Pearson BTEC Entry Level Award in Creative Media Production (Entry 3) (QCF)

Pearson BTEC Level 1 Award/ Certificate/Extended Certificate/Diploma in Creative Media Production (QCF)

Specification

Pearson BTEC qualification

First teaching September 2010

Amended specification for first teaching September 2013

Issue 3

PEARSON

This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Contents

Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment

1 Introducing Pearson BTEC Specialist qualifications

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry to level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full time or part time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, ie Technical Certificates.

There are three sizes of BTEC specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2   Qualification summary and key information

Qualification title	Pearson BTEC Entry Level Award in Creative Media Production (Entry 3) (QCF)
QCF Qualification Number (QN)	500/8484/7
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	1 September 2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	45-60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the *Edexcel Access and Recruitment policy* (see *Section 10, Access and recruitment*).

Qualification title	Pearson BTEC Level 1 Award in Creative Media Production (QCF)
QCF Qualification Number (QN)	500/8482/3
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	1 September 2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	7
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	60-70
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the *Edexcel Access and Recruitment policy* (see *Section 10, Access and recruitment*).

Qualification title	Pearson BTEC Level 1 Certificate in Creative Media Production (QCF)
QCF Qualification Number (QN)	500/8423/9
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	1 September 2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	16
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	145-160
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the *Edexcel Access and Recruitment policy* (see *Section 10, Access and recruitment*).

Qualification title	Pearson BTEC Level 1 Extended Certificate in Creative Media Production (QCF)
QCF Qualification Number (QN)	601/0579/3
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	1 September 2013
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	27
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	270
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the *Edexcel Access and Recruitment policy* (see *Section 10, Access and recruitment*).

Qualification title	Pearson BTEC Level 1 Diploma in Creative Media Production (QCF)
QCF Qualification Number (QN)	500/8544/X
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	1 September 2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	335-370
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the *Edexcel Access and Recruitment policy* (see *Section 10, Access and recruitment*).

QCF qualification title and Qualification Number

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Edexcel Information Manual* on our website at www.edexcel.com

Objective of the qualifications

The Pearson BTEC Entry Level (Entry 3) (QCF) and Pearson BTEC Level 1 Award/Certificate/Diploma (QCF) in Creative Media Production have been developed to give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Entry or Level 1 vocationally related qualification
- prepare for employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

Pearson BTEC Entry Level Award (Entry 3) (QCF) (6 credits)

The 6-credit Pearson BTEC Entry Level Award (Entry 3) (QCF) offers a 'taster' qualification that focuses on the personal qualities and work skills that are required for a particular vocational sector.

Pearson BTEC Level 1 Award (QCF) (7 credits)

The 7-credit Pearson BTEC Level 1 Award (QCF) provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Pearson BTEC Level 1 Certificate (QCF) (16 credits)

The 16-credit Pearson BTEC Level 1 Certificate (QCF) extends the work-related focus from the Pearson BTEC Level 1 Award (QCF) and covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 1 Certificate (QCF) offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 1 Certificate (QCF) can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Pearson BTEC Level 1 Extended Certificate (QCF) (27 credits)

The 27-credit Pearson BTEC Level 1 Extended Certificate (QCF) extends the work-related focus from the Pearson BTEC Level 1 Certificate (QCF) and offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. It also provides a substantial programme of study for learners which can form part of the 16-19 study programme.

Pearson BTEC Level 1 Diploma (QCF) (37 credits)

The 37-credit Pearson BTEC Level 1 Diploma (QCF) extends the work-related focus from the Pearson BTEC Level 1 Certificate (QCF). There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

Progression opportunities through Pearson qualifications

The intended destinations for learners successfully achieving these qualifications include:

- GCSEs and/or A Levels
- Diplomas
- apprenticeships
- supported employment
- independent living.

The Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Creative Media Production (QCF) support progression to other Level 1 and Level 2 qualifications by allowing learners to study personal and employability skills units in this qualification.

The Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Creative Media Production (QCF) provide the knowledge, skills and understanding for Level 1 learners to progress to:

- other Level 1 vocational qualifications and related competence-based qualifications
- level 2 vocational qualifications, such as Pearson BTEC Level 1/Level 2 First Extended Certificate in Creative Digital Media Production

Industry support and recognition

These qualifications are supported by Creative Skillset, the Sector Skills Council (SSC) for creative industries.

Relationship with National Occupational Standards

These qualifications relate to the National Occupational Standards in Animation, Broadcast Journalism, Camera, Directors, Editing, Interactive Media and Computer Games, Lighting for Film and Television, Photo Imaging, Production (Film and TV), Publishing, Radio Content Creation, Sound, 'F' and 'X' Standards, and IT Users. The mapping document in Annexe A shows the links between the units within this qualification and the National Occupational Standards.

3   Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Specific resource requirements

As well as the general requirements above, there are specific resource requirements that centres must meet, they are listed below.

Unit	Resources required
Unit 1: Developing Creative Media Skills	The exact media used will depend on the centre's resources. Learners should, where possible, have the opportunity to explore the use of television, radio, audio tapes, video, newspapers, a variety of advertisements, posters and the internet. They will also need materials to help them to prepare their presentations; for example art materials, cameras, video cameras, paper, computer software packages, and drama props. Visiting speakers from marketing companies, drama groups, leisure/entertainment companies and education departments could also be a useful source of information.
Unit 2: Desktop Publishing Software	Learners will need access to appropriate software to allow the production of different types of publications, for example desktop publishing software, multimedia software, and access to the internet. In addition learners must have access to either different types of information, for example graphic images, or other sources of information.

Unit 3: Using the Internet	To deliver this unit, centres will need to have a local area network with browser application software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the units
Unit 4: Creating Images Digitally	So that learners can meet the learning outcomes, resources should include computers, scanners, digital cameras and appropriate software.
Unit 5: Investigating Interactive Media Products	The resources needed will vary according to the specific technical and material demands of the multimedia tasks chosen, but are likely to include computers with appropriate software, hardware and peripherals, examples of multimedia products, specialist journals and other reference materials.
Unit 6: Developing Multimedia Products	Sufficient resources, work and storage space should be available for learners to explore the range of materials and techniques identified in this unit. The following types of equipment are appropriate at this level: • traditional graphic mediums – drawing pens, pencils, etc • computers and printers • software for the manipulation of digital images • image and sound editing • digital cameras or flatbed scanners.
Unit 7: Developing Video Products	Resources should be available for learners to watch and take part in evaluating video programmes either in a group or an individual context. Appropriate filming equipment and editing resources must be available to the learner.
Unit 8: Exploring Digital Photography	Sufficient resources, work and storage space should be available for learners to explore the range of materials and techniques identified in this unit. The following equipment would be appropriate at this level: • digital cameras

	• lighting equipment – Tungsten halogen lamp units, electronic flash units, reflectors
	• computers and printers
	• software for the manipulation of digital images
	• flatbed scanners.
Unit 9: Developing Animation	Centres could offer research resources in the form of relevant books, videos and internet access on technique, history and contemporary practices, which can be accessed.
	Learners should have access to adequate production equipment. This may take the form of a traditional rostrum with film or video recording and suitable audio facility or of appropriate computer software packages.
Unit 10: Developing Audio Production	Learners need access to a range of facilities that must include portable recording equipment, studio facilities, a range of microphones with varying pick up patterns and mixing desks or computers with multi-track mixing facilities.
	Examples of professional recordings and scripts should be made available to learners.
	Learners will need internet access for research purposes as well as access to books on radio production and industry journals.
Unit 11: Audio and Video Editing	Resources should be available for learners to watch and take part in critical evaluations of video/audio/visual materials either in a group or in an individual context. Appropriate editing equipment is required. A suitable level of either analogue (two-machine or three-machine edit) or digital editing facilities (timeline-based or non-linear) should be available for the completion of any video process.
Unit 12: Website Software	Learners will need to have access to website software that allows use of all of the different features listed in the unit content. Learners will need to be able to upload their website and test it once it has been uploaded.

Unit 13: Job Opportunities in Creative Media	Centres should develop and maintain their own library of resources containing up-to-date information on the creative media sector.
Unit 21: The Creative Media Sector	Centres should develop and maintain their own library of resources containing up-to-date information on the creative media sector.
Unit 22: Media Audiences and Products	Centres are recommended to use Books which cover the content of this unit in an appropriate way for Level 2 learners. Centres should also develop their own library of suitable media products for learners to study, including print material, computer games, radio and television programmes and films recorded 'off air' (or DVD versions with bonus materials) as appropriate to their programme. Centres must ensure that they have copyright clearances for copying and recording material.

4   Qualification structures

Pearson BTEC Entry Level Award in Creative Media Production (Entry 3) (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification	6

Minimum number of credits required from Group 1	3
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Group 1

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
1	F/505/1498	Developing Creative Media Skills	Entry 3	3	30
2	Y/502/0175	Desktop Publishing Software	Entry 3	2	15
3	F/502/0171	Using the Internet	Entry 3	1	10
4	F/601/2162	Creating Images Digitally	Entry 3	3	30

Group 2

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
15	D/503/2814	Working in a Team	Entry 3	3	30
16	T/503/2821	Preparing for Work Placement	Entry 3	1	10
17	A/503/2822	Learning from Work Placement	Entry 3	2	10

Pearson BTEC Level 1 Award in Creative Media Production (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification	7

Minimum number of credits required from Group 1	4

Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.

Group 1

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
5	L/601/2164	Investigating Interactive Media Products	1	4	40
6	Y/601/2166	Developing Multimedia Products	1	4	40
7	J/505/1499	Developing Video Products	1	4	40
8	D/601/2170	Exploring Digital Photography	1	4	40
9	T/505/1501	Developing Animation	1	4	40
10	T/601/2174	Developing Audio Production	1	4	40
11	A/505/1502	Audio and Video Editing	1	4	40
13	J/601/2177	Job Opportunities in Creative Media	1	4	40

Group 2

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
1	F/505/1498	Developing Creative Media Skills	Entry 3	3	30
2	Y/502/0175	Desktop Publishing Software	Entry 3	2	15
3	F/502/0171	Using the Internet	Entry 3	1	10
4	F/601/2162	Creating Images Digitally	Entry 3	3	30
12	L/502/4630	Website Software	1	3	20
14	K/504/9146	Carrying out an Individual Project	1	3	30
18	R/503/2843	Working in a Team	1	3	30
19	F/503/2854	Preparing for Work Placement	1	1	10
20	J/503/2855	Learning from Work Placement	1	2	10

Pearson BTEC Level 1 Certificate in Creative Media Production (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification	16

Minimum number of credits required from Group 1	12
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Group 1

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
5	L/601/2164	Investigating Interactive Media Products	1	4	40
6	Y/601/2166	Developing Multimedia Products	1	4	40
7	J/505/1499	Developing Video Products	1	4	40
8	D/601/2170	Exploring Digital Photography	1	4	40
9	T/505/1501	Developing Animation	1	4	40
10	T/601/2174	Developing Audio Production	1	4	40
11	A/505/1502	Audio and Video Editing	1	4	40
13	J/601/2177	Job Opportunities in Creative Media	1	4	40

Group 2

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
1	F/505/1498	Developing Creative Media Skills	Entry 3	3	30
2	Y/502/0175	Desktop Publishing Software	Entry 3	2	15
3	F/502/0171	Using the Internet	Entry 3	1	10
4	F/601/2162	Creating Images Digitally	Entry 3	3	30
12	L/502/4630	Website Software	1	3	20
14	K/504/9146	Carrying out an Individual Project	1	3	30
18	R/503/2843	Working in a Team	1	3	30
19	F/503/2854	Preparing for Work Placement	1	1	10
20	J/503/2855	Learning from Work Placement	1	2	10
21	T/600/6469	The Creative Media Sector	2	5	30
22	M/600/6471	Media Audiences and Products	2	5	30

Pearson BTEC Level 1 Extended Certificate in Creative Media Production (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification	27

Minimum number of credits required from Group 1	26
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Group 1

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
5	L/601/2164	Investigating Interactive Media Products	1	4	40
6	Y/601/2166	Developing Multimedia Products	1	4	40
7	J/505/1499	Developing Video Products	1	4	40
8	D/601/2170	Exploring Digital Photography	1	4	40
9	T/505/1501	Developing Animation	1	4	40
10	T/601/2174	Developing Audio Production	1	4	40
11	A/505/1502	Audio and Video Editing	1	4	40
13	J/601/2177	Job Opportunities in Creative Media	1	4	40
1	F/505/1498	Developing Creative Media Skills	Entry 3	3	30
3	F/502/0171	Using the Internet	Entry 3	1	10
4	F/601/2162	Creating Images Digitally	Entry 3	3	30
14	K/504/9146	Carrying out an Individual Project	1	3	30
18	R/503/2843	Working in a Team	1	3	30

Group 2

Unit	Unit Reference Number	Optional units	Level	Credit	Guided Learning Hours
2	Y/502/0175	Desktop Publishing Software	Entry 3	2	15
12	L/502/4630	Website Software	1	3	20
19	F/503/2854	Preparing for Work Placement	1	1	10
20	J/503/2855	Learning from Work Placement	1	2	10
21	T/600/6469	The Creative Media Sector	2	5	30
22	M/600/6471	Media Audiences and Products	2	5	30

Pearson BTEC Level 1 Diploma in Creative Media Production (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification	37

Minimum number of credits required from Group 1	28
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Group 1

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
5	L/601/2164	Investigating Interactive Media Products	1	4	40
6	Y/601/2166	Developing Multimedia Products	1	4	40
7	J/505/1499	Developing Video Products	1	4	40
8	D/601/2170	Exploring Digital Photography	1	4	40
9	T/505/1501	Developing Animation	1	4	40
10	T/601/2174	Developing Audio Production	1	4	40
11	A/505/1502	Audio and Video Editing	1	4	40
13	J/601/2177	Job Opportunities in Creative Media	1	4	40

Group 2

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
1	F/505/1498	Developing Creative Media Skills	Entry 3	3	30
2	Y/502/0175	Desktop Publishing Software	Entry 3	2	15
3	F/502/0171	Using the Internet	Entry 3	1	10
4	F/601/2162	Creating Images Digitally	Entry 3	3	30
12	L/502/4630	Website Software	1	3	20
14	K/504/9146	Carrying out an Individual Project	1	3	30
18	R/503/2843	Working in a Team	1	3	30
19	F/503/2854	Preparing for Work Placement	1	1	10
20	J/503/2855	Learning from Work Placement	1	2	10

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
21	T/600/6469	The Creative Media Sector	2	5	30
22	M/600/6471	Media Audiences and Products	2	5	30

5 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment methods
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13, Further information and useful publications*.

6   Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Edexcel website.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve units with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an *Edexcel Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Pearson centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

1   Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):

• an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions

2   Delivery of the qualification outside the apprenticeship:

   • an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

   • Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications and Application for Special Consideration: BTEC and Edexcel NVQ Qualifications.*

The documents are on our website at www.edexcel.com/policies

12 Units

All units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in for example open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Some units may also have these sections

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following sub–sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Outline learning plan* – gives guidance for suggested activities and assignments
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1:   Developing Creative Media Skills

Unit reference number: F/505/1498

QCF level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is for learners to explore the use of a variety of types of media techniques and technology. They will work as a team to plan, record and present a simple media product and evaluate their own work.

Unit introduction

Learners will explore different media formats while acquiring some of the skills needed to create a media product using media technology (for example, video recording, audio recording).

Learners will explore different types of media such as radio, television, newspapers and advertisements before producing as a team an action plan to produce a simple media product. They will then produce a media product according to the plan and present this to an audience. Finally, learners will evaluate their work, discussing what went well and what changes could be made.

Essential resources

The exact media format used will depend on the centre's resources. Learners should, where possible, have the opportunity to explore the use of television, radio, audio tapes, video, newspapers, a variety of advertisements, posters and the internet. They will also need materials to help them to prepare their presentations; for example art materials, cameras, video cameras, paper, computer software packages, and drama props. Visiting speakers from marketing companies, drama groups, leisure/entertainment companies and education departments could also be a useful source of information.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the use of different media techniques and technology	1.1	Identify different types of media techniques and technology	*Different types of media*: radio; television; film; newspapers; magazines; advertisements; internet, e.g. interactive web pages
		1.2	Outline the uses of different media techniques and technology	*Uses*: entertainment; educational; informative
2	Be able to plan the production of a media product	2.1	Identify key stages of planning	*Key stages*: pre-production, e.g. gathering equipment needed, agreeing schedule, agreeing script or storyboard; production – producing recording; post-production – editing
		2.2	Develop an action plan for producing a simple media product	*Identify and choose*: media product to record; appropriate media techniques and technologies

Action plan: including details of the media product to be recorded; the content of the product; the media techniques and technologies to be used; how the work will be presented; how long each stage will take; who will be involved; the cost of recording; agreeing roles , e.g. camera operator, director |
| | | 2.3 | Contribute positively to the planning process | *Contribute to planning process*: agreeing actions making suggestions; type of product; purpose; target audience; resources needed; timescales |

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to produce and present a media product	3.1	Contribute positively when producing and presenting a media product	*Contribute*: carrying out actions according to plan; listening to others; asking questions; asking for help when necessary; offering help when needed *Produce*: a media product, e.g. of news item, advertisement; following plan and script or storyboard; record; edit *Present*: showing work to others
4	Be able to comment on own work	4.1	Identify what went well	*Comment on work*: comments what went well; what went less well, changes that could be made to the media product; what others said about the media product
		4.2	Identify what could have been improved	

Information for tutors

Delivery

The learning experiences involved in this unit are:

- exploring media techniques and technology
- developing ideas
- action planning
- producing the product
- presenting the product to an audience
- evaluating work and recording feedback.

The first part of the unit is designed to help learners understand what the media sector is and how it is used. This part of the unit can be delivered without media technology. Learners should know about different types of media techniques and technology, including radio, television, newspapers and advertising and can discuss their own experiences of different types of media.

The second part of the unit focuses on planning, developing ideas for, and recording a media product (for example, a news item or an advertisement). Learners should develop skills in planning to make a recording of a media product. The media techniques and technology used will depend on the centre's resources.

At this level, learners will require supervisory guidance with regular review of progress, identifying knowledge and skills that have been developed and areas of knowledge, understanding and skills that need improvement.

The production of a media product will require teams to work together. However, learners must be encouraged to develop their own ideas, plans and reviews of their work. They may well use other members of their group as crew members when undertaking production. Learners should produce their own work that has involved post-production activities.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning. Tutor-led discussion on different types of media techniques and technology and their uses. In small groups learners discuss which media techniques and technology they use or interact with and why. Learners name different types of media techniques and technology and outline the uses of different media techniques and technology, either through discussion or through completing a worksheet. (learning outcome 1)
Tutor-led delivery – introduction to an assignment; for example produce a recording about a news item with vox pops/interviews. Tutor-led discussion on how to use media techniques and technology. Learners identify an appropriate media product. Workshop and assignment work – planning a production. Workshop and assignment work – production of a media product Workshop and assignment work – post production of a media product. Learners screen/present work to group. (learning outcomes 2 and 3)
Learners analyse feedback from others on their media products. Learners review their planning and media products in light of the views of others and complete an evaluation of their own work. (learning outcome 4)

Assessment

For assessment criteria 1.1 and 1.2, learners need to name at least two different types of media techniques and technology and at least two uses for each. This could be evidenced through a group discussion or the completion of a worksheet or proforma supported by a group discussion or a discussion with the tutor.

To achieve assessment criterion 2.1, learners must identify the stages of pre-production. To achieve assessment criterion 2.2, an action plan must be produced identifying the type of media product to be made, resources needed and timescales. To achieve assessment criterion 2.3 learners must be observed contributing to the production of a media product. Evidence for this can take the form of a signed observation report or witness statement. Learners must also complete a checklist noting their production work.

For assessment criterion 3.1, learners should be observed contributing positively as team members when producing and presenting the media product and this must be assessed through witness statements and completed checklists showing the tasks that the learner has completed. Learners must present their media product to an audience.

Assessment criteria 4.1 and 4.2 must be assessed through evidence presented by the learner of a review of their work. This can be confirmed through small-group discussions or through a one-to-one discussion with the tutor with a signed witness statement. Learners must comment on activities that went well, and activities that went less well and make at least one suggestion of what could be improved.

The following types of evidence are appropriate: observation sheets showing evidence of each member's contribution, completed task lists, records of discussions with assessors, written material, video material or computer-produced materials.

Suggested resources

Books

The following texts are not designed specifically for learners at Entry Level but they can be adapted by tutors.

Branston G and Stafford R – *The Media Student's Book* (Routledge, 2006)
ISBN 978-0415371438

Kindem G and Musburger R – *Introduction to Media Production: The Path to Digital Media Production* (Focal Press, 2009) ISBN 978-0240810829

Wall P – *Media Studies for GCSE: Pupil Book* (Collins Educational, 2007) ISBN 000723497X

Website

www.theory.org.uk/   Website offers online resources and links for
student-tips.htm media students

Unit 2:   Desktop Publishing Software

Unit reference number: Y/502/0175

QCF level: Entry 3

Credit value: 2

Guided learning hours: 15

Unit aim

This unit aims to enable learners to use desktop publishing software designed to combine and manipulate text, image and graphic elements in layouts appropriate for subsequent publication to screen or in print.

Unit introduction

This unit will enable learners to use a range of basic desktop publishing software tools and functions to produce publications for a variety of routine or straightforward uses, such as producing invitations, posters, menus and greetings cards. In designing and creating their publications learners will develop an understanding of standard layout and formatting techniques. They will be encouraged to apply an imaginative approach to producing their publications.

Learners will identify what types of information can be used to produce publications and use software tools and functions to input, combine and manipulate the information. They will use a range of desktop publishing techniques to edit and format publications.

Learners will understand that local guidelines, such as house style, can have an impact on the colours and font styles selected in producing in-house publications. They will also understand that copyright constraints must be considered when combining information from different sources.

They will check their publications, using IT tools provided by the software, and manual methods such as proofreading, to determine whether needs have been met.

Learners will develop an understanding of the different methods that can be used to input information and they will also use appropriate media for their publications.

Essential resources

Learners will need access to appropriate software to allow the production of different types of publications, for example desktop publishing software, multimedia software, and access to the internet. In addition, learners must have access to either different types of information, for example graphic images, or other sources of information.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Unit amplification
1	Use appropriate designs and page layouts for a publication	1.1	Identify what types of information can be used in a publication	• *Types of information*: types, e.g. text, images, graphics
		1.2	Identify page layouts that could be used for the publication	• *Page design and layout*: organisation of information, e.g. size, white space, consistency, orientation
		1.3	Use an appropriate page design and layout for a publication in line with local guidelines, where relevant	• *Publishing guidelines*: house style, e.g. branding, styles, colours, font schemes
		1.4	Use appropriate media for the publication	• *Publication media*: web; document; multimedia
2	Input text and other information into a publication	2.1	Input information into a publication ready for editing and formatting	• *Input information*: use interface devices, e.g. keyboard
		2.2	Identify copyright constraints on using others' information	• *Copyright constraints*: effect of copyright law, e.g. acknowledgement of sources

Learning outcomes		Assessment criteria	Unit amplification
	2.3	Combine information from different sources in line with any copyright constraints	• *Combining information for publications*: combine images with text and graphic elements, e.g. insert
	2.4	Store and retrieve publication files effectively, in line with local guidelines and conventions	• *Store and retrieve*: files, e.g. create, name, open, save, save as, find
3 Use desktop publishing software techniques to edit and format a publication	3.1	Identify what editing and formatting was used for the publication	• *Format text*: use existing styles and schemes, e.g. font style, size, colour, alignment
	3.2	Use appropriate techniques to edit publications	• *Edit publication*: methods, e.g. drag and drop, copy and paste, undo, redo, size, crop, position
	3.3	Use appropriate techniques to format text	• *Control text flow*: when appropriate, e.g. around images and graphic elements
	3.4	Manipulate images and graphic elements accurately	• *Manipulate images and graphic elements*: methods, e.g. size, crop, position, maintain proportion, border
	3.5	Check publications meet needs, making corrections as required	• *Check publishing outcomes*: where needed, e.g. spellcheck, grammar check, layout, text alignment, formatting

Information for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected.

Learners should be encouraged to think about the types of publications available and the different page layouts used; for example by newspapers, magazines, different books, web pages. It may be helpful for tutors to provide examples for discussion. Learners should have time to practise the different skills around inputting and combining information, as well as editing publications. Tutor input may be needed regarding the issues surrounding copyright constraints on using others' information.

Outline learning plan

The outline learning plan demonstrates how the credit value for the unit has been assigned.

Topic and suggested assignments/activities and assessment
Introduction to unit and different types of information, e.g. text, images, graphics, video and sound in relation to web multimedia.
Class investigation of publication mediums, e.g. types, audience and fitness for purpose. Tutor-led discussion with examples of 'good' designs, e.g. white space, organisation.   Learners identify different types of information and page layouts. (learning outcome 1)   Tutor-led discussion on copyright constraints.
Workshop – introduction to page design and layout: Basics, e.g. creating new document, text boxes, frames, page layout, saving.
Workshop – working with text   • text formatting, e.g. font style, size, colour, alignment   • editing techniques, e.g. drag and drop, copy and paste, undo, redo.   • reviewing and evaluating documents, spellcheck, etc.
Workshop – working with graphics: • positioning   • manipulation, e.g. crop, resize, rotate   • combining with text, e.g. wrapping, order, grouping.

Topic and suggested assignments/activities and assessment
Learner investigation into house styles/branding.
Tutor-led discussion re: importance of maintaining house styles/branding.
Mini-task showing applications of a logo and questioning as to which fit into a house style.
Learners produce a publication using appropriate page design and medium, inputting information and using desktop publishing software techniques to edit the publication. (learning outcomes 1, 2 and 3)

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should give learners a variety of scenarios of publication types, from which one should be selected. These scenarios should be of interest to learners and they should not be too ambitious; they should, however, enable them to meet all the assessment criteria. It is envisaged that only one scenario will be required to give learners what they need to pass the unit.

Evidence for assessment criteria 1.1 and 1.2 can be in the form of a discussion with the tutor, together with printouts of suggested page layouts.

Assessment criterion 2.2 can also be assessed through a discussion with the tutor or completion of a worksheet. Any observation records or witness statements must be retained for verification purposes.

Tutors should encourage learners to capture and record evidence for assessment criteria 1.3, 1.4, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 and 3.5 as an ongoing process at each stage of development. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Suggested resources

Book

Desktop Publishing and Design for Dummies (John Wiley & Sons, 1997)
ISBN 9780764501395

Website

www.teach-ict.com   Resources for teaching ICT

Unit 3:   Using the Internet

Unit reference number: F/502/0171

QCF level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit aims to give learners the ability to set up and use appropriate connection methods to access the internet and make the best use of software tools and techniques to search for, retrieve and exchange information using a browser or public search engine.

Unit introduction

The internet is part of modern life – we use it for a range of purposes, such as online shopping or music downloads. Accessing online information requires an internet connection and learning outcome 1 introduces different types of connection methods.

Internet users often begin their exploration by searching for information on the worldwide web. Websites are accessed using browser application software. Learning outcome 2 develops the knowledge and skills needed to use browser application software, its tools and help facilities. Knowing how to use the browser tools and change the settings can make webpage navigation easier and more efficient.

The unit introduces simple search techniques to help learners understand how to find information and how to save references of sources for future use. They will also use browser tools to access and complete online forms and use interactive websites.

The final part of this unit deals with how to use the internet safely and securely, introducing relevant laws, guidelines and procedures.

Essential resources:

To deliver this unit, centres will need to have a local area network with browser application software and access to the internet. Centres will need these facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria.

Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the units.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Connect to the internet	1.1	Get online with an internet connection	• *Accessing the internet*: e.g. internet service provider (ISP); username
		1.2	Identify at least two types of connection methods that can be used to access the internet	• *Connection methods*: methods, e.g. local area network (LAN), mobile phone, broadband, modem, dial-up connection
2	Use browser software to navigate webpages	2.1	Use browser tools to navigate webpages	• *Browser tools*: tools, e.g. go to, back, forward, refresh, stop, home, new window, new tab; toolbars, e.g. search bar, address bar, Uniform Resource Locator (URL), menu bar
		2.2	Use browser help facilities to solve problems	• *Browser settings*: settings, e.g. homepage, autofill, security, pop-ups, privacy
		2.3	Identify why you might need to change settings to aid navigation	
3	Use browser tools to search for information from the internet and the worldwide web or an intranet	3.1	Use appropriate search techniques to locate information	• *Search techniques*: techniques, e.g. key words, quotation marks, relational operators, e.g. +, −, 'find' or search tools
		3.2	Use references to make it easier to find information another time	• *References*: types, e.g. history, favourites, bookmarks; links; log useful sites, save web pages

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Identify a means of saving a page for quick access in the future	
4	Use browser software to communicate information online	4.1	Use tools to access and complete online forms	• *Submit information*: methods, e.g. fill in and submit web forms, interactive sites
		4.2	Identify an opportunity to interact with a website	
5	Follow and understand the need for safety and security practices when working online	5.1	Work responsibly when working online	• *Information security threats*: maintaining security, e.g. username, password/PIN selection, online identity/profile; personal information, e.g. to include, withhold, determine who can see the information
		5.2	Identify common threats to information security	• *Security software*: types, e.g. anti-spam, firewall, Ad-ware®
		5.3	Keep information secure	• *Safety precautions*: precautions, e.g. firewall settings, internet security settings; report inappropriate behaviour, report security threats or breaches
		5.4	Manage personal access to online sources securely	• *Laws, guidelines and procedures*: set by employer or organisation, e.g. health and safety, security; laws, e.g. copyright laws, downloads, licensing
		5.5	Identify common threats to user safety	
		5.6	Follow relevant laws, guidelines and procedures for the use of the internet	

Information for tutors

Delivery

Where possible, an holistic approach to teaching is suggested throughout this qualification. However, this unit is task-based and could prove difficult to achieve over one set context. Therefore, it is envisaged that this unit be taught through various topic areas of interest to the learners.

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Tutors could demonstrate the different factors in using the internet, such as using browser tools or search techniques. The tutor could provide the learner with task sheets for them to complete as they carry out the different tasks. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected.

Outline learning plan

The outline learning plan demonstrates how the credit value for the unit has been assigned.

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of learning. Tutor-led discussion on types of connection methods. Tutor-led delivery on safety when working online. Establishing learners' prior knowledge and how to get online. (learning outcome 1)
Demonstration – using browser software   - using browser tools to navigate web-pages   - changing browser settings to aid navigation   - using browser help facilities.   Task sheet to check understanding and evidence towards assessment. (learning outcome 2)
Demonstration – searching the internet: - search techniques   - saving favourites, bookmarks, etc   - Task sheet to check understanding and evidence towards assessment.   Assessed practical exercise – learners to locate specified information on the web and save pages for later access. Assessed by tutor observation and supported by student log and screen shots. (learning outcome 3)

Topic and suggested assignments/activities and assessment
Demonstration – online communication: • using tools to access and complete online forms • interactive websites. Task sheet to check understanding and evidence towards assessment. (learning outcome 4)
Task sheet to check understanding of safety threats, and precautions to be taken when working online, to check understanding and evidence towards assessment. Observation during practical exercises of learners working responsibly to keep information secure. (learning outcome 5)

Assessment

Where possible, an holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment, completed task sheets and other written work may be effective. Signed observation records and witness statements should be retained for verification purposes and it is advised that a log of evidence recorded against each assessment criterion such as print-outs is kept by the learners.

Assessment criteria 1.2, 2.3, 3.3, 4.2, 5.5 and 5.6 can be assessed through question and answer sessions with the tutor.

Assessment criteria 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1, 5.2, 5.3 and 5.4 can be observed through observation of the learner.

To achieve a pass grade in this unit, learners will need to meet all of the assessment criteria.

Suggested resources

Books

Blake R – *Firefox for Dummies* (John Wiley and Sons, 2006) ISBN 0471748994

Levine J R, Levine-Young M and Baroudi C – *The Internet for Dummies, 11th Edition* (John Wiley and Sons, 2007) ISBN 978-0470121740

Websites

www.howstuffworks.com   How stuff works – information sheet on how internet hardware and software works

www.teach-ict.com   Resources for teaching ICT

Unit 4: Creating Images Digitally

Unit reference number: F/601/2162

QCF Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

In this unit learners will have the opportunity to develop the knowledge and skills needed to produce digital images. They will use a variety of hardware to capture images. Learners will also create and edit images digitally in a variety of formats for different uses and be able to comment on their own work.

Unit introduction

Images are captured and edited digitally in the media sector for a variety of purposes including print production and the worldwide web. This unit will introduce learners to image capture techniques such as scanning and basic digital photography, basic digital image creation and editing techniques. Documents can be created in programmes such as Paint, Word and Photoshop Elements.

This unit will form a basis for developing image capture and editing skills.

Learners will gain knowledge of different types of digital images and their uses and will use hardware and software to create and edit digital images. Learners will then comment on their own work, identifying where improvements could be made.

Essential resources

So that learners can meet the learning outcomes, resources should include computers, scanners, digital cameras and appropriate software.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know uses of digital images	1.1	Identify at least two types of digital images	• *Types:* images created on computer using scanner paint tool, drawing tools; images imported into computer, e.g. using clip art, web sources, digital technology • *Document types:* types, e.g. bmp, gif, tiff, jpg
		1.2	Describe at least two different uses of digital images	• *Uses:* types of uses, e.g. print, web, decorative, illustrative
2	Be able to use hardware and software to create and edit digital images	2.1	Use different types of hardware to create digital images	• *Creating digital images:* digital camera, use, e.g. camera (point of view, frame, focus, view image), • *Using hardware:* types of hardware e.g., scanner, computer; use, e.g. scanner (position image to be scanned correctly, scanning to correct software), computer (insert, positioning image, ensuring image is correct size)
		2.2	Use software to create digital images	• *Using image editing software:* uses, e.g. to colour scanned drawings, pixel editing, to edit brightness and contrast on photographs; image manipulation, e.g. adding new elements to the image, removing unwanted material, resizing images; creating and saving bitmap images, e.g. gif, tiff, jpg in paint programme; using simple drawing tools to create and save images
		2.3	Edit images for different purposes	• *Purposes:* e.g. print poster, website

Learning outcomes	Assessment criteria		Unit amplification
3 Be able to comment on own work	3.1	Identify what went well	• *Identify how to improve work*: what went well; what was difficult; changes that could be made to the plan; what others said about their work
	3.2	Identify what could have been improved	

Information for tutors

Delivery

Learners will be able to use chosen software and hardware to demonstrate their image capture, creation and editing skills to produce outcomes that suit their own purpose, or the purpose of a group of learners.

At this level, learners will require some guidance and supervision, and a regular review of their progress in order to identify knowledge and skills that have been developed and areas of knowledge, understanding and skills that need improvement.

Examples showing the use of digital images would be useful for discussion, as well as demonstrations showing how digital images can be created and imported for discussion.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning and outline of skills to be used. Assessment – group discussion on types of digital images and their uses. Learners complete worksheet to identify types of digital images and their uses. (learning outcome 1)
Practical workshops to create digital images. Practical workshop – using scanner. Practical workshops – using drawing and painting tools. Practical workshop – using digital cameras.
Introduction to Assignment 1 – for example creating a poster advertising a school event. Work towards Assignment 1 – for example hand drawing simple image for poster, scanning and colouring on computer. Work towards Assignment 1 – create simple graphic elements for poster using drawing tools. Work towards Assignment 1 – assembling elements to create final poster. Assignment 2 – take and edit photographs for a website about the local area. (learning outcome 2)
One-to-one meeting with the tutor to receive feedback and comment on own work. (learning outcome 3)

Assessment

To achieve assessment criteria 1.1 and 1.2, learners must identify two types of digital image and describe the uses of each. This can be evidenced through completion of a worksheet in digital format (for example diary or blog), or through a discussion with the tutor with a signed witness statement.

To achieve assessment criteria 2.1, 2.2 and 2.3, learners must produce evidence of how they used different hardware and software in the capture and editing of digital images. This could be in the form of a blog with annotated screen grabs. Learners could be observed with a signed witness statement using different digital technology and techniques to create at least two digital images for different purposes.

To achieve assessment criteria 3.1 and 3.2, learners must produce evidence of their reflections on their work. This could be written as a blog, or the learner could use digital technology to create a slideshow and provide a voice-over that reviews their work and includes the views of others, or through a one-to-one discussion with the tutor with a signed witness statement. Learners must comment on activities that went well, and activities that went less well and make at least one suggestion of what could be improved.

The following types of evidence are appropriate: observation sheets, records of discussions with assessors, written material, video material and computer-produced materials.

Suggested resources

Books

Daly T – *The Digital Photography Handbook* (Amphoto Books, 2004) 978-0817437930

Wooldridge M & L – *Teach Yourself Visually Photoshop Elements 8* (John Wiley, 2009) ISBN 978-0470566909

Website

www.teaching ideas.co.uk/   Teaching ideas – guidance sheets on
                                       ict/usingpaint.htm   using Microsoft Paint

Unit 5: Investigating Interactive Media Products

Unit reference number: L/601/2164

QCF level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to develop learners' knowledge and skills in using simple interactive media technologies. It will enable learners to create simple interactive media products.

Unit introduction

Interactive media involves using design, computer skills and digital technology to create interactive outcomes such as DVDs, websites or computer games. Interactive media may include a range of media such as video, sound, text and images, and will be distinguished by a user interface that allows operation and interaction with the product.

In this unit, learners should develop their understanding of interactive media products by investigating existing products. They will experiment with a range of technologies and techniques which are used in the production of interactive media to build a portfolio of interactive media work which they will review.

Essential resources

The resources needed will vary according to the specific technical and material demands of the multimedia tasks chosen, but are likely to include computers with appropriate software, hardware and peripherals, examples of multimedia products, specialist journals and other reference materials.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

	Learning outcomes		Assessment criteria	Unit amplification
1	Know about interactive media products	1.1	Identify at least three different interactive media products	• *Interactive media products*: e.g. websites, CD ROMs, DVDs, games, audio guides
		1.2	Describe the purposes of at least three different interactive media products	• *Purpose*: e.g. educational, entertaining, informative
		1.3	Identify at least three considerations when designing an interactive media product	• *Considerations*: target market or audience; the message or information being communicated; the technical elements employed to produce the product; interaction of traditional and new technologies to produce creative visual outcomes
2	Know how interactive media techniques and technology are used	2.1	Describe uses of interactive media techniques	• *Techniques*: how content of product can be integrated into interactive media products, e.g. embedded video in web pages, downloadable video and audio, soundtrack loop on DVD menus, sounds triggered by actions in games
		2.2	Describe uses of interactive media technology	• *Technology*: e.g. video, scanners, digital photography, microphones; software tools, e.g. for image manipulation, web production, video-editing, sound recording and editing, creating simple games, burning to DVD, buttons to link frames and start actions, sound files, video clips or animation sequences
3	Be able to use interactive media	3.1	Identify the purpose of the product	• *Content*: audio, e.g. dialogue, music; visual e.g. video, stills, text, graphics, animation; interactivity, e.g. navigation, links

Learning outcomes		Assessment criteria		Unit amplification
techniques and technology to create an interactive media product	3.2	Use interactive media techniques to create the product		• *Using techniques*: integrating content into interactive media products, e.g. embedding video in web pages, downloadable video and audio, soundtrack loop on DVD menus, sounds triggered by actions in games
	3.3	Use interactive media technology to create product		• *Using technology*: capturing images; recording video' recording audio; producing text
	3.4	Present an interactive media product		
	3.5	Demonstrate safe working practices		• *Health and safety*: eliminating risk to self and others, thinking and working safely within a studio environment
4	Be able to review own work	4.1	Collect feedback on work	• *Collecting feedback*: asking questions; listening to others; feedback from peers, from tutor
		4.2	Review aspects that went well	• *Format of review*: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
		4.3	Review aspects that could be improved	• *Performance*: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit is designed to introduce the learner to the development of skills and the exploration of basic techniques for the production of interactive media design work. Learners need the opportunity and freedom to explore interactive media design techniques, equipment and materials at this introductory stage without the confines of a final project brief.

As a starting point learners, should be encouraged to investigate interactive media products they should be familiar with such as websites, DVDs or music CDs with interactive media elements. This should enable the learner to recognise the growing influence of interactive media products on their lives. Learners should develop basic skills and understanding by analysing existing interactive media products and exploring digital techniques and technology.

Learners should be taught to use a variety of techniques and technologies which will inform their own experimentation. This could be linked to a number of tasks or mini-briefs.

Depending on the choice of specialist units, tasks could combine work in different specialist areas such as graphic design, moving image, web design or photography.

Specialist programmes are not required for functions such as animation and interactivity, at this level these can be achieved using more familiar programmes such as PowerPoint. This unit can be used to develop basic skills which will be developed in other units, or to give learners a broad experience of a wide range of skills at a basic level.

Opportunities for learners to review the materials, techniques and processes they use and to discuss and comment on their properties and characteristics as well as their success and/or failure will be important.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor delivery – What is interactive media? – definition, uses and purpose. Learners record different types of interactive products, the purposes of each and considerations when designing the product on worksheets. (learning outcome 1)
Tutor delivery of interactive media techniques and technology. Learner investigation into professional work – visit from guest speaker, or visit to suitable environment. Learners prepare questions to ask. Learners present their findings to the group. Learners describe interactive media techniques and technology, either in discussion or on a worksheet. (learning outcome 2)
Practical workshops and mini tasks – media skills building, including log of work achieved. Workshops could include recording video, audio, camera use, scanning, simple animation, adding interactivity, burning to DVD. (learning outcome 3)
Assignment – portfolio building. Group discussion with peers and tutor for learners to receive feedback and comment on own work. (learning outcome 4)

Assessment

This unit is intended to encourage learners' understanding and potential to use media products interactively. Learners should focus on developing skills through a 'hands on' experience of a range of appropriate technologies. This unit explores the interaction of media and can be achieved with a range of simple equipment and computer technology.

To achieve a pass learners should investigate a range of existing interactive media products. They should experiment with a range of technologies and techniques and comment on their work. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

To achieve assessment criteria 1.1, 1.2 and 1.3 learners must identify at least three interactive media products and describe the purpose of each. They should also identify at least three factors to be considered when designing an interactive media product. This could be evidenced through a presentation and a signed witness statement. or the completion of a worksheet or proforma supported by a discussion with the tutor.

To achieve assessment criteria 2.1 and 2.2, learners must describe at least two different multimedia techniques and at least two different multimedia technologies.

To achieve assessment criteria 3.1, 3.2 and 3.3, 3.4 and 3.5 learners must be observed using interactive media techniques and technology to create one simple interactive media product. Evidence could take the form of a portfolio of evidence with appropriate annotations and responses to a series of tasks or mini-briefs.

Evidence for assessment criterion 4.1 should be in the form of learners' reflections on their work. This could take the form of a diary, blog or written piece of work, or a group discussion where the learner gathers feedback on work from peers and the tutor. This discussion would have to be backed up by learners' evidence and the discussion must be recorded. To achieve assessment criteria 4.2 and 4.3 the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements and recordings must be retained for verification purposes.

Suggested resources

Books

Barron A E and Ivers K – *Multimedia Projects in Education: Designing, Producing and Assessing* (Libraries Unlimited Inc, 2010) ISBN 9781598845341

Branston G and Stafford R – *The Media Student's Book* (Routledge, 2010)
ISBN 9780415558419

Chapman N and J – *Digital Multimedia* (John Wiley and Sons Limited, 2009)
ISBN 978-0470512166

Counts E – *Multimedia Design and Production: For Students and Teachers* (Allyn and Bacon, 2003) ISBN 978-0205343874

Kindem G and Musburger R – *Introduction to Media Production* (Focal Press, 2009)
ISBN 978-0240810829

Vaughan T – *Multimedia: Making it Work,* seventh edition (McGraw-Hill, 2007)
ISBN 978-0072264517

Wall P – *Media Studies for GCSE: Pupil Book* (Collins Educational, 2007)
ISBN 000723497X

Website

www.theory.org.uk/ student-tips.htm   offering online resources and links for
                                             media students

Unit 6: Developing Multimedia Products

Unit reference number: Y/601/2166

QCF level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit will enable learners to develop the skills needed to generate ideas for, produce and review a multimedia product.

Unit introduction

The multimedia sector is huge and growing daily. Multimedia means projects that combine different types of mediums, for example, text, graphics, sound, photography, video and interactive elements. The development of new technology and the growth of the internet have generated many opportunities for media professionals in this area. Every day we use a wide range of multimedia products such as presentations, multimedia websites or DVDs in our work or in our play.

Learners will plan and produce a multimedia product. This may involve the use of software and the creative integration of audio and visual material to produce a multimedia product, for example web page, internet/intranet, audiovisual presentations or displays within exhibition or museum design. It could also include sound and vision used in a range of environments, for example project still or moving image and sound at a fashion show.

It is essential that the product is focused on the needs of the user. Design and layout are important but the final product produced for this unit must be easy to use and easy to understand. At this level it is not necessary for the learner to produce a complete final project, only ideas and materials when working towards a multimedia product.

Essential resources

Sufficient resources, work and storage space should be available for learners to explore the range of materials and techniques identified in this unit.

The following types of equipment are appropriate at this level:

- traditional graphic mediums – drawing pens, pencils, etc
- computers and printers
- software for the manipulation of digital images
- image and sound editing
- digital cameras or flatbed scanners.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

	Learning outcomes		Assessment criteria	Unit amplification
1	Be able to generate ideas for multimedia products	1.1	Collect information from different sources to generate ideas for multimedia products	• *Ideas*: content; purpose; style; audience; considering what the messages are or information that needs to be communicated; who it is for; notes and group discussion, thoughtshower, development exercises such as sketches, flowcharts, storyboards, ideas worksheets • *Sources*: e.g. website design, CD ROM or other multimedia presentations, sources used by media designers; professional practice, e.g. multimedia designers in advertising mediums, e.g. television, internet websites, CD ROM, presentations
2	Be able to produce a multimedia product	2.1	Identify the purpose of the multimedia product	• *Materials, techniques and processes*: selecting appropriate materials, e.g. aesthetic qualities, fitness for purpose, alternative options, properties, characteristics, effects, limitations and creative potential; understanding why some materials and techniques are more suitable than others
		2.2	Plan the production of a multimedia product	• *Planning*: selecting final idea; making appropriate developments; selecting final design; choosing appropriate processes and techniques; checking design against the intended product; meeting deadlines, identifying and selecting appropriate multimedia equipment and processes, identifying limitations, e.g. resources, time, budget, deadlines • *Recording*: production log
		2.3	Follow health and safety requirements	• *Health and safety*: importance of health and safety, e.g. work safely with electrical equipment and computers
		2.4	Present the multimedia product which meets the identified purpose.	• *Gather resources*: identifying and gathering a range of material for content

Learning outcomes		Assessment criteria		Unit amplification
				• *Combining materials into multimedia production*: deciding on a final format; exploring combining different mediums; inputting from different mediums, e.g. video, audio, scanning and digital photography; sequences or linking frames *Presenting product*: e.g. explaining purpose of product, how it was produced
3	Be able to review own work	3.1	Collect feedback on work from different sources	• *Collecting feedback*: asking questions; listening to others; feedback from others, e.g. peers
		3.2	Review aspects that went well	• *Format of review*: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
		3.3	Review aspects that could be improved	• *Performance*: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit has been designed to give learners an opportunity to gain a basic understanding of how to plan and produce a multimedia product. The unit is also designed to allow the learner to work to a carefully structured, simple brief to encourage the development of research techniques, ideas generating and development skills appropriate to a given theme.

The use of a range of media sources will be used as a context for developing the learner's understanding of:

- multimedia techniques and processes
- multimedia visual language communication skills
- using sources to generate ideas for multimedia project briefs.

Learners will be encouraged to use the work of professional practitioners to inform and inspire their own work. Briefs should include information on requirements, limitations, and deadlines.

Learners need to be able to develop appropriate ideas and choose and use suitable multimedia techniques, assets, equipment and materials appropriate to their intended product. They will need to assemble these into a multimedia product.

There is no requirement at this level for learners to use complex multimedia authoring software; documents can be assembled in more familiar programmes such as PowerPoint. Multimedia is a complex area and it is not considered necessary that the learner produces a final product but materials in preparation for the outcome.

Ideas can be generated through traditional graphic methods such as sketches, thumbnails, storyboards, diagrams, flowcharts, ideas worksheets, as well as digitally through inputting, scanning, manipulating and refining images and text. Learners must be encouraged to investigate professional practice in multimedia design. Learners must keep a research file on a range of design work with a focus on reviewing a chosen product and the resources the designer used to undertake their work.

Learners will also need to comment on the progress of their development and make evaluations of their final work.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning. Tutor-led delivery – what is multimedia – its definition, use and purpose. Learner investigation into professional work – guest speaker or visit to suitable environment. Learner to prepare questions. Presentation of findings. (learning outcome 1)
Practical workshops and mini-tasks – gathering resources and assembling multimedia documents. Introduction to assignment – for example CD/DVD multimedia content for a local band. Assignment work – generating different visual ideas. One-to-one discussion with tutor to discuss ideas generated and choose an idea to develop. (learning outcome 2) Assignment work – planning and gathering resources including log of work achieved. Assignment work – assembling the project including log of work achieved. Presenting the product to the group. (learning outcome 2)
One-to-one discussion with the tutor to receive feedback and comment on own work. (learning outcome 3)

Assessment

For assessment criterion 1.1, learners should have evidence that they have used different sources to generate at least two of the ideas for multimedia designs. This criterion can be assessed through discussion, and through a portfolio of information collected, for example web page printouts, fliers and confirmed through discussion with the teacher.

To achieve assessment criteria 2.1 and 2.2, learners must prepare a plan showing the purpose of the product, the final design, the processes and techniques to be used and limitations such as resources available, time and budget and the materials and resources used. Learners must be observed following health and safety requirements to achieve assessment criterion 2.3. To meet assessment criterion 2.4, learners must present the product to an audience; the product must meet the purpose agreed for assessment criterion 2.1.

For criterion 3.1, learners must produce evidence of their reflections on their own work. This could be written task sheets or a blog with annotated screen grabs of their work. The learner will consider the views of others – this could be achieved through a group critique. To achieve assessment criteria 3.2 and 3.3, the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes.

Suggested resources

Books

Barron A E and Ivers K – Multimedia Projects in Education: Designing, Producing and Assessing (Libraries Unlimited Inc, 2010) ISBN 978-1598845341

Chapman N and J – Digital Multimedia (John Wiley and Sons Limited, 2009)
ISBN 978-0470512166

Kindem G and Musburger R – Introduction to Media Production (Focal Press, 2009)
ISBN 978-0240810829

Vaughan T – Multimedia: Making it Work, Seventh Edition (McGraw-Hill, 2007)
ISBN 978-0072264517

Website

www.theory.org.uk/student-tips.htm   Theory.org.uk – Website offering online resources and links for media students

Unit 7: Developing Video Products

Unit reference number: J/505/1499

QCF level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to provide learners with knowledge of the basic techniques and technology of video production and the skills required.

Unit introduction

The main emphasis of this unit is on the processes involved in video production work. The unit is likely to be delivered using digital systems.

After an initial investigation of video production techniques learners will work through the three stages of pre-production, production and post-production, to produce a video product. Learners could be encouraged to work as part of a team.

Essential resources

Resources should be available for learners to watch and take part in evaluating video programmes either in a group or an individual context. Appropriate filming equipment and editing resources must be available to the learner.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know digital video production technology and techniques	1.1	Identify digital video equipment	• *Digital video equipment*: e.g. memory card, HD camcorder, SD camcorder, digital single lens reflex (DSLR)
		1.2	Describe digital video techniques	• *Digital video techniques*: e.g. framing, shot type (close up, low angle), shot length; camera set ups, e.g. setting up the recording equipment in the correct way, e.g. using a tripod, positioning microphones
2	Be able to generate ideas for a video production	2.1	Collect information from different sources to generate ideas for a video production	• *Sources*: e.g. viewing video productions, looking for stories, internet • *Ideas*: message; subject; information to be communicated; story, e.g. drama, news item; style of video; audience, purpose; methods, e.g. mindmap ideas, gather visual references, drawings, thumbnail sketches; exploring professional practice
3	Be able to apply pre-production techniques	3.1	Prepare a plan to produce an agreed video production	• *Planning*: factors, e.g. time lines, equipment lists, location, audience, budget, contingency, resources, talent, crew
		3.2	Prepare a storyboard for an agreed video production	• *Storyboard*: methods e.g. hand-drawn or digital photos, shot length, shot type and annotations; sequencing
4	Be able to undertake production and post-production work for agreed video production	4.1	Choose equipment to produce agreed video	• *Appropriate equipment*: e.g. camera, tripod, sound, lighting equipment

Learning outcomes		Assessment criteria		Unit amplification
		4.2	Demonstrate production skills while producing agreed video	• *Skills*: e.g. setting up, run through, shooting, logging shots
		4.3	Follow post-production processes for agreed video production	• Post-production: post-production practices, e.g. editing picture, editing sound, adding graphics, adding text
		4.4	Follow health and safety procedures	• Health and safety: working safely with electrical equipment and computers, e.g. video cameras, digital editing equipment; handling lighting; handling props
5	Be able to review own work	5.1	Collect feedback on work from different sources	• Collecting feedback: asking questions; listening to others; feedback from others, e.g. peers, tutor
		5.2	Review aspects that went well	• Format of review: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
		5.3	Review aspects that could be improved	• Performance: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit is designed as an introduction to video production and as such should give the learner a basic understanding of professional practices whilst encouraging the learner to develop an interest through experimentation.

This unit requires the learner to think of and select ideas using investigation into professional work as a starting point, and then to plan and produce own video material. Owing to the nature of the work some production work can be team based. The learning programme should be balanced to allow for technical input (such as compositional elements of video and camera usage) and workshop time to give all learners an opportunity to experiment with different techniques and technology. When working as part of a group it is important that learners understand their individual roles and that work is structured in such as way as to allow individual achievement to be accurately assessed. Learners could revolve around production and post-production roles to ensure they can experience each area.

Investigation into how professionals working in video have used 'similar' resources should include visual enquiry and practical exploration. For example, learners could be asked to explore the source of an idea or a variety of camera angles or compositions that they have seen in professional work. Research could include a consideration of different styles of video production, from music video to documentaries, in developing an awareness of techniques and styles.

When producing video recordings the learner will need to use a range of resources. They will need to understand how to use recording equipment and techniques in an appropriate and safe way.

At this introductory stage learners should prepare pre-production work in response to an agreed brief or topic. Learners will need to be introduced to the importance of research and this can be initially tutor-led in the form of a range of video production examples. The learner should be encouraged to recognise the importance of pre-production and preparation as the key to successful video production work. Learners should be shown examples of storyboards and produce their own to gain an understanding of sequencing.

In response to an agreed brief or topic, the learner should demonstrate the skills they have learned to effectively produce a video production in whole or part form. They also need to understand the importance of health and safety during a production.

Learners should be encouraged to keep production notes or a blog to log the work they have achieved.

Note: while learners should have an awareness of, and may experiment with, post-production techniques, there is no requirement in this unit for them to produce final edited footage. However this unit could be linked to *Unit 11: Audio and Video Editing* and the footage generated could be used to form a basis for the work on that unit.

Learners are required to discuss both their experience and achievement in this unit. They may answer questions such as: What was achieved? How was it achieved? How could it be improved?

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor delivery – digital video equipment and techniques, shooting techniques, what to look for in professional work. Learners identify digital video equipment and describe techniques through discussion with the tutor or on a worksheet. (learning outcome 1) Group discussion – developing ideas for video production, sources of ideas. One-to-one discussion with the tutor to identify ideas. (learning outcome 2)
Investigation into professional work. Presentation of student findings. Tutor delivery – the production process and health and safety. Practical workshop – set up video production equipment. Mini-brief – work in groups to film a 30-second video about what learners like about the course. Practical workshop – introduction to editing and exporting video. Screening of learners' work for mini-brief. Introduction to assignment – promotional video for school/college sports activities. Assignment Task 1 – generating ideas, planning, storyboard/scripting, shot choices. Assignment Task 2 – filming, capturing footage, basic editing and exporting including daily log of learner work. Screening of learner work for assignment. (learning outcomes 3 and 4)
Group discussion with peers and tutor to receive feedback and comments on own work. (learning outcome 5)

Assessment

To achieve a pass learners must demonstrate understanding and use of video equipment and techniques and be able to comment on the process appropriately. At this level the work produced should be an appropriate response but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

To achieve assessment criteria 1.1 and 1.2, learners must identify at least two types of digital video equipment and describe at least two types of video production techniques. This can be evidenced in the form of a presentation, completed worksheets or discussions with the tutor with a signed witness statement.

To achieve assessment criterion 2.1, learners must show evidence that they have used different sources to generate at least two ideas. Learners could present evidence of their research into these ideas in the form of a workbook, screen grab or blog, or one-to-one discussions with the tutor with a signed witness statement, or through written evidence of brainstorming sessions, drawings and visual references.

To achieve assessment criterion 3.1, they need to put together a plan to produce a video, listing factors such as equipment to be used, location, style, planned audience and constraints such as timelines.

To achieve assessment criterion 3.2, learners need to prepare a storyboard for a video production agreed with the tutor which can be hand-drawn, use digital photographs with appropriate annotation e.g. framing, shot type and length.

To achieve assessment criteria 4.1, 4.2, and 4.3 learners should be observed selecting appropriate equipment and using appropriate skills for the agreed video production and then using appropriate post-production processes. Evidence for assessment criteria 4.1, 4.2 and 4.3 could be through checklists and logs produced by the learner, observation reports and witness statements, and the footage that is filmed and edited accompanied by a learner log of work achieved. Evidence for assessment criterion 4.4 could be in the form of photographs of the learner working safely and a signed witness statement to say that the learner has followed health and safety guidance.

For assessment criterion 5.1, learners must review the feedback they received and comment on how they might have changed their video product in the light of feedback. Learners could take part in a group discussion where learners show their video work and comment either live or through a director's commentary. To achieve assessment criteria 5.2 and 5.3 learners should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes.

Suggested resources

Books

Millerson G and Owens J – *Video Production Handbook, Third Edition* (Focal Press, 2011) ISBN 9780240522203

Vineyard J – *Setting up Your Shots: Great Camera Moves Every Film Maker Should Know* (Weiss Productions, 2008) ISBN 9781932907421

Websites

www.mediacollege.com	Media college – educational and resource website for electronic media
http://voices.yahoo.com/equipment-tips-beginner-broadcase-jounalism-video-5386937.html	Tips on video production

Unit 8:   Exploring Digital Photography

Unit reference number: D/601/2170

QCF level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit is an introduction to digital photography and is intended to enable learners to explore basic techniques, equipment and materials in order to produce digital photographs.

Unit introduction

Photography has a wide range of applications within the media sector, including photo-journalism, advertising and fashion photography, as well as applications such as wedding and portrait photography.

Learners will explore the processes involved in digital photography and will develop ideas for their own photographic work inspired by an agreed theme. This will encourage them to create a range of photographic images. They will then review their work.

Essential resources

Sufficient resources, work and storage space should be available for learners to explore the range of materials and techniques identified in this unit.

The following equipment would be appropriate at this level:

- digital cameras
- lighting equipment – Tungsten halogen lamp units, electronic flash units, reflectors
- computers and printers
- software for the manipulation of digital images
- flatbed scanners.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

	Learning outcomes		Assessment criteria	Unit amplification
1	Know photography technology and materials	1.1	Identify uses of photography equipment	• *Digital equipment*: types, e.g. suitable computer, digital camera, scanner, ink jet printer • *Other equipment and facilities*: tripod, artificial light • *Techniques*: e.g. framing, lighting, focus; editing techniques using software, e.g. changing colours, removing objects
		1.2	Identify uses of digital materials and software	• *Digital materials and software*: types, e.g. memory cards, image manipulation software, types of printing methods and paper
2	Be able to generate ideas for photographic images	2.1	Collect information from different sources to generate ideas for digital photography	• *Sources*: subject, e.g. landscape, portrait, buildings; use e.g. decorative, illustrative, documentary advertising • *Methods*: e.g. individual notes and group discussion, thoughtshower, development exercises; reviewing professional practice in different mediums, e.g. press, advertising, fashion, reportage, documentary, exhibition • *Resources*: equipment selection; availability of equipment; budget; time; availability • *Limitations*: types, e.g. availability of resources, timescales, cost
3	Be able to produce photographic images	3.1	Produce a plan for producing photographic images	• *Planning*: methods, e.g. shooting schedule, studio booking, choice of location
		3.2	Capture images according to agreed plan	• Image capture and printing: image selection and framing; digital technology, e.g. use of available memory, image control using camera

Learning outcomes	Assessment criteria		Unit amplification
		3.3	Select and print final images	settings, downloading images to a computer, image manipulation to improve quality; selecting images for printing; printing of final images ● Exhibiting: mounting; framing; selecting space; gathering feedback
4	Be able to review own work	4.1	Collect feedback on work from different sources	● Collecting feedback: asking questions; listening to others; feedback from peers, from tutor
		4.2	Review aspects that went well	● Format of review: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
		4.3	Review aspects that could be improved	● Performance: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit requires a structured approach to the development of skills and the exploration of and digital photographic techniques for the production of photographs. Any briefs agreed should give learners enough detail to encourage them to research themes, and should include information on requirements, limitations, and deadlines. Learners need the opportunity and freedom to explore photography at this introductory stage but would also benefit from guidelines set by the tutor in order to harness the technology.

Health and safety is very important when working in a photographic studio, or on location. Learners must understand the health and safety issues associated with the use of photographic equipment.

Learners should be encouraged to approach photography as a means of visual expression and communication. An introduction into understanding narrative imagery could be of benefit to the learner.

Learners should be encouraged to investigate a range of photographic techniques, equipment and materials. As an introduction to photography learners should explore the simplest forms and develop their ideas within the framework of a carefully agreed theme.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor-led delivery – uses of photography, equipment, materials and software. Learners record use of different photography equipment, digital materials and software on worksheet. (learning outcome 1)
Investigation into professional work. Presentation of learner findings. Learner investigation into sources to generate ideas for photographic images. One-to-one discussion with tutor to discuss findings. (learning outcome 2)
Workshops – digital techniques. Introduction to assignment – plan and produce a series of photographs for an exhibition promoting the local area based on the theme 'old meets new'. Assignment work – planning, sketching ideas and deciding locations and resources. Assignment work – taking photographs. Assignment work – choosing, cropping, editing and printing final images. Exhibiting work. (learning outcome 3)
Group discussion with peers and tutor to receive feedback and comment on work. (learning outcome 4)

Assessment

To achieve a pass, learners need to demonstrate an exploration of photographic techniques, equipment and materials. They should develop a range of ideas for photographic images and produce appropriate photographic images. Learners should be able to comment appropriately about the final outcome. At this level the work produced should be an appropriate response to an agreed brief or topic but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

To achieve assessment criteria 1.1 and 1.2, learners must identify uses of types of equipment used for digital photography and identify types of digital materials and software. Evidence could be in the form of completed worksheets, blogs or discussions with the tutor with a signed witness statement.

To achieve assessment criterion 2.1, learners must show evidence that they have used different sources to generate at least two ideas for digital photography. This could be evidenced through observation of group discussions or one-to-one discussions with the tutor with a signed witness statement, or through written evidence of brainstorming sessions, drawings and visual references.

To achieve assessment criterion 3.1, learners must produce a plan for producing photographic images including materials and equipment to be used, the subject of photographs, location, lighting and constraints; for example, time, budget, availability of resources. Evidence for assessment criterion 3.2 can be the images

captured. Evidence for assessment criterion 3.3 can be the final images edited and printed out appropriately.

Evidence for criterion assessment criterion 4.1 could take the form of learners' review of the group feedback. This should be evidenced through learners' reflections on their work and the changes they could make to their photographic images. A group discussion where the learner gathers feedback on work from peers and the tutor. To achieve assessment criteria 4.2 and 4.3, the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes. Observation sheets showing evidence of each members contribution for group discussions should be retained.

Suggested resources

Books

Andrews P – Adobe PhotoShop Elements 7: *A Visual Introduction to Digital Photography* (Focal Press, 2008) ISBN 978-0240521572

Andrews P and Langford M – *Langfords Starting Photography: The Guide to Creating Great Images* (Focal Press, 2008) ISBN 978-0240521107

Journals

Professional Photographer – www.professionalphotographer.co.uk (Archant Specialist)

The British Journal of Photography – www.bjp-online.com (Incisive Media Ltd)

Websites

www.magnumphotos.com	Magnum Photos is a photo cooperative owned by its photographer members
www.rps.org	The Royal Photographic Society was founded to promote the art and science of photography
www.thebppa.com	The British Press Photographers' Association

Unit 9: Developing Animation

Unit reference number: T/505/1501

QCF Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit has been designed as introduction to animation. It aims to develop learners' knowledge of animation styles and techniques and to enable them to develop basic skills for animation techniques.

Unit introduction

Animation production is a significant activity in the media sector, in television programmes, but also on the internet and in the computer games industry. While computer-generated animation is now very popular, traditional techniques such as stop frame animation are still widely used.

Learners may be introduced to a number of animation techniques but should focus on one specific technique for the production of an animation sequence. Learners will experiment with a range of animation techniques from Flipbook to Flash. They will be able to produce a short animation sequence.

Essential resources

Centres could offer research resources in the form of relevant books, videos and internet access on technique, history and contemporary practices.

Learners should have access to adequate production equipment. This may take the form of a traditional rostrum with film or video recording and suitable audio facility or of appropriate computer software packages.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

	Learning outcomes		Assessment criteria	Unit amplification
1	Know animation styles and techniques	1.1	Describe styles used by different animators	• *Styles:* e.g. traditional hand drawn, stop motion, computer generated
		1.2	Identify techniques used by contemporary animators	• *History of animation:* past animation; current animation • *Techniques:* types, e.g. flip book, filmstrip, time lapse photography, sequential photographs, movement, drawing, collage, index cards, cut-out animation, cell animation, mark making on film, collage
2	Be able to develop ideas for an animated sequence	2.1	Collect information from different sources to generate ideas	• *Sources:* e.g. stories, drama, pictures, shapes, animals
		2.2	Develop ideas for an animated sequence	• *Ideas:* audience; story, e.g. simple, comic, dramatic, children's, fairytale adaptation; methods e.g. thoughtshower, gather visual references, drawings, thumbnail sketches • *Develop a character:* types, e.g. human, non-human, roles, behaviour, voice
3	Be able to produce materials for an animated sequence	3.1	Plan to produce an agreed animated sequence	• *Plan:* idea; materials; techniques; storyboard; timescales • *Use appropriate techniques:* techniques, e.g. cut-outs, drawings, painting, mixed media, stop frame, digital photography, photocopied, software, sound, music, SFX, voice over
		3.2	Produce materials for the agreed animated sequence	• *Materials:* e.g. paints, drawing materials, cut-out shapes, software, computer, digital camera

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to review own work	4.1	Collect feedback on work from different sources	• Collecting feedback: asking questions; listening to others; feedback from peers, from tutor
		4.2	Review aspects that went well	• Format of review: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
		4.3	Review aspects that could be improved	• Performance: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit is intended as an introduction to animation and to encourage some creative expression whilst developing a limited understanding of a few of the practical applications in animation products.

The unit could be taught through a variety of activities. Short introductory practical exercises might include the production of storyboards, cut-outs, simple flipbooks, etc. Various animation techniques can be underpinned with screenings of professionally produced examples in advertising, music videos, film. Discussion of examples should concentrate on the animation method employed and demonstrate the way in which the animation has been constructed, whether it be cell, cut-outs, mixed media, stop frame, etc.

Animation is a time consuming business and this unit is an introduction to animation. Simple animation could be achieved and simple animation techniques such as flipbook.

Lectures and discussions should be incorporated into the programme as time and resources allow.

Where possible, outside visits could include animation studios, festivals and cinema screenings.

Learners should be encouraged to investigate a range of animation styles to give a basic awareness of the range of animation styles in existence. For example, they could investigate styles, content and techniques. To introduce the learners to animation they should first explore the simplest forms. They should understand the importance of preparation to animation. Learners should produce materials in preparation for an animated sequence. They should communicate a clear idea of style and technique intended for the final animation. A short animation sequence will not be an impossible task for learners given the development of technology and techniques in animation.

Learners should show their animation sequence to an audience in order to gather feedback. This feedback will inform their review of their own work.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning. Tutor-led delivery – different animation styles.
Learner investigation into professional work. Presentation of learner findings. Learners describe styles and techniques used by different animators. (learning outcome 1)
Practical workshops in different animation techniques, including some screenings. Learners generate ideas from different sources and develop an idea for a specific animation. (learning outcome 2)
Introduction to assignment – in small groups animate a scene from an animation, for example, a children's story. Assignment Task 1 – generating visual ideas for backgrounds and characters, deciding on techniques, script, storyboard. Assignment Task 2 – creating materials for animation. Depending on the techniques chosen this could include 2D paper puppets, clay models, a sequence of still photographs which could be imported into a programme such as Powerpoint or iMovie to produce a final digitised animated sequence. Learners present work for assignment. (learning outcome 3)
Group discussion with peers and tutor to receive feedback and comment on own work. (learning outcome 4)

Assessment

To achieve a pass, learners need to investigate the work of others in the field of animation. They should develop range of initial ideas for an animated sequence, and produce appropriate materials for an animated sequence. Learners will make appropriate comments about their own work. At this level the work produced should be an appropriate response to an agreed brief or topic but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of it and suggest how it could be improved.

To achieve assessment criteria 1.1 and 1.2, learners need to describe different styles used by animators and identify at least two techniques used by contemporary animators. Evidence could be in the form of an oral presentation supported by video examples of professional animators and techniques, or the form of a research file.

To achieve assessment criterion 2.1, learners must produce information collected from different sources with at least two ideas generated from this information for an animated sequence for 2.2. Evidence can be in the form of a research file.

To achieve assessment criterion 3.1, learners must plan an animated sequence which has been agreed with the tutor. This can be evidenced through appropriate pre-production documentation, through a discussion with a signed witness statement, or through completion of a proforma. The plan should include the idea, materials and techniques to be used, type of artwork and storyboard. To achieve assessment criterion 3.2, learners must produce materials for the animated sequence. This can be evidenced through appropriate documentation including screen grabs of their digital animations, layouts of cell animation, photographs of their claymation characters, through a discussion with a signed witness statement, or through completion of a proforma.

Evidence for assessment criterion 4.1 could take the form of a learners' review of the group feedback. This should be evidenced through learners' reflections on their work and the changes they could make. To achieve assessment criteria 4.2 and 4.3, the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes. Observation sheets showing evidence of each member's contribution to group discussions should be retained.

Suggested resources

Books

Lord P and Sibley B – *Cracking Animation: The Aardman Book of 3D Animation* (Thames & Hudson, 2004) ISBN 978-0500511909

Shaw S – *Stop Motion: Craft Skills for Model Animation* (Focal Press, 2008) ISBN 978-0240520551

Websites

www.aardman.com	Aardman – a tour of the studio and showcase for Aardman's current offerings
www.anim8ed.org.uk	Online animation resource aimed at young people
www.awn.com	Animation World Network – an electronic monthly publication devoted to the art, craft and industry of animation, featuring intelligent news, reviews, commentary and opinion written by the leading minds in the field today.
www.pixar.com	Pixar – offers information on the different stages of production.

Unit 10: Developing Audio Production

Unit reference number: T/601/2174

QCF level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to give learners basic knowledge of different audio products, sound recording techniques and technology and the skills to enable them to produce an audio product.

Unit introduction

The term 'audio production' encompasses a wide variety of production activity, whether recording a local band's demo tape, community radio, podcasting or programmes on national radio.

Learners should develop a basic understanding of sound recording through investigation and experimentation. While learners will develop a basic understanding of various styles, techniques and technologies, they will also gain a basic understanding of broadcast audio production. In creating their own audio product learners will develop basic skills in sound recording, editing and mixing.

Essential resources

Learners need access to a range of facilities that may include portable recording equipment, studio facilities, a range of microphones with varying pick up patterns and mixing desks or computers with multi-track mixing facilities.

Examples of professional recordings and scripts should be made available.

Learners will need internet access for research purposes as well as access to books on radio production and industry journals

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

	Learning outcomes		Assessment criteria	Unit amplification
1	Know types of audio products	1.1	Describe at least three different audio products	• *Products*: items for broadcast, e.g. news, commercials, drama; music recording; audio books • *Audio delivery formats*: types, e.g. CD, music TV, digital sound files, e.g. MP3, wav
2	Be able to generate ideas for audio production	2.1	Use different sources to generate ideas for an audio production	• *Sources*: e.g. news items, commercials, drama, music • *Ideas*: e.g. message or purpose, subject, information to be communicated, story, who it is for; methods e.g. brainstorm ideas; exploring how others/professionals use audio production, content e.g. scripted voice, unscripted voice, music, sound effects
3	Be able to use recording techniques and technology to produce an audio product	3.1	Use appropriate recording techniques for agreed audio production	• *Pre-recorded sources*: types, e.g. CD, digital sound files, interview material, commentary • *Audio environment*: location; studio; voice; atmosphere • *Mixing audio*: types, e.g. for radio production, live, recorded, studio, analogue, digital • *Technical conventions*: microphones (handling noise, wind noise); digital recording, e.g. file type, file size; analogue recording, e.g. reel to reel, cassette
		3.2	Use appropriate recording technology for agreed audio production	• *Production*: techniques, e.g. recording, monitoring levels, location

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Use appropriate post production techniques for agreed production	• *Post-production*: mixing, e.g. live, recorded, multi-track; effects; atmosphere
4	Be able to review own work	4.1	Collect feedback on work from different sources	• *Collecting feedback*: asking questions; listening to others; feedback from peers, from tutor
		4.2	Review aspects that went well	• *Format of review*: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
		4.3	Review aspects that could be improved	• *Performance*: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit has been designed to give learners an opportunity to undertake focused projects in the specialist area of audio recording. The intention is to focus the learner's attention on the wide-ranging opportunities provided by the medium. This, in turn, will inform them when addressing other mediums associated with audio production, for example video, music, etc.

As a starting point, the learner will need to research existing audio products and formats. Learners should be encouraged to investigate the many and varied applications of audio in a variety of contexts from news to music, drama to advertising. Learners should be encouraged to experiment with different technologies in different conditions and for varying purposes. Through workshops and mini-briefs learners will understand the suitability of various recording devices to environment and conditions, e.g. what microphone to use outdoors for atmosphere or dialogue. In response to an agreed brief or topic, learners should produce short audio products in a broadcast format either individually or as part of a group. Product quality and time management should be taken into consideration during commenting on their work.

Learners should be encouraged to listen to a wide range of radio productions to understand the creative possibilities of the medium.

Technical skills could be developed in practical workshop sessions giving learners the opportunity to experiment with techniques and technology. While some activities could be centred on individual learning much of the production work could be team based.

Activities could be organised in the form of mini-assignments that allow learners to focus on special aspects of audio production such as interviewing, vox pops, editing, recording voice pieces, etc.

Classroom discussion is a vital element in both generating ideas and evaluating skills.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor delivery – what to look for – different audio products, audio uses and formats.
Learner investigation into professional work.
Presentation of learner findings.
Learners describe different audio products, in discussion or on worksheet. (learning outcome 1)
Workshops – audio capture indoors and outdoors, mixing audio, adding effects, using pre-recorded sources and exporting.
Learner investigation into sources. Learners use different sources to identify ideas for audio production, in discussion with the tutor. (learning outcome 2)
Mini-brief – work in groups to plan and record vox pops, for example, about a new movie release.
Class feedback on work produced.
Introduction to assignment – for example plan and produce a radio commercial.
Assignment work.
Presentation of product to the class. (learning outcome 3)
Group discussion for learners to receive feedback from peers and tutor and comment on own work. (learning outcome 4)

Assessment

To achieve a pass, learners should demonstrate understanding and use of pre-production and production techniques in relation to an agreed brief or and be able to comment on the process appropriately. At this level the work produced should be an appropriate response to an agreed brief or topic but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of it to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

To achieve assessment criterion 1.1, learners need to describe at least three types of audio products. Evidence could be in the form of a completed worksheet, an oral presentation or a discussion with the tutor with a signed witness statement.

To achieve assessment criterion 2.1, learners must show evidence that they have used different sources to generate at least two ideas. This can be evidenced through written evidence of discussions, drawings, and visual references, observation of group discussions or one-to-one discussions with the tutor with a signed witness statement, or through written evidence of a thoughtshower, drawings and visual references.

To achieve assessment criteria 3.1, 3.2 and 3.3, learners must create an audio product. Evidence can be the product recorded, with a log of techniques and technology used. Achievements can be confirmed through observation of learners' work with signed witness statements. Samples of recordings should be kept on tape or disc so that learners are able to monitor their skills development. Learners should at all times be encouraged to evaluate their own performance and receive feedback from peers as well as tutors.

Evidence for assessment criterion 4.1 could take the form of learners' reflections on their work and the changes they would make to their audio production. This could be achieved through a group discussion where the learner gathers feedback on work from peers and the tutor. To achieve assessment criteria 4.2 and 4.3, the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes.

Suggested resources

Books

Kinnaird M – *Sounds Like a Good Idea* (Network Continuum Education, 2008) ISBN 978-1855394483

McLeish R – *Radio Production*, *Fifth Edition* (Focal Press, 2005) ISBN 978-0240519722

Nisbett A – *Sound Studio: Audio Techniques for Radio, Television, Film and Recording*, *Sixth Edition* (Focal Press, 2003) ISBN 978-0240519111

Journals

Broadcast

Radio Magazine

Websites

www.broadcastnow.co.uk	Broadcast – online magazine dedicated to news and features on broadcasting
www.mediacollege.com/audio	Media college – educational and resource website for electronic media www.ofcom.org.uk Ofcom – the regulator of the radio industry
www.radioacademy.org	The Radio Academy – site dedicated to senior industry figures and academics with background features and careers.

Unit 11:   Audio and Video Editing

Unit reference number: A/505/1502

QCF level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to introduce learners to the knowledge and skills needed for editing and can be applied to audio/visual, and audio or visual-based production work.

Unit introduction

Editing techniques can be applied to audio or visual production work. Learners will develop their knowledge of when and why editing is carried out and will generate ideas for editing by collecting information and planning to edit materials. Learners will then follow their plan to edit the materials and will review their work by collecting feedback and reviewing aspects that went well and aspects that could be improved.

Much professional editing is now undertaken using digital systems and it is likely that the production work for this unit will take place using digital systems. However, learners should have an awareness of both traditional and digital techniques and this unit does not preclude the use of traditional editing equipment for production work.

Essential resources

Resources should be available for learners to watch and take part in critical evaluations of video/audio/visual materials, either in a group or in an individual context. Appropriate editing equipment is required. A suitable level of either analogue (two-machine or three-machine edit) or digital editing facilities (timeline-based or non-linear) should be available for the completion of any video process.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

	Learning outcomes		Assessment criteria	Unit amplification
1	Understand when editing is used and why	1.1	Identify different materials that are edited	• *Audio*: e.g. news, commercials, drama, commentary, music, speech/dialogue • *Audio-visual*: e.g. drama, documentary, news, commercials, music video, cinema trailers • *Editing techniques*: e.g. cut, cutaway shot, reaction shot, insert shot, fade
		1.2	Explain why editing is carried out	• *Purpose of editing*: to construct a narrative; to meet time constraints; to improve performance
2	Be able to generate ideas for editing	2.1	Collect information from different sources to generate ideas for editing	• *Sources*: e.g. a news item, a drama, music • *Ideas*: e.g. drama, music video, documentary, advertisement, to improve performance, e.g. music, to shorten an item, e.g. news item, drama scene • *Pre-recorded and found sources*: types, e.g. video, audio, CD, from web, live recordings, radio recordings • *Self-generated materials*: video soundtrack; audio recordings; digital formats
		2.2	Plan to edit materials	• *Plan*: reasons for editing; sections to be edited; techniques to be used
3	Be able to edit materials	3.1	Edit materials according to plan	• *Video and audio equipment*: e.g. camcorder, mobile telephone, digital sound files, e.g. MP3, wav • *Editing systems*: e.g. digital, linear, non-linear, time-based, digital audio, appropriate analogue systems • *Edit*: for pace, timing, sequence, sound balance, shortening or lengthening

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to review own work	4.1	Collect feedback on work	• *Collecting feedback*: asking questions; listening to others; feedback from peers, from tutor
		4.2	Review aspects that went well	• *Format of review*: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
		4.3	Review aspects that could be improved	• *Performance*: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit is designed as an introduction to the process and practices of editing and as such should give learners a basic understanding of professional practice while encouraging them to develop an interest through experimentation.

This unit requires learners to think of, and select, ideas using investigation into professional work as a starting point, and then to plan and produce edited material. The learning programme should be balanced to allow for technical input and workshop time to give all learners an opportunity to experiment with different techniques and technology. When working as part of a group it is important that learners understand their individual roles and that work is structured in such a way as to allow individual achievement to be accurately assessed.

Briefs and topics should be agreed with the tutor and may include creating advertising such as film trailers or editing vox pops to support opinion, etc.

The learner should be encouraged to investigate professionally edited material such as television, radio, and motion picture products. The learner should be encouraged to recognise the editing techniques employed to deliver the message/meaning/story. In response to an agreed brief or topic the learner should gather appropriate materials for editing. These materials can be found, for example copyright free audio or video clips from the web, or self-generated. The materials should then be collated and organised in preparation to be edited. It is recommended that the learner is given sufficient guidelines and parameters in the agreed brief or topic so that they are able to focus their search. In response to an agreed brief or topic they should demonstrate the skills they have learned to produce an edited product in an assigned format effectively.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning. Tutor-led delivery – what materials are edited? Why? Learner investigation into professional work. Presentation of learner findings. Learners identify different materials that are edited and describe when editing is carried out. (learning outcome 1)
Learners research different sources to develop initial ideas. (learning outcome 2)
Workshops and mini-tasks – video and audio editing techniques, effects and exporting. Introduction to Assignment – for example plan and produce a video 'magazine' show for 14-18 year olds. Assignment work – as groups decide on format and produce/gather resources including individual log of work achieved. Assignment work – as individuals edit a section of the show including log of work. Assignment work – as groups review and edit together the final cut of show

Topic and suggested assignments/activities
including individual log of work achieved. Presenting work. (learning outcome 3)
Group discussion with peers and tutor for learners to receive feedback and comment on own work. (learning outcome 4)

Assessment

To achieve a pass, learners should demonstrate an investigation of examples of edited materials in relation to an agreed brief or topic. Learners should gather a range of materials to be edited. Learners should undertake editing of materials and be able to comment appropriately on the process. At this level the work produced should be an appropriate response to an agreed brief or topic but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

To achieve assessment criteria 1.1 and 1.2, learners must identify types of materials that are edited and explain why editing is carried out. Evidence can be in the form of an oral presentation, completed worksheets or a discussion with the tutor with signed witness statement.

To achieve assessment criterion 2.1, learners must show that they have used different sources to generate at least two ideas for editing. This can be evidenced through a completed log and discussion with the tutor or completed log. To achieve assessment criterion 2.2 learners must produce an initial plan for editing the materials. Assessment criterion 3.1 can be evidenced through the edited material which must follow the plan.

Assessment criteria 4.1, 4.2 and 4.3 must take the form of a presentation where the learner shows their edited work to the group or group discussion where the learner gathers feedback on work from peers and the tutor. The learner should describe two aspects which went well and at least one aspect that could be improved. Observation records and witness statements should be kept for verification purposes.

When working as part of a group it is important that learners understand their individual roles and that work is structured in such as way as to allow individual achievement to be accurately assessed.

Suggested resources

Books

Kinnaird M – *Sounds Like a Good Idea* (Continuum, 2008) ISBN 978-1855394483

McLeish R – *Radio Production*, *Fifth Edition* (Focal Press, 2005) ISBN 978-0240519722

Millerson G – *Video Production Handbook, Third Edition* (Focal Press, 2008) ISBN 978-0240513218

Nisbett A – *Sound Studio Audio Techniques for Radio, Television, Film and Recording Sixth Edition* (Focal Press, 2003) ISBN 9780240519111

Wells P – *Digital Video Editing: A User's Guide* (Crowood Press Ltd, 2007) ISBN 978-1861269522

Websites

www.mediacollege.com	Media college – educational and resource website for electronic media

Unit 12: Website Software

Unit reference number: L/502/4630

QCF level: 1

Credit value: 3

Guided learning hours: 20

Unit aim

This unit aims to equip learners to use a software application designed for planning, designing and building websites.

Unit introduction

Website software skills are increasingly important as the internet grows and web documents are becoming one of the most popular forms of information sharing. This unit will teach learners how to use website software to create different types of webpages with appropriate features and content.

The first skills that learners will acquire involve planning and creating webpages using website software. This software may be a commercial web editing application from companies such as Microsoft® or FrontPage® or it might be a simple text editor or word processor, which allows learners to save their document as a webpage. Webpages come in a variety of file types that learners will need to understand. They will also need to understand the different types of files that can be included in a webpage, such as image files or audio files.

The internet contains millions of webpages with a wide variety of styles and qualities; and one of the keys to making professional standard webpages is planning. Learners need to consider the content of their pages, for example, will they have images, text or video, will they use tables, templates or menus? These questions can usually be answered by understanding the purpose of the pages.

Throughout the unit learners will think about copyright constraints, for example on soundtracks. They will also think about how they are going to store and organise their files.

If they don't consider their file structure at the beginning, others may not be able to navigate their website properly.

Once learners have completed this unit they will have the skills to create and edit webpages using dedicated software. They will also be able to use templates and upload their work onto the internet or an intranet. Learners will be able to create features such as hyperlinks and multimedia web pages and will be able to check them for problems.

Essential resources

Learners will need to have access to website software that allows use of all of the different features listed in the unit content. Learners will need to be able to upload their website and test it once it has been uploaded.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Plan and create webpages	1.1	Identify what content and layout will be needed in the webpage	• *Webpage content and layout*: webpage content and layout will vary according to the template, but may include text, e.g. body text, headings, captions; images, e.g. still photographs, diagrams; numbers, e.g. tables, charts or graphs; background, e.g. colours, gradients, patterns, textures
	1.2	Identify the purpose of the webpage and intended audience	• *Purpose and intended audience*: aims and observations of the webpage; key features; user needs; information gathering, e.g. questionnaire, surveys and interpret design and layout of webpage to meet audience needs
	1.3	Select and use a website design template to create a single webpage	• *Webpage templates*: different template layouts contain different areas and are good for showing different things, e.g. a page showing a blog would need a different template to a photo gallery page, e.g. different size space for a page title, different sized spaces for an image, different sized area for text
	1.4	Enter or insert content for webpages so that it is ready for editing and formatting	
	1.5	Organise and combine information needed for webpages	• *Combine different types of information*: combine images with text, e.g. photo and captions; presentation with audio and/or video; numbers with charts and graphs
	1.6	Identify copyright and other constraints on using others' information	• *Copyright constraints*: effect of copyright law, e.g. on music downloads or use of other people's images, acknowledgement of sources, avoiding plagiarism, permissions
	1.7	Identify what file types to use for saving content	• *File types and software*: text, e.g. rtf, doc, pdf; images, e.g. jpeg, tiff, psd; charts and graphs, e.g. xls; sound, e.g. wav, MP3

Learning outcomes		Assessment criteria	Unit amplification
	1.8	Store and retrieve web files effectively, in line with local guidelines and conventions where available	• *Store and retrieve*: files, e.g. create, name, open, save, save as, find
2	Use website software tools to structure and format webpages	2.1	Identify what editing and formatting to use to aid both clarity and navigation	• *Editing techniques for different types of information*: structure; editing techniques appropriate to the type of information, e.g. select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position
		2.2	Select and use website features to help the user navigate simple websites	• *Website features*: webpage features will vary, but may include navigation, e.g. action buttons, links, hot spots
		2.3	Use appropriate editing and formatting techniques	• *Check webpages*: spellcheck; grammar check; word count; image size, alignment and orientation; suitability of file format
		2.4	Check webpages meet needs, using IT tools and making corrections as appropriate	
3	Publish webpages to the internet or an intranet	3.1	Upload content to a website	• *Upload and publish webpages*: upload content to a template; using appropriate tools and methods to upload webpages to the internet or intranet; publishing to a local host
		3.2	Respond appropriately to common problems when testing a webpage	• *Problems with websites*: problems, e.g. content that is not appropriate for the template or is missing, text that is not readable or is missing, images that are oriented or sized wrongly • *Website testing*: view webpage using browser software

Information for tutors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software, as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process and centres should consider what other supporting product evidence can be collected.

Learners should be encouraged to discuss websites they use and how the layout and design of the website and webpages contribute to the desired effect, for example, attractiveness, ease of use. Tutors should demonstrate the use of software to edit and create features and to publish pages and there should be opportunities for learners to practise the use of software before the final assessment. Tutor input will be needed when considering copyright constraints.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of learning.
Introduction to assignment – plan and produce a webpage to (for example) promote a local band.
Tutor presentation – content and copyright. Group discussion – sources of content, appropriate content for target audience.
Tutor demonstration – using different file types. Tutor demonstration and mini task– editing image files for the web.
Tutor demonstration – using different templates. Assessment activity – experimenting with and choosing layouts, fonts, colours, etc, appropriate to target audience, entering and inserting content and organising information.
Assessment activity – choosing and organising content for use on site – finding and/or creating text, images and audio, identifying file types for saving and storing and retrieving web pages. (learning outcome 1)
Editing text and images for the web. Tutor demonstrations, workshops and peer learning – basic website creation and editing techniques. Tutor demonstrations, workshops and peer learning – navigation techniques; links, buttons, hotspots, etc. Tutor demonstration – checking pages for error. Individual activity – error checking.

Topic and suggested assignments/activities and assessment
Assessment activity – editing and formatting web page to aid clarify and navigation and check webpage meets needs of user. (learning outcome 2) Tutor presentation – uploading a webpage. Group discussion – online problems. Individual activity – uploading your webpage. Individual activity – testing your uploaded webpage. Peer assessment – testing each other's pages. Individual activity – testing webpages in different browsers. (learning outcome 3)
Assessment feedback, review and evaluation of unit.

Assessment

An holistic approach to teaching is suggested for this unit. Tutors should give learners a variety of scenarios, from which one should be selected. These scenarios should be of interest to learners, they should not be too ambitious but should enable them to meet all the assessment criteria. It is envisaged that only one scenario is required for learners to be able to pass the unit.

Tutors should encourage learners to capture and record evidence as an ongoing process at each stage of development. Assessment evidence will primarily come in the form of printed annotated screenshots, highlighting the formatting and layout of work, where necessary. Evidence can also come in the form of observations, class discussions, peer assessment and written work.

Suggested resources

Books

Adobe Creative Team – *Adobe Dreamweaver CS4 Classroom in a Book* (Adobe, 2008) ISBN 978-0321573810

Austin B – *Web Page Design in Easy Steps* (Computer Step, 2003) ISBN 978-1840782530

Austin T and Doust R – *New Media Design* (Laurence King Publishing, 2006) ISBN 978-1856694315

Jenkins S – *Web Design All-in-one for Dummies* (John Wiley and Sons, 2009) ISBN 047041796X

McNeil P – *The Web Designer's Idea Book* (How Books, 2008) ISBN 978-1600610646

Osborn J – *Dreamweaver CS4 Digital Classroom* (John Wiley and Son, 2008) ISBN 978-0470410929

Price M – *FrontPage 2003 in Easy Steps* (Computer Step, 2004) ISBN 978-1840782691

Quick R – *Web Design in Easy Steps* (Computer Step, 2006) ISBN 978-1840783148

Robbins J N – *Learning Web Design: A Beginner's Guide* (O'Reilly Media, 2007) ISBN 978-0596527525

Websites

www.entheosweb.com/	Entheos – Dreamweaver tutorials. dreamweaver/default.asp
www.great-web-design-tips.com/	Great Web Design tips
www.howtocreate.co.uk/	Howtocreate.co.uk
www.killervideostore.com/	Killersites.com –Dreamweaver tutorials
www.tutorialized.com/tutorials/	Macromedia Dreamweaver tutorials dreamweaver
www.tutorialized.com/tutorials/	Microsoft FrontPage tutorials MS-FrontPage
www.freeserifsoftware.com/	Serif WebPlus SE

Unit 13:   Job Opportunities in Creative Media

Unit reference number: J/601/2177

QCF level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The principal aim of this unit is for learners to gain knowledge of working in a media industry by exploring job opportunities across the creative media sector.

Unit introduction

The creative media sector includes a wide range of different types of company and job roles.

It is important that those who are thinking about working in the creative media industry should understand what types of jobs are available, what those jobs involve, and how they might be obtained.

In this unit, learners will explore conditions of employment and the qualifications and skills required for different jobs in the sector. Learners will have the opportunity to set realistic short- and medium-term goals for their career pathway in media.

Essential resources

Centres should develop and maintain their own library of resources containing up-to-date information on the creative media sector.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Know job opportunities in the creative media sector	1.1	Identify at least three jobs in different industries of the creative media sector	• General job roles: e.g. management, creative, editorial, technical, research, financial, organisational, administrative • Film and TV industry: e.g. presenter, animator, art director, director, producer, autocue operator, boom operator, lighting technician, camera operator, editor, foley artist, production assistant, grip, runner
	1.2	Describe at least three different job roles in the creative media sector	• Web design and multimedia industry: e.g. multimedia design, multimedia production, web developer, photo imaging, applications developer, animator, scriptwriter, Search Engine Optimisation (SEO) specialist, programmer, quality assurance tester • Radio and music production industry: e.g. recording engineer, producer, studio assistant, booker, studio manager, editor, service and maintenance, mastering engineer, studio administration, reporter, interviewer, researcher, script writer, presenter, studio assistant, programme scheduler, volunteer • Print and advertising industry: jobs, e.g. researcher; graphic designer; layout artist; photographer; journalist; copywriter; subeditor; editor; printer; production coordinator; print finisher; publisher • Games design industry: e.g. 3D modeller, animator, artist, audio engineer, designer, scriptwriter, level designer, programmer, games tester

Learning outcomes		Assessment criteria		Unit amplification
2	Know terms and conditions of employment within the creative media sector	2.1	Describe the terms and conditions of employment for at least three selected jobs in the creative media sector	• *Work patterns*: self-employment; hours of work; shift work, e.g. early starts, late finishes, night work, weekend work, bank holiday work; irregular work pattern; flexitime; days off during week; annual leave • *Pay*: pay patterns, e.g. weekly, monthly, salary scales, increments on completion of job • *Benefits*: types of benefit, e.g. pension, bonus, overtime, training/professional development; non-PAYE
3	Know about the qualifications and skills needed for jobs in the creative media sector	3.1	Identify qualifications required for at least three selected jobs in the creative media sector	• *Qualifications*: essential; desirable; general qualifications, e.g. GCSEs, GCEs, diplomas; work-based qualifications, e.g. NVQs; vocational qualifications, e.g. Pearson BTEC qualifications, apprenticeships; practical qualifications in, e.g. moving and lifting, first aid; higher qualifications e.g. degree
		3.2	List skills required for selected jobs in the creative media sector	• *Skills and qualities*: personal qualities, e.g. organising self, ability to interrelate with others; work-related skills, e.g. communication, teamwork, problem solving, self-management
4	Be able to plan how to start work within the creative media sector	4.1	Plan to start work within the creative media sector	• *Career planning*: personal skills audit, own abilities, interests, values, personal qualities, lifestyle, constraints • *Finding out about jobs*: career pathways; experience requirements; methods, e.g. websites, Connexions, careers fairs, trade journals, people, e.g. family, friends, tutor • *Making plans*: consider options; realistic short-term goals; medium-term goals

Information for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques, including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources include journals, videos, DVDs, case studies, learner presentations and group work.

The tutor could start delivering the unit by inviting guest speakers working in different jobs across the creative media sector. Learners could prepare questions to ask speakers about their job roles and conditions of employment.

Learners may be able to visit different media organisations and interview or work shadow an employee. On return to the centre, learners could create a leaflet to include information about the job role and conditions of employment as a factsheet for other learners to follow.

Videos and case studies can be used to help learners understand the range of job roles in the sector.

In groups, learners could complete web-based research into job roles in different settings and departments in media organisations, and then report back to the rest of the group.

For learning outcome 2, learners could work in groups and use the local and national press and the internet to find a variety of job advertisements and list the work patterns, pay and benefits advertised.

The opportunity to analyse real job descriptions, covering a wide range of jobs in the media sector, would help learners to understand the similarities and differences between the work patterns, pay and benefits of different jobs in the sectors.

Learners could be grouped with those who are interested in similar jobs to complete web-based research into the qualifications, skills and qualities required for their preferred jobs in the sector and then report back to the rest of the group. Learners may use PowerPoint or flipcharts to present this information.

Learners could discuss their career intentions with an advisor, or access careers advice from LearnDirect to help them begin their career plan. The need for goal setting and the difference between long- and short-term goals could be explored through a question and answer session.

Learners at this level may need support in completing a personal skills audit and identifying and setting long- and short-term goals for themselves for learning outcome 4. This may be achieved through one-to-one discussion or tutorials.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning.
Tutor-led discussions on job opportunities in: • film and TV industry • web design and multimedia industry • radio and music recording industry • print and advertising industry • games design industry.
Visit by careers advisers.
Visit by professional/s in media sector.
Tutor-led discussions and worksheets on: • working patterns • pay and benefits • qualifications, skills and qualities.
Introduction to research assignment.
Small group research on internet and newspapers/journals – learners select one of the above and gather information about the following: • range of jobs • working patterns • pay • benefits • qualifications • skills and qualities.
Small-group presentations of information on selected media industry.
Personal skills audit, one-to-one guidance discussing opportunities and making plans.
Portfolio building, feedback and improvement.

Assessment

The assessment criteria for this unit can be combined into one assignment task as a plan to start work. This may take the form of a loose leaf folder.

To meet assessment criterion 1.1, learners will need to identify three different jobs from different industries in the media sector, this could include the following industries:

- film and TV
- web design and multimedia
- radio and music production
- print and advertising
- games design.

To meet assessment criterion 1.2, learners could select three jobs from one sector, or across the media sectors, for example a television studio, an advertising agency, a hospital radio station, and describe a total of three jobs in the selected setting/s.

To meet assessment criterion 2.1, learners could select three jobs from one sector, or across the media sectors and compare the work patterns, pay and benefits. These could be the three jobs selected for assessment criterion 1.2. This could be presented in the format of a chart.

For assessment criteria 3.1 and 3.2, learners will need to give details about the skills and qualifications required for three jobs from one sector, or across the media sectors. These could be the three jobs selected for assessment criteria 1.2 and/or 2.1.

The career plan required for assessment criterion 4.1 requires the learner to undertake a personal skills audit and identify their interests. This could be recorded using a pro forma.

Learners will need to provide evidence of their research into possible jobs in the media sector. This may be evidenced with leaflets, downloads from websites, discussions with the class group, tutors or careers advisers.

The career plan should identify one medium-term goal and two short-term goals.

Learners could produce evidence in the form of worksheets, workbooks, blogs or personal career development plans.

Suggested resources

Books

BFI Film and Television Handbook (published annually by the British Film Institute)

Branston G and Stafford R – *The Media Student's Book*, *Fourth Edition* (Routledge, 2006) ISBN 978-0415371438

Wallus J – *The Media (Look Ahead: a Guide to Working in)* (Heinemann Library, 2001) ISBN 978-0431094878

Websites

www.businesslink.gov.uk	Business Link – provides local and regional business links and practical advice for businesses
www.direct.gov.uk/en/youngpeople	Advice for young people, including careers advice
www.learndirect-skills.co.uk	Learndirect –advice on courses and training
www.mediaweek.co.uk	Mediaweek – media news, comment and blogs
www.media-match.com/jobtypes/	Media-Match – recruitment website job descriptions.php for the media sector, gives job descriptions for different roles
www.nebpn.org	National Education and Business Partnership network
www.skillset.org/careers/	Skillset, the Sector Skills Council for the media sector – advice on careers in the sector

Unit 14: Carring out an Individual Project

Unit reference number: K/504/9146

QCF level: Level 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is for learners to identify, research and discuss a project area related to their chosen vocational sector, compiling all findings into a report.

Unit introduction

This unit is about learners investigating an area that they are interested in, related to their chosen vocational sector. It is expected that learners will choose an aspect of creative media production to research. They will be given the opportunity to choose their own focus for the project and then undertake the research needed to put together a report on this topic.

Learners will be able to choose from a range of topics within their chosen vocational area. They will then be shown how to set aims for the project, so that they can really focus on relevant and interesting ideas. Learners will then be able to undertake relevant research, accessing a range of information sources that will give them information about the project area.

Once learners have gathered their research they will be shown how to relate it to the project aims they set themselves and how to compile their work into a report, including all of the relevant sections.

This is a really practical unit led by the learner and their interests. It allows them to develop skills that are essential for working in many sectors, including time management, self-discipline in keeping to deadlines that they set themselves and independent enquiry through the undertaking of research.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
1	Be able to select an appropriate project topic	1.1 produce a proposal for a project related to chosen vocational area	• *Identification of project topic*: investigation into ideas for project, methods of ensuring that project is viable, including availability of information and secondary research, methods of rejecting invalid project ideas; ideas for project, e.g. digital animations, stop motion animation, how adverts are produced, how news articles are created
		1.2 Set aims for the project	• *Setting aims*: identifying appropriate and achievable aims, ensuring aims are realistic, positive and negative examples of aims, SMART goal setting
2	Be able to investigate the project area	2.1 plan the project using appropriate methods of research	• *Project planning*: scheduling actions to achieve project; time-management skills, planning time for tasks and activities, including prioritising most important activities and allocating an appropriate amount of time to do them; understanding that tasks and activities should be prioritised according to given daily objectives
		2.2 carry out research into the project area	• *Carrying out research*: methods of secondary research available, ie books, journals, reports, web-based research; methods used to ensure that the research is valid and appropriate to the project aim; primary research and methods that can be used, including questionnaires, interviews and surveys; aspects to be considered if undertaking primary research, ie confidentiality and appropriate behaviour
3	Be able to produce a project report	3.1 Present a project report including: • introduction • aims • findings • discussion • conclusion	• *Guidelines in structuring a report*: relevant sections of a report, including title page, acknowledgements, abstract, methodology, findings, discussion and bibliography; use of pictures and graphs in a report; methods used to ensure aims are clearly met, importance of proofreading a report

Information for tutors

Delivery

This unit allows learners to integrate and apply knowledge from many other units across the specification. It is important that the research topic is of personal interest to the learner and that the learner possesses or acquires a knowledge and understanding of the topic and related areas.

Although a major part of the delivery focuses on the learner conducting their research project in a practical way, the unit must be supported by theoretical input from the tutor. Learners must understand concepts related to the research proposal and design, as well as research skills, techniques and methodologies, before they can consider, explore and produce a valid research proposal. At the research proposal stage, the tutor may, if necessary, provide support to help shape the proposal and provide direction to the learner to ensure an original and valid research proposal is presented. A PowerPoint development of a poster or a video could be used as more creative methods of presenting the report.

The research proposal will require learners to adopt an investigative approach and will include a statement of the area of research and background factors related to it. Tutors should direct learners to consider at this stage 'Why is the proposed project worthwhile? Who would the results be useful to? What does the literature say? What would the project contribute to the chosen vocational area? If support from the tutor is required at the research proposal stage, it must be provided in order to ensure the proposal and design are valid. Once the area to be investigated has been established by the learner and agreed with the tutor, the learner may commence their full research proposal. The learner will then be able to independently, or with support, move into their research project.

Possible research project titles include:

- Researching on Animation
- How news reports are Produced.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor-led discussion on how to select appropriate topics for a project in chosen vocational area. Learners undertake investigation into possible project areas. Learners draft aims for the chosen project.
Learners prepare a project plan to ensure the project is completed. Learners investigate research methods available. Learners undertake appropriate research into the creative media project. Learners examine research and how to discuss it within the project.
Learners identify sections required in a project report. Assessment: series of one-to-one meetings with tutor to discuss proposal and set aims, plan project and carry out research. Learners produce public service report with sections indicated in criterion 3.1 (learning outcomes 1, 2 and 3). Review own performance and their completed project.
Assessment debrief and feedback.

Assessment

To achieve assessment criteria 1.1 and 1.2, the learner must produce and set aims for a proposal for a project related to chosen vocational area, in this case creative media production. In order to do this successfully, the learners may or may not require support from the tutor. The amount of support they require should not influence their success. The aims of the project should be clearly stated and should originate from the learner.

For assessment criteria 2.1 and 2.2 learners need to plan and carry out the research as detailed in their research project. They should be given the opportunity to carry out this research, and will require access to the necessary resources.

Assessment criterion 3.1 requires learners to gather information from their research and compile it into the report as described in the unit content and the assessment criteria. It is important that the learners produce a report that introduces the project clearly, showing how and why the aims have been set. The findings of the research will then be included in the report, along with a discussion as to what the learners have found out about the area that they have researched. The final section of the report will define how the research has met the aims that the learners have set for themselves.

The learners may require support in the setting of the aims and the compilation of the report, it is appropriate for the tutor to provide this.

Unit 15: Working in a Team

Unit reference number: D/503/2814

QCF level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to help the learner understand how to work as a team member. The unit looks at how to be a team member. Learners will identify their strengths and match them to the needs of the team task, as well as identifying the rules of working in a team.

Unit introduction

Being able to work as part of a team is widely regarded as a key requirement for employability. Learners will learn about the rules for working in a team effectively. They will consider their own strengths and interests and what they could do well, and, with guidance, apply these to a team task. Through involvement in a team task, learners will develop an understanding of their role in a team and how to interact appropriately with other team members. They will determine how well they are able to work in a team and consider where their teamwork skills could be improved.

Essential resources

Learners will need the opportunity to participate in a team working task.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about team working	1.1	List rules for team working	• *Team working rules*: every member should contribute; listen to views of all team members; consult with other team members; make decisions as a group; follow group decisions
		1.2	List skills individuals need for teamwork	• *Individual team working skills*: e.g. be a good listener, have practical skills, be considerate of views of others, be able to work effectively with others, be unselfish, be reliable, be polite, be punctual
2	Know how to match their strengths and interests to a team task	2.1	Identify strengths and interests relevant to the task	• *Matching individual strengths and interests to tasks*: taking on a role to suit interest/ability, e.g. ability to cook well could be matched to making biscuits for a coffee morning to raise funds for charity, good communication skills could be matched to giving presentation on the team's work
		2.1	List aspects of a team task that, with support, could be achieved	
3	Know their own role and responsibilities in relation to a team task	3.1	Identify what the team is working to achieve in the team task	• *What the team is working to achieve*: working together to complete a task e.g. prepare a display for a workplace or college conference, give a presentation on wellbeing at work, run a pancake stall to raise funds for a local children's charity
		3.2	Identify their own role and responsibilities in the team task	• *Own role and responsibilities in relation to a team task*: take on own role, e.g. make two posters for the team's display by the end of next week, print off and bind 10 copies of the notes before the team presentation on Monday morning, buy a pint of full cream milk and six large eggs for the pancake sale and remember to bring them on Tuesday

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to work positively as a member of a team	4.1	Listen to ideas and suggestions of other team members without interrupting them	• *Listen to ideas and suggestions of others*: allow other team members to offer their ideas and suggestions without interrupting them; listen carefully to the ideas and suggestions of other team members; carry out suggestions of others if they are appropriate
		4.2	Give their own ideas and suggestions when prompted	• *Offer own ideas or suggestions*: participation in a team, e.g. respond appropriately to a question asked by a team member, suggest a solution to a problem faced by the team, suggest a better way of doing something
		4.3	Offer help to other team members when prompted	• *Offer to help other team members*: support others in the team, e.g. offer to show team member how to do something, offer to help another team member who has fallen behind in their task
		4.4	Follow instructions to complete the aspects of the task they were allocated	• *Follow instructions*: facilitate completing task through following instructions e.g. written, verbal • *Complete own task*: meet deadline/working to the required standard, e.g. complete all aspects of the task, complete task on time, complete task to a satisfactory standard
5	Know own performance as a member of a team	5.1	Identify areas where they worked well as a team member	• *Effective performance as team member*: perform to the required standard, e.g. tasks completed without help, tasks completed on time, tasks completed successfully, helped other team members, accepted help or guidance from other team members, effective communication
		5.2	Identify areas where they could improve their ability to work as part of a team	• *Areas for improvement*: e.g. being patient with other team members, asking for help when needed, checking time allocated for the team task

Essential Guidance for tutors

Delivery

The emphasis of this unit is on enabling the learner to participate in a team task.

Knowledge and understanding of team working for learning outcome 1 could be explored using practical group activities. An example could be for learners to put up a display within a specified timescale. In groups, learners could identify the team working skills needed to complete the task and then report back to the rest of the group. For learners with access to the workplace, opportunities to participate in team tasks might occur naturally as part of the job. Alternatively, the tutor or line manager could assign the learner to an appropriate team task for the purposes of assessing learning outcome 1.

A teamwork task needs to be identified for learning outcomes 2, 3, 4 and 5. Teams should be made up of three to five people who have the potential to complete the task set. Learners could be involved in selecting the task. However, learners at this level will need guidance in selecting a task which is manageable, achievable and matches the skills and interests of the team members.

For learning outcome 2, learners need to identify their own strengths and interests that match the task. They may need some encouragement and prompting to do this. Tutorials will provide an opportunity for tutors to offer guidance. Within the workplace, appraisals or one-to-one discussions with a line manager or supervisor could provide opportunities for identifying learners' strengths and interests.

For learning outcome 3, teams could work to design a poster, document or presentation which identifies what the team is working to achieve in the team task and the roles and responsibilities of each team member. The posters, document or presentation could be displayed in the class or working area and would act as a reminder for learners as they complete the team task for learning outcome 4.

Tutors/line managers will need to provide opportunities for learners to listen to the ideas and suggestions of other team members, give their own ideas and suggestions and offer help to other team members while they are participating in the team task for learning outcome 4.

Learners could work as a group to consider the performance of the team as a whole. They could discuss the task together, watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers for learning outcome 5.

Assessment

For 1.1 and 1.2, learners are required to identify at least two key rules for teamwork and identify at least two skills individuals need for teamwork. Evidence could be in the form of a leaflet or a discussion recorded by the tutor for verification purposes.

For 2.1 and 2.2, the tutor needs to complete a statement to verify that the learner has achieved the criteria. The statement could be completed after a tutorial during which the learner identified at least two aspects of the given team task that they thought they could do well, based on their strengths and interests.

Evidence for 3.1 and 3.2 could be a leaflet, a poster or a discussion between the learner and the tutor/line manager, supported by a statement from the tutor/line manager To meet the criteria, learners need to state clearly the aim of the team task and identify their specific role and responsibilities in the task.

Evidence for 4.1, 4.2, 4.3 and 4.4 is best provided in the form of a witness statement completed by the tutor. Alternative methods of evidencing learning may be used. For 4.1, 4.2, 4.3 and 4.4, learners must demonstrate at least two examples of each type of behaviour specified in the assessment criteria.

A chart which identifies two areas where the learner worked well as a team member and two areas where they could improve their ability to work as part of a team could provide the evidence required for 5.1 and 5.2. Alternative methods of evidencing learning may be used.

Suggested resources

Websites

www.lifecoachexpert.co.uk

www.tellmehowto.net/career

www.worksmart.org.uk/career

Unit 16: Preparing for Work Placement

Unit reference number: T/503/2821

QCF level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to prepare learners for work placement by discussing the practical aspects as well as giving opportunities to discuss any fears and anxieties they may have and offer solutions.

Unit introduction

Learners undertaking work placement have the opportunity to learn and develop the skills they need for the world of work. They need to be enthusiastic, hardworking and highly motivated. It is, therefore, essential that before undertaking any form of work placement, learners are well prepared. This unit introduces learners to the importance of knowing what will be expected of them during their work placement and what they can hope to achieve as a result of this experience.

Starting a work placement, particularly if it is a learner's first experience of the workplace, should be an exciting time for a learner. It could, however, also be an anxious time. The unit helps learners to identify possible factors that may cause anxiety or uncertainty and where to go for support.

Although the term 'company or organisation' has been used throughout the unit, it can refer to any type of work placement for which the learner may be preparing.

Essential resources

To make this unit relevant, the learner must be preparing to go on a suitable work placement. Employers must also be prepared for the upcoming work placement and support the learner in gathering relevant information.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know where to plan to do work placement	1.1	Identify key information about where to plan to do work placement	• *Key information about work placement*: name of company or organisation; type of business or service; location; details of relevant contact person at company or organisation
2	Know what is expected during the work placement	2.1	Identify different tasks likely to perform as part of the work placement	• *Work placement tasks*: tasks, e.g. administrative, customer service, logistics
		2.2	Identify appropriate behaviours and attitudes for the work placement	• *Appropriate behaviours*: behaviours, e.g. being punctual, being reliable in carrying out tasks, showing tolerance and respect for others • *Appropriate attitudes*: attitudes, e.g. motivated, enthusiastic, willing to learn, flexible, accommodating, cheerful
3	Know appropriate sources of support for dealing with anxiety or uncertainty during the work placement	3.1	Identify factors which may cause anxiety or uncertainty during a work placement	• *Factors*: personal, e.g. transport arrangements, financial issues, childcare arrangements; work-related, e.g. strained relationships with colleagues, asked to complete inappropriate or confusing tasks, unclear instructions given
		3.2	Identify appropriate sources of support they could use in situations of anxiety or uncertainty during the work placement	• *Appropriate sources of support in situations of anxiety or uncertainty:* e.g. work placement supervisor or personal mentor assigned for the work placement, team leader, work placement coordinator, work placement notes, training guide, instruction manual

Learning outcomes	Assessment criteria		Unit amplification
4 Be able to set goals for the work placement	4.1	Set appropriate goals for the work placement	• *Appropriate goals*: personal targets e.g. arrive on time, attend each day, dress appropriately; work-related targets e.g. learn a new skill, follow instructions, find out about the job role, ask appropriate questions if something is unclear

Essential Guidance for tutors

Delivery

Although each learner will be attending a different work setting, the principles behind preparing for the work placement will be the same. Learners need to find out information about where they are planning to do their work placement. Where possible, learners should be encouraged to do this on their own, although they may need tutor support. Documents provided by the company or organisation, their website or arranging for a representative from the organisation to speak with the learner could all be valuable sources of information. The information gathered by the learner should be relevant and straightforward for example: What is the name of the company or organisation? What does the company or organisation do? Who will I be reporting to? What is the physical location of the work placement?

To help learners understand the types of tasks they may be involved in, it may be useful to invite learners who have already completed a work placement with the same company or organisation (or with a similar type of company or organisation) to speak to the current group of learners. Alternatively, a past or present employee may be able to provide appropriate information. If neither of these sources are available, the tutor could provide simple job descriptions for similar positions to help learners identify the types of tasks they may undertake.

Learners need to be aware that their dress and body language during a work placement can communicate positive and negative attitudes. This could be illustrated through role-play situations. Appropriate attitudes and behaviours for the workplace could be discussed in small groups. Workplace scenes from television programmes, films or other video clips could be used as a starter for discussions.

Tutors could also provide lists of the possible attitudes and behaviours needed to satisfy the requirements of the work placement and employers could be invited as guest speakers to discuss expectations. Learners should be given the opportunity to discuss these attitudes and behaviours so that they can identify a range of possible goals to aim for in order to get the most out of their time on work placement.

Learners going into a work placement might feel nervous and concerned that they will appear incompetent or will not be able to carry out what they are asked to do. It would, therefore, be beneficial for learners to discuss possible causes of concern and to know the appropriate sources of support to help them deal with any feelings of stress or confusion during the work placement. For example, learners could watch a TV or film clip that depicts a stressful scene in the workplace, identify the possible problem, discuss what caused the problem and who the people in the clip could approach for help or what other sources of help might be available. Alternatively, learners could discuss their own experiences, such as during previous work placements, part-time work roles or voluntary work. The discussion could include how the situation was resolved.

Learners might perceive setting goals as a complex task so it could be useful to introduce this topic by providing practical, familiar examples, such as making a list of what they want to do today. They could then return to their list the following day and find out if they managed to achieve it and, if not, why not. This could be used as an introduction to setting realistic, appropriate goals for their work placement.

Learners may wish to discuss possible work placement goals in group situations and/or individually with tutors or careers advisers.

Assessment

To achieve 1.1, learners must identify basic information about the work placement to which they are going. The source of the information may be, for example, from documents provided by the tutor, from an informal interview with the work placement provider or from leaflets supplied by the work placement provider. Information identified by the learner should include the name of the organisation, what the organisation does, its location and who the learner's point of contact will be.

To achieve 2.1, learners must identify at least two different tasks that they may be expected to carry out when they are on work placement. They should be given information about the work placement from which they can identify the relevant tasks.

For 2.2, learners must identify at least two different behaviours and at least two different attitudes that would be expected for the work placement. A video clip or DVD of people in a work environment could be used as a source of evidence to allow learners to identify appropriate behaviours and attitudes. Alternatively, learners could produce a leaflet or poster to describe the behaviours and attitudes.

For 3.1, learners need to identify at least two different factors that may cause anxiety or uncertainty during the work placement. The factors identified could then be used as the starting point for 3.2, where learners have to identify a source of help for each factor. Alternatively, for 3.2, learners could identify at least two appropriate sources of help or support they could use if they found themselves in a situation of stress, uncertainty or difficulty during the work placement.

Assessment criterion 4.1 requires learners to set at least one personal goal and one work-related goal. The goals must be appropriate and in keeping with the overall aims of the work placement. If this is carried out as part of a tutorial, evidence must be available for internal and external verification.

Suggested resources

Websites

www.projectsmart.co.uk/smart-goals.html

www.work-experience.org

Unit 17:   Learning from Work Placement

Unit reference number: **A/503/2822**

QCF level: **Entry 3**

Credit value: **2**

Guided learning hours: **10**

Unit aim

The aim of this unit is to help learners reflect on the experience they have gained in the work placement and identify what they have learned.

Unit introduction

Spending time in a work placement can be an extremely valuable experience. Learners have the opportunity to observe others at work, experience different job roles first hand, develop personal and work-related skills and gain an understanding of their own strengths and weaknesses. They will be encouraged to make basic judgements about their own performance and relate it to the goals that they will set for their future.

Before starting this unit, learners must have experienced a work placement and know that the information gathered from that experience will be used as a basis for this unit.

Essential resources

Learners must attend a work placement prior to undertaking this unit.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Be able to reflect on the experience of the work placement	1.1	List what went well during the work placement and why it went well	• *Reflect*: sources of feedback, e.g. tutor, supervisor or line manager, colleagues; gathering information, e.g. listing tasks undertaken, checklist of skills needed to do tasks
	1.2	List what they could have done better during the work placement and how it could have been done better	
2 Know what has been learned from the work placement	2.1	Identify what was learned about the job role and the work placement	• *Job role*: specific tasks; working with others • *The work placement*: purpose; size of company or organisation; organisational structure; their own role during the work placement
	2.2	Identify what they learned about themselves during the work placement	• *Personal learning*: self-management, e.g. flexibility, time keeping, enthusiasm, punctuality; effectiveness in working with other people; skills to do a particular task; interests or talents, e.g. good at working with animals, interest in working with computers, enjoys talking to people on the telephone
3 Be able to use learning from the work placement to set goals	3.1	With guidance, set realistic goals which build on learning from the work placement	• *Goals*: short-term; achievable; measurable; career plans; qualifications or study plans

Essential Guidance for tutors

Delivery

In order to achieve this unit, learners must have had experience in a work placement. The length of time spent in the work placement is not defined. However, sufficient time must be given to allow learners to achieve the assessment criteria.

It may be beneficial for this unit to be delivered alongside a tutorial programme. This would ensure that, prior to experiencing a work placement, learners would know and understand what evidence they should gather. Ongoing one-to-one discussions throughout the work placement will also help learners understand the learning process and the importance of feedback. Learners may find it helpful to discuss their expectations of their work placement prior to attending. They could then use this information to discuss what they learned or perhaps did not learn.

As most of the evidence gained for this unit will be via a work placement and one-to-one discussions with tutors and/or line managers, it is unlikely that much time will be spent in a formal teaching situation. Learners should, however, be given guidance on how to gather information needed for the work placement evidence and on how to reflect on their work placement experience. Initially this could be done using familiar situations, such as reflecting on how easily they got their child ready for bed, how successful a shopping trip was. Simple questions could be asked for example: Was it successful? What went well? How do you know? What would you do differently next time? Why did it not go so well? Developing a simple checklist may also be a useful tool. Learners then assess their own abilities as they complete tasks.

Throughout their work experience, learners could be encouraged to gather information about their job role and their work placement. Evidence could include their induction pack, job descriptions, marketing leaflets about the work placement and descriptions of organisational structures. It is very important that learners understand the concept of confidentiality and ensure that any information used is approved by their supervisor or line manager.

Assessment

To achieve this unit, learners must take part in work experience to gather the relevant information and demonstrate that they have achieved all the assessment criteria. Learners may demonstrate their competence by collating a portfolio of evidence for each assessment criterion. Learners could keep a record of activities at the placement which will help them in the review process with a tutor or careers adviser when they return to school or college. The record of activities could take the form of short answers to straightforward questions about the placement.

At a review meeting with a tutor after the work placement, learners should be able to identify what aspects of the work placement they did well and what they could have done better, giving examples. They may need some encouragement and prompting. This would provide evidence for 1.1 and 1.2. Learners need to list at least two activities that went well and at least two activities that were not so successful and give a reason for one of the successes and one of the activities that were not so successful.

For 2.1 and 2.2, learners must identify what they have learned about themselves, the company or organisation and the role they undertook at the placement, giving at least one example in each case. This could include identifying a talent, personal quality or interest recognised as a result of the placement, knowledge gained about

the function of the company or organisation, learning a new skill by doing a task successfully or learning to use a particular tool or machine.

To achieve 3.1, learners must discuss with a tutor or careers adviser possible options in respect of career plans following their learning experience at the placement and, with support, set realistic goals in areas such as courses, training programmes and further experience. Evidence of learners' goals may take the form of a log, presentation, poster, a written statement provided by the learner (with supporting notes from the tutor) or another appropriate format.

Suggested resources

Website

www.direct.gov.uk/en/EducationAndLearning

Unit 18:   Working in a Team

Unit reference number: **R/503/2843**

QCF level: **1**

Credit value: **3**

Guided learning hours: **30**

Unit aim

The aim of this unit is to look at how learners can be effective members of a team. Learners will identify the skills, roles and responsibilities needed to complete the team task and match their skills accordingly. They will take part in team tasks and review their contribution.

Unit introduction

Since very few people work in complete isolation in the workplace, most employers seek employees who are able to work effectively with others in a team or group setting. An effective team depends on the cooperation and skills of all team members.

This unit helps learners to understand how they can contribute to the success of a team, based on an understanding of their own strengths, skills and experiences, as well as the nature of the task at hand.

Additionally, learners will develop an understanding of the key behaviours and attitudes required in order to communicate and cooperate with others in a team. They will also learn about the roles and responsibilities of all team members by completing a team task. Learners will consider their effectiveness as team members and identify areas for improvement.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know that effective teamwork requires team members to behave in certain ways	1.1	Outline positive behaviours necessary for teamwork	• *Behaviours for effective teamwork*: encouraging, considerate, ability to listen, respectful, tolerant, patient, flexible, loyal, ability to accept constructive criticism, able to motivate others
2	Know how to contribute to a team task	2.1	Outline own strengths, skills and experiences that might be relevant to team task	• *Strengths, skills and experiences*: organising skills; practical skills, e.g. computer literate, photography skills; previous experiences, e.g. experience of planning an event; communication skills, e.g. multi-lingual, skilled writer; interpersonal skills, e.g. good listener, confident, punctual, reliable, patient
		2.2	Identify team skills needed to complete team task	
		2.3	Outline how own strengths and skills could match the needs of the team task	• *Aspects of a task they could do well, based on identified strengths, skills and experience*: e.g. good spelling and language skills suited to task of proofreading written work produced by team, organising skills suited to drawing up timeline for completion of the team project
3	Know the roles and responsibilities of team members (including their own) in relation to a given task	3.1	Identify what the task is about and what the team is working to achieve	• *What team is working to achieve*: aim or aims of the team's task, assignment or project; goals, deadlines, timelines; particular quality or standard of work required
		3.2	Identify own role and responsibilities and those of others in the team	• *Responsibilities within the team*: own individual roles and responsibilities agreed with whole team; individual roles and responsibilities of other team members
		3.3	Outline how own role contributes to the work of the team as a whole	• *Contribution of own role to work of whole team*: how own role affects roles of others in the team; how own role affects overall team success

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to work positively as a member of a team	4.1	Give examples of listening to the ideas and suggestions of others	• *Listen to the ideas and suggestions of others*: paying attention to and showing respect for the advice, ideas, suggestions or opinions put forward by others, e.g. by not interrupting, asking questions to clarify what was said
		4.2	Give ideas and suggestions as to how the team might complete their task	• *Give ideas and suggestions as to how the team might complete their task*: e.g. participating in group discussions, problem-solving or 'thoughtshower' sessions, finding out information and reporting back to the group
		4.3	Give examples of offering help or support to other team members	• *Offer help to other team members*: e.g. offer to help other team members complete their task, volunteer to take on the task of a team member who is absent
		4.4	Give examples of accepting the help or advice of others	• *Accept help or advice from other team members*: try out ideas or suggestions put forward by others; listen respectfully to advice from another team member; accept help from other team members in order to get individual task finished on time
		4.5	Complete the aspects of the allocated task, in line with the brief	• *Complete own task in line with the given brief*: complete task to required standard and within stipulated timeframe
5	Be able to review own performance as a member of a team	5.1	Identify which positive teamworking behaviours were demonstrated by self in undertaking the task	• *Positive teamworking behaviours demonstrated*: listened to opinions of others, responded politely to questions, satisfactorily completed the individual task assigned to them, helped others carry out their tasks or responsibilities, offered suggestions as to how the team's goals could be achieved, accepted advice from others, learner's own contribution contributed to success of whole task
		5.2	Identify own teamworking skills that could be improved	• *Identify teamworking skills that could be improved*: be more patient with other team members, don't interrupt when others are making suggestions, pay more attention to timings allocated for completion of own individual task

Essential Guidance for tutors

Delivery

The emphasis in this unit is on developing the learner's knowledge and understanding of teamwork through a practical teamworking task.

In order to understand the positive behaviours necessary for effective teamwork in learning outcome 1, it would be useful for learners to compare two different teamworking scenarios. This could be done in small groups. A question-and-answer session could determine the positive behaviours. Key words could be collated on a board or flipchart. Teams could work to design a poster or presentation which identifies positive behaviour. The posters or presentations could be displayed in the class or working area for learners to refer to during the unit. Alternatively, line managers could discuss with individual learners their impressions of different teamworking scenarios within the workplace. Learners could obtain input from colleagues regarding their ideas on positive behaviours required for teamwork.

Learning outcomes 2, 3, 4 and 5 require the identification of team and individual tasks which would enable the participation of all group members. Learners could be involved in selecting the group task. Teams could be made up of around 4-7 people. In teams, learners could discuss possibilities for tasks and then report back to the rest of the group. Learners could develop a whole group discussion to decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios.

For learning outcome 2, learners could make a list of their own strengths, skills and experiences and match them to individual tasks in the chosen group task.

For learning outcome 3, learners could work with team members for the group task to develop a mind map or flow chart-type diagram, using prompts and question-and-answer sessions until a picture of the whole task and the individual roles and responsibilities of each member is complete. Learners could present their ideas about how their own role contributes to the work of the team to the rest of the group.

Learners need to implement the agreed team task for learning outcome 4. They could work in groups to devise a checklist to log their involvement in the task.

Learners should be encouraged to analyse their own performance in the team task for learning outcome 5, using evidence from their checklist. Individual learners should concentrate on their behaviour and skills as a member of the team rather than how well the outcome was achieved. Ways for learners to develop teamworking skills could be explored through tutorials, small group discussions or discussions with a line manager or supervisor.

Assessment

For 1.1, the learner must outline at least two different positive behaviours that are needed for teamwork to be effective. This information could be evidenced in a number of different ways, for example a leaflet, presentation or poster.

For 2.1, 2.2, and 2.3, learners need to refer to the identified group task when identifying their strengths, skills and experiences and how these may help them complete aspects of the task. A chart could be suitable evidence for these criteria. The learner needs to be able to make the link between their strengths, skills and experiences and the group task. Alternative methods of evidencing learning may be used.

The evidence required for 3.1, 3.2 and 3.3 could be combined into one task. The information could be evidenced in a number of ways, such as PowerPoint slides, a poster or through one-to-one discussion with the tutor or line manager. The learner needs to refer to the chosen task and identify what the task is about and its intended outcome, and the role and responsibilities of all members of the team for 3.1 and 3.2.

For 3.3, the learner needs to outline at least two reasons why their own role is necessary for the successful completion of the group task.

The evidence required for 4.1, 4.2, 4.3, 4.4 and 4.5 may be provided in a logbook completed by the learner during the task. The logbook may take a variety of formats, depending on the needs of individual learners. The logbook needs to be verified by the tutor/line manager. Alternative methods of evidencing may be used, for example a witness statement or observation.

For 5.1, the learner needs to identify details about which positive teamworking behaviours (identified in 1.1) they demonstrated during the completion of the task. Giving two ways of improving their teamworking skills would provide the evidence for 5.2. Both these criteria could be assessed through one-to-one discussion with the tutor/line manager. Responses should be recorded for verification purposes.

Suggested resources

Websites

www.lifecoachexpert.co.uk	Life Coach Expert, advice on improving your life
www.projectsmart.co.uk/team-building.html	Advice on team building
www.worksmart.org.uk/career	WorkSmart, TUC-run website giving career advice

Unit 19: Preparing for Work Placement

Unit reference number: F/503/2854

QCF level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to ensure that the learner will have information about the company or organisation providing the work placement, with regard to the responsibilities, as well as the appropriate behaviours and sources of support.

Unit introduction

Before a learner begins a work placement, it is important that they understand the function of the company or organisation in which they are going to work. The learner will also set goals that will enhance their work placement experience.

Although the term 'company or organisation' has been used throughout this unit, it can refer to any type of work placement for which the learner may be preparing.

Essential resources

To make this unit relevant, the learner must be in the process of preparing to go on a suitable work placement. Employers must be prepared for the learners' arrival and support them in gathering relevant information.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the work placement company or organisation	1.1	Describe the work placement company or organisation	• *Information and objectives of the company/organisation*: type of company or organisation; function, e.g. service provision, retail, construction, administrative, logistics; location; size, e.g. small, large, branches throughout country, number of employees
		1.2	Outline key objectives of the company or organisation	
2	Know what is expected of the learner during the work placement	2.1	Identify the requirements for the placement, and why the requirements are necessary	• *Work placement requirements*: hours of work; absence procedures; dress code; line manager or supervisor; health and safety responsibilities, e.g. evacuation procedures, first-aid procedures, reporting hazards; refreshment facilities
		2.2	Outline tasks likely to be undertaken in the work placement	• *Why requirements are necessary*: comply with health and safety rules, hygiene reasons, efficiency of working, promote good working relationships with colleagues and customers
		2.3	Identify appropriate attitudes and behaviours for the work placement and why they are important in the workplace	• *Expected tasks*: daily duties, e.g. opening post, taking messages, checking emails, filing documents, checking equipment for health and safety purposes, setting up equipment, liaising with line manager, project work • *Attitudes and behaviours*: positive attitudes, e.g. follow instructions, prepared to take on different or new tasks, dependable, confident but willing to learn, cooperative; behaviours eg polite, on time, reliable, thorough

Learning outcomes	Assessment criteria		Unit amplification
		2.4	Identify appropriate steps that could be taken in situations of emotional stress, difficulty or confusion during the work placement	• *Why appropriate attitudes and behaviours are important*: e.g. creates positive impression of learner, helps learner get on with other people in the company or organisation, improves chances of successful and enjoyable work placement • *Taking appropriate steps in situations of emotional stress, difficulty or confusion*: using appropriate sources of support and guidance if an aspect of the work placement is causing emotional stress; asking questions if instructions are unclear or confusing; asking for help or guidance in carrying out a task if it is difficult or unclear
3 Be able to set goals to help the learner get the most out of the work placement		3.1	Set appropriate goals for the work placement	• *Goals*: personal targets, e.g. attend each day, arrive on time, be enthusistic; work-related targets, e.g. learn new skills, improve knowledge of specific sector or career, build confidence in asking for help if something is difficult or unclear; achievable and realistic goals, e.g. specific, within a set timescale, reasonable, within learner's abilities

Essential Guidance for tutors

Delivery

Although each learner will be attending a different work setting, the principles behind preparing for the work placement will be the same. Before going out on work placement, the learner needs to find relevant information about the company or organisation to which they are going. They also need to know the types of information that they need to investigate. To do this, learners could work in small groups to identify the type of information they want to gather about the company or organisation. They could use the results of this discussion to compile a checklist or series of questions. Individual learners would then be able to base their research on these questions. Checklist items could include, for example, size of company or organisation, function of company or organisation, its location or locations. Learners could gather this information by undertaking internet searches. Other sources of information could include the company or organisation's own website, promotional leaflets or brochures, resources such as Connexions or Jobcentre Plus, discussions with learners who have previously been on work placement at the same (or similar) company or organisation, and conversations with staff from the company or organisation.

Before learners attend the work placement, they should find out key facts relating to their placement, for example what the company or organisation does, its key objectives, where they will be located, their expected hours of work, the main tasks they will undertake and the dress code. This information could be gained as a result of an interview with the employer or talking with someone who has previously worked in the organisation. If this is not possible, the learner could identify the 'high priority' information they need before their first day and telephone or email the employer to obtain the information. Information that is not 'high priority' could be gained on the first day of the work placement.

Leaflets or information sheets, video and tutor-led group discussions could all be used to help learners find out about the main tasks relating to the job role or main areas of learning at the company or organisation. The information provided to the learner should be straightforward and clearly presented so that they can extract the relevant details independently. Learners who have previously participated in work experience could be asked to speak to learners in small groups.

Tutors could emphasise the importance of workplace values and rules and, where possible, provide lists of the possible attitudes and behaviours needed to satisfy the requirements of the placement. Learners need to articulate why certain attitudes and behaviours are necessary for their work placement. Employers could be invited as guest speakers to discuss expectations, or learners could discuss possible qualities and expectations in small groups or via role-play situations. Workplace scenes from television programmes, films or other video clips could be used as a starter for discussions.

Learners going into a work placement might feel nervous and concerned that they will appear incompetent or will not be able to do what they are instructed to do. It would be beneficial, therefore, for learners to be prepared to deal effectively with any potential feelings of stress or confusion. For example, a group discussion or role-play activity could be used to help learners think about appropriate ways to solve situations of stress, anxiety or confusion and how to ask others for help and guidance during the work placement. Alternatively, learners could watch a TV or film clip that depicts a stressful or difficult situation in the workplace and then hold a group discussion about what could be done to resolve the stress, difficulty or

confusion in that scenario. This could help address learners' fears and concerns about handling any confusing or difficult situations they may encounter.

Learners may discuss possible goals and examples of goals in group situations and/or individually with tutors or careers advisers, but need to come up with their own final list of personal goals for the work placement.

Assessment

For 1.1, the learner must be able to describe the company or organisation where they plan to carry out the work placement. Information should include aspects such as the size, type of business, location or locations and business function.

For 1.2, the learner must outline at least one key objective of the company or organisation where they plan to carry out the work placement.

Although information may be gathered from the company or organisation website or from documentation provided by the company or organisation, the outline provided must be in the learner's own words and demonstrate a clear understanding of the organisation to which they are going.

For 2.1, the learner can complete a checklist which identifies the requirements of the company or organisation for the work placement, for example hours of work, dress code and absence procedures. Alternatively, the learner may wish to record the description in a different format. At least two different requirements must be identified and a reason given why each one is necessary. The learner could give verbal descriptions (noted by the tutor) of why the requirements are necessary, or record the reasons as notes on the checklist or other means of evidence.

For 2.2, the learner must describe at least two different tasks that they will undertake in the work placement. These could be recorded in any suitable format such as a written document, leaflet or poster. Other means of evidence (for example discussion with the tutor accompanied by a tutor statement) could also be used.

For 2.3, the learner needs to identify at least two attitudes and two behaviours that they should demonstrate in the workplace. For each attitude and behaviour, they need to explain why they are important. These could be recorded in any suitable format such as a written document, leaflet or poster. Other means of evidence (for example discussion with the tutor accompanied by a tutor statement) could also be used.

For 2.4, the learner must identify at least two different examples of a positive step they could take if they found themselves in a situation of emotional stress, difficulty or confusion during the work placement. The positive steps identified can be straightforward but should be articulated in the learner's own words.

3.1 must relate directly to the learner's work placement. They need to set at least two appropriate goals, one of which may be personal, for example get to work 10 minutes early every day, or work-related, for example learn how to use the photocopier confidently by the end of the second day. The goals should be presented in an appropriate format such as presentation, chart, poster, or written statement provided by the learner, with supporting notes from the tutor, evidence from tutorials or taped discussions verified by the tutor.

Websites

www.projectsmart.co.uk/smart-goals.html

www.work-experience.org

Unit 20: Learning from Work Placement

Unit reference number: J/503/2855

QCF level: 1

Credit value: 2

Guided learning hours: 10

Unit aim

The aim of this unit is to ensure that learners reflect on their work placement, identify what they did well and what they could do differently in future, and, from this, create appropriate short-term goals.

Unit introduction

Work placement can be a valuable experience for all learners. It provides an opportunity to practise skills already gained, acquire new skills and develop a knowledge of the working environment. To maximise the experience, learners will be required to identify learning gained from the work placement and then use that learning to set short-term goals.

Before starting this unit, the learner must have experienced a work placement and be aware that the information gathered from that experience will be used as a basis for this unit. The learner needs to have gathered evidence of tasks undertaken during their work placement.

Essential resources

Learners must undertake a period of work placement before taking this unit.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Be able to reflect on what has been learned from the work placement	1.1	Keep an accurate record of tasks undertaken during work placement	• *Evidence of tasks undertaken*: e.g. employer reference, tutor report, description of tasks undertaken, video log, reports, minutes of meetings attended; record of tasks undertaken kept in work diary or logbook • *Record-keeping*: methods of recording information, e.g. portfolio, CD ROM, video, handwritten, electronic, word-processed; oral and written presentation
	1.2	Identify what has been learned from key tasks undertaken during the work placement experience	• *What was learned from work placement tasks*: skills, e.g. self-management, communication, teamwork, business and customer awareness, problem solving, how to work accurately with numbers, IT skills, technical skills, use of equipment; product or service awareness
2 Know how tasks could be undertaken differently or improved	2.1	Identify tasks undertaken during the work placement that could be carried out differently or improved	• *What could be carried out differently*: e.g. complete task more thoroughly or quickly, involve another colleague in assisting or overseeing, use different equipment or method, ask for help when needed, clarify instructions, ask questions, investigate all options before acting
	2.2	Outline different ways to carry out tasks	
3 Be able to use learning from work placement to set short-term goals	3.1	Set short-term goals which build on own learning from work placement	• *Short-term goals building on learning from tasks*: e.g. skills and knowledge development (e.g. further study, investigate specific career options or work areas), apply for full-time employment, seek voluntary work in a particular area; developing interpersonal skills, e.g. soft skills

Essential Guidance for tutors

Delivery

For this unit, the learner must have had experience in a work placement. The length of time spent in the work placement is not defined; however sufficient time must be given to allow the learner to meet the assessment criteria.

The learner will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence to demonstrate competence for each assessment criterion. Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include employer or tutor reports, evidence of work completed, descriptions of tasks or activities undertaken - perhaps in the form of a diary or minutes of meetings that the learner attended or facilitated. The learner must adhere to the company policy on confidentiality and intellectual property.

Different methods of record-keeping should be discussed. Examples of previous work could be shown. Paper-based and/or electronic record keeping methods may be used.

At a review meeting with a tutor on return from work placement, learners need to describe what they have learned by undertaking different tasks, giving examples in each instance. They may need some encouragement and prompting to help identify what was learned.

Small group discussions, class presentations or one-to-one tutorials could be used to allow learners to explain what they could have done differently. Examples could include prioritising time better, asking additional questions, clarifying the task, or learning a new skill that would have made the task easier.

Learners could discuss with a tutor, teacher or careers adviser, their possible options for future career plans that build on their learning experience from the placement. They can set realistic goals in respect of courses, training programmes, employment opportunities or further investigation of careers and industry types.

Assessment

The assessment for this unit could be a single task which provides evidence of all assessment criteria or smaller tasks which relate to individual criteria.

For 1.1, learners must gather and record evidence of tasks undertaken in the work placement. This evidence can then be used as a basis for the remaining assessment criteria. This can take the form of a diary which outlines what has been achieved during the day.

Alternatively, learners may gather evidence of work undertaken, including reports or references from employers and colleagues, video logs or witness statements. The evidence produced could include information about what the learner was asked to do, what the timescale was for completion, if they met the timescale, what skills were needed to complete the task and who they had to work with to complete the task.

For 1.2, learners need to choose two tasks from 1.1 and describe what they learned as a result of completing the task. The learner can draw on the insight gained through the review meeting with the tutor on return from work placement but they need to choose independently the two tasks and decide what was learned from them. The learner could make reference to what they learned about themselves in terms of personal skills and attributes or to what they learned about the practical aspects of the task. This could include acquiring a new skill or learning new terminology.

For 2.1 and 2.2, learners may require some support from the tutor in considering what they could have done differently in carrying out a specific task from the work placement. However, the learner must be able to choose independently two different tasks from the evidence gathered in 1.1 and outline how they would do the task differently if asked to do it again.

For 3.1, the learner is required to set at least two short-term goals which build on the learning that they gained from completing tasks in the work placement.

Suggested resources

Websites

www.direct.gov.uk/en/EducationAndLearning

www.work-experience.org

Unit 21: The Creative Media Sector

Unit reference number:	T/600/6469
QCF level:	2
Credit value:	5
Guided learning hours:	30

Unit aim

The aim of this unit is to develop the learner's understanding of how the creative media sector is structured, what types of jobs are available, what those jobs involve, and how they might be obtained.

Unit introduction

It is important that those who are thinking about working in the creative media sector/industry should understand how the sector is structured, what types of jobs are available, what those jobs involve, and how they might be obtained.

This unit focuses on developing learners' understanding of the sector and the ways in which it is organised. They will learn how the sector is structured as a whole and about the structure of individual companies in a specific industry within the sector. They will develop an understanding of specific job roles in that industry, the skills needed to be able to successfully apply for a job, and how people are recruited into these roles.

Learners should approach this unit with reference to the creative media sector (or possibly industries) in which their production work will take place.

Essential resources

Centres should develop and maintain their own library of resources containing up-to-date information on the creative media sector.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how the creative media sector is structured	1.1	Outline the structure of the creative media sector	• *Industry sectors*: television; radio; press; music; film; interactive media; computer games; photography and photo imaging; advertising and marketing • *Size, shape and structure*: geographical scope, e.g. multinational, national, local; status, e.g. small-size and medium-size businesses, independent, subsidiary; structure, e.g. private, public, cross-media
2	Know about job roles and conditions of employment in a creative media industry	2.1	Describe job roles and conditions of employment in a creative media industry	• *Job roles*: e.g. technical, creative, editorial, managerial, sales and marketing, administration, financial • *Professional working practices*: codes of practice, e.g. BBC guidelines, web accessibility guidelines (W3C), press codes of conduct, advertising standards; legal restrictions, e.g. libel law, Misuse of Computers Act, Race Discrimination Act • *Contracts, conditions and pay*: contracts, e.g. full-time permanent, part-time permanent, fixed-term, freelance; work patterns, e.g. shift work, office hours, irregular and anti-social hours; pay, e.g. salaried, hourly, on completion
3	Know how to gain employment in a creative media industry	3.1	Describe how to obtain employment in a creative media industry	• *Skills and qualifications*: education and training, e.g. full-time and part-time education, training on the job, continuing professional development, self-training, Level 2, Level 3, graduate, post-graduate; sources of information, e.g. Sector Skills Councils (Skillset, Creative and Cultural Skills, e-Skills), unions, careers services, trade and other publications • *Transferable skills*: personal attributes, e.g. knowledge and skills, commitment, efficiency, reliability, punctuality, self-presentation • *Methods of recruitment*: national press; trade press; internet; word of mouth; personal contacts; internal promotion

Information for tutors

Delivery

Through this unit learners will develop an overview of what constitutes the creative media sector, the ways in which it is structured, and of the variety of jobs – not by any means all technical or creative – available in a specific industry within the sector. Learners should develop an understanding of the variety of industries in the sector, the rather porous nature of the boundaries between some of these industries, and the ways in which individual workers might fit into specific organisations. In looking at learning outcomes 2 and 3, one industry should be focused on and content covered as appropriate.

Teaching about structures and ownership is notoriously difficult, and tutors should look for ways in which learners can become directly involved in the process of discovery. To this end, much – perhaps even most – of the work for this unit should be done through directed research exercises.

Another way of enlivening the subject for learners might be to get them to present the information they obtain in creative ways, such as in a poster, an audio-visual format or for a website. Work for this unit can thereby be combined with work for production units and so provide additional opportunities for skills development in those units.

The involvement of professional media personnel through visits and talks can bring much of the unit content alive. There may be local media companies willing to offer resources for studying the structure of media organisations and methods of recruitment by providing visiting speakers, offering guided visits or even, in some cases, offering work experience. These organisations may also be able to provide examples of the products they make and information about how they are made. Information about larger media companies can, of course, be sourced from the internet.

Since this is mainly a knowledge unit there is much work that can be done through researching into secondary sources using libraries, websites, and periodicals. Useful websites can be found by using relevant keywords and phrases, such as 'media… media industries… employment in the media,' etc.

Advertisements for jobs in the media (such as those carried in the Monday supplement of *The Guardian* newspaper and the trade papers) are also a very useful resource.

This unit encourages discussion of complex issues, and there may be opportunities for group debate to provide evidence. Learners should be encouraged to engage with contemporary material to meet the learning outcomes.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and unit assessment.
Research exercises in pairs to generate outline structures of the different industries in the creative media sector: • television and film • music production and radio • press and photo imaging • advertising and marketing • interactive media.
Illustrated talk and discussion on the differences between public and private sector industries, looking at the differences between national and multinational companies, and covering: • the implications of ownership on production output • compare and contrast size • outline structure and cross-media ownership.
Group activity and class discussion. Learners will: • research for and plan own part in a discussion relating to the effects of ownership on media production and flow of information • take part in the discussion.
Research exercises in pairs to generate outline job roles in a chosen industry in the creative media sector.
Illustrated talk and discussion on professional working practices in a relevant industry in the creative media sector, looking at: • codes of practice • legal restrictions.
Illustrated talk and discussion on contracts and conditions of employment and expected levels of pay: • contracts – freelance, part-time, full-time, casual, voluntary, etc. • work patterns – security, flexible, fixed term, etc. • pay – working for nothing, low and high level pay scales, etc.
Research exercises in pairs to identify skills and qualifications needed to gain work in a chosen industry in the creative media sector: • education and training required • vocational and non-vocational qualifications and training providers • possible recruitment routes and processes.

Reality check – individual activity to:
• identify and assess current skills level • look for jobs relevant to current skills level • make mock job applications.
Assignment 1 – Media Guide Working individually, learners respond to an invitation by an agency to produce an information pamphlet about a chosen industry in the creative media sector and how to obtain employment in it. The pamphlet must: describe the chosen industry and show how it fits into the creative media sector as a whole • identify and describe the main jobs in the chosen industry • indicate possible career paths within the industry • describe how to get started on a career in the industry. Learners will: • gather and collate all the information • generate and develop ideas for presentational style • determine distribution of the information • write all the copy • decide on and source the illustrations • construct rough layouts • produce final copy.

Assessment

Evidence for assessment of learning outcomes 1, 2 and 3 can be presented in any format which enables the learner to demonstrate knowledge of the unit's content. Appropriate formats include written reports, class presentations, structured audio-visual statements, educational and careers information in various formats, audio or audio-visual programmes and websites. Oral presentations should be recorded for the purposes of internal and external verification.

For some learners a *viva voce* type assessment might be appropriate. When more than one learner in a cohort is assessed in this way care must be taken to ensure that all learners are asked the same lead questions, and that all are given equal opportunities to expand or clarify their answers. Interviewers must also ensure that questions are not phrased in such a way as to provide or suggest an answer. *Vivas* should be recorded for the purposes of internal and external verification.

To achieve the unit learners must achieve all the criteria. For each criterion learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

To achieve 1.1, learners will provide a correct but unelaborated outline of the specified unit content summarising the various industries in the creative media sector through some brief notes on the general features of each of the industries. For example, having outlined the sector in general, a learner might note in relation to the radio industry that there are national and local, public service and commercial radio stations, that sometimes larger companies own several radio stations and that these companies might also own other media companies such as local newspapers.

To achieve 2.1, learners will describe the main job roles and conditions of employment in an industry in the creative media sector. Coverage of the main job roles in the industry under consideration is required but not all possible job roles need to be covered: for the film industry, for example, the main technical and creative roles would be sufficient. Tutors must apply their professional knowledge and judgement here.

To achieve 3.1 in relation to recruitment, learners will provide an unelaborated but accurate description of the main methods of recruitment used in the chosen industry, and will summarise the skills, education, training and personal attributes required of an employee in that industry.

Suggested resources

Books

Baylis P and Procter N – *Edexcel Level 2 BTEC First Creative Media Production*, Student Book (Edexcel, 2010) ISBN 978-1846906732

Baylis P, Freedman A and Procter N – *Edexcel Level 2 BTEC First Creative Media Production*, Teaching Resource Pack (Edexcel, 2010) ISBN 978-1846907364

Baylis P, Holmes P and Starkey G – *BTEC First Media* (Heinemann, 2007) ISBN 978-0435464707

BFI Film and Television Handbook (published annually by the British Film Institute)

Bowker J – *Looking at Media Studies for GCSE*, *Second Edition* (Hodder Arnold, 2003) ISBN 978-0340848555

Branston G and Stafford R – *The Media Student's Book*, *Fourth Edition* (Routledge, 2006) ISBN 978-0415371438

Hall K and Holmes P – *BTEC First in Media: A Practical Handbook* (Edexcel, 2007) ISBN 978-1846901980

O'Sullivan T, Dutton B and Rayner P – *Studying the Media: An Introduction*, *Third Edition* (Arnold, 2003) ISBN 978-0340807651

Wallus J – *The Media (Look Ahead: a Guide to Working in...)* (Heinemann Library, 2001) ISBN 978-0431094878

Watson J and Hill A – *Dictionary of Media and Communication Studies*, *Seventh Edition* (Hodder Arnold, 2006) ISBN 978-0340913383

Websites

www.bbfc.co.uk	The British Board of Film Classification.
www.bfi.org.uk	The British Film Institute
www.channel4.com	Channel 4 TV
www.ccskills.org.uk/	Creative and Cultural Skills, the Sector Skills Council for advertising, crafts, cultural heritage, design, music, performing, literaryand visual arts
www.creativeskillset.org	Creative Skillset – the Sector Skills Council for the media sector
www.dcms.gov.uk	Department for Culture, Media and Sport
www.e-skills.com	Eskills – the Sector Skills Council for Business and Information Technology
www.guardianjobs.co.uk	*The Guardian* newspaper – a good site for exploring media jobs
www.mediaknowall.com/blog	Mediaknowall – a good starting point for internet research on the media
www.mediaweek.com	*Media Week* – media news, comment and blogs
www.newscorp.com	News Corporation
www.ofcom.org.uk	Ofcom – the independent regulator for the UK communications industries

Unit 22: Media Audiences and Products

Unit reference number: M/600/6471

QCF level: 2

Credit value: 5

Guided learning hours: 30

Unit aim

The aim of this unit is to encourage learners to think about the construction of media products. Learners will develop their understanding of how the media industries think about their audiences, how these industries create products for specific audiences and how they themselves, as members of an audience, understand media products.

Unit introduction

An understanding of how the media targets audiences with specific products is vital to working effectively in the creative media sector. It follows, therefore, that learners should be able to identify the methods used by media industries to target specific audiences. It is also important that learners should be able to think critically about how audiences understand and make sense of media products.

This unit focuses on the ways in which media industries gather information about their audiences and categorise them, how the texts that industries produce are constructed and addressed to particular audiences, and how those audiences make sense of the products offered to them.

In this unit learners will also become familiar with the basic language and key concepts which are fundamental to studying the media and its products.

Learners can approach this unit with reference to one specific industry in the media sector and ideally the one in which their production work will take place.

Essential resources

Centres should also develop their own library of suitable media products for learners to study, including print material, computer games, radio and television programmes and films recorded 'off air' (or DVD versions with bonus materials) as appropriate to their programme. Centres must ensure that they have copyright clearances for copying and recording material.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

	Learning outcomes		Assessment criteria	Unit amplification
1	Know how a media industry identifies audiences for its products	1.1	Outline ways in which a media industry identifies audiences for its products	• *Classification of audiences*: e.g. Standard Occupational Classification (ABC1 etc), lifestyle or psychographics; postcode or geodemographics; age; gender; sexual orientation • *Audience research*: e.g. focus groups, questionnaires, ratings (BARB), audience measurement panels, face-to-face interviews
2	Understand how media products are constructed for specific audiences	2.1	Outline ways in which a media product is constructed for a specific audience	• *Elements of construction*: selection; composition; combination • *Modes of address*: e.g. through content, through language, through genre, through narrative, through visual imagery, through graphic style • *According to genre*: e.g. sci-fi movie, horror movie, romantic comedy, television soap opera, television situation comedy, television documentary, 'reality' TV, tabloid newspaper, broadsheet newspaper, local newspaper, national newspaper, freesheet, lifestyle magazine, specialist magazine, comic, radio drama, radio documentary, music programming, radio comedy, news website, fan culture website • *Constraints*: codes of practice, e.g. BBC guidelines, web accessibility guidelines (W3C), press codes of conduct, advertising standards; legal restrictions, e.g. privacy, libel law, defamation, race discrimination law, data protection, freedom of information, copyright
3	Understand how audiences can respond to media products	3.1	Outline ways in which a media product might be understood by an audience	• *Reasons for preference*: e.g. age, gender, ethnic background, sexual orientation • *Language codes*: e.g. verbal, visual, aural • *Generic codes*: e.g. language, content, narrative, characters, style, camera work, soundtrack, music, mise-en-scène, iconography, graphics

Information for tutors

Delivery

The purpose of this unit is to lead learners to think about the construction of media products and to apply this thinking to their own production work. Whether they are led to do this by thinking first about the audiences for which the products are created, or about the construction of the products themselves, learners' studies can be related directly to their own production work, moving from their own production work towards professional and commercial work.

Learners could start by thinking about the possible audiences they have in mind when planning one of their own productions and the ways in which might have affected the way they worked or the final product. They should be introduced to the methods employed for categorising audiences relevant to the media industry they are studying.

Learners should also be introduced to the ways in which this industry researches audiences – how it establishes the make-up of its audience and the type of audience it is. Learners could then use these methods to determine the audience for the texts they have created and to do some appropriate exercise to establish an audience response to one of their own products. This last exercise could be combined with research for the evaluation of one of the products they have created in a production or technical unit, such as *Unit 7: Developing Video Products* or *Unit 10: Developing Audio Production.*

While the content of learning outcome 1 is important, it should not take as long to cover as the content of the other two learning outcomes, so it is suggested that, in terms of apportioning the teaching, audience categories and research should be given less time than the other two learning outcomes. Learners should be introduced to the basic elements of construction; such as selection, composition, and combination, how the choices made here are determined by the audience aimed at, and how these choices might – or might not – determine ratings. Again, this could be approached through observations on their own work, as well as through looking at carefully chosen examples taken from professional practice. Looking at what is chosen and how it is combined could, through recognising patterns in selection and combination, lead into a study of codes and conventions. This should be done through a specific genre in a specific medium perhaps relevant to the learners' own production activity. Reference back to learners' own production activity will possibly make this genre analysis work more engaging and should inform that production activity.

Since this is mainly a knowledge and theory unit, much research can be done through the internet. Useful sites can be found by using relevant keywords, such as 'media … media audiences … genre … film studies … westerns', etc.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to the unit and structure of assessment.
Introduction to audience categorisation: • Standard Occupational Classification (ABC1, etc.) • lifestyle (psychographics) • postcode (geodemographics) • age, gender and sexual orientation • independent reading of prepared handouts.
Introduction to audience research: • introduction to audience research methods • independent reading of prepared handouts.
Personal profile: • working in pairs, learners analyse own media consumption habits through questionnaire • using results each learner identifies and individually writes up own profile.
Assignment 1 – Identifying Audiences Learners construct a proposal to research audience responses to a media product. Learners will: • identify methods of research to be used • prepare questionnaires, lead questions for focus groups or panels • state how each method will help to identify audience classification • exchange and comment on each other's proposals. • Learners then individually produce a research report identifying the audience for the product.
Understanding how media products are constructed for audiences: • elements of construction • modes of address • construction of products according to genre • influence of constraints • independent reading of prepared handouts.
Assignment 2 – Media Products for Media Audiences. Learners will work in pairs on a given media product, discussing and identifying: • genre of product • methods of construction • style or mode of address • constraints on the production. • Learners then individually produce a report showing how these elements relate to the way the product has been constructed.

Understanding how audiences make sense of media products:

- generic elements
- narrative
- language and mode of address
- independent reading of prepared handouts.

Assignment 3 – Understanding a Media Product

Group activity analysing a specific product looking at:

- languages employed
- generic codes employed
- reasons for liking it.
- Learners then write, individually, a review of the product for a fanzine or website.

Assessment

Evidence to meet the learning outcomes can be presented in any format which enables the learner to demonstrate knowledge and understanding of the units content. Separate assignments can be set to cover each criterion or one assignment can be set which will enable learners to produce evidence for all three criteria. However, it should be noted that an assignment covering the whole unit could be overwhelming for this level of learner.

Appropriate formats include written reports, class presentations, structured audio-visual statements, and audio or audio-visual programmes. For some learners a *viva voce* type assessment might be appropriate. When more than one learner in a cohort is assessed in this way care must be taken to ensure that all learners are asked the same lead questions, and that all are given equal opportunities to expand or clarify their answers. Interviewers must also ensure that questions are not phrased in such a way as to provide or suggest an answer. *Vivas* and oral presentations should be recorded for the purposes of internal and external verification.

To achieve 1.1, learners will provide a correct but unelaborated outline of ways in which a media industry identifies audiences for its products. For the content relating to learning outcome 1 this will vary according to the media industry selected. So, a learner will, with reference to the press, give the content of a readership profile for a newspaper in very general outline, and then give a simple account of how sales and readership figures might be compiled. For the film industry, it will be noted that audience classification is usually based around age, gender, and the different sorts of audiences associated with the different types of films.

To achieve 2.1, treatment of the ways in which a media product is constructed for a specific audience will be characterised by accurate but unelaborated description of a text, its category, construction, and mode of address. A learner might note, for example: '*The Sun* is a tabloid newspaper. It has more pictures than writing. Sentences are short and the writing is broken up by a lot of sub-headings. It uses a very small number of everyday words.' Consideration of the ways in which legal and other constraints have affected the construction will be limited to comments such as, 'Films made for audiences under 16 will not contain any graphic violence or sex scenes.'

To achieve 3.1, analysis of a text to show how it might be understood will cover the required ground as specified in the unit content but at the level of simple description. For instance, a learner might note: 'This soap opera is set in a small town in Australia. It is aimed at a younger audience. The characters are the same every week but now and then someone leaves and someone new comes in. The plots are all about people's relationships. The dialogue is simple but not very realistic. Most of the sets are the insides of people's homes. It is mostly shot in close-up and shot-reverse-shot.'

Suggested resources

Books

Abercrombie N and Longhurst B – *The Penguin Dictionary of Media Studies* (Penguin, 2007) ISBN 978-0141014272

Baylis P and Procter N – *Edexcel Level 2 BTEC First Creative Media Production*, Student Book (Edexcel, 2010) ISBN 978-1846906732

Baylis P, Freedman A and Procter N – *Edexcel Level 2 BTEC First Creative Media Production*, Teaching Resource Pack (Edexcel, 2010) ISBN 978-1846907364

Baylis P, Holmes P and Starkey G – *BTEC First Media* (Heinemann, 2007) ISBN 978-0435464707

Baylis P, Holmes P, Holmes S and Jewers S – *Level 2 Higher Diploma in Creative and Media, Student Book* (Heinemann, 2008) ISBN 978-0435499280

Hall K and Holmes P – *BTEC First in Media: A Practical Handbook* (Edexcel, 2007) ISBN 978-1846901980

Wall P – *Media Studies for GCSE* (Collins Educational, 2007) ISBN 978-0007234974

Journal

New Media Age

Websites

www.Asa.org.uk	The advertising standards authority
www.barb.co.uk	The Broadcasters' Audience Research Board
www.bbfc.co.uk	The British Board of Film Classification
www.englishandmedia.co.uk/	The English and Media Centre mm/index.html www.imdb.com The Internet Movie Database
www.mediaknowall.com/blog	Mediaknowall – a web guide for media students
www.mediawatchuk.org.uk	Media watch – campaign group for socially responsible broadcasting
www.ofcom.org.uk	Ofcom – the regulator of the UK's broadcasting telecommunications and wireless communications industries
www.rajar.co.uk	Radio Join Audience Research – the radio audience research organisation
www.vlv.org.uk	The voice of the listener and viewer non political organisation representing consumer interests in broadcasting

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: www.edexcel.com/contactus

- Pearson BTEC: www.btec.co.uk/contactus

- Work Based Learning: www.pearsonwbl.com/contactus

- Books, software and online resources for UK schools and colleges: www.pearsonschools.co.uk/contactus

Other sources of information and publications available include:

- *Pearson Equality Policy*

- *Pearson Information Manual (updated annually)*

- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*

- *Recognition of Prior Learning Policy*

- *Quality Assurance Handbook (updated annually)*

Publications on the quality assurance of Pearson BTEC qualifications are on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of Pearson BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Entry Level and Level 1 qualifications in Creative Media Production against the underpinning knowledge of the National Occupational Standards across creative industries. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

# indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

NOS / BTEC Specialist units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 21	Unit 22
Animation									#						
Broadcast Journalism															
Camera								#							
Directors															
Editing											#				
Interactive Media and Computer Games					#										
Lighting for Film and Television															
Multimedia and Print Journalism		#				#									
Photo Imaging								#							
Production (film and TV)							#								
Publishing															
Radio Content Creation										#					
Sound															
'F' and 'X' cuts															

Annexe B

Mapping to Functional Skills

Entry 3	Unit number									
English — Speaking and listening	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English — Reading										
Read and understand the purpose and content of straightforward texts that explain, inform and recount information	✓					✓	✓	✓	✓	✓
English — Writing										
Write texts with some adaptation to the intended audience						✓	✓	✓	✓	✓

Entry 3	Unit number					
English — Speaking and listening	**9**	**10**	**11**	**13**	**21**	**22**
Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges	✓	✓	✓	✓	✓	✓
English — Reading						
Read and understand the purpose and content of straightforward texts that explain, inform and recount information	✓	✓	✓	✓	✓	✓
English — Writing						
Write texts with some adaptation to the intended audience	✓	✓	✓	✓	✓	✓

Entry 3	Unit number									
ICT — Use ICT systems	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Interact with and use ICT systems to meet needs		✓	✓							
Store information										
Follow safety and security practices										
ICT — Find and select information										
use simple searches to find information		✓	✓							
select relevant information that matches requirements of given task										
ICT — Develop, present and communicate information										
enter and develop different types of information to meet given needs		✓	✓							
bring together different types of information		✓	✓							
use ICT-based communication		✓	✓							
ICT — Use ICT systems		✓	✓							

Entry 3	Unit number				
ICT — Use ICT systems	**11**	**12**	**13**	**21**	**22**
Interact with and use ICT systems to meet needs		✓	✓		
Store information					
Follow safety and security practices					
ICT — Find and select information					
use simple searches to find information		✓	✓		
select relevant information that matches requirements of given task		✓	✓	✓	✓
ICT — Develop, present and communicate information		✓	✓	✓	✓
enter and develop different types of information to meet given needs		✓	✓	✓	✓
bring together different types of information					
use ICT-based communication					

Level 1	Unit number									
English — Speaking and listening	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English — Reading										
Read and understand a range of straightforward texts					✓	✓	✓	✓	✓	✓
English — Writing										
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience					✓	✓	✓	✓	✓	✓

Level 1	Unit number				
English — Speaking and listening	**11**	**12**	**13**	**21**	**22**
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓
English — Reading					
Read and understand a range of straightforward texts	✓	✓	✓	✓	✓
English — Writing					
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	✓	✓	✓	✓	✓

Level 1	Unit number									
ICT — Use ICT systems	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Identify the ICT requirements of a straightforward task		✓	✓							
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context										
Manage information storage										
Follow and demonstrate understanding of the need for safety and security practices		✓	✓							
ICT — Find and select information										
Use search techniques to locate and select relevant information	✓	✓	✓	✓	✓	✓				
Select information from a variety of ICT sources for a straightforward task										
ICT — Develop, present and communicate information										
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks		✓		✓	✓	✓				
Use appropriate software to meet requirements of straightforward data-handling task		✓		✓	✓	✓				
Use communications software to meet requirements of a straightforward task		✓		✓	✓	✓				
Evaluate the selection and use of ICT tools and facilities used to present information					✓	✓				
combine information within a publication for a familiar audience and purpose					✓	✓				
Evaluate own use of ICT tools										

Level 1	Unit number				
ICT — Use ICT systems	**11**	**12**	**13**	**21**	**22**
Identify the ICT requirements of a straightforward task					
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context					
Manage information storage					
Follow and demonstrate understanding of the need for safety and security practices					
ICT — Find and select information					
Use search techniques to locate and select relevant information					
Select information from a variety of ICT sources for a straightforward task		✓	✓	✓	✓
ICT — Develop, present and communicate information					
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks		✓	✓	✓	✓
Use appropriate software to meet requirements of straightforward data-handling task		✓	✓	✓	✓
Use communications software to meet requirements of a straightforward task		✓	✓	✓	✓
Evaluate the selection and use of ICT tools and facilities used to present information		✓	✓	✓	✓
combine information within a publication for a familiar audience and purpose	✓	✓	✓	✓	✓
Evaluate own use of ICT tools					