

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

Edexcel Level 1 Award/Certificate/ Diploma in Creative Media Production (QCF)

Specification

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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 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	Edexcel 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 st 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	Edexcel 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 st 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
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	Edexcel 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 st 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	130-160
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	Edexcel 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 st 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	320-350
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 Edexcel BTEC Entry Level (Entry 3) (QCF) and Edexcel 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.

The 6-credit Edexcel 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.

The 7-credit Edexcel 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.

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

The Edexcel 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 Edexcel 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.

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

The 37-credit Edexcel BTEC Level 1 Diploma (QCF) extends the work-related focus from the Edexcel 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 Edexcel qualifications

The intended destinations for learners successfully achieving these qualifications include:

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

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:

Unit	Resources required
Unit 1: Developing Creative Media Skills	The exact medium 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:
	<ul style="list-style-type: none"> <input type="checkbox"/> traditional graphic mediums – drawing pens, pencils, etc <input type="checkbox"/> computers and printers <input type="checkbox"/> software for the manipulation of digital images <input type="checkbox"/> image and sound editing <input type="checkbox"/> 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:
	<ul style="list-style-type: none"> <input type="checkbox"/> digital cameras <input type="checkbox"/> lighting equipment – Tungsten halogen lamp units, electronic flash units, reflectors <input type="checkbox"/> computers and printers <input type="checkbox"/> software for the manipulation of digital images <input type="checkbox"/> flatbed scanners.

Unit 9: Developing Animation	<p>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.</p> <p>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.</p>
Unit 10: Developing Audio Production	<p>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.</p> <p>Examples of professional recordings and scripts should be made available to learners.</p> <p>Learners will need internet access for research purposes as well as access to books on radio production and industry journals.</p>
Unit 11: Developing Editing	<p>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 such as VHS/SVHS, Hi-8 or DV should be a minimum requirement for the process. 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.</p>
Unit 12: Website Software	<p>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.</p>
Unit 15: The Creative Media Sector	<p>Centres should develop and maintain their own library of resources containing up-to-date information on the creative media sector.</p>
Unit 16: Creative Media Production Group Project	<p>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.</p>

4 Qualification structures

Edexcel 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 Edexcel can award the qualification.

Minimum number of credits that must be achieved	6
Minimum number of credits that must be achieved at Entry level	4

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
1	A/601/2161	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
5	L/601/2164	Investigating Interactive Media Products	Level 1	4	40
6	Y/601/2166	Developing Multimedia Products	Level 1	4	40
7	D/601/2167	Developing Video Products	Level 1	4	40
8	D/601/2170	Exploring Digital Photography	Level 1	4	40
9	H/601/2171	Developing Animation	Level 1	4	40
10	T/601/2174	Developing Audio Production	Level 1	4	40
11	A/601/2175	Developing Editing	Level 1	4	40
12	L/502/4630	Website Software	Level 1	3	20
13	J/601/2177	Job Opportunities in Creative Media	Level 1	4	40
14	R/601/2179	Creative Media Production Group Project	Level 1	4	40

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

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

Minimum number of credits that must be achieved	7
Minimum number of credits that must be achieved at level 1 or above	4

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
1	A/601/2161	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
5	L/601/2164	Investigating Interactive Media Products	Level 1	4	40
6	Y/601/2166	Developing Multimedia Products	Level 1	4	40
7	D/601/2167	Developing Video Products	Level 1	4	40
8	D/601/2170	Exploring Digital Photography	Level 1	4	40
9	H/601/2171	Developing Animation	Level 1	4	40
10	T/601/2174	Developing Audio Production	Level 1	4	40
11	A/601/2175	Developing Editing	Level 1	4	40
12	L/502/4630	Website Software	Level 1	3	20
13	J/601/2177	Job Opportunities in Creative Media	Level 1	4	40
14	R/601/2179	Creative Media Production Group Project	Level 1	4	40
15	T/600/6469	The Creative Media Sector	Level 2	5	30
16	M/600/6471	Media Audiences and Products	Level 2	5	30

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

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

Minimum number of credits that must be achieved	16
Minimum number of credits that must be achieved at level 1 or above	9

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
1	A/601/2161	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
5	L/601/2164	Investigating Interactive Media Products	Level 1	4	40
6	Y/601/2166	Developing Multimedia Products	Level 1	4	40
7	D/601/2167	Developing Video Products	Level 1	4	40
8	D/601/2170	Exploring Digital Photography	Level 1	4	40
9	H/601/2171	Developing Animation	Level 1	4	40
10	T/601/2174	Developing Audio Production	Level 1	4	40
11	A/601/2175	Developing Editing	Level 1	4	40
12	L/502/4630	Website Software	Level 1	3	20
13	J/601/2177	Job Opportunities in Creative Media	Level 1	4	40
14	R/601/2179	Creative Media Production Group Project	Level 1	4	40
15	T/600/6469	The Creative Media Sector	Level 2	5	30
16	M/600/6471	Media Audiences and Products	Level 2	5	30

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

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

Minimum number of credits that must be achieved	37
Minimum number of credits that must be achieved at Level 1 or above	28

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
1	A/601/2161	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
5	L/601/2164	Investigating Interactive Media Products	Level 1	4	40
6	Y/601/2166	Developing Multimedia Products	Level 1	4	40
7	D/601/2167	Developing Video Products	Level 1	4	40
8	D/601/2170	Exploring Digital Photography	Level 1	4	40
9	H/601/2171	Developing Animation	Level 1	4	40
10	T/601/2174	Developing Audio Production	Level 1	4	40
11	A/601/2175	Developing Editing	Level 1	4	40
12	L/502/4630	Website Software	Level 1	3	20
13	J/601/2177	Job Opportunities in Creative Media	Level 1	4	40
14	R/601/2179	Creative Media Production Group Project	Level 1	4	40
15	T/600/6469	The Creative Media Sector	Level 2	5	30
16	M/600/6471	Media Audiences and Products	Level 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 (eg 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.

Edexcel 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

Centres that have not previously offered Edexcel 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 Edexcel [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. Edexcel 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 Edexcel BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel 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 Edexcel 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

Edexcel'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 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. Edexcel'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

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.

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 Edexcel to offer the qualification.

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.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *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.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

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 mediums	1.1	name at least two different types of mediums	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Different types of mediums:</i> radio; television; film; newspapers; magazines; advertisements; internet eg interactive web pages
		1.2	outline the uses of different mediums	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Uses:</i> entertainment; educational; informative
2	Be able to plan producing a media product as a team member	2.1	contribute positively as a team member during the planning process	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Contribute as a team member:</i> agreeing own role in team; listening to others; making suggestions
		2.2	produce an action plan for producing a simple media product	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Identify and choose:</i> media product to record; appropriate media techniques and technologies <input type="checkbox"/> <i>Action plan:</i> 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 eg camera operator, director
			2.3	identify key stages of planning

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to produce and present a media product as a team member	3.1	contribute positively as a team member when producing and presenting a media product	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Contribute as a team member</i>: carrying out agreed role according to plan; listening to others; asking questions; asking for help when necessary; offering help when needed <input type="checkbox"/> <i>Produce</i>: a media product eg of news item, advertisement; following plan and script or storyboard; record; edit <input type="checkbox"/> <i>Present</i>: showing work to others
		3.2	present a product to an audience	
4	Be able to comment on own work	4.1	identify what went well	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Comment on work</i>: comments eg 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 mediums, including radio, television, newspapers and advertising and can discuss their own experiences of different types of mediums.

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.

Teams could be made up of three to five learners. Learners could create a task list with tasks allocated to different members. These could be ticked off as they are completed and used as evidence. Presenting work to the full group and receiving feedback will help learners to develop their communication 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-led discussion on different types of mediums and their uses.

In small groups learners discuss which mediums they use or interact with and why.

Learners name different types of mediums and outline the uses of different mediums, 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 team work – what makes an effective team?

Learners discuss and allocate team roles.

Learners devise a checklist for their own activities.

Workshop and assignment work – making an action plan.

Workshop and assignment work – decide on roles and props.

Workshop and assignment work – producing a media product.

Learners screen/present work to group. (Learning outcomes 2 and 3)

One-to-one discussions with the tutor for learners to receive feedback and comment on own work. (Learning outcome 4)

Assessment

For assessment criteria 1.1 and 1.2, learners need to name at least two different types of mediums and at least two uses for each. Evidence may be in the form of a completed worksheet or proforma, or through a group discussion or one-to-one discussion with the tutor, with signed witness statement.

To achieve assessment criterion 2.1, learners should be observed contributing positively as team members. Evidence for this can take the form of a signed observation report or witness statement. Learners can also complete a checklist noting their agreed role in the team, which can then be completed noting the contribution they have made. To achieve assessment criterion 2.2, an action plan should be produced showing team roles, the type of media product to be made, resources needed and timescales. To achieve assessment criterion 2.3 learners can add to the action plan by identifying the stages of production, roles and props and, where appropriate, a storyboard or script – storyboards can be hand drawn or photographs can be used.

Again, for assessment criterion 3.1 learners should be observed contributing positively as team members when producing and presenting the media product and this can be assessed through witness statements and completed checklists showing the tasks that each learner has completed. Learners need to present their media product to an audience to achieve assessment criterion 3.2, briefly explaining their own individual role in producing it.

Assessment criteria 4.1 and 4.2 can be assessed through small-group discussions or through a one-to-one discussion with the tutor with a signed witness statement. Learners must comment on at least one area that went well, and one area that went less well and 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 for their use 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/student-tips.htm

Website offering online resources and links for media students

Unit 2: Desktop Publishing Software

Unit code: 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 mediums 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

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	Use appropriate designs and page layouts for a publication	1.1 identify what types of information can be used in a publication	<ul style="list-style-type: none"> □ <i>Types of information:</i> types eg text, images, graphics
		1.2 identify page layouts that could be used for the publication	<ul style="list-style-type: none"> □ <i>Page design and layout:</i> organisation of information eg size, white space, consistency, orientation
		1.3 use an appropriate page design and layout for a publication in line with local guidelines, where relevant	<ul style="list-style-type: none"> □ <i>Publishing guidelines:</i> house style eg branding, styles, colours, font schemes
		1.4 use appropriate media for the publication	<ul style="list-style-type: none"> □ <i>Publication mediums:</i> web; document; multimedia
2	Input text and other information into a publication	2.1 input information into a publication ready for editing and formatting	<ul style="list-style-type: none"> □ <i>Input information:</i> use interface devices eg keyboard
		2.2 identify copyright constraints on using others' information	<ul style="list-style-type: none"> □ <i>Copyright constraints:</i> effect of copyright law eg acknowledgement of sources
		2.3 combine information from different sources in line with any copyright constraints	<ul style="list-style-type: none"> □ <i>Combining information for publications:</i> combine images with text and graphic elements eg insert

Learning outcomes	Assessment criteria	Unit amplification
	2.4 store and retrieve publication files effectively, in line with local guidelines and conventions	<ul style="list-style-type: none"> □ Store and retrieve: files eg 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	<ul style="list-style-type: none"> □ Format text: use existing styles and schemes eg font style, size, colour, alignment
	3.2 use appropriate techniques to edit publications	<ul style="list-style-type: none"> □ Edit publication: methods eg drag and drop, copy and paste, undo, redo, size, crop, position
	3.3 use appropriate techniques to format text	<ul style="list-style-type: none"> □ Control text flow: when appropriate eg around images and graphic elements
	3.4 manipulate images and graphic elements accurately	<ul style="list-style-type: none"> □ Manipulate images and graphic elements: methods eg size, crop, position, maintain proportion, border
	3.5 check publications meet needs, making corrections as required	<ul style="list-style-type: none"> □ Check publishing outcomes: where needed eg 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 eg text, images, graphics, video and sound in relation to web multimedia.

Class investigation of publication mediums eg types, audience and fitness for purpose. Tutor-led discussion with examples of 'good' designs eg 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, eg creating new document, text boxes, frames, page layout, saving.

Workshop – working with text

- text formatting, eg font style, size, colour, alignment
- editing techniques, eg drag and drop, copy and paste, undo, redo.
- reviewing and evaluating documents, spellcheck, etc.

Workshop – working with graphics:

- positioning
- manipulation, eg crop, resize, rotate
- combining with text, eg wrapping, order, grouping.

Topic and suggested assignments/activities and assessment

Student 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

Books

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 code: 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 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.

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	Connect to the internet	1.1	get online with an internet connection	<ul style="list-style-type: none"> □ <i>Accessing the internet:</i> eg internet service provider (ISP); username
		1.2	identify at least two types of connection methods that can be used to access the internet	<ul style="list-style-type: none"> □ <i>Connection methods:</i> methods eg 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	<ul style="list-style-type: none"> □ <i>Browser tools:</i> tools eg go to, back, forward, refresh, stop, home, new window, new tab; toolbars eg search bar, address bar, Uniform Resource Locator (URL), menu bar
		2.2	use browser help facilities to solve problems	<ul style="list-style-type: none"> □ <i>Browser settings:</i> settings eg 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	<ul style="list-style-type: none"> □ <i>Search techniques:</i> techniques eg key words, quotation marks, relational operators eg +, -, 'find' or search tools
		3.2	use references to make it easier to find information another time	
		3.3	identify a means of saving a page for quick access in the future	

Learning outcomes		Assessment criteria		Unit amplification
4	Use browser software to communicate information online	4.1	use tools to access and complete online forms	<ul style="list-style-type: none"> □ <i>Submit information:</i> methods eg 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	<ul style="list-style-type: none"> □ <i>Information security threats:</i> maintaining security eg username, password/PIN selection, online identity/profile; personal information eg to include, withhold, determine who can see the information □ <i>Security software:</i> types eg anti-spam, firewall, Ad-ware® □ <i>Safety precautions:</i> precautions eg firewall settings, internet security settings; report inappropriate behaviour, report security threats or breaches □ <i>Laws, guidelines and procedures:</i> set by employer or organisation eg health and safety, security; laws eg copyright laws, downloads, licensing
		5.2	identify common threats to information security	
		5.3	keep information secure	
		5.4	manage personal access to online sources securely	
		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 code: 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 for specific purposes. 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. Sophisticated image manipulation software is not required at this level as 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

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 uses of digital images	1.1	identify at least two types of digital images	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Types:</i> images created on computer using scanner paint tool, drawing tools; images imported into computer eg using clip art, web sources, digital technology <input type="checkbox"/> <i>Document types:</i> types eg bmp, gif, tiff, jpg 	
		1.2	describe at least two different uses of digital images	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Uses:</i> types of uses eg 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	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Using hardware:</i> types of hardware eg digital camera, scanner, computer; use eg camera (point of view, frame, focus, view image), 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	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Using image editing software:</i> uses eg to colour scanned drawings, pixel editing, to edit brightness and contrast on photographs; creating and saving bitmap images eg gif, tiff, jpg in paint programme; using simple drawing tools to create and save images 	
		2.3	edit images for different purposes	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Purposes:</i> eg print poster, website 	
3	Be able to comment on own work	3.1	identify what went well	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Identify how to improve work:</i> 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 and assessment

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 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 discussion with the tutor.

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)
ISBN 978-0817437930

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

Website

www.teachingideas.co.uk/ict/usingpaint.htm

Teaching ideas – guidance sheets on using Microsoft paint

Unit 5: Investigating Interactive Media Products

Unit code: L/601/2164

QCF Level: 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

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 about interactive media products	1.1	identify at least three different interactive media products	<ul style="list-style-type: none"> Interactive media products: eg websites, CD ROMs, DVDs, games, audio guides
		1.2	describe the purposes of at least three different interactive media products	<ul style="list-style-type: none"> Purpose: eg educational, entertaining, informative
		1.3	identify at least three considerations when designing an interactive media product	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Techniques: how content of product can be integrated into interactive media products, eg 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	<ul style="list-style-type: none"> Technology: hardware devices eg types eg video, scanners, digital photography, microphones; software tools eg 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

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to use interactive media techniques and technology to create an interactive media product	3.1	identify the purpose of the product	<ul style="list-style-type: none"> □ <i>Content</i>: audio eg dialogue, music; visual eg video, stills, text, graphics, animation; interactivity eg navigation, links □ <i>Using techniques</i>: integrating content into interactive media products, eg embedding video in web pages, downloadable video and audio, soundtrack loop on DVD menus, sounds triggered by actions in games □ <i>Using technology</i>: capturing images; recording video' recording audio; producing text
		3.2	use interactive media techniques to create the product	
		3.3	use interactive media technology to create product	
		3.4	present an interactive media product	
		3.5	demonstrate safe working practices	
4	Be able to review own work	4.1	collect feedback on work	<ul style="list-style-type: none"> □ <i>Health and safety</i>: eliminating risk to self and others, thinking and working safely within a studio environment □ <i>Collecting feedback</i>: asking questions; listening to others; feedback from peers, from tutor
		4.2	review aspects that went well	<ul style="list-style-type: none"> □ <i>Format of review</i>: eg verbal, presentation, discussion, audio, audio-visual, written annotations
		4.3	review aspects that could be improved	<ul style="list-style-type: none"> □ <i>Performance</i>: aspects eg 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 and assessment

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)

Topic and suggested assignments/activities and assessment

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, a discussion with the tutor, or through completion of a worksheet or proforma.

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

Theory.org.uk – website offering online resources and links for media students.

Unit 6: Developing Multimedia Products

Unit code: Y/601/2166

QCF Level: 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.

This unit might be appropriately coupled with another unit such as *Unit 7: Introduction to Video Production* or *Unit 8: Introduction to Photography* in order to develop a vocational context. For example, if the learner is working with multimedia and photography, they might produce project work that embraces the specialist requirements for both introductory units.

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, eg 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

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	Be able to generate ideas for multimedia products	1.1	collect information from different sources to generate ideas for multimedia products	<ul style="list-style-type: none"> □ <i>Ideas:</i> content; purpose; style; audience; considering what the messages are or information that needs to be communicated; who it is for; notes and group discussion, brainstorming, development exercises such as sketches, flowcharts, storyboards, ideas worksheets □ <i>Sources:</i> sources eg website design, CD ROM or other multimedia presentations, sources used by media designers; professional practice eg multimedia designers in advertising mediums eg television, internet websites, CD ROM, presentations
		2	Be able to produce a multimedia product	<ul style="list-style-type: none"> □ <i>Materials, techniques and processes:</i> selecting appropriate materials eg 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 □ <i>Planning:</i> selecting final idea; making appropriate developments; selecting final design; choosing appropriate processes and techniques; checking design against the project; meeting deadlines, identifying and selecting appropriate multimedia equipment and processes, identifying limitations eg resources, time, budget, deadlines □ <i>Recording:</i> production log
		2.1	identify the purpose of the multimedia product	<ul style="list-style-type: none"> □ <i>Health and safety:</i> importance of health and safety eg work safely with electrical equipment and computers
		2.2	plan the production of a multimedia product	
		2.3	follow health and safety requirements	

Learning outcomes	Assessment criteria		Unit amplification
	2.4	present the multimedia product which meets the identified purpose.	<ul style="list-style-type: none"> □ <i>Gather resources</i>: identifying and gathering a range of material for content □ <i>Combining materials into multimedia production</i>: deciding on a final format; exploring combining different mediums; inputting from different mediums eg video, audio, scanning and digital photography; sequences or linking frames <i>Presenting product</i>: eg explaining purpose of product, how it was produced
3 Be able to review own work	3.1	collect feedback on work from different sources	<ul style="list-style-type: none"> □ <i>Collecting feedback</i>: asking questions; listening to others; feedback from others eg peers
	3.2	review aspects that went well	<ul style="list-style-type: none"> □ <i>Format of review</i>: eg verbal, presentation, discussion, audio, audio-visual, written annotations
	3.3	review aspects that could be improved	<ul style="list-style-type: none"> □ <i>Performance</i>: aspects eg 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 project ideas. 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 and assessment

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 to ask.

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, eg 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.

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 video production techniques and technology	1.1	identify digital video equipment	<ul style="list-style-type: none"> □ <i>Digital video equipment:</i> eg MiniDV recorder, HD camcorder, SD camcorder
		1.2	describe digital video techniques	<ul style="list-style-type: none"> □ <i>Digital video techniques:</i> eg framing, shot type (close up, low angle), shot length; camera set ups eg setting up the recording equipment in the correct way eg 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	<ul style="list-style-type: none"> □ <i>Sources:</i> eg viewing video productions, looking for stories, internet □ <i>Ideas:</i> message; subject; information to be communicated; story eg drama, news item, audience; methods eg mindmap ideas, gather visual references, drawings, thumbnail sketches; exploring professional practice
			prepare a storyboard for an agreed video production	<ul style="list-style-type: none"> □ <i>Storyboard:</i> methods eg hand-drawn or digital photos, shot length, shot type and annotations; sequencing
3	Be able to apply pre-production techniques	3.1	prepare a storyboard for an agreed video production	<ul style="list-style-type: none"> □ <i>Planning:</i> factors eg time lines, equipment lists, location, and style of video, audience, budget, contingency, resources, talent, crew
		3.2	prepare a plan to produce an agreed video production	

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to undertake production and post-production work for agreed video production	4.1	choose appropriate equipment to produce agreed video	<ul style="list-style-type: none"> □ <i>Production</i>: appropriate equipment – camera, tripod, sound, lighting; skills eg setting up, run through, shooting, logging shots □ <i>Post-production</i>: post-production practices eg editing picture, editing sound, adding graphics, adding text □ <i>Health and safety</i>: working safely with electrical equipment and computers eg video cameras, digital editing equipment; handling lighting; handling props □ <i>Collecting feedback</i>: asking questions; listening to others; feedback from others eg peers, tutor □ <i>Format of review</i>: eg verbal, presentation, discussion, audio, audio-visual, written annotations □ <i>Performance</i>: aspects eg own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved
		4.2	demonstrate appropriate production skills while producing agreed video	
		4.3	follow appropriate post-production processes for agreed video production	
		4.4	follow health and safety procedures	
5	Be able to review own work	5.1	collect feedback on work from different sources	
		5.2	review aspects that went well	
		5.3	review aspects that 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 a 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 12: Developing 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 and assessment
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 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 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 need to prepare a storyboard for a video production agreed with the tutor which can be hand-drawn, use digital photographs with appropriate annotation eg framing, shot type and length. To achieve assessment criterion 3.2, 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 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-broadcast-journalism-video-5386937.html>

Tips on video production

Unit 8: Exploring Digital Photography

Unit code: D/601/2170

QCF Level: 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.

This unit can be coupled with another optional unit such as *Unit 5: Introduction to Multimedia Production* to develop a vocational context. For example, if the learner is working with multimedia and photography, they might produce project work that embraces the specialist requirements for both units.

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

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 photography technology and materials	1.1	identify uses of photography equipment	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Digital equipment:</i> types eg suitable computer, digital camera, scanner, ink jet printer <input type="checkbox"/> <i>Other equipment and facilities:</i> tripod, artificial light <input type="checkbox"/> <i>Techniques:</i> eg framing, lighting, focus; editing techniques using software eg changing colours, removing objects
		1.2	identify uses of digital materials and software	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Digital materials and software:</i> types eg 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	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Sources:</i> subject eg landscape, portrait, buildings; use eg decorative, illustrative, documentary advertising <input type="checkbox"/> <i>Methods:</i> eg individual notes and group discussion, brainstorming, development exercises; reviewing professional practice in different mediums eg press, advertising, fashion, reportage, documentary, exhibition <input type="checkbox"/> <i>Resources:</i> equipment selection; availability of equipment; budget; time; availability <input type="checkbox"/> <i>Limitations:</i> types eg availability of resources, timescales, cost

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to produce photographic images	3.1	produce a plan for producing photographic images	<ul style="list-style-type: none"> □ <i>Planning</i>: methods eg shooting schedule, studio booking, choice of location
		3.2	capture images according to agreed plan	<ul style="list-style-type: none"> □ <i>Image capture and printing</i>: image selection and framing; digital technology eg use of available memory, image control using camera settings, downloading images to a computer, image manipulation to improve quality; selecting images for printing; printing of final images
		3.3	select and print final images	<ul style="list-style-type: none"> □ <i>Exhibiting</i>: mounting; framing; selecting space; gathering feedback
4	Be able to review own work	4.1	collect feedback on work from different sources	<ul style="list-style-type: none"> □ <i>Collecting feedback</i>: asking questions; listening to others; feedback from peers, from tutor
		4.2	review aspects that went well	<ul style="list-style-type: none"> □ <i>Format of review</i>: eg verbal, presentation, discussion, audio, audio-visual, written annotations
		4.3	review aspects that could be improved	<ul style="list-style-type: none"> □ <i>Performance</i>: aspects eg 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 and assessment
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.

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 by its photographer members.

www.rps.org

The Royal Photographic Society was to promote the art and science of photography.

www.thebppa.com

The British Press Photographers' Association.

Unit 9: Developing Animation

Unit code: H/601/2171

QCF Level: Level 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit has been designed as a basic 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 such as *Wallace and Gromit*, 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, 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.

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 animation styles and techniques	1.1	describe styles used by different animators	<ul style="list-style-type: none"> □ <i>Styles:</i> eg traditional hand-drawn, stop motion, computer generated □ <i>History of animation:</i> past animation; current animation □ <i>Techniques:</i> types eg flip book, filmstrip, time lapse photography, sequential photographs, movement, drawing, collage, index cards, cut-out animation, cell animation, mark making on film, collage
		1.2	identify techniques used by contemporary animators	
2	Be able to develop ideas for an animated sequence	2.1	collect information from different sources to generate ideas	<ul style="list-style-type: none"> □ <i>Sources:</i> eg stories, drama, pictures, shapes, animals □ <i>Ideas:</i> audience; story eg simple, comic, dramatic, children's, fairytale adaptation; methods eg brainstorm ideas, gather visual references, drawings, thumbnail sketches □ <i>Develop a character:</i> types eg 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	<ul style="list-style-type: none"> □ <i>Plan:</i> idea; materials; techniques; storyboard; timescales □ <i>Use appropriate techniques:</i> techniques eg cut-outs, drawings, painting, mixed media, stop frame, digital photography, photocopied, software, sound, music, SFX, voice over □ <i>Materials:</i> eg paints, drawing materials, cut out shapes, software, computer, digital camera
		3.2	produce materials for the agreed animated sequence	
		3.3	review own work.	

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; for example, Disney, *Toy Story*, *Wallace and Gromit*, *Creature Comforts*, etc. Discussion of these 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 and assessment
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. 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 observation, through 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 and through observation, through discussion with a signed witness statement, or through completion of a proforma.

Evidence for criterion assessment criterion 3.3 could take the form of a group discussion where the learner gathers feedback on work from peers and the tutor, and reviews own work. Learners must produce evidence of reflecting on their own work. Observation records and witness statements must be retained for verification purposes.

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 – The home of Wallace and Gromit A tour of the studio and a showcase for Aardman’s current offerings.
www.anim8ed.org.uk	Anim8ed is an 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 news, reviews, commentary and opinion written by the leading minds in the field today.
www.pixar.com	Pixar – The company responsible for the films Inc. and Toy Story. This site offers, amongst other things, information on the different stages of production.

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 types of audio products	1.1	describe at least three different audio products	<ul style="list-style-type: none"> □ <i>Products:</i> items for broadcast eg news, commercials, drama; music recording; audio books □ <i>Audio delivery formats:</i> types eg CD, music TV, digital sound files, eg MP3, wav
2	Be able to generate ideas for audio production	2.1	use different sources to generate ideas for an audio production	<ul style="list-style-type: none"> □ <i>Sources:</i> eg news items, commercials, drama, music □ <i>Ideas:</i> eg message or purpose, subject, information to be communicated, story, who it is for; methods eg brainstorm ideas; exploring how others/professionals use audio production, content eg 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	<ul style="list-style-type: none"> □ <i>Pre-recorded sources:</i> types eg CD, digital sound files, interview material, commentary □ <i>Audio capture:</i> location; studio; voice; atmosphere □ <i>Mixing audio:</i> types eg for radio production, live, recorded, studio, analogue, digital □ <i>Technical conventions:</i> microphones (handling noise, wind noise); digital recording eg file type, file size; analogue recording eg reel to reel, cassette
		3.2	use appropriate recording technology for agreed audio production	<ul style="list-style-type: none"> □ <i>Production:</i> techniques eg recording, monitoring levels, location
		3.3	use appropriate post production techniques for agreed production	<ul style="list-style-type: none"> □ <i>Post-production:</i> mixing eg live, recorded, multi-track; effects; atmosphere

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to review own work	4.1	collect feedback on work from different sources	<ul style="list-style-type: none"> □ <i>Collecting feedback:</i> asking questions; listening to others; feedback from peers, from tutor □ <i>Format of review:</i> eg verbal, presentation, discussion, audio, audio-visual, written annotations □ <i>Performance:</i> aspects eg own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved
		4.2	review aspects that went well	
		4.3	review aspects that could be improved	

Information for tutors

Delivery

This unit has been designed to give learners an opportunity for learners 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, ie 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 and assessment

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 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 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, or through a completed worksheet.

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 brainstorming sessions, 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 learner 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 – A site dedicated to senior industry figures and academics with background features and careers.

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 when editing is applied and why	1.1	identify different materials that are edited	<ul style="list-style-type: none"> □ <i>Audio</i>: eg news, commercials, drama, commentary, music, speech/dialogue □ <i>Audio-visual</i>: eg drama, documentary, news, commercials, music video, cinema trailers □ <i>Editing techniques</i>: eg cut, cutaway shot, reaction shot, insert shot, fade
		1.2	describe why editing is carried out	<ul style="list-style-type: none"> □ <i>Purpose of editing</i>: 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	<ul style="list-style-type: none"> □ <i>Sources</i>: eg a news item, a drama, music □ <i>Ideas</i>: eg drama, music video, documentary, advertisement, to improve performance eg music, to shorten an item eg news item, drama scene □ <i>Pre-recorded and found sources</i>: types eg video, audio, CD, from web, live recordings, radio recordings □ <i>Self-generated materials</i>: video soundtrack; audio recordings; digital formats
		2.2	plan to edit materials	<ul style="list-style-type: none"> □ <i>Plan</i>: reasons for editing; sections to be edited; techniques to be used
3	Be able to edit materials	3.1	produce edited materials according to plan	<ul style="list-style-type: none"> □ <i>Video and audio equipment</i>: eg camcorder, mobile telephone, digital sound files eg MP3, wav □ <i>Editing systems</i>: eg digital, linear, non-linear, time-based, digital audio, appropriate analogue systems □ <i>Edit</i>: 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	<ul style="list-style-type: none"> □ Collecting feedback: asking questions; listening to others; feedback from peers, from tutor □ Format of review: eg verbal, presentation, discussion, audio, audio-visual, written annotations □ Performance: aspects eg own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved
		4.2	review aspects that went well	
		4.3	review aspects that 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 whilst 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 either 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 the learner should demonstrate the skills they have learned to effectively produce an edited product in an assigned format.

Outline learning plan

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

Topic and suggested assignments/activities and assessment
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led delivery – what materials are edited? Why?</p> <p>Learner investigation into professional work.</p> <p>Presentation of learner findings.</p> <p>Learners identify different materials that are edited and describe when editing is carried out. (Learning outcome 1)</p>
<p>Learners research different sources to develop initial ideas. (Learning outcome 2)</p>
<p>Workshops and mini-tasks – video and audio editing techniques, effects and exporting.</p> <p>Introduction to Assignment – for example, plan and produce a video ‘magazine’ show for 14-18 year olds.</p> <p>Assignment work – as groups decide on format and produce/gather resources including individual log of work achieved.</p> <p>Assignment work – as individuals edit a section of the show including log of work.</p> <p>Assignment work – as groups review and edit together the final cut of show including individual log of work achieved.</p> <p>Presenting work. (Learning outcome 3)</p>
<p>Group discussion with peers and tutor for learners to receive feedback and comment on own work. (Learning outcome 4)</p>

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 describe 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 a 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 code: L/502/4630

QCF Level: 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

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	Plan and create webpages	1.1	identify what content and layout will be needed in the webpage	<ul style="list-style-type: none"> Webpage content and layout: webpage content and layout will vary according to the template, but may include text eg body text, headings, captions; images eg still photographs, diagrams; numbers eg tables, charts or graphs; background eg colours, gradients, patterns, textures
		1.2	identify the purpose of the webpage and intended audience	<ul style="list-style-type: none"> Purpose and intended audience: aims and observations of the webpage; key features; user needs; information gathering eg 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	<ul style="list-style-type: none"> Webpage templates: different template layouts contain different areas and are good for showing different things eg a page showing a blog would need a different template to a photo gallery page, eg 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	<ul style="list-style-type: none"> Combine different types of information: combine images with text eg 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	<ul style="list-style-type: none"> Copyright constraints: effect of copyright law eg 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	<ul style="list-style-type: none"> File types and software: text eg rtf, doc, pdf; images eg jpeg, tiff, psd; charts and graphs eg xls; sound eg wav, MP3

Learning outcomes	Assessment criteria	Unit amplification
	<p>1.8 store and retrieve web files effectively, in line with local guidelines and conventions where available</p>	<ul style="list-style-type: none"> □ Store and retrieve: files eg create, name, open, save, save as, find
2	<p>2.1 identify what editing and formatting to use to aid both clarity and navigation</p> <p>2.2 select and use website features to help the user navigate simple websites</p> <p>2.3 use appropriate editing and formatting techniques</p> <p>2.4 check webpages meet needs, using IT tools and making corrections as appropriate</p>	<ul style="list-style-type: none"> □ Editing techniques for different types of information: structure; editing techniques appropriate to the type of information eg select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position □ Website features: webpage features will vary, but may include navigation eg action buttons, links, hot spots □ Check webpages: spellcheck; grammar check; word count; image size, alignment and orientation; suitability of file format
3	<p>3.1 upload content to a website</p> <p>3.2 respond appropriately to common problems when testing a webpage</p>	<ul style="list-style-type: none"> □ 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 □ Problems with websites: problems eg 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 web page 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 be 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

webdesign.about.com/od/webdesignbasics/ Basics_of_Web_Design.htm	About.com
www.about-the-web.com/shtml/creating.shtml	Abouttheweb.com
www.adobe.com/products/dreamweaver/	Adobe
www.entheosweb.com/dreamweaver/default.asp	Entheos – Dreamweaver tutorials.
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/dreamweaver	Macromedia Dreamweaver tutorials.
www.tutorialized.com/tutorials/MS-FrontPage	Microsoft FrontPage tutorials
www.netobjects.com/html/essentials.html	NetObjects Fusion
www.freerisefsoftware.com/software/WebPlus/default.as p	Serif WebPlus SE
http://personalwebkit.en.softonic.com/	Personal WebKit 3.31

Unit 13:

Job Opportunities in Creative Media

Unit code:	J/601/2177
QCF Level:	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

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 job opportunities in the creative media sector	1.1	identify at least three jobs in different industries of the creative media sector	<ul style="list-style-type: none"> □ <i>General job roles:</i> eg management, creative, editorial, technical, research, financial, organisational, administrative □ <i>Film and TV industry:</i> eg presenter, animator, art director, director, producer, autocue operator, boom operator, lighting technician, camera operator, editor, foley artist, production assistant, grip, runner □ <i>Web design and multimedia industry:</i> eg multimedia design, multimedia production, web developer, photo imaging, applications developer, animator, scriptwriter, Search Engine Optimisation (SEO) specialist, programmer, quality assurance tester □ <i>Radio and music production industry:</i> eg 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 □ <i>Print and advertising industry:</i> jobs eg researcher; graphic designer; layout artist; photographer; journalist; copywriter; subeditor; editor; printer; production coordinator; print finisher; publisher □ <i>Games design industry:</i> eg 3D modeller, animator, artist, audio engineer, designer, scriptwriter, level designer, programmer, games tester
		1.2	describe at least three different job roles in the creative media sector	

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	<ul style="list-style-type: none"> □ <i>Work patterns</i>: self-employment; hours of work; shift work eg early starts, late finishes, night work, weekend work, Bank holiday work; irregular work pattern; flexitime; days off during week; annual leave □ <i>Pay</i>: pay patterns eg weekly, monthly, salary scales, increments on completion of job □ <i>Benefits</i>: types of benefit eg 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	<ul style="list-style-type: none"> □ <i>Qualifications</i>: essential; desirable; general qualifications eg GCSEs, GCEs, diplomas; work-based qualifications eg NVQs; vocational qualifications eg BTEC qualifications, apprenticeships; practical qualifications in eg moving and lifting, first aid; higher qualifications eg degree
	3.2	list skills required for selected jobs in the creative media sector	<ul style="list-style-type: none"> □ <i>Skills and qualities</i>: personal qualities eg organising self, ability to interrelate with others; work-related skills eg 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	<ul style="list-style-type: none"> □ <i>Career planning</i>: personal skills audit, own abilities, interests, values, personal qualities, lifestyle, constraints □ <i>Finding out about jobs</i>: career pathways; experience requirements; methods eg websites, Connexions, careers fairs, trade journals, people eg family, friends, tutor □ <i>Making plans</i>: 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 and assessment
Introduction to unit and structure of the programme of learning.
Tutor-led discussions on job opportunities in: <ul style="list-style-type: none"><input type="checkbox"/> film and TV industry<input type="checkbox"/> web design and multimedia industry<input type="checkbox"/> radio and music recording industry<input type="checkbox"/> print and advertising industry<input type="checkbox"/> games design industry.
Visit by careers advisers.
Visit by professional/s in media sector.
Tutor-led discussions and worksheets on: <ul style="list-style-type: none"><input type="checkbox"/> working patterns<input type="checkbox"/> pay and benefits<input type="checkbox"/> 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: <ul style="list-style-type: none"><input type="checkbox"/> range of jobs<input type="checkbox"/> working patterns<input type="checkbox"/> pay<input type="checkbox"/> benefits<input type="checkbox"/> qualifications<input type="checkbox"/> 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 industry
- web design and multimedia industry
- radio and music production industry
- print and advertising industry
- games design industry.

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/job-descriptions.php	Media-Match – recruitment website 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: **Creative Media Production Group Project**

Unit code:	R/601/2179
QCF Level:	Level 1
Credit value:	4
Guided learning hours:	40

Unit aim

This unit aims to help the learner develop work-related skills by being given the opportunity to work with others to find out about an aspect of creative media production.

Unit introduction

The learner will be introduced to a range of creative media topics and work with members of a group to research a topic that interests them. Throughout the unit the learner will have the opportunity to develop the teamworking skills essential for creative media including communication skills, self-management and problem-solving skills.

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	Be able to find out about an aspect of creative media	1.1 identify an aspect of creative media to research	<ul style="list-style-type: none"> □ <i>Aspects of creative media:</i> aspects eg film and TV, web design and multimedia, radio and music production, print and advertising, games design □ <i>Finding information:</i> methods eg using internet search engines, questionnaires, interviews, collecting evidence, confidentiality
		1.2 work as a team-member in finding relevant information	<ul style="list-style-type: none"> □ <i>Teamwork:</i> aspects of teamwork eg helping other team members, contributing ideas, cooperating, negotiating, persuading, respecting the contribution of others
	2	Be able to demonstrate work-related skills in presenting information as a team member	2.1 use communication skills to present information clearly and accurately
2.2 make a positive contribution as a team member			<ul style="list-style-type: none"> □ <i>Team member:</i> contributing to team eg helping other team members, contributing ideas, cooperating, negotiating, persuading, respecting others
2.3 use self-management skills to meet agreed deadlines and solve problems			<ul style="list-style-type: none"> □ <i>Self-management:</i> aspects of self-management eg flexibility, organising self, accepting responsibility; meeting agreed deadlines eg completing all set tasks, completing tasks on time; problem solving eg recognising problems, making suggestions on how to solve problems, thinking creatively to solve problems
3	Be able to review own work-related skills in finding out about an aspect of creative media	3.1 review own work-related skills in finding out about an aspect of creative media	<ul style="list-style-type: none"> □ <i>Assess own work:</i> constructive feedback from colleagues/tutors/line managers; areas of strength and weakness; setting targets for further development

Information for tutors

Delivery

This unit has been designed to enable learners to develop their teamworking skills by working in groups to find out about an aspect of creative media production.

The tutor could start delivery of this unit by introducing a wide range of possible topics to act as a stimulus to help learners select a topic that interests them.

Tutors could use a wide range of techniques including presentations, practical workshops, external trips and guest speakers to stimulate learner interest. Additional resources include local newspapers, journals, videos, DVDs, and case studies.

Learners should be involved in selecting the aspect of creative media production for their team to research. Teams could be made up of around three to five learners.

In small groups learners can discuss and analyse appropriate methods to use when researching aspects of creative media and then report back to the rest of the group.

In their team, learners can discuss possibilities for tasks and decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios. Learners could agree an action plan which involves contributions from all team members.

Learners will need a mixture of tutor support and individual research to complete their agreed tasks. This may include suggestions by the tutor of suitable websites, appropriate methods for obtaining relevant information, helpful local organisations and personnel who could be contacted.

Learners could work in teams to design a checklist to record when and how they used work-related skills during planning, researching and presenting their research.

Presentation of the team's research to the whole teaching group provides the opportunity for individuals to demonstrate their communication skills and make a positive contribution as a team member. The whole group could be involved in peer assessment of communication skills, which would be helpful to learners when completing self-assessment of their work-related skills for learning outcome 3.

Learners should be encouraged to analyse their own performance in the team task for learning outcome 3, using evidence from their checklist. Learners should concentrate on their own work-related skills as a member of the team rather than how well the team outcome was achieved. Ways for learners to develop work-related skills could be explored through tutorials.

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 structure of the programme of learning.

Tutor-led discussion – What makes a good team? What roles are there within a team?

Group activity – ground rules for team work.

Team-building activities.

Tutor-led discussion on what is involved in a group project, eg what information to gather, how to gather information, how to present the information, timescales and team roles.

Activity – work-related skills – design a format to log communication skills and their contribution as a team member.

Tutor-led discussion on possible topics to research.

Small-group tutorial to select a topic to research from a given list and agree deadlines (if learners are particularly interested in a topic not on the list, this may also be acceptable).

Group work – plan research including allocation of individual tasks.

Tutor-led discussion on self-management skills eg managing time, solving problems.

Activity – work-related skills – add the self-management skills to the log.

Assessment:

Small-group work – gather information for group project

Small-group tutorials on a regular basis to monitor progress

Work on presentation for group project.

Present information. (Learning outcomes 1, 2 and 3)

Assessment feedback, review and evaluation of unit.

Assessment

For assessment criterion 1.1 the learner will need to identify the aspect of creative media production they have chosen to investigate with the group.

How the team negotiated and planned the tasks, the methods chosen to find the relevant information, the tasks allocated to individual team members and the contribution of individuals may be presented in the form of a record of group discussions. To meet the requirements for assessment criterion 1.2, the contribution of individuals will need to be identified and assessed which may be through completed worksheets, workbook, meeting minutes, witness testimonies, peer group or tutor assessment. Documentation will need to be retained for internal and external verification.

Evidence for assessment criterion 2.1 will depend on the method chosen by the group to feed back the information. This may be in the form of a short talk, a poster, PowerPoint slides or a leaflet. The communication skills used by individuals will need to be assessed. This may be evidenced through witness testimonies, peer group assessment, and/or one-to-one discussions with the tutor/line manager. Documentation will need to be retained for internal and external verification.

Learners could complete a self-assessment checklist where they record the contribution they made as a team member, how and when they used self-management skills, when they met deadlines agreed by the team and situations when they used problem-solving skills to meet assessment criteria 2.2 and 2.3.

This checklist will then be a valuable source of evidence for assessment criterion 3.1 when the learner is required to discuss their own work-related skills. This criterion may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method, it is important that documentation is retained for internal and external verification.

Suggested resources

Books

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

Websites

www.bbctraining.com	BBC Academy – introduction guides to radio, television and visual training
www.mediaweek.co.uk	Media week – media news, comment and blogs
www.media-match.com/jobtypes/job-descriptions.php	Media Match – recruitment website for the media sector; gives job descriptions for different roles
www.skillset.org/careers/	Skillset – the sector skills council for the Media sector
www.theory.org.uk/student-tips.htm	Theory.org.uk – website offering online resources and links for media students.

Unit 15:

The Creative Media Sector

Unit code:	T/600/6469
QCF Level:	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	<ul style="list-style-type: none"> □ <i>Industry sectors:</i> television; radio; press; music; film; interactive media; computer games; photography and photo imaging; advertising and marketing □ <i>Size, shape and structure:</i> geographical scope, eg multinational, national, local; status, eg small-size and medium-size businesses, independent, subsidiary; structure, eg 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	<ul style="list-style-type: none"> □ <i>Job roles:</i> eg technical, creative, editorial, managerial, sales and marketing, administration, financial □ <i>Professional working practices:</i> codes of practice, eg BBC guidelines, web accessibility guidelines (W3C), press codes of conduct, advertising standards; legal restrictions, eg libel law, Misuse of Computers Act, Race Discrimination Act □ <i>Contracts, conditions and pay:</i> contracts, eg full-time permanent, part-time permanent, fixed-term, freelance; work patterns, eg shift work, office hours, irregular and anti-social hours; pay, eg 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	<ul style="list-style-type: none"> □ <i>Skills and qualifications:</i> education and training, eg 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, eg Sector Skills Councils (Skillset, Creative and Cultural Skills, e-Skills), unions, careers services, trade and other publications □ <i>Transferable skills:</i> personal attributes, eg knowledge and skills, commitment, efficiency, reliability, punctuality, self-presentation □ <i>Methods of recruitment:</i> 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* 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 and assessment
Introduction to unit and unit assessment.
Research exercises in pairs to generate outline structures of the different industries in the creative media sector: <ul style="list-style-type: none">□ 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: <ul style="list-style-type: none">□ the implications of ownership on production output□ compare and contrast size□ outline structure and cross-media ownership.
Group activity and class discussion. Learners will: <ul style="list-style-type: none">□ 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: <ul style="list-style-type: none">□ codes of practice□ legal restrictions.
Illustrated talk and discussion on contracts and conditions of employment and expected levels of pay: <ul style="list-style-type: none">□ 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: <ul style="list-style-type: none">□ education and training required□ vocational and non-vocational qualifications and training providers□ possible recruitment routes and processes.

Topic and suggested assignments/activities and assessment

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 of the criteria 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.carlton.com	Carlton TV.
www.channel4.com	Channel 4 TV.
www.cciskills.org.uk/	Creative and cultural skills, the Sector Skills Council for advertising, crafts, cultural heritage, design, music, performing, literary and visual arts.
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.granada.tv	Granada TV
www.guardianjobs.co.uk	The Guardian – 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
www.creativeskillset.org	Creative Skillset – the Sector Skills Council for the Media sector

Unit 16: Media Audiences and Products

Unit code: M/600/6471

QCF Level: 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 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.

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 a media industry identifies audiences for its products	1.1	outline ways in which a media industry identifies audiences for its products	<ul style="list-style-type: none"> □ <i>Classification of audiences:</i> eg Standard Occupational Classification (ABC1 etc), lifestyle or psychographics; postcode or geodemographics; age; gender; sexual orientation □ <i>Audience research:</i> eg 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	<ul style="list-style-type: none"> □ <i>Elements of construction:</i> selection; composition; combination □ <i>Modes of address:</i> eg through content, through language, through genre, through narrative, through visual imagery, through graphic style □ <i>According to genre:</i> eg 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 □ <i>Constraints:</i> codes of practice, eg BBC guidelines, web accessibility guidelines (W3C), press codes of conduct, advertising standards; legal restrictions, eg 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	<ul style="list-style-type: none"> □ <i>Reasons for preference:</i> eg age, gender, ethnic background, sexual orientation □ <i>Language codes:</i> eg verbal, visual, aural □ <i>Generic codes:</i> eg 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 that might have affected the way they worked or the final product. They should be introduced to the methods employed for categorising audiences that are relevant to the media industry that 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*.

Whilst 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 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 and assessment
Introduction to the unit and structure of assessment.
Introduction to audience categorisation: Standard Occupational Classification (ABC1, etc.) <ul style="list-style-type: none"><input type="checkbox"/> lifestyle (psychographics)<input type="checkbox"/> postcode (geodemographics)<input type="checkbox"/> age, gender and sexual orientation<input type="checkbox"/> independent reading of prepared handouts.
Introduction to audience research: <ul style="list-style-type: none"><input type="checkbox"/> introduction to audience research methods<input type="checkbox"/> independent reading of prepared handouts.
Personal profile: <ul style="list-style-type: none"><input type="checkbox"/> working in pairs, learners analyse own media consumption habits through questionnaire<input type="checkbox"/> 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: <ul style="list-style-type: none"><input type="checkbox"/> identify methods of research to be used<input type="checkbox"/> prepare questionnaires, lead questions for focus groups or panels<input type="checkbox"/> state how each method will help to identify audience classification<input type="checkbox"/> 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: <ul style="list-style-type: none"><input type="checkbox"/> elements of construction<input type="checkbox"/> modes of address<input type="checkbox"/> construction of products according to genre<input type="checkbox"/> influence of constraints<input type="checkbox"/> independent reading of prepared handouts.

Topic and suggested assignments/activities and assessment

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

Journals

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/mm/index.html	The English and Media Centre
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:

- Edexcel: www.edexcel.com/contactus
- 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:

- *Edexcel Equality Policy*
- *Edexcel 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 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 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

Annexe A

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Edexcel 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 14	Unit 15	Unit 16
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																

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 14	Unit 15	Unit 16
NOS											#						
	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	14	15	16
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	14	15	16
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	14	15	16
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	14	15	16
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						

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