

London College of Music Examinations

Creative Media

Broadcast Journalism

DipLCM Syllabus

Valid from:

2022 until further notice

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1.1 Introduction

London College of Music Examinations (LCME)

External examinations have been awarded by the London College of Music since the institution's founding in 1887. Today, examinations are held throughout the United Kingdom, Republic of Ireland and at many overseas centres; they are unique in the graded sector in being awarded by a university, ensuring the added quality assurance of the University of West London (UWL), who is the issuer of certificates. Graded and diploma examinations in most subjects are regulated by Ofqual, and other UK regulators. Candidates applying to UK universities through the UCAS system are eligible to claim UCAS points if they achieve a Pass or higher at Grades 6 to 8 in a regulated subject.

GoCreateAcademy

GoCreateAcademy create and deliver a globally recognised series of new online creative courses and qualifications, provided by world class experts, in partnership with respected broadcasters, brands and educational institutions. All GoCreateAcademy courses are run by industry experts, passionate about their craft and sharing their experience. These creative media awards have been developed with the University of West London's London College of Music Examinations to provide students with unique qualifications.

What makes LCME distinctive

LCME's graded and diploma qualifications make a distinctive contribution to education in music, drama and communication, because of the emphasis placed upon:

- creative thinking
- an encouragement to think technically and critically about the repertoire performed, and the opportunity to communicate this in practical exams
- a distinctively broad stylistic range of tasks and repertoire, with a strong emphasis towards the acquisition and demonstration of skills and understandings that are of contemporary relevance to the performing arts
- the provision of assessment in areas not traditionally included within the scope of graded exams
- the provision of flexible examination formats and arrangements

Syllabus objectives

A course of study based on this syllabus is intended to provide:

- a structured approach, incorporating a choice of progression routes, enabling students to develop their capability and expertise as a performer at an advanced level, or to learn to teach instrumental or vocal music in a studio context with confidence and authority
- an enduring love, enjoyment and understanding of the digital/creative arts and media, from the perspective of both participants and audience
- the basis to develop relevant and usable skills and concepts
- skills in organisation, planning, problem solving and communication
- enhanced ability in acquiring the personal disciplines and motivation necessary for lifelong learning

- opportunities for learning and assessment that are creatively challenging
- a progressive and unified assessment system, enabling candidates to plan and obtain an effective education in digital/creative arts and media, equipping candidates with added-value to enhance career routes, educational opportunities and decision making

1.2 Syllabus validity

This syllabus is from 2022 until further notice.

1.3 Accreditation

DipLCM qualifications in Creative Media are accredited and awarded by the University of West London. They are not regulated by Ofqual.

1.4 Examination entry

Exams for the DipLCM in Creative Media: Broadcast Journalism are taken entirely online and comprise of the submission of a portfolio, a recorded commentary and a live discussion. They can be taken any time of year — subject to examiner availability.

At the time of entry and registration, candidates will be required to submit their prepared portfolio and presentation which will be assessed as part of the award (see section 2). This portfolio should be uploaded in the relevant formats depending on the medium. e.g. video format which reflects minimum professional standards: Full HD 1920x1080(1080p) or Normal HD 1280x720 (720p). Audio should be uploaded in an audio format which reflects minimum professional standards: 44.1k, 16bit Wav, AIFF, MP3 (320 Kbps) or higher. Any static visual content should be presented as standard PDF format suitable for high quality print, minimum 300dpi.

Upon receipt of the portfolio and recorded commentary submission, each candidate will be contacted by GCA to arrange a date for the online discussion component. Candidates must ensure they have a suitable quality webcam, audio and bandwidth to support the discussion. During this assessment, the examiner may request permission to view material via sharing the candidate's computer screen.

The live video discussion must be conducted in closed conditions. No one apart from the candidate is allowed in the examination room with the following exceptions: an approved person, such as a parent or teacher, or a language interpreter, where this concession has been granted prior to the discussion as the result of a request for reasonable adjustments for a candidate with particular needs.

Candidates will not receive any marks or feedback until all components of the examination have taken place. To register for entry, please visit <https://lcme.uwl.ac.uk/upload-work>

1.5 Examination duration (Discussion component)

The live discussion component for the DipLCM in Creative Media: Broadcast Journalism, will take approximately 20 minutes.

1.6 Age groups

These examinations are open to all, and there are no minimum age restrictions. However, in practice, it is unlikely that candidates below the age of 16 will possess the degree of technical and discursive maturity required for success at DipLCM level.

1.7 Assessment and results

Marking

Qualifications are awarded by the University of West London (UWL). Examinations are conducted by trained external examiners. In awarding marks, examiners will take into account the extent to which the assessment domains (see section 3.2) are demonstrated within the individual examination components. A Pass in each individual examination component is not required to pass overall.

Awards

Candidates must attain an overall minimum mark of 75% in order to pass the exam. Achieving 75% in each individual examination component is not required to pass overall. Candidates who successfully complete the diploma are permitted to append the letters DipLCM to their name.

Issue of results

A digital written report will be compiled for each examination and candidates will be informed of the result of examinations as soon as possible.

Repeats of exams

Where a candidate is not able to reach the minimum standard for a pass in an examination, application for re-examination is permitted upon payment of the current entry fee. Candidates cannot carry over any marks from previously approved examination components; all components must be completed again on re-examination.

Enquiries, complaints and appeals

Information on how to make an enquiry, complaint or appeal is published in the Enquiries and Appeals Policy and the Complaints Procedure documents available on the LCME website.

1.8 Reasonable adjustments and special consideration

Information on assessment, examination and entry requirements for candidates with specific needs is published in the document Equality of Opportunity, Reasonable Adjustments and Special Consideration policy available from the LCME website.

1.9 Attainment levels

Candidates who enter for this examination will be expected to demonstrate a technical, interpretative and communicative standard which is consistent with an RQF Level 4 (first-year) undergraduate presentation. Candidates are expected to employ varied material, address distinct audiences, and show understanding of preparation and performance requirements.

1.10 Prerequisite qualifications

There are no prerequisite qualifications required in order to enter for this examination.

1.11 Examination regulations and information

Full details of all examination regulations are published in the Regulations and Information document available on the LCME website.

2. Examination requirements

The following requirements should be read in conjunction with the respective marking schemes detailed in section 3.3.

Component 1: Portfolio

60 marks

Candidates are required to submit a portfolio of three contrasting examples of Broadcast Journalism from the list below. In order to represent the variety of journalistic areas which can be covered by this form of creative media, candidates can choose their own portfolio submission content from the following:

- A minimum of 2 minutes video presentation: This can be either a real-world broadcast (e.g. TV or Online) or the candidate can simulate any scenario to imitate a real broadcast. This could take the form of news reading, a specialised report, a sports report etc.
- A minimum of 3 minutes airtime audio presentation: This can be either real-world (radio or podcast) broadcasts or simulate any scenario to imitate a real broadcast. This could take the form of news reading, a specialised report, a sports report etc.
- A minimum of 2 minutes outside broadcast on a newsworthy event, sporting occasion, concert or similar in either audio or visual (video) format.
- A minimum of 2 minutes in-person or remote interview in either audio or visual (video) format.
- A social media campaign consisting of a minimum of 6 posts on 2 different platforms (of your choice Instagram, Facebook, Twitter, LinkedIn, VK, Weibo etc), These could be in the form of video, GIFFS or static/animated images/text.
- 2 separate short-form Blogs (Approximately 500 words) either as a 2-part series or 2 completely separate stand-alone Blogs.

The following list is not exhaustive, but provides guidance on creating content for relevant subject areas:

- climate Crisis
- news or documentary programs
- diversity Issues
- advertorial on a product, service or brand
- beauty / fashion / fitness
- sports
- lifestyle
- movie / television / book review
- travel
- pop culture / gossip
- live event / concert
- any other relevant subject

All material submitted must be original, and candidates should select their subject matter with care so as to demonstrate a wide range of concepts, techniques and ideas consistent with the appropriate diploma level. The portfolio should be interesting, balanced and varied. An original and creative approach to programme building is encouraged. Candidates should ensure the individual portfolio elements are

clearly labelled and include a short (approximately 500 word) rationale explaining each piece of work.

Visual Presentation

Candidates must submit a minimum of a 2 minute video of either a real-world or simulated visual broadcast/s. The interpretation of Real-world in this context is, a broadcast that the candidate performed for a TV, Radio (with webcam recording), online station or any relevant media. Candidates are required to include all relevant information about the broadcast, (station, program, date/time, segment name) etc. Candidates are welcome to simulate any visual broadcast scenario environment of their own choice, using whatever means they can. Consideration should be given to quality of the narrative, the pacing of the presentation, story structure/arc as well as any other relevant interpretive elements that are included. Marks will not be awarded for the 'authenticity' of any simulation created (for example if you turned your living room into a TV studio), but on the quality of broadcast journalism skills demonstrated. With this in mind, however, candidates must ensure that any video content is clear, focussed and audible to the examiner. Video content should be submitted in Full HD 1920x1080 (1080p) or Normal HD 1280x720 (720p).

Audio Presentation

Candidates must submit a minimum of a 3 minute piece of audio. This can be either real-world (radio or podcast) broadcasts or a simulated audio broadcast like a radio segment or podcast. The interpretation of Real-world in this context is, a broadcast that the candidate performed for a Radio, Podcast, online station or any relevant media. Candidates are required to include all relevant information about the broadcast, (station, program, date/time, segment name) etc. Consideration should be given to quality of the narrative, the pacing of the presentation, story structure/arc as well as any other relevant interpretive elements that are included and the quality of broadcast journalism skills demonstrated. Audio content should be submitted at broadcast standard, Wave or AIFF format at minimum 44.1k and 16 bit to higher.

Outside Broadcast (OB)

Candidates must submit a minimum of a 2 minute outside broadcast on a newsworthy event, sporting occasion, concert or similar in either audio or visual (video) format. The submission should demonstrate a solid technical operation of appropriate technologies to achieve this. Consideration should be given to quality of the narrative, the pacing of the presentation, story structure/arc as well as any other relevant interpretive elements that are included and the quality of broadcast journalism skills demonstrated. Candidates will be required to include all relevant information about the event, location, date/time and any permissions (legal or otherwise) that were needed to broadcast the event. Video content should be submitted in Full HD 1920x1080 (1080p) or Normal HD 1280x720 (720p). Audio content should be submitted at broadcast standard, Wave or AIFF format at minimum 44.1k and 16 bit to higher.

Interview

Candidates must submit a minimum of a 2 minute in-person or remote interview (via zoom or similar) with themselves interviewing a chosen guest in either audio or visual (video) format. The interviewee can be anybody the candidate chooses, though credit will be given to the choice of personality and the subject matter discussed based on perceived journalistic interest. The interview should demonstrate the candidate's preparation and research with respect to the structure of the interview and the quality of questions asked. The candidate should ideally attempt to manage the interview in a controlled, fluent

and personable manner where possible. If the interview is in-person and a video, where possible the candidate should give consideration to seating arrangements, camera angles and environment. If audio, then consideration to mic placement and acoustic environment is important. If the interview is held online via Zoom, Streamyard, RiversideFM or similar, the candidate should record at the highest possible video/audio rates possible and ensure a fast Internet connection is available. Poor quality recordings that inhibit the evaluation process, will not be assessed.

Social Media Campaign

Candidates must submit a social media campaign consisting of a minimum of 6 posts on any 2 different social media platforms (of your choice Instagram, Facebook, Twitter, LinkedIn, VK, Weibo etc), These posts can take the form of video, GIFFS or static/animated images/text. This campaign should be accompanied by a short written rationale (approximately 1000 words) explaining the thinking, strategy and execution of the campaign, individual copies of each post (image, text, video, and giff formats) and links to any posts if published to any social media platform. Candidates should demonstrate thought and consideration to the following: Engagement, attention-grabbing headline, clarity of message, response and stats (if applicable).

Blog Posts

Candidates must submit 2 separate short-form Blogs (Approximately 1000 words) either as a 2-part series or 2 completely separate stand-alone Blogs. Though in short-form format, the Blog posts should endeavour to display the following: A magnetic headline, a compelling lead, useful subheads, informative and engaging body, appealing graphics (where appropriate), powerful call-to-action, relevant internal link and good meta description for SEO purposes. The Blog post should be submitted as a PDF with any meta data or SEO information submitted at the end of the Blog under the heading: SEO/Meta data.

Component 2: Recorded Commentary

20 marks

Candidates are required to submit a 5-minute video or audio recording, which should be a reflective self-commentary on skills developed during the production process, any challenges that were overcome (technological, aesthetic or otherwise) and any observations candidates feel are relevant whilst producing their portfolio. This should also highlight the skills they have developed and include observations on the creative process and the specific reasoning behind any creative decision-making. The candidate should also explain why their idea was the most suitable creative route to take.

This video or audio presentation should be uploaded in video/audio formats which reflects minimum professional standards: Video = Full HD 1920x1080 (1080p) or Normal HD 1280x720 (720p). The use of smartphone for filming or recording purposes is acceptable. Audio = Wav or AIFF at Broadcast quality, minimum 44.1k 16bit.

Component 3: Discussion

20 marks

The discussion will take place online, in real time, and the examiner will lead a discussion with the candidate on all aspects of their portfolio and recorded presentation. The candidate will be expected to demonstrate detailed technical and contextual knowledge on the content of the portfolio. Questions may be asked on the following:

- how the portfolio copy content were constructed; expanding on points raised in the recorded commentary, if necessary
- an understanding of the importance of cinematography (for any video submitted); including camera movement and composition
- the narrative / storyline within each submitted artefact
- filming/recording and editing choices, including your choice of equipment and compositional techniques e.g. Cameras, camera angles, location, lighting, recorders, microphones, headphones and subsequent editing decisions
- an understanding of relevant journalistic activities which could be used to increase a subscriber base, including the integration of relevant social media platforms
- a broad knowledge of key Broadcast journalism techniques in the respective chosen subjects demonstrated in the portfolio submission how any script or interview questions were learnt and prepared for the recording, including any problems and how they were overcome
- a critical self-evaluation and reflection of the submitted content, including aspects which were felt to be well done, and any which could have been improved
- a critical self-evaluation of the submitted presentation
- wider background knowledge of Broadcast Journalism, particularly in relation to industry regulation and media law

Candidates will need to ensure webcam, audio and suitable bandwidth to support the discussion and that the relevant audio software is installed on the interview computer. The examiner may request to view the candidate's screen to see them perform a particular task or to assist in answering a question.

3. Assessment

3.1 How marks are awarded

Examiners will award a mark for each component of the exam, as detailed below:

Examination components	Weightings (%)
Portfolio (three individual audio productions)	60 (20 per audio production)
Presentation	20
Discussion	20

3.2 Assessment domains

Assessment objectives

Candidates will be assessed on their ability to demonstrate mastery of the following:

- **Media skills:** the extent to which appropriate media skills are demonstrated and effectively controlled and executed
- **Creative approach:** the ability to demonstrate an understanding of the undertaken creative process
- **Contextual knowledge:** the understanding of a clearly defined structure to the work, including a demonstration of core principles of the presented media
- **Communication:** the degree to which the candidate communicates with, and engages the recipient through the use of appropriate verbal, non-verbal and/or interactive communication skills
- **Personal response:** to creating and delivering the audio production portfolio

Coverage of the assessment domains

The following table shows the assessment domains which apply within each examination component:

	Media skills	Creative approach	Contextual knowledge	Communication	Personal response
Portfolio	✓		✓	✓	
Presentation		✓		✓	
Discussion		✓		✓	✓

Approximate weighting of the assessment domains

The following tables show the approximate weighting of the relevant assessment domains within each component of the exam:

Portfolio

Media skills	Contextual knowledge	Communication
35%	35%	30%

Presentation

Creative approach	Communication
60%	40%

Discussion

Creative approach	Communication	Personal response
30%	15%	55%

3.3 Marking scheme

Portfolio

The examiner will consider the audio productions separately, and will award a mark for each. These marks will be combined to produce the mark for the portfolio, with equal weighting. In awarding the marks, the examiner will take into account the following:

Assessment domain	Approved, upper level (85–100%)	Approved (75–84%)	Not approved, upper level (55–74%)	Not approved, lower level (0–54%)
Media skills (video/audio recording and editing)	The presented footage exhibits streaming techniques/video transitions (and / or effects) which are sophisticated, imaginative and well-timed; supporting the overall narrative, whilst engaging and maintaining a high level of interest for the viewer.	The presented footage exhibits streaming techniques/video transitions (and / or effects) which are of a generally high quality and are mostly well-timed; largely supporting the overall narrative, whilst engaging and maintaining a good level of interest for the viewer.	The presented footage exhibits streaming techniques/some video transitions (and / or effects), although these may require a greater level of finesse with regards to the quality and timing. The narrative may not always be supported, and the interest of the viewer may not always be held.	The presented footage exhibits streaming techniques/little or no video transitions (and / or effects), and requires much more finesse or inclusion than is offered. The narrative is not supported, and there is little evidence to suggest that the interest of the viewer could be maintained.
Contextual knowledge (story content/narrative)	The presented footage demonstrates a very coherent and fluent structure; including an effective and clearly defined introduction, body, and conclusion to the content of the work. The generally accepted principles of online identity, Online Presenting & Live Streaming and social media presence are evidently demonstrated.	The presented footage demonstrates a coherent and fluent structure; including a clearly defined introduction, body and conclusion to the content of the work. The generally accepted principles of online identity, Online Presenting & Live Streaming and social media presence are demonstrated.	The presented footage demonstrates a rather limited sense of structure; with the introduction, body, and conclusion of the content of the work not always easily identifiable. The generally accepted principles of online identity, Online Presenting & Live Streaming and social media presence are limited and not always demonstrated.	The presented footage demonstrates the absence of a sense of structure, and the introduction, body and conclusion to the work are either not included, or very poor in standard. The generally accepted principles of Online identity, Online Presenting & Live Streaming and social media presence are absent or very poorly demonstrated.

Recorded Commentary

The examiner will consider the presentation and award a mark. In awarding the marks, the examiner will take into account the following:

Assessment domain	Approved, upper level (85–100%)	Approved (75–84%)	Not approved, upper level (55–74%)	Not approved, lower level (0–54%)
Creative approach	The technical and creative choices demonstrated in the submitted portfolio were presented with eloquence, clarity and rigour, and the supporting audio is well considered; providing excellent accompanying support, as appropriate.	The technical and creative choices demonstrated in the submitted portfolio are presented to a good standard. The supporting visual aids are suitably executed and utilised; providing secure accompanying support, as appropriate.	The technical and creative choices demonstrated in the submitted portfolio are not always reliably or thoroughly explained and/or presented. The supporting audio needs greater refinement and/or to be utilised in a more applicable manner.	The technical and creative choices demonstrated in the submitted portfolio are not included and/or delivered to a suitable standard. The supporting audios needs much greater consideration to be representative of this level of study.
Communication	Excellent verbal communication skills are demonstrated and these are used effectively and convincingly throughout the presentation. A high level of audience engagement is established and maintained.	Admirable verbal communication skills are demonstrated, and these are used well throughout the presentation. A competent level of audience engagement is established and maintained.	Verbal communication skills are not always convincingly demonstrated, with more consideration needed in these areas. A secure level of audience engagement is not always shown.	Verbal communication skills are poorly presented, with much more consideration needed in these areas. The appropriate level of audience engagement is either absent or very poorly demonstrated.

Discussion

The examiner will consider the discussion and award a mark. In awarding the marks, the examiner will take into account the following:

Assessment domain	Approved, upper level (85–100%)	Approved (75–84%)	Not approved, upper level (55–74%)	Not approved, lower level (0–54%)
Contextual knowledge (story content/narrative)	The presented content demonstrates a very coherent and fluent structure; including an effective and clearly defined introduction, body, and conclusion to the content of the work.	The presented content demonstrates a coherent and fluent structure; including an effective and clearly defined introduction, body, and conclusion to the content of the work.	The presented content demonstrates a rather limited sense of structure; with the introduction, body, and conclusion of the content of the work not always easily identifiable.	The presented content demonstrates the absence of a sense of structure, and the introduction, body and conclusion to the work are either not included, or very poor in standard.
Communication	Excellent verbal and non-verbal communication skills are demonstrated, by the journalist, and these are used effectively and convincingly throughout the presented footage. Interaction with interviewees (if applicable) and / or with the camera is very strong, and ensures a high level of demonstrable personality and audience interest.	Admirable verbal and non-verbal communication skills are demonstrated, by the journalist, and these are used effectively and convincingly throughout the presented footage. Interaction with interviewees and / or with the camera is good, and a competent level of demonstrable personality and audience interest identified.	Verbal and non-verbal communication skills are not always convincingly demonstrated by the presenter, with more consideration needed to these areas. Interaction with interviewees (where applicable), and/or with the camera is sometimes ineffective, and demonstrable personality and audience interest is not always given.	Verbal and non-verbal communication skills are largely poorly presented, with much more consideration needed to these areas. Interaction with interviewees (where applicable) and/or the camera is ineffective, with a demonstrable personality and audience interest either absent or very poorly demonstrated.
Personal response	Candidates are able to eloquently and thoroughly describe personal approaches to learning, including a very informed personal appraisal of the audio production portfolio and the supporting presentation.	Candidates are able to effectively describe personal approaches to learning, including an informed personal appraisal of the audio production portfolio and the supporting presentation.	Personal approaches to learning are not always effectively understood or communicated by the candidate. The personal appraisal may lack some of the detail required for this level of study, and may be descriptive, rather than analytical, in nature.	Personal approaches to learning are not effectively understood or demonstrated by the candidate. The personal appraisal may be somewhat superficial and in need of a much more critical and analytical approach to be convincing.

Assessment domain	Approved, upper level (85–100%)	Approved (75–84%)	Not approved, upper level (55–74%)	Not approved, lower level (0–54%)
Creative approach	Key concepts are clearly understood and are articulately portrayed to the examiner. Responses are thorough, and demonstrate a wider knowledge of the Broadcast Journalism industry, and how these have influenced the choices made in the submitted portfolio.	Key concepts are understood and communicated effectively to the examiner. The responses are secure and demonstrate a level of knowledge which is fully representative of the achievements of the submitted portfolio.	Key concepts are not always reliably discussed or successfully understood. The responses are sometimes lacking in clarity or comprehension and may require a more in-depth approach in order to be totally convincing.	Key concepts are not discussed or understood to the appropriate standard, and the given responses will be requiring a greater level of scope, depth and understanding than that which is demonstrated.
Communication	Excellent verbal communication skills are demonstrated and these are used effectively and convincingly throughout the presentation. A high level of audience engagement is established and maintained.	Admirable verbal communication skills are demonstrated, and these are used well throughout the presentation. A competent level of audience engagement is established and maintained.	Verbal communication skills are not always convincingly demonstrated, with more consideration needed in these areas. A secure level of audience engagement is not always shown.	Verbal communication skills are poorly presented, with much more consideration needed in these areas. The appropriate level of audience engagement is either absent or very poorly demonstrated.

3.4 Attainment descriptors

Approved, upper level (85–100%)

Candidates who achieves a mark in this band will have offered highly creative, articulate and informed submissions and responses in all or most of the components. They will have demonstrated secure technical accomplishment and shown evidence of excellent creativity and individuality. Through their audio production, they will have demonstrated thorough contextual knowledge and a high sense of technical accomplishment, showing a clear sense of purpose in relation to the material appropriate to the level of diploma being examined.

Approved (75–84%)

Candidates who achieves a mark in this band will have offered an accurate, creative and fluent response in all or most of the components. They will have demonstrated a good standard of technical accomplishment and shown significant evidence of creativity and individuality. Through their audio production, they will have demonstrated largely assured contextual, and rudimentary, knowledge; communicating a sense of understanding, and some sense of individual personality in relation to, the material, appropriate to the level of diploma being examined.

Not approved, upper level (55–74%)

Candidates who achieves a mark in this band will have demonstrated a level of inaccuracy, some absence of creativity and/or a lack of fluency in all or most of the components. They will not have demonstrated an acceptable standard of technical accomplishment, and there may be some omission of imagination and/or technical accomplishment. Their knowledge and understanding of rudimentary and contextual knowledge

will have been judged to be below the standard required to pass. Through their audio production, they will have failed to communicate a sufficient degree of understanding of mixing and producing audio, appropriate to the level of diploma being examined.

Not approved, lower level (0–54%)

Candidates who achieves a mark in this band will have demonstrated a significant level of inaccuracy, an absence of creativity and/or fluency in all or most of the components. Their standard of technical accomplishment will have been judged to be significantly below that required to pass, and there will be a substantial lack of creativity and individuality. Their knowledge and understanding of rudimentary and contextual knowledge will have been minimal in relation to the requirements of the diploma. Through their audio production, they will have failed to communicate any discernible understanding of the material, and they will not have succeeded in mixing and producing audio appropriate to the level of diploma being examined.

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