submitted to the awarding organisation with detailed mapping to the unit specification. This will be checked for accuracy and comparability to ensure the level of demand in each task is comparable before approval.
Assessment environment	The recognised centre is required to ensure the assessment tasks are completed in a safe education environment. All assessment tasks must be completed under the observation of the assessor.

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Assessment authentication	The recognised centre is required to ensure that assessment tasks are completed by the learner without support from others. All assessment must be their own work. Assessors can authenticate the assessment during practical observations.
Assessment marking	The recognised centre is required to ensure that the assessments are marked by a qualified assessor in accordance with the assessment guidance which is contained in the success criteria in the learner assessment portfolios. It must also be marked in line with the fair assessment and VARCS rules of evidence. This means that the assessment must be valid, authentic, relevant, current, and sufficient. If learners are dissatisfied with the decisions in light of these rules' learners should follow their recognised centre's appeals process.
Assessment attainment	The recognised centre is required to ensure that the qualifications are all graded on a PASS/FAIL basis. Assessment criteria and attainment indicators are confirmed in the unit specifications. Assessment guidance is also available to support standardisation. These are made available to assessors and learners to support valid and accurate assessment across assessors, recognised centres and over time. Learners must produce evidence against each task and must PASS each task to be awarded the qualification. This must be marked in line with the success criteria to enable learners to achieve the qualification.
Assessment re-takes	The recognised centre is required to ensure learners are granted three assessment opportunities for each component of assessment. They may be charged for reassessment at their recognised centre's discretion. All assessment and reassessment must be completed within the 2-year period of registration. If learners have not been confirmed as competent by this time, they will not be awarded their qualification.
Assessment re-marks	The recognised centre is required to enforce re-marks at the request of the internal or external quality moderators or in the event of a learner appeal. Where this is associated with a written piece of work the recognised centre is required to arrange a remark by an alternative assessor. Where the two outcomes are different, we would expect that a third re-mark is completed. Where the recognised centre does not have this many qualified assessors, they are required to request support via the Transcend Engagement Team. Where the appeal is associated with the outcomes of the practical demonstration or professional discussion the assessment records should be reviewed. It is then down to the discretion of the recognised centre to investigate and determine whether the assessment decision stands or whether the assessment decision should be overturned. Where internal moderation has been completed on that particular assessment the decision should ideally stand unless evidence suggests otherwise. Only if learners have exhausted the recognised centre's appeals process should they bring the matter to the awarding organisation where the appeal will be managed in accordance with the *Transcend Appeals Policy.*

Qualification Suite Quality Assurance Conditions

The recognised centre is required to supplement RC5.5 of the **Transcend Recognised Centre Conditions** with the following rules noting that all qualifications in this suite have been assigned a **LOW** risk profile based upon the following risk indicators. The areas in green have been selected for each qualification in the suite based upon the information contained in this specification. An average of assigned risk levels is applied to establish the overall risk profile for each of the qualifications.

Risk indicator	Low	Medium	High
Qualification purpose	Personal development	Professional development	Professional practice
Qualification size	Award	Certificate	Diploma
Qualification level	EL3 – L2	L3-L4	L5-8
Qualification assessment method	Portfolio, Practical, PD or PPT	Portfolio and Practical or PD or PPT	Portfolio only
Qualification assessment manageability	Real time assessment not required	Real time assessment on course/programme	Real time assessments in workplace
Qualification assessment authentication	Assessor present	Assessor part present	Assessor not present
Risk Profile	LOW RISK		

Internal quality assurance	The recognised centre is required to have an internal quality assurance strategy in place which must consider: Internal scrutiny of qualification sites [safety checks] Internal scrutiny of qualification workforce [CPD checks] Internal scrutiny of qualification coordination [data[2] checks] Internal scrutiny of qualification delivery [teaching observations] Internal scrutiny of qualification assessment [risk-based moderation] Internal scrutiny of qualification assessment [standardisation activities]
Internal moderation	The recognised centre is required to conduct risk-based internal moderation activities. Internal moderation is defined as a form of **Centre Assessment Standards Scrutiny** for assessment which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The recognised centre is required to ensure that Internal moderation takes place on each cohort before results are reported to the awarding organisation and requests for certification are made. Sampling strategies must consider the following key risk indicators: • the risk profile for these qualifications which is LOW • the experience of the assessors in their role as an assessor • the experience of the assessors in the delivery of these qualifications • the assessment samples to include portfolios across every learner cohort • the assessment samples to include observations of practical assessment periodically • the number of learners registered and whether these attend a course or rolling programme. The recognised centre should identify a % of learners to be sampled per assessor per course OR a % of learners to be sampled per assessor on rolling programmes within a set period. The set period should be selected based upon the number of learners due for certification.

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[2] Data checks must as a minimum consider timely and accurate coordination of the course/programmes and must refer to the delivery venue, fair recruitment, initial assessment, access arrangements, learner agreements, allocation of workforce, attendance, retention, achievements across the assessment and reassessments for each task aligned to the assessment strategy, internal moderation dates, results reporting and certification requests. This data must be captured and subject to internal control for every learner prior to requests for certification being made.

External quality assurance	The recognised centre is required to cooperate with the external quality assurance activities conducted by the awarding organisation workforce. The external quality assurance approach determines the nature, frequency and sampling sizes as shown: Scrutiny of the qualification workforce competence checks on 100% bookings Scrutiny of the qualification delivery venue and facility safety via risk-based external **monitoring** activities. Scrutiny of the qualification coordination timings and accuracy via risk-based external **monitoring** activities. Scrutiny of the qualification delivery to prepare learners for assessment via risk-based external **monitoring** activities. Scrutiny of the qualification assessment standards via risk-based external **moderation** interventions. Scrutiny of the qualification internal quality assurance via risk-based external **moderation** interventions. The external **monitoring** activities take place during external **moderation** interventions. This enables us to evaluate compliance across the breadth of the centre recognition and supplementary qualification approval conditions at the same time as scrutinizing the assessment standards. This enables us to maximise the application of our resources. Our **external quality assurance reports** may be communicated per moderation intervention in a matrix via email or via the web based in the Transcend Awarding Management System via TAMS. This is dependent on the number of learners to be certificated and the level of compliance of the recognised centre in the delivery of the qualifications. We will collaborate with each centre to determine this. The rationale is to ensure efficiency in our reporting and certifications. Where a matrix approach is adopted, these will be collated periodically and uploaded into TAMS for audit purposes. All moderation outcomes will be reported via TAMS bookings prior to certification to ensure that all results are reported in TAMS and available to the recognised centre workforce.

External moderation	The recognised centre is required to cooperate with the awarding organisation's risk-based external moderation interventions. External moderation is defined as a form of **Centre Assessment Standards Scrutiny** for assessment which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The moderation strategy shown here is associated with the assessor's experience in delivering these qualifications, the **LOW** risk profile assigned to these qualifications and the recognised centres qualification approval risk profile for each of the qualifications. The strategy is designed to confirm the scrutiny method [moderation], the frequency of the interventions and the sample size [learners and assessment activities].
	Strategy 01: First assessments per assessor [aligned to the product risk profile which is LOW]
	Courses — 30% of 30 learners assessment to be moderated across 100% tasks within the LAP **per learner** for each new assessor
	Programmes — 30% of 30 learners assessment to be sampled across 100% tasks within the LAP **per learner** for each new assessor
	Strategy 02a: COURSE MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]
	Low risk — 20% LAPs to be moderated across 100% tasks within the LAP **across** learners for each assessor **per** booking
	Medium risk — 25% LAPs to be moderated across 100% tasks within the LAP **across** learners for each assessor **per** booking
	High risk — 30% LAPs to be moderated across 100% tasks within the LAP **across** learners for each assessor **per** booking
	Strategy 02b: PROGRAMME MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]
	Low risk — 20% LAPs to be moderated across 100% tasks within the LAP **across** learners for each assessor **across** bookings[3]
	Medium risk — 25% LAPs to be moderated across 100% tasks within the LAP **across** learners for each assessor **across** bookings
	High risk — 30% LAPs to be moderated across 100% tasks within the LAP **across** learners for each assessor **across** bookings

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[3] The term **across booking** is associated with a period which will be confirmed per centre dependent on the number of requests for certification within that time period. All learners within this time period per assessor will be considered to be a cohort.

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External moderation of real time assessments	The moderation strategies for real time assessment are associated with the **Low-risk** profile assigned to each qualification in this suite Real time assessment is defined as assessments where the learner and the assessor are present. In this qualification suite this refers to: • Practical demonstrations of urban music skills • Professional discussions on urban music skills
	Real time assessment strategy
	RTA Strategy EQA Presence and moderation annually as a minimum to all centres, per qualification per real time assessment.

Appendix 01: Qualification Version Control

This document is subject to version control. We will request feedback from centres in advance of any change. We will then inform centres of the changes made in advance and will re-publish the specification via our website. All changes will be tracked here and confirmed as an updated version.

Version	Publication	Details
Version 01	21 Jun 2020	**Publication 01**
Version 02	01 Sep 2021	**Publication 02:** The Qualification Quality Assurance Conditions section has been updated to include centre assessment standards scrutiny strategies for this qualification suite.