



Specification

BTEC Firsts

Edexcel BTEC Level 2 Certificate, BTEC Level 2 Extended Certificate and BTEC Level 2 Diploma in Creative Media Production (QCF)

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BTEC First qualification titles covered by this specification

Edexcel BTEC Level 2 Certificate in Creative Media Production

Edexcel BTEC Level 2 Extended Certificate in Creative Media Production

Edexcel BTEC Level 2 Diploma in Creative Media Production

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Children, Schools and Families (DCSF) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DCSF and the regularly updated website www.dcsf.gov.uk/. The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QANs for the qualifications in this publication are:

Edexcel BTEC Level 2 Certificate in Creative Media Production (QCF)	500/7879/3
Edexcel BTEC Level 2 Extended Certificate in Creative Media Production (QCF)	500/7880/X
Edexcel BTEC Level 2 Diploma in Creative Media Production (QCF)	500/7930/X

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

What are BTEC Firsts?

BTEC First qualifications are undertaken in further education and sixth-form colleges, schools and other training providers, and have been since they were introduced in 1983. Their purpose, approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners alike.

The BTEC First qualifications within this specification have been revised to fit the new Qualifications and Credit Framework (QCF). As such the revised titles are:

Edexcel BTEC Level 2 Certificate in Creative Media Production

Edexcel BTEC Level 2 Extended Certificate in Creative Media Production

Edexcel BTEC Level 2 Diploma in Creative Media Production.

But for clarity and continuity they are referred to generically as BTEC First qualifications, where appropriate and maintain the same equivalences, benchmarks and other articulations (for example SCAAT points) as their predecessor qualifications. The following identifies the titling conventions and variations between the 'old' (NQF) and 'new' (QCF) specifications.

Predecessor BTEC Firsts (accredited 2006)	QCF BTEC Firsts (for delivery from September 2010)
Edexcel Level 2 BTEC First Diploma	Edexcel BTEC Level 2 Diploma
Edexcel Level 2 BTEC First Certificate	Edexcel BTEC Level 2 Extended Certificate
Not applicable	Edexcel BTEC Level 2 Certificate

BTEC Firsts are QCF Level 2 qualifications designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Firsts provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Firsts are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract achievement and attainment points that equate to similar-sized general qualifications.

On successful completion of a BTEC First qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

It should be noted that the titling conventions for the revised QCF versions of the BTEC Nationals have also changed; see within the relevant BTEC National specifications on the website (www.edexcel.com).

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualifications in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Certificate – 15 credits

The 15-credit BTEC Level 2 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 2 Certificate is a qualification which can extend a learner's programme of study and provide a vocational emphasis. The BTEC Level 2 Certificate is broadly equivalent to one GCSE.

The BTEC Level 2 Certificate is also suitable for more mature learners, who wish to follow a vocational programme of study as part of their continued professional development or who want to move to a different area of employment.

Edexcel BTEC Level 2 Extended Certificate – 30 credits

The 30-credit BTEC Level 2 Extended Certificate extends the specialist work-related focus of the BTEC Level 2 Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 2 Extended Certificate offers flexibility and a choice of emphasis through the optional units. It is broadly equivalent to two GCSEs.

The BTEC Level 2 Extended Certificate offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or another qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the BTEC Level 2 Extended Certificate can extend their experience 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.

The predecessor qualification to the BTEC Level 2 Extended Certificate is the Edexcel Level 2 BTEC First Certificate accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised QCF-accredited qualification.

Edexcel BTEC Level 2 Diploma – 60 credits

The 60-credit BTEC Level 2 Diploma extends the specialist work-related focus of the Level 2 BTEC Extended Certificate. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to four GCSEs.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a Level 3 programme. Other learners may want to extend the specialism they studied on the BTEC Level 2 Certificate or the BTEC Level 2 Extended Certificate programme.

The predecessor qualification to the BTEC Level 2 Diploma is the Edexcel Level 2 BTEC First Diploma accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised QCF-accredited qualification.

Key features of the BTEC Firsts in Creative Media Production

The BTEC Firsts in Creative Media Production have been developed in the creative media sector to provide:

- education and training for those who work or who are intending to work in the creative media sector
- opportunities for those who work or are intending to work in the creative media sector to achieve a nationally recognised Level 2 vocationally specific qualification
- opportunities for learners to gain a nationally recognised vocationally specific qualification to enter employment in the creative media sector or to progress to higher education vocational qualifications such as the Edexcel BTEC Level 3 Nationals in Media
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Rationale for the BTEC Firsts in Creative Media Production

The BTEC Firsts in Creative Media Production have been developed to give centres maximum flexibility in developing programmes suited to their own resources and the needs of their learners.

The mandatory units provide learners with the opportunity to:

- develop the fundamental research skills which underlie all media production
- gain a basic understanding of employment opportunities, job requirements, and working practices in the media sector
- develop an understanding of how media products are constructed for specific audiences or markets.

The optional technical and production units enable learners to start building the technical skills and knowledge relevant to an industry (or industries) in the media sector.

Learners who complete a BTEC Level 2 Certificate, Extended Certificate or Diploma in Creative Media Production will obtain a qualification which will enable progression to further study, training, or employment, and enable them to make informed choices with regard to a career in the creative media sector. They will also have developed media technology skills that may be applicable in other work situations or will enable them to progress to Level 3 qualifications in other sectors (for example, in Art and Design or Music Technology).

The BTEC Firsts in Creative Media Production have been designed to contribute to the Sector Qualifications Strategy for the creative media sector through their close relationship to relevant National Occupational Standards.

National Occupational Standards

BTEC Firsts are designed to provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). BTEC Firsts do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the National Occupational Standards where relevant.

Edexcel BTEC Level 2 Firsts in Creative Media Production relate to the Skillset National Occupational Standards for:

- Animation
- Broadcast Journalism
- Camera
- Directors
- Editing
- Interactive Media and Computer Games
- Lighting for Film and Television
- Multimedia and Print Journalism
- Photo Imaging
- Production (Film and TV)
- Publishing
- Radio Content Creation
- Sound.

Rules of combination for Edexcel BTEC Level 2 First qualifications

The rules of combination specify the:

- total credit value of the qualification
- the minimum credit to be achieved at the level or above the level of the qualification
- the mandatory unit credit
- the optional unit credit
- the maximum credit that can come from other QCF BTEC units.

When combining units for a BTEC First qualification, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Certificate

- 1 Qualification credit value: a minimum of 15 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 8 credits.
- 3 Mandatory unit credit: 5.
- 4 Optional unit credit: 10.
- 5 This qualification is not designed to include credit from other QCF BTEC units.

Edexcel BTEC Level 2 Extended Certificate

- 1 Qualification credit value: a minimum of 30 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 16 credits.
- 3 Mandatory unit credit: 10.
- 4 Optional unit credit: 20.
- 5 This qualification is not designed to include credit from other QCF BTEC units.

Edexcel BTEC Level 2 Diploma

- 1 Qualification credit value: a minimum of 60 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 31 credits.
- 3 Mandatory unit credit: 20.
- 4 Optional unit credit: 40.
- 5 A maximum of 10 optional credits can come from other QCF BTEC units to meet local needs.

Edexcel BTEC Level 2 Certificate in Creative Media Production

The Edexcel BTEC Level 2 Certificate in Creative Media Production is a 15-credit and 90-guided-learning-hour (GLH) qualification that consists of one mandatory unit **plus** optional units that provide for a combined total of 15 credits (where at least 8 credits must be at Level 2 or above).

Edexcel BTEC Level 2 Certificate in Creative Media Production			
Unit	Mandatory units	Credit	Level
1	Research for Creative Media Production	5	2
Unit	Optional units		
5	Video Production	10	2
6	Audio Production	10	2
7	Print Production	10	2
8	Interactive Media Production	10	2
9	Photography Techniques	10	2
10	Animation Techniques	10	2
11	Web Authoring	10	2
12	Digital Graphics for Interactive and Print-based Media	10	2
13	2D Digital Art for Computer Games	10	2
14	Deconstructing Computer Games	10	2
15	Computer Games Testing	10	2
16	2D Computer Game Engines	10	2
17	3D Computer Game Engines	10	2
18	Advertising Production	10	2
19	Writing for the Creative Media	10	2
20	Factual Production for the Creative Media	10	2

Edexcel BTEC Level 2 Extended Certificate in Creative Media Production

The Edexcel BTEC Level 2 Extended Certificate in Creative Media Production is a 30-credit and 180-guided-learning-hour (GLH) qualification that consists of two mandatory units **plus** optional units that provide for a combined total of 30 credits (where at least 16 credits must be at Level 2 or above).

Edexcel BTEC Level 2 Extended Certificate in Creative Media Production			
Unit	Mandatory units	Credit	Level
1	Research for Creative Media Production	5	2
2	Communication Techniques for Creative Media Production	5	2
Unit	Optional units		
3	The Creative Media Sector	5	2
4	Media Audiences and Products	5	2
5	Video Production	10	2
6	Audio Production	10	2
7	Print Production	10	2
8	Interactive Media Production	10	2
9	Photography Techniques	10	2
10	Animation Techniques	10	2
11	Web Authoring	10	2
12	Digital Graphics for Interactive and Print-based Media	10	2
13	2D Digital Art for Computer Games	10	2
14	Deconstructing Computer Games	10	2
15	Computer Games Testing	10	2
16	2D Computer Game Engines	10	2
17	3D Computer Game Engines	10	2
18	Advertising Production	10	2
19	Writing for the Creative Media	10	2
20	Factual Production for the Creative Media	10	2

Edexcel BTEC Level 2 Diploma in Creative Media Production

The Edexcel BTEC Level 2 Diploma in Creative Media Production is a 60-credit and 360-guided-learning-hour (GLH) qualification that consists of four mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 31 credits must be at Level 2 or above).

Edexcel BTEC Level 2 Diploma in Creative Media Production			
Unit	Mandatory units	Credit	Level
1	Research for Creative Media Production	5	2
2	Communication Techniques for Creative Media Production	5	2
3	The Creative Media Sector	5	2
4	Media Audiences and Products	5	2
Unit	Optional units		
5	Video Production	10	2
6	Audio Production	10	2
7	Print Production	10	2
8	Interactive Media Production	10	2
9	Photography Techniques	10	2
10	Animation Techniques	10	2
11	Web Authoring	10	2
12	Digital Graphics for Interactive and Print-based Media	10	2
13	2D Digital Art for Computer Games	10	2
14	Deconstructing Computer Games	10	2
15	Computer Games Testing	10	2
16	2D Computer Game Engines	10	2
17	3D Computer Game Engines	10	2
18	Advertising Production	10	2
19	Writing for the Creative Media	10	2
20	Factual Production for the Creative Media	10	2
21	Creative Media Production Project	10	2

Assessment and grading

In BTEC Firsts all units are internally assessed.

All assessment for BTEC First qualifications is criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the grading distinction criteria.

Grading domains

The assessment and grading criteria are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC First grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

Please refer to *Annexe B* which shows the merit and distinction indicative characteristics.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the assessment and grading criteria and
- achieve the learning outcomes within the units.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment and grading criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including written reports, graphs and posters, along with projects, performance observation and time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment and grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment and grading criteria must be clearly indicated in the fit-for-purpose assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment and grading criteria.

When looking at the unit assessment and grading criteria grids and designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see *Rules of combination for Edexcel BTEC Level 2 First qualifications*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction or distinction* qualification grade by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit (as shown in the 'points available for credits achieved at different QCF Levels and unit grades' below).

Points available for credits achieved at different QCF Levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit QCF level	Points per credit		
	Pass	Merit	Distinction
Level 1	3	4	5
Level 2	5	6	7
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table will achieve the qualification merit, or distinction or distinction* grade.

Qualification grade

Qualification	Points range above pass grade		
	Merit	Distinction	Distinction*
BTEC Level 2 Certificate	85-94	95-99	100 and above
BTEC Level 2 Extended Certificate	170-189	190-199	200 and above
BTEC Level 2 Diploma	340-379	380-399	400 and above

Please refer to *Annexe G* for examples of calculation of qualification grade above pass grade.

Quality assurance of centres

Edexcel's qualification specifications set out the standard to be achieved by each learner in order to be awarded the qualification. This is covered in the statement of learning outcomes, and assessment and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

● Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When centres apply for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes or groups of programmes that it is operating
- the centre agrees as part of gaining approval to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Edexcel makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

The approach of quality assured assessment is made through a partnership between an approved centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

Edexcel monitors and supports centres in the effective operation of assessment and quality assurance. The methods which it uses to do this for BTEC First and National programmes accredited under the Qualifications and Credit Framework (QCF) include:

- ensuring that all centres have completed appropriate declarations at the time of approval, undertaking approval visits to centres where necessary
- requiring all centres to appoint a Lead Internal Verifier for designated groups of programmes and to ensure that this person is trained and supported in carrying out that role
- requiring that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

Edexcel Quality Assurance Handbook

Centres should refer to the *Handbook for Quality Assurance for BTEC QCF Qualifications*, issued annually, for detailed guidance.

An approved centre must make certification claims only when authorised by Edexcel and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC First and National programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Programme design and delivery

BTEC First qualifications consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and give more specialist opportunities in the sector.

In BTEC Firsts each unit has a number of guided learning hours.

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments where the learner is not present.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

Mode of delivery

Edexcel does not define the mode of study for BTEC Firsts. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

BTEC Firsts are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC First qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

An outline learning plan is included in every unit as guidance which demonstrates one way of planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC First qualification and the related NVQs and Functional Skills that also contribute to the scheme.

Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres and employers and the Sector Skills Councils or the Standards Setting Bodies for the relevant sector. Centres should make maximum use of the choice available to them within the optional units to meet the needs of their learners, and local skills and training needs.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, Edexcel will ensure that the rule of combination allows centres to make use of units from other standard QCF BTEC specifications. Centres are required to ensure that the coherence and purpose of the qualification is retained and to ensure that the vocational focus is not diluted.

Limitations on variations from standard specifications

The flexibility to import standard units from other BTEC Firsts is limited to a total of 25 per cent of the qualification credit value (see the *Rules of combination for Edexcel Level 2 BTEC First qualifications*).

These units cannot be used at the expense of the mandatory units in any qualification.

Additional and specialist learning

Additional and specialist learning (ASL) consists of accredited qualifications at the same level as, or one level above, the Diploma course of study. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications for ASL must be selected from the ASL catalogue through the National Database of Accredited Qualifications (NDAQ). The catalogue includes qualifications which have the approval of the Diploma Development Partnership (DDP) and will expand over time as more qualifications are approved. To access the catalogue go to www.ndaq.org.uk and select 'Browse Diploma Qualifications'.

Further units may be added to qualifications within the catalogue and centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions.

Functional Skills

BTEC Firsts give learners opportunities to develop and apply Functional Skills.

Functional Skills are offered as stand-alone qualifications at Level 2. See individual units for opportunities to cover ICT, Mathematics and English Functional Skills.

Personal, learning and thinking skills

Opportunities are available to develop personal, learning and thinking skills (PLTS) within a sector-related context. PLTS are identified in brackets after the unit pass criteria to which they are associated and they are also mapped in *Annexe C*. Further opportunities for learners to demonstrate these skills may also be apparent as learners progress throughout their learning.

Access and recruitment

Edexcel's policy regarding access to its 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 wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 2 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 1 qualification in a related vocational area such as Art and Design
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade D-G
- other related Level 1 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

Most BTEC First qualifications are accredited on the QCF for learners aged 14 years and over.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Edexcel BTEC Level 2 Firsts are listed on the DCSF funding lists Section 96 and Section 97.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

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 whether at work, home and at leisure, 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. Provided that 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.

Unit format

All units in Edexcel BTEC Level 2 First qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

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

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Credit value

In BTEC First qualifications each unit consists of a credit value; learners will be awarded credits for the successful completion of whole units.

A credit value specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

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

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related NOS. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass, merit and distinction grading criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner must have the opportunity within the delivery of the unit to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in their acquisition of knowledge, understanding and skills.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Assessment and grading grid

Each grading grid gives the assessment and grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in a learner's evidence and not simply the production of more evidence at the same level.

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way of planning the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Employer engagement and vocational contexts* – gives a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.
- *Indicative reading for learners* – gives a list of learner resource material that benchmarks the level of study.



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Unit 1: Research for Creative Media Production

Unit code: F/600/6460

QCF Level 2: BTEC First

Credit value: 5

Guided learning hours: 30

● Aim and purpose

The aim of this unit is to enable learners to develop skills in the main research methods and techniques used within the creative media sector. Learners will do this through researching an existing media product and through undertaking research for one of their own production projects.

● Unit introduction

Research underlies all media production, whether it be to gather materials for the content of a new production, assess technical and logistical requirements, or to establish the commercial viability of a proposed new product. Research is also undertaken into product sales and audience activity (what people buy, watch, listen to, and log on to, why they make the choices they make, what they like or dislike etc) in order to help media production companies decide what they want to make and how best to place their products in the market or the programme schedules. This audience research is also vital to advertising companies. Whatever the purpose of the research, the basic methods employed are much the same.

This unit will enable learners to develop an understanding of the basic research methods and techniques used within the creative media sector by undertaking research on an existing media product as well as undertaking research for one of their own media production projects. Through undertaking these two distinct research activities learners will learn how to identify reliable sources of information and then use them to gather relevant material. Learners will also develop skills in collecting, collating and storing the material gathered. Learners will then have the opportunity to present the results of their research.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about research methods and techniques
- 2 Be able to use research methods and techniques to investigate an existing media product
- 3 Be able to use research methods and techniques to gather material for a media production
- 4 Be able to present results of research.

Unit content

1 Know about research methods and techniques

Methods: primary; secondary; qualitative, eg opinions, attitudes, behaviour patterns; quantitative, eg ratings, circulation figures, web hits

Techniques: using libraries; using the internet; reading; searching archives; interviews; observations; questionnaires; surveys; focus groups; recce

Information trail: log of library; internet and archive searches

Collate: sift and select; organise, eg by name, by date, by type, by content, by information source; index

Store: secure storage; ease of access

2 Be able to use research methods and techniques to investigate an existing media product

Media product: eg film, television programme, DVD, newspaper, magazine, radio programme, audio product, advertisement, computer game, interactive media product

Purpose of research: eg to identify composition of audience, to identify size of audience, to investigate reception of product, to compare to other similar products, to investigate production process or history

3 Be able to use research methods and techniques to gather material for a media production

Media production: eg moving image production, print production, radio production, sound recording, computer game, interactive media production

Material: eg data, information, archive material, visual, audio-visual, auditory

4 Be able to present results of research

Format: eg written report, oral presentation, PowerPoint presentation, audio-visual presentation, individual presentation, group presentation

Content: purpose; procedures; summary of data and material, eg graphics, charts, tables; analysis; results; conclusions; bibliography of sources

Expression: structure; clarity; linguistic register; recognition of audience

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline research methods and techniques	M1 describe research methods and techniques with some detail and with reference to appropriate illustrative examples	D1 evaluate research methods and techniques with reference to precise and detailed illustrative examples
P2 use appropriate research methods and techniques to carry out research into an existing media product [IE]	M2 use research methods and techniques competently to carry out reliable research into an existing media product	D2 use research methods and techniques skilfully to carry out substantial research into an existing media product
P3 use appropriate research methods and techniques to carry out research for a proposed media production [IE]	M3 use research methods and techniques competently to carry out reliable research for a proposed media production	D3 use research methods and techniques skilfully to carry out substantial research for a proposed media production
P4 present research results.	M4 competently present research results with some detail.	D4 skilfully present research results with substantial detail.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

The teaching of this unit should be linked to the other units that learners are undertaking for this qualification. This should allow learners to see more readily the relevance of the research tasks undertaken and will provide tutors with the opportunity to set the assignment briefs within realistic and meaningful vocational contexts.

For example, the research into an existing media product could be linked to the investigation that learners undertake in *Unit 3: The Creative Media Sector* unit or the *Unit 4: Media Audiences and Products* unit.

Specialist production units should also provide the ideal opportunity for learners to explore and develop their understanding of relevant research methods and techniques for gathering material for a specific media production.

Assessment evidence that is generated through work undertaken in other units will need to be collated and organised into an appropriate portfolio of evidence for this unit. This evidence must be cross-referenced so that its context is clear.

Many learners will already have undertaken some form of research before, but may be unfamiliar with the terminology that identifies the four key research methods: primary, secondary, quantitative and qualitative. It is important that learners understand these four key terms and realise that both primary and secondary research can generate both quantitative and qualitative information, and that most valid research contains a balance of all four.

Following a brief introduction to the appropriate terminology, learners can practise the relevant procedures and skills through a series of short exercises which concentrate on specific aspects of the process – for example, identifying reliable sources of information, searching for particular information within a set time, producing a set of questions for an interview, writing a questionnaire and collating the information derived from it, setting up a focus group and writing up the results etc.

As confidence and knowledge grows, learners can then begin to link these procedures and skills together and begin to undertake more comprehensive research tasks that are linked to the investigatory and practical production work that they are undertaking in their other units. This will help to develop their research skills and also, of course, provide the evidence for assessment of these aspects of the unit.

One of the key research skills at this level is to be able to sift through the information in the collation and storage process and then make use of only the genuinely relevant material. Learners should therefore be taught the need to discard information that is not relevant. This is particularly important in relation to internet research, where there is strong temptation for inexperienced researchers to print off reams of information, much of which is inapplicable and a good deal of which is likely to be of dubious relevance, and simply file it away with no further action and a rather complacent sense that 'the job has been done'.

Collation is not, of course, just about sifting. It is also about sorting, and this is probably the most difficult skill to learn. Tutors might find it useful to set up short exercises in which the information is already provided and learners are required to sort through it and sift out the material which is useful for a given purpose. Later exercises might then require them to list the material in order of value.

Learners will initially need guidance in structuring reports, whether written or orally presented. Again, clearly defined exercises using given material may be found useful in the early stages here. The importance of clear structure, clear expression and of adopting the appropriate formal linguistic register should be stressed at all times.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit, links to other units and unit assessment.
Introduction to primary research (two sessions): <ul style="list-style-type: none">• interviewing techniques• questionnaire design• focus groups• surveys.
Task 1 – evaluating primary research. Working individually and using the class as the sample group, learners research music preferences within the class using interviews and questionnaires. Learners: <ul style="list-style-type: none">• prepare interview questions• conduct interviews• collate data• prepare questionnaires• give out and collect back questionnaires• collate data.
Introduction to sources of information.
Task 2 – evaluating secondary research sources. Learners work in pairs: <ul style="list-style-type: none">• all pairs are given the same questions to find answers to• each pair is allowed to use either internet or library, but not both• pairs race to get the answers first• plenary session evaluates the different sources in terms of<ul style="list-style-type: none">◇ speed◇ accuracy◇ ease of use.
Assignment 1 – Methods and Techniques Learners write up individual reports on the two tasks describing and comparing research methods and techniques.
Introduction to planning research.

Topics and suggested assignments and activities

Assignment 2 – Research into an Existing Media Product

Learners:

- plan research into an audience for and reception of a specified computer game using research methods and techniques already discussed
- carry out research
- collate results
- prepare presentations
- present results.

Assignment 3 – Research into a Proposed Media Production

Learners:

- plan research into a proposed media production using research methods and techniques already discussed
- carry out research
- collate results
- prepare presentations
- present results.

Assessment

Evidence for assessment

Assessment evidence for this unit will most likely be drawn from assignments written around other units. Where that is the case, the criteria from this unit must be referenced within those assignments.

Evidence for the achievement of learning outcome 1 is likely to be in the form of a written report or oral presentation, though it could also be in an audio-visual or electronic format.

Evidence for the achievement of learning outcomes 2 and 3 should come from work done for other units, as explained above. Documentation should include all research notes, research logs, and collated research data.

Evidence for the achievement of learning outcome 4 will be provided through the presentation of the results obtained through the work done for learning outcomes 2 and 3, either in a written report or oral presentation. Presentations must be recorded for internal and external verification purposes.

It should be noted that assessment evidence that is generated through work undertaken in other units will need to be collated and organised into an appropriate portfolio of evidence for this unit and must include any necessary cross-referencing.

Viva voces and tutor observations may be used to support the assessment of achievement of learning outcomes 1 and 4, but should not form the sole method of assessment, as the independent presentation of research processes and results is an important element of what is being learned here. When more than one learner in a cohort is assessed by means of a viva 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.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the pass grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

P1: learners will provide unelaborated outline but correct summaries of the four research methods and the techniques used in undertaking them. If any illustrative examples are offered they will lack detail and may well not be appropriate. There will be no comparison or evaluation of the methods. Learners' documentation will show some evidence of research trails (though these will be somewhat thin), collation of results (albeit rather disorganised) and storage of materials.

P2 and P3: learners will use appropriate methods and techniques to carry out two specific pieces of research. The methods and techniques used will be appropriate but will be employed at a basic level only and learners may have needed considerable support and guidance in order to follow the correct processes and procedures. The research material gathered will be filed in some sort of order (either in paper or electronic form, or both) in such a way that any specified item of information can be accessed, but not without going through a fair amount of material to get to the relevant information. Results will be presented in a list-like manner without comment – 'I learned such and such from X ...'. There will be no assessment of the value of the results.

P4: learners will provide a simple, unelaborated summary of the results of the research and of the research processes and procedures undertaken. The outline will cover the main or most obvious elements and will be for the most part, and in relation to the most important aspects of what is being described, accurate.

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will comment on research methods and techniques with some detail and with reference to illustrative examples, though the examples will not be clearly linked to the points they are illustrating. There will be some comparison of the methods but this will fall short of evaluation. Learners' documentation will show evidence of adequate research trails, reasonably well-organised collation of results and safe storage of materials.

M2 and M3: appropriate techniques and methods will be carefully chosen and will be beginning to demonstrate a sense of purpose in the pursuit of information. The learner will be beginning to discriminate and to order the material gathered. There will be some discussion of the relative value of sources and of the material, and this material will be subjected to some sifting to ensure that what is finally selected is reliable and of relevance to the purpose of the research. The material selected will be stored in such a way that it can be easily accessed and any given piece of information found.

M4: the summary of the research will go beyond a bare outline and will include some detail in the results and some elaboration of the processes and procedures undertaken.

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

D1: methods and techniques will be explained by reference to precise, well-chosen and detailed examples and they will be subjected to some sort of evaluative procedure or weighing up. For example, a learner might comment, 'The internet will produce information faster than using a reference book but it will produce a lot more which then needs to be sifted through. This may in the end take longer than getting just what you want from a book.'

D2 and D3: learners will display a clear sense of purpose in carrying out their research work and the procedures and techniques employed will be fully appropriate and used to good effect. Learners will work carefully and methodically to achieve a substantial quantity of consistently useful material which will be obtained through exploration of a wide range of sources. All information obtained will be evaluated, sifted, and the relevant material stored in such a way that any given piece of information is easily traceable.

D4: summary of the research will be presented in such a way that it will be easily understood, and conclusions reached will be clear. Whether presented orally or in writing the summary will be substantial and precisely detailed, and there will be a full account of the processes and procedures undertaken.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – Methods and Techniques	Carry out exercises in research methods and techniques to evaluate them.	<ul style="list-style-type: none">• Interview questions.• Questionnaires.• All notes and completed questionnaires.• All collated data.• Research notes and logs.• Completed report.
P2, M2, D2 P4, M4, D4	Assignment 2 – Research into an Existing Media Product	Employ a range of appropriate research methods and techniques to carry out research into an existing media product.	<ul style="list-style-type: none">• All research notes.• Research log.• Collated research data.• Presentation slides and notes.• Recording of presentation.
P3, M3, D3 P4, M4, D4	Assignment 3 – Research into a Proposed Media Production	Employ a range of appropriate research methods and techniques to carry out research for a proposed media production.	<ul style="list-style-type: none">• All research notes.• Research log.• Collated research data.• Presentation slides and notes.• Recording of presentation.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit links with all other units in the BTEC Creative Media Production suite.

Essential resources

Learners will need access to a full range of research resources, both paper based and electronic.

Employer engagement and vocational contexts

Centres should develop links with local media providers who are willing to come in and talk about the research methods and techniques that they employ and the external sources of information that they use.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

Berger A – *Media Research Techniques, 2nd Edition* (Sage, 1998) ISBN 978-0761915379

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

Stokes J – *How to do Media and Cultural Studies* (Sage, 2003) ISBN 978-0761973294

Websites

www.barb.co.uk	the Broadcasters' Audience Research Board
www.nrs.co.uk	the National Readership Survey
www.ofcom.org.uk	the independent regulator for the UK communications industries
www.rajar.co.uk	Radio Joint Audience Research Limited

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	planning and carrying out research into existing media products and for a proposed media production appreciating the consequences of decisions when investigating existing media products.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Creative thinkers	generating ideas and exploring possibilities for researching a proposed media production asking questions to extend their thinking when trying out alternative ways of researching for a proposed media production
Reflective learners	reviewing and reflecting on their research work and acting on the outcomes to modify and improve their work setting goals with success criteria for their research work inviting feedback to their presentations and dealing positively with praise, setbacks and criticism
Team workers	collaborating with others to work towards common goals if working in a group to undertake their research, taking responsibility for their own role
Self-managers	dealing with competing pressures, including personal and work-related demands, when planning their research work.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	undertaking their research
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning their research activities
Manage information storage to enable efficient retrieval	collating and storing their research findings
Follow and understand the need for safety and security practices	undertaking secondary research via the internet
Troubleshoot	identifying and rectifying problems throughout the research process
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	undertaking secondary research via the internet
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	undertaking secondary research via the internet
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	developing the presentation of their research
Bring together information to suit content and purpose	developing the presentation of their research
Present information in ways that are fit for purpose and audience	presenting the findings of their research
Evaluate the selection and use of ICT tools and facilities used to present information	reflecting on their work
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	presenting the findings of their research

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	analysing research data
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	undertaking interviews and running focus groups
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading through secondary sources of research material
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing questionnaires writing up the findings of own research.

Unit 2: Communication Techniques for Creative Media Production

Unit code: M/600/6468

QCF Level 2: BTEC First

Credit value: 5

Guided learning hours: 30

● Aim and purpose

This unit aims to develop learners' communication skills in media production contexts. It covers oral and written, formal and informal communication using the formats, documentation and technologies needed to communicate effectively in the media sector.

● Unit introduction

It is vital in all the media industries, where so much work is done in teams, that people are able to communicate effectively, passing on ideas and information to others and interpreting correctly what others say to them. This is equally important when working with and presenting ideas and information to a client. It is not only oral communication skills that are important; written communication is also seen as a marker of an individual's ability to maintain professional standards.

This unit focuses on the communication skills that are required within the media sector. It aims to develop the learner's ability to communicate effectively with others, both in group situations and on a one-to-one basis.

Learners will think about how they represent themselves to others through communicating with them. Being professional involves ensuring that all written materials are well planned, concise and free from errors, are presented in the correct formats, and use the styles and conventions appropriate to the medium in which one is working.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to communicate about media production in discussions
- 2 Be able to present information and ideas orally to an audience
- 3 Be able to communicate information and ideas in written formats for media production.

Unit content

1 Be able to communicate about media production in discussions

Oral communication: clarity of voice; tone of voice; clarity of expression; use of technical language

Interacting with others: asking questions; turn taking; respecting others' views; non-verbal communication

2 Be able to present information and ideas orally to an audience

Presentation technology: presentation software, eg PowerPoint, Keynote, Google Presentation, SlideRocket, Adobe Acrobat; slide design; transitions; visual aids, eg animations, video clips, audio clips, clip art, charts, graphs, screenshots, web pages; handouts; copyright issues

Interacting with audience: clarity of voice; register; style, eg authoritative, humorous, informative, motivational; clarity of expression; use of technical language; maintaining engagement, eg eye contact, reinforcement of points, reference to screen

3 Be able to communicate information and ideas in written formats for media production

Formats: eg proposals, treatments, production documentation, reports, emails, memos

Vocabulary: technical; formal; acronyms and abbreviations

Revision: electronic checks; proofreading; spelling; punctuation; grammar; clarity of expression; structure of content

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 communicate information and ideas in discussions about media production with sufficient clarity to be understood	M1 communicate information and ideas in discussions about media production for the most part clearly	D1 communicate information and ideas in discussions about media production confidently and with consistent clarity
P2 use software to create basic presentations [CT]	M2 use software to create competent presentations	D2 use software to create effective, well-structured presentations
P3 address and interact with an audience appropriately	M3 address and interact with an audience effectively	D3 address and interact with an audience confidently
P4 present information and ideas for media production appropriately in written formats with sufficient clarity to be understood	M4 present information and ideas for media production in written formats concisely and for the most part clearly	D4 present information and ideas for media production in written formats clearly with consistent clarity
P5 correct documents using basic electronic aids. [RL]	M5 correct misspellings in documents through effective proofreading.	D5 improve clarity of documents through effective proofreading.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators

Essential guidance for tutors

Delivery

Specific attention should be given to teaching communication and presentation skills in order to help learners achieve this unit. However, the assessment of the unit does not require the production of unit-specific evidence as assessment can be based on any work which requires learners to communicate, whether formally through a presentation to an audience or informally to their peers, tutors or a client. Practical units offer numerous opportunities for learners to plan, prepare and deliver oral presentations in a vocational context. There are also opportunities for written reports and assignments to be produced within many units.

This unit is designed to develop communication skills for learners on a media production course and as such needs to be placed in a vocational context. Assessment of the unit should therefore be connected whenever possible with production activities in other units. Centres may, if they wish, set unit specific assessment assignments but the contextualisation of assessment within production work will reinforce the vocational nature of these skills.

It is recommended that communication skills be tracked within as many other units as possible to ensure a good coverage of the learning outcomes and to allow learners to achieve as highly as possible across the grading criteria.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

This outline learning plan demonstrates one way of teaching this unit. The assessment will ideally be based on assignments run in other units.

Topics and suggested assignments and activities
Introduction to unit intentions and method of assessment.
Class discussions outlining the need for good communication skills: <ul style="list-style-type: none">• oral communication• personal interaction• written communication• presentation techniques.
Reviewing written work: <ul style="list-style-type: none">• paired exercise in correct use of spellchecker• individual exercise in proofreading• paired exercise reviewing and discussing each other's proofreading.
Preparation of work responding to client briefs (contextualised in other units): <ul style="list-style-type: none">• recording ideas generation• writing treatments• preparing presentations.

Topics and suggested assignments and activities

Preparation of correct production paperwork (contextualised in other units):

- scripts
 - ◊ terminology
 - ◊ layout conventions
 - ◊ software packages
 - ◊ revision
- treatments and proposals
- location recces
- risk assessments
- production and research logs.

Understanding presentation techniques:

- discussing possible presentation techniques
- reviewing recorded presentations
- paired exercise practising presentation techniques.
- Presentations to:
 - clients
 - tutors
 - peer group.

Evaluation of production work – written and oral:

- looking at how to use correct phrases and terminology depending on medium
- discussing evaluative processes and techniques
- summarising and reviewing own processes and productions
- reviewing and feeding back to others on their work.

Assessment

Evidence for assessment

Assessment evidence for this unit will most likely be drawn from assignments written around other units. Where that is the case, the criteria from this unit must be referenced within those assignments. It would be possible, however, to set discrete assignments for assessment of the unit.

Assessment evidence for individual criteria need not come from the same work for a single unit but can be drawn from as many different areas as possible to allow for greater learner achievement overall. The final grade awarded for the unit should reflect a learner's highest achievement across the whole programme.

Evidence of achievement of learning outcome 1 will most likely be drawn from tutor observation of learners working with one another on group projects. Such observations must be carefully recorded, and wherever possible final assessment should be based on a number of observations undertaken by different tutors. It is recommended that some video evidence should be obtained of learners engaged in discussions with one another about production activity. Peer assessments are another possible source of evidence.

Evidence of achievement of learning outcomes 2 and 3 will be copies of presentation slides and tutor observations. An audio-visual record of the presentations must be made for verification purposes.

Evidence of achievement of learning outcomes 4 and 5 can be any of the forms of documentation used for practical productions as well as written work that has been undertaken for learning outcomes that are predominantly knowledge or understanding based. For assessment of achievement of learning outcome 5 drafts will be needed as well as final versions.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: 'sufficient clarity to be understood' means that learners have just managed to make themselves understood and no more – it is the minimum level needed to ensure that some sort of effective communication has taken place. Vocabulary will be limited, tone will not always be appropriate to the situation and the ability – or willingness – to listen to others will be less secure, meaning that interactions will often not proceed smoothly. Generally, language skills will be adequate for learners to communicate simple ideas or deal with straightforward situations.

P2: presentation technology will be utilised in a basic manner, with slides typically containing only verbal text. Overall structure of presentations will be weak, and there is likely to be an over-reliance on distracting transitions or a tendency to use them randomly.

P3: when undertaking oral presentations, learners' language skills will be basically sound and they will express themselves with sufficient clarity to be understood (see P1), though vocabulary will be limited, and register will not always be appropriate to the situation or audience. Voice projection and articulation will be less secure and learners will not fully engage the attention of their audiences. Generally, language skills will be adequate for learners to communicate simple ideas or deal with straightforward material.

P4: when undertaking written work learners will utilise a basic format, often expressing themselves in brief sentences or by using bullet points. Expression will, however, be sufficiently clear to make intentions or ideas comprehensible. Production paperwork will be filled in correctly but with a minimum of content and will contain frequent basic spelling errors. Similarly evaluative work will be basic and tend more towards descriptions of decisions and processes such as, 'For this task we decided to work in a group of two. I was happy with this as I like Samira and we get on.'

P5: spelling errors will have been corrected using a computer spellchecker, but there will be mistakes such as 'where' for 'were', or 'their' for 'there' that are not picked up by an electronic checker. Some basic punctuation errors will have been corrected using a punctuation check. Pass grade learners are unlikely to be able to use an electronic grammar check (either not fully understanding the correction offered by the computer or not being sufficiently confident to ignore it) so grammatical errors will remain.

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: when communicating with others, learners' language skills will be generally sound and they will express intentions and ideas clearly in normal circumstances, using the right word in the right context more often than not. In more complex situations (for example, where a fundamental misunderstanding has clouded an earlier communication) they will be less able to cope. Register will be generally appropriate, with perhaps occasional lapses. Attention will be paid to what others say to them though not always responded to fully.

M2: presentation slides will contain relevant verbal text and, typically, supporting visual materials such as imported clip art, web pages, screenshots, graphs and charts. The structure of presentations will be sound, though transitions may sometimes be used inappropriately.

M3: when undertaking oral presentations, learners' language skills will be good and they will express themselves with clarity, though vocabulary may occasionally be limited. Register will, more often than not, be appropriate to the situation or audience, and engagement of the audience will be generally good. Overall language skills will be adequate for learners to communicate some complex ideas and material.

M4: when undertaking written work learners will generally utilise a suitable format. Sentence structure will be generally good with less reliance on bullet points to present information. Production paperwork will be filled in correctly showing a good level of competence and will have few errors; evaluative work will be sound and contain more detailed discussion of decisions and processes such as, 'The product we made was suited to the target audience as our research showed us that this genre was popular among the age group. This means we will get more viewers than if we had chosen a different genre.'

M5: work will have been effectively corrected using spelling, punctuation and grammar checks and there will be evidence that additional proofreading has picked up spelling mistakes such as 'where' for 'were'. Work will, though, still contain some more difficult or complex punctuation and grammatical errors, and the clarity and structure of documents will not have been revised.

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: personal communication skills will be consistently good in both straightforward and more complex situations. Learners will speak with clarity, using a good vocabulary and deploying it with accuracy and confidence. Register will always be appropriate. Listening skills will be good, learners showing a readiness to take in and respond to what others have said to them.

D2: presentation slides will contain concisely expressed verbal text and, typically, supporting visual and audio-visual materials such as web pages, screenshots, clip art, graphics created specifically for the presentation, graphs, charts, audio clips and animations. Slide shows will be well structured and fluent, transitions being used to support the flow rather than being a distraction from it.

D3: when undertaking oral presentations, learners' language skills will be of a high standard and they will be able to express themselves with consistent clarity using a wide range of vocabulary. Register will always be appropriate to the situation or audience and learners will engage and maintain their audience's attention throughout the presentation. Language skills will be adequate for learners to communicate complex ideas and material.

D4: when undertaking written work learners will consistently use a suitable format. Sentence structure will be good, occasionally complex and without undue reliance on bullet points as a means of presenting information. Production paperwork will be filled in correctly with very few errors and showing a high level of competence. Evaluative work will be of a high standard and contain a detailed discussion of decisions and processes such as, 'When we first reviewed our product with the focus group we found that we received some negative feedback regarding our choice of genre. Because of this we decided to make the following changes...'

D5: work will be effectively checked and revised using electronic spelling, punctuation and grammar checks and possibly even a thesaurus. This will be supported by effective proofreading which addresses not only technical aspects of writing (spelling, punctuation and grammar) but also clarity and structure.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Any production assignment	Learners communicate with each other whilst working to produce a media artefact.	<ul style="list-style-type: none"> Tutor observation. Peer review.
P2, M2, D2 P3, M3, D3	Eg, an advertising pitch	Learners pitch an advertising idea to a client.	<ul style="list-style-type: none"> Tutor observation. Presentation slides. Recording of presentation.
P4, M4, D4 P5, M5, D5	Eg, an audience response survey	Learners research and report on audience responses to one of their productions.	<ul style="list-style-type: none"> Written report.
P4, M4, D4 P5, M5, D5	Any production paperwork	Learners create paperwork for a production.	<ul style="list-style-type: none"> All pre-production, production and post-production paperwork.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit links with all other units in the BTEC Creative Media Production suite.

Essential resources

Learners should have access to adequate IT facilities. Spelling and grammar checkers and thesauri should be available on the software packages being used, as well as formatting and page layout facilities. It would be beneficial to provide templates for production documents such as treatments, scripts, location recce, risk assessments, and production and research logs. Completed exemplars of these documents would also be helpful for teaching purposes.

Employer engagement and vocational contexts

Centres should develop links with local media organisations.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers.

General information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.skillset.org – website of the Sector Skills Council for the creative media sector
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

Condrill J and Bough B – *101 Ways to Improve Your Communication Skills Instantly* (GoalMinds Inc, 1999) ISBN 978-0966141498

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

Hargie O – *The Handbook of Communication Skills, 2nd Edition* (Routledge, 1997) ISBN 978-0415123266

Whitley Willis R – *Functional Skills: English Level 2* (Lexden Publishing, 2008) ISBN 978-1904995500

Websites

www.bbc.co.uk/keyskills

online resources for practising communication skills

www.learndirect.co.uk

website with links to online courses

www.mindtools.com

free online tools which help you discover and develop essential communication skills and techniques

www.qca.org.uk

functional skills guidance: amplification of the standards, information sources and reference materials such as books, newspapers, computers

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Creative thinkers	generating imaginative ideas for presentations asking questions in class to extend their thinking
Reflective learners	presenting ideas orally, inviting feedback and dealing positively with praise, setbacks and criticism communicating information and ideas in relevant ways for different audiences using oral presentations and written formats setting goals and success criteria for their development and work reviewing their own progress and acting on the outcomes.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	supporting conclusions when presenting information orally, using reasoned arguments and evidence presenting written information using reasoned arguments and evidence and providing supporting evidence planning and carrying out research for written work and oral presentations, appreciating the consequences of decisions
Team workers	providing constructive support and feedback to others during focus groups and presentations collaborating with others during pre-production planning collaborating with others to work towards common goals adapting behaviour to suit different roles and situations
Self-managers	organising time and resources during production planning and prioritising actions responding positively to change, seeking advice and support when needed.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using ICT to plan and prepare oral and written presentations in a variety of formats
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	using the internet to conduct research and find content for presentations and written work
Manage information storage to enable efficient retrieval	storing research information, screenshots and web pages
Troubleshoot	able to resolve basic search errors without assistance
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using the internet, CD ROMs, PowerPoint and other ICT based sources to research and produce presentations, pitches and treatments
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	presenting research results appropriately using graphs, charts, screenshots, clip art and animations
Bring together information to suit content and purpose	collating research effectively to suit purpose
Present information in ways that are fit for purpose and audience	using ICT to present information in a variety of formats: <ul style="list-style-type: none"> • pitch • treatment • mind maps • PowerPoint
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	using email and messenger to communicate effectively with client, tutor and peers
Mathematics	
Use appropriate checking procedures and evaluate their effectiveness at each stage	checking and evaluating information used in charts and graphs

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	making valid contributions to class discussions and focus groups communicating effectively to an audience during oral presentations
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	gathering and annotating research from a variety of sources proofreading and spellchecking documents before submission
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing work in a relevant written format: <ul style="list-style-type: none"> • essays • reports • PowerPoint • production documentation.

Unit 3: The Creative Media Sector

Unit code: T/600/6469

QCF Level 2: BTEC First

Credit value: 5

Guided learning hours: 30

● Aim and purpose

The aim of this unit is to develop learners' knowledge 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 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.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know how the creative media sector is structured
- 2 Know about job roles and conditions of employment in a creative media industry
- 3 Know how to gain employment in a creative media industry.

Unit content

1 Know how the creative media sector is structured

Sector: television; radio; press; publishing; film; interactive media; computer games; photography and photo imaging; advertising and marketing

Size, shape and structure: 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

Job roles: eg technical, creative, editorial, managerial, sales and marketing, administration, financial

Professional working practices: 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

Contracts, conditions and pay: 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

Skills and qualifications: 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

Transferable skills: personal attributes, eg knowledge and skills, commitment, efficiency, reliability, punctuality, self-presentation; key skills, eg number, communication, working with others, improving own performance

Methods of recruitment: national press; trade press; internet; word of mouth; personal contacts; internal promotion

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline the structure of the creative media sector	M1 describe the structure of the creative media sector with some detail and with reference to appropriate illustrative examples	D1 explain the structure of the creative media sector with reference to precise and detailed illustrative examples
P2 describe job roles and conditions of employment in a creative media industry	M2 describe job roles and conditions of employment in a creative media industry with some detail and with reference to appropriate illustrative examples	D2 explain job roles and conditions of employment in a creative media industry with reference to precise and detailed illustrative examples
P3 describe how to obtain employment in a creative media industry.	M3 describe how to obtain employment in a creative media industry with some detail and with reference to appropriate illustrative examples.	D3 explain how to obtain employment in a creative media industry with reference to precise and detailed illustrative examples.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance 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. This would have the added benefit of making links between this unit and *Unit 1: Research for Creative Media Production* as these research exercises could be used as evidence for the assessment of that unit.

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 debates to provide evidence. Learners should be encouraged to engage with contemporary material in order to fulfil the learning outcomes of this unit.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
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• film• radio• press• photo imaging• publishing• advertising and marketing• computer games• interactive media.
Illustrated talk and discussion on the differences between public and private sector industries, looking at the differences between national and multi-national 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 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 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.

Topics and suggested assignments and activities

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 information
- generate and develop ideas for presentational style
- determine distribution of information
- write all copy
- decide and source illustrations
- construct rough layouts
- produce final copy.

Assessment

Evidence for assessment

Evidence for assessment of learning outcomes 1, 2 and 3 can be presented in any format which enables the learner to demonstrate knowledge and understanding of the unit's content as specified in the grading grid. Appropriate formats would 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.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: 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, in their outline of 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.

P2: learners will identify the main job roles in an industry in the creative media sector by correctly naming them. 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.

P3: in relation to recruitment, learners will provide an unelaborated but accurate outline 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.

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will describe with some detail the structure of the creative media sector providing examples to illustrate each industry, though these examples will not be highly developed. For example, in a discussion of the structure of the radio industry, specific radio stations will be named and related to wider patterns of ownership, with, in the case of commercial radio stations, the names of owner-companies being given, along with examples of the additional holdings in radio and other mediums of those owner-companies.

M2: learners will describe with some detail the main job roles in an industry in the creative media sector, giving examples of, for instance, the type of jobs such a person might work on, or referring to case studies of typical employees in those roles. The type of things done in a given job will be elaborated upon, and the way in which that job relates to others (in, for example, a career structure) will be noted.

M3: learners will provide a detailed description of the methods of recruitment used in the chosen industry, and will describe in detail the skills, education, training and personal attributes required of an employee in that industry, relating these to specific examples of jobs or aspects of jobs. A merit grade learner might note the connections between one aspect of recruitment and another – how, for example, personal attributes such as commitment and punctuality will enable someone to get the most out of education and training.

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: learners will go beyond simple description of the creative media sector and the way it is structured: relationships of one industry to another will be explained, or subjected to some sort of evaluative procedure or to a process of comparison. So, having demonstrated the structure of the radio industry through a well illustrated discussion, some well-supported observations will be made on the pros and cons of commercial and public service radio stations. A learner might note, for example, 'Because commercial stations depend on advertising for their revenue they have to appeal to audiences who are likely to be going shopping a lot, such as housewives, as these are the people advertisers want to reach.'

D2: learners will provide a full coverage of the job roles in a chosen industry (with the proviso that some industries – such as film – are so large and extensive that absolutely complete coverage would not be expected). How different jobs relate to one another will be explained, and there will be a more sophisticated awareness of the advantages and disadvantages of certain types of job in relation to, for example, the kind of contract or work patterns likely to be associated with it.

D3: as well as explaining fully, and in relation to well-detailed examples, the methods of recruitment and the skills, education, training and attributes required of employees in the chosen industry, learners will show a more sophisticated awareness of the employment market, showing, for instance, some understanding of the relative difficulty of getting certain types of job, or the advantages and disadvantages of certain ways of obtaining employment.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
PI, M1, D1 P2, M2, D2 P3, M3, D3	Assignment 1 – Media Guide	Invitation by an agency to produce a pamphlet about the creative media sector and how to obtain employment in it.	<ul style="list-style-type: none">• Planning and research materials.• Completed pamphlet.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Research for Creative Media Production	Research Techniques for the Creative Media Industries
	Understanding the Creative Media Sector

Essential resources

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

Employer engagement and vocational contexts

Centres should develop links with local media companies and people currently working in the sector who can talk about specific jobs, working practices and conditions of employment. The BBC has local radio stations and most areas of the country have local commercial radio stations. The local press and small advertising and marketing agencies are also highly accessible and could offer opportunities to look at digital image production and photography. Access to television and film production, whilst more limited, is more feasible for centres near to larger cities. However, there might be possibilities to link with smaller, locally based production companies.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

Baylis P, Freedman A and Procter N – *BTEC Level 2 First Creative Media Production, Teaching Resource Pack* (Pearson, 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, 2nd Edition* (Hodder Arnold, 2003) ISBN 978-0340848555

Branston G and Stafford R – *The Media Student's Book, 4th 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, 3rd 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, 7th 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.crca.co.uk	Commercial Radio
www.granada.co.uk	Granada TV
www.guardianjobs.co.uk	a good site for exploring media jobs
www.mediaknowall.com	a good starting point for internet research on the media
www.mediaweek.co.uk	media news, comment and blogs
www.newscorp.com	News Corporation
www.ofcom.org.uk	the independent regulator for the UK communications industries

Delivery of personal, learning and thinking skills

No opportunities for personal, learning and thinking skills (PLTS) have been identified within the pass assessment criteria of this unit. However, there may be opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	planning and carrying out research into job roles and recruitment analysing and evaluating research information, judging its relevance and value to proposed assignment supporting conclusions in written and oral work, using reasoned arguments and evidence
Creative thinkers	asking questions during group discussions and lectures to extend their thinking
Reflective learners	inviting feedback on their work and dealing positively with praise, setbacks and criticism
Team workers	collaborating with others during group tasks to work towards common goals reaching agreements and managing discussions to achieve results
Self-managers	organising time and resources and prioritising actions when completing assignment work.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	sourcing and searching web pages, screenshots and CD ROMs when conducting research on the creative media sector, an industry in the creative media sector, and job roles and recruitment methods
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	saving and storing web pages and screenshots when conducting research on the creative media sector or an industry in the creative media sector
Manage information storage to enable efficient retrieval	saving and storing web pages and screenshots when conducting research on the creative media sector or an industry in the creative media sector
Troubleshoot	able to resolve basic search errors without assistance
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	sourcing and searching web pages, screenshots and CD ROMs when conducting research on the creative media sector or an industry in the creative media sector
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	carrying out and collating research on the creative media sector or an industry in the creative media sector
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	presenting research findings for an industry in the creative media sector
Bring together information to suit content and purpose	preparing a case study on the creative media sector or an industry in the creative media sector
Present information in ways that are fit for purpose and audience	presenting results of research in an appropriate format
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	making contact with media companies for research purposes using email
Identify the situation or problem and the mathematical methods needed to tackle it	collecting and collating figures about audience or market share (including those to be found in graphical form)
Select and apply a range of skills to find solutions	creating accurate charts (eg pie, histograms) to illustrate audience or market share – this should involve amounts and sizes, scales and proportions and handling statistics
Use appropriate checking procedures and evaluate their effectiveness at each stage	checking validity and evaluating effectiveness of charts to illustrate audience or market share

Skill	When learners are ...
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	creating accurate charts (eg pie, histograms) to illustrate audience or market share – this should involve amounts and sizes, scales and proportions and handling statistics
Draw conclusions and provide mathematical justifications	presenting findings accurately using appropriate formats
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to discussions and making presentations about the creative media sector or an industry in the creative media sector
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading and summarising information from different documents using it to inform ideas for discussions, presentations and essays
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	preparing case study files on the creative media sector or an industry in the creative media sector using PowerPoint to form the basis of a presentation.



Unit 4: Media Audiences and Products

Unit code: M/600/6471

QCF Level 2: BTEC First

Credit value: 5

Guided learning hours: 30

● Aim and purpose

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.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know how a media industry identifies audiences for its products
- 2 Understand how media products are constructed for specific audiences
- 3 Understand how audiences can respond to media products.

Unit content

1 Know how a media industry identifies audiences for its products

Classification of audiences: eg Standard Occupational Classification (ABC1 etc), lifestyle or psychographics; postcode or geodemographics; age; gender; sexual orientation

Audience research: eg focus groups, questionnaires, ratings (BARB), audience measurement panels, face-to-face interviews

2 Understand how media products are constructed for specific audiences

Elements of construction: selection; composition; combination

Modes of address: eg through content, through language, through genre, through narrative, through visual imagery, through graphic style

According to genre: 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

Constraints: 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

Reasons for preference: eg age, gender, ethnic background, sexual orientation

Language codes: eg verbal, visual, aural

Generic codes: eg language, content, narrative, characters, style, camera work, soundtrack, music, mise-en-scène, iconography, graphics

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline ways in which a media industry identifies audiences for its products [IE]	M1 describe ways in which a media industry identifies audiences for its products with some detail and with reference to appropriate illustrative examples	D1 explain ways in which a media industry identifies audiences for its products with reference to precise and detailed illustrative examples
P2 outline ways in which a media product is constructed for a specific audience [IE]	M2 describe ways in which a media product is constructed for a specific audience with some detail and with reference to appropriate illustrative examples	D2 explain ways in which a media product is constructed for a specific audience with reference to precise and detailed illustrative examples
P3 outline ways in which a media product might be understood by an audience. [IE]	M3 describe ways in which a media product might be understood by an audience with some detail and with reference to appropriate illustrative examples.	D3 explain ways in which a media product might be understood by audiences with reference to precise and detailed illustrative examples.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

The purpose of this unit is to lead learners to think about the construction of media products and, vitally, 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 work towards professional and commercial work.

Learners could therefore start by thinking about the possible audiences they had 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 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 5: Video Production* or *Unit 6: 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 readings. 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 the learners' own production activity will possibly make this genre analysis work more engaging and should, vitally, 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 and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction to the unit and structure of assessment.
Introduction to audience categorisation: <ul style="list-style-type: none">• Standard Occupational Classification (ABC I etc)• lifestyle (psychographics)• postcode (geodemographics)• age, gender and sexual orientation• independent reading of prepared handouts.
Introduction to audience research: <ul style="list-style-type: none">• introduction to audience research methods• independent reading of prepared handouts.
Personal profile: <ul style="list-style-type: none">• working in pairs, learners analyse own media consumption habits through questionnaire• using results each learner identifies and individually writes up own profile.
Assignment 1 – Identifying Audiences <p>Learners construct a proposal to research audience responses to a media product.</p> <p>Learners will:</p> <ul style="list-style-type: none">• identify methods of research to be used• prepare questionnaires, lead questions for focus groups or panels• state how each method will help to identify audience classification• exchange and comment on each other's proposals. <p>Learners then individually produce a research report identifying the audience for the product.</p>
Understanding how media products are constructed for audiences: <ul style="list-style-type: none">• elements of construction• modes of address• construction of products according to genre• influence of constraints• independent reading of prepared handouts.

Topics and suggested assignments and activities

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 for assessment

Evidence for achievement of the learning outcomes of this unit can be presented in any format which enables the learner to demonstrate knowledge and understanding of the unit's content. Separate assignments can be set to cover each of the grading criteria, 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 would 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.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: 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.

P2: 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.'

P3: 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.'

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will describe with reference to detailed examples how a media industry identifies audiences and constructs products for specific audiences. That is, they will treat the material covered with some detail and make some comment on it, providing detailed examples from that material to illustrate the points made. Though these examples will not be extended further, and comments will not be supported or developed further by argument, there will nonetheless be a sense of thoughtfulness in this learner's work. Thus, with reference to the press, the Standard Occupational Classification system will be described with examples of the different types of occupation in each category.

M2: learners will describe with reference to detailed examples how a media product is constructed for a specific audience. Discussions of how products are constructed will go beyond description, making comments on the reasons for the process, albeit unsupported by fuller argument. Thus it will be noted, for example, that the limited vocabulary of a tabloid paper has a purpose: '*The Sun* uses a very limited vocabulary so that its readers will not be put off by language that they do not understand.'

M3: analysis of a text will be more detailed, with reference to detailed examples to support points, and learners will be beginning to comment on the text. For example a learner might note: 'This is a soap opera set in a square in East London. It is supposed to be more life-like than other soap operas and is aimed at a prime-time audience mostly in the C1, C2 and D social categories. As with all soap operas there is a set cast of characters, though occasionally someone leaves, often in dramatic circumstances as happened when a character was killed. Someone new is often then brought in to replace the one who left and to provide new plot lines.'

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: learners will go beyond description, beginning to explain how a media industry identifies audiences. Observations made or arguments engaged in will be justified or supported in some way through precise and detailed illustrative examples. If discussing the press, for example, the Standard Occupational Classification system will be compared to the readership profile. This could include some comment on the comparative crudity of the former as a way of determining an audience. In discussing the sales figures given by papers it might be noted that many papers try to inflate their figures by including the ones they give away free, the point being supported by figures for a national newspaper showing the actual sales and number of copies given away.

D2: again, treatment of the way media organisations construct products for specific audiences will go beyond description and move towards explanation supported through precise and detailed illustrative examples. In relation to the style of tabloid papers, there might be an acknowledgement that the colloquial style is used because it makes the readers feel they are being addressed in their own language, or that the limited vocabulary simplifies things and does not invite the readers to think for themselves about what is being said. Such points would be illustrated with carefully chosen, detailed quotations from a tabloid paper.

D3: analysis of a text will be more explanatory with support for points made, and the learner will offer some evaluation of the text. A learner might note, for example: 'Because there is so much competition between the prime-time soap operas, they will try to outdo each other in dramatic plot lines. However, because soaps are shown in prime time and well before the watershed there are limits to what they can do with this kind of plot line.' The learner would then go on to identify specific and precisely described examples of this in particular programmes. Distinction grade learners are likely to use appropriately the kind of vocabulary used in media analysis.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
PI, M1, D1	Assignment 1 – Identifying Audiences	Using a given media product, learners produce a proposal for media research methods to identify the audience for the product. If this unit is done in the latter part of the programme, learners might research one of their own products.	<ul style="list-style-type: none">• Preparatory notes on method.• Questionnaires.• Raw data.• Research report.
P2, M2, D2	Assignment 2 – Media Products for Media Audiences	Report for a media company on a rival product.	<ul style="list-style-type: none">• Discussion notes.• Report.
P3, M3, D3	Assignment 3 – Understanding a Media Product	Article for a fanzine or website on a chosen media product.	<ul style="list-style-type: none">• Discussion notes.• Article.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit links with all other units in the BTEC Creative Media Production suite.

Essential resources

Centres are recommended to obtain textbooks which cover the content of this unit in an appropriate way for Level 2 learners. They 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.

Employer engagement and vocational contexts

Centres should develop links with local media providers who are willing to come in and talk about their audiences and production methods. General information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

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

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

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

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

Journal

New Media Age

Websites

www.asa.org.uk	the Advertising Standards Authority
www.barb.co.uk	the Broadcasters' Audience Research Board
www.bbfc.co.uk	the British Board of Film Classification
www.englishandmedia.co.uk/mediamag.html	the English and Media Centre
www.imdb.com	a movie database
www.mediaknowall.com	a web guide for media students
www.mediawatchuk.org	Mediawatch
www.ofcom.org.uk	the regulator of the UK's broadcasting, telecommunications and wireless communications industries
www.rajar.co.uk	the radio audience research organisation
www.vlv.org.uk	the Voice of the Listener and Viewer

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	planning and carrying out research and identifying questions to answer when investigating audiences and analysing media products.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Reflective learners	using the learning experience to inform future progress
Team workers	presenting a media product to the class as part of a group project and taking responsibility for own role within this activity managing discussions to achieve results
Self-managers	managing time and resources to produce written reports and meeting deadlines.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	writing reports and applying research methods
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	exploring, extracting and assessing the relevance of information websites
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	presenting information on audience research
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	report writing and applying research methods taking part in class presentations
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with other members of a team during group work or on an assignment task

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using estimation and calculation to research and obtain results on audience statistics
Identify the situation or problem and the mathematical methods needed to tackle it	presenting information on audience research
Select and apply a range of skills to find solutions	report writing and using research methods for class presentations
Use appropriate checking procedures and evaluate their effectiveness at each stage	presenting information on audience research
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	report writing and using research methods for class presentations
Draw conclusions and provide mathematical justifications	presenting information on audience research
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	working in a group for the presentation of a media product giving an individual presentation
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching information for assignment reports
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing reports on media approaches and products completing classroom based written tasks.



Unit 5: Video Production

Unit code: H/600/6483

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to provide learners with an opportunity to create a video production, the focus of this unit being on the application of the production phases – pre-production, production and post-production. The unit also requires learners to reflect on the final product and their working practices.

● Unit introduction

The term 'video production' encompasses a wide variety of moving image production activity, from one person working independently to major television companies producing prime-time entertainment.

This unit introduces learners to the techniques and technology of video-based production work. Learners will develop an understanding of the three production stages – pre-production, production and post-production.

Learners will work individually on the pre-production stage, developing an idea into a proposal, scripting and storyboarding it. They will also complete other pre-production activities on their own to ensure that they have a good grasp of this process.

They will work as part of a team for the second two phases to complete a video product. On completion of the product, learners will review their contribution to the production process and to the quality of the product.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to carry out pre-production for a proposed video product
- 2 Be able to contribute in a technical capacity to the creation of a video product
- 3 Be able to carry out post-production for a video product
- 4 Be able to review own video production work.

Unit content

1 Be able to carry out pre-production for a proposed video product

Proposal: ideas; audience; proposal document

Pre-production: script; storyboard; shooting script (shot type, length of shots, dialogue, directions, audio); personnel required; crew roles; locations; permissions; budgets; notes of meetings; equipment booking; schedules; health and safety, eg risk assessments, electrical cables, lifting and carrying

2 Be able to contribute in a technical capacity to the creation of a video product

Technical production roles: eg camera, lighting, sound, director

Contribution: eg camera set-up, camera movement, white balance, framing, shot type, shot length, lighting set-up (redheads, blondes, spots, gels), microphone set-up, sound levels, sound effects (SFX), direct actors, direct film crew

3 Be able to carry out post-production for a video product

Post-production: labelling; storage; logging (length of shots, shot descriptions, audio, suitability); edit decision list; editing techniques, eg continuity, montage, flashbacks; transitions, eg fades, wipes, dissolves; sound track; delivery format

4 Be able to review own video production work

Finished product: compared with original proposal; appropriateness to audience; technical qualities; aesthetic qualities; content; style; team contribution

Production process: pre-production; production; post-production; time management; technical competencies; creative abilities; teamwork

Sources of information: notes from meetings; drafts; production log (creative decisions, production issues, summary of events); comments from others, eg audience, peers, tutors, client

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 apply video pre-production techniques to the creation of a video product	M1 demonstrate competent application of video pre-production techniques to the creation of a video product	D1 demonstrate skilful application of video pre-production techniques to the creation of a video product
P2 undertake a technical role in the creation of a video product [TW]	M2 competently carry out a technical role in the creation of a video product	D2 skilfully carry out a technical role in the creation of a video product
P3 apply video post-production techniques to the creation of a video product [CT]	M3 demonstrate competent application of video post-production techniques to the creation of a video product	D3 demonstrate skilful application of video post-production techniques to the creation of a video product
P4 review strengths and weaknesses of own video production work. [RL]	M4 describe strengths and weaknesses of own video production work with some detail and with reference to appropriate illustrative examples.	D4 evaluate strengths and weaknesses of own video production work with reference to precise and detailed illustrative examples.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Video production is a combination of individual and group activities. This unit is designed to recognise that fact and to introduce learners to the realities of individual and group production work. It is important for tutors to recognise that each learner must develop, individually, an understanding of the various stages of the video production phases. It is also important for the learner to understand how each role works throughout the three production phases.

In order for learners to progress their work through the production and post-production phases they will need to learn how to use the camera, lighting and sound equipment, and how to edit. This can be done through initial instruction followed by some short exercises which will familiarise them with the equipment they will be using. Learners will require time to develop an understanding of how to capture footage, use the editing software and how to export their work in the correct format.

Whether this is done at the beginning of the unit or just before they start these phases of the work is up to individual centres to determine, but there is much to be said for starting with some practical work to enthuse learners.

Learners must generate their own ideas, pre-production work and proposal individually. However, as learners must work in a team during the production phase of this unit product, it follows that they will not all undertake every role in a video production process. Tutors must therefore ensure that all members of the group have a substantial role relating to video production work. Potential roles for the production phase would be as listed in the content – director, camera, sound and lighting. Each role must, of course, enable the learner undertaking it to produce individual evidence for assessment. As learning outcome 3 requires learners to produce their own edit of the final product, each learner will be able to present individual evidence of their editing during the post-production phase.

It is important for learners to understand what is required at each phase of production and what the production crew roles and responsibilities are within a production team. The next stage is for each learner to individually develop ideas for a production. They should be encouraged to consider target audience and develop focused research, while developing ideas and proposals. At this stage a range of ideas and possibilities should be investigated. Each learner must then progress their final idea through the pre-production phase. The final idea that is to be put forward for going into production could be structured into a proposal or presented as a pitch. Wherever possible, pre-production techniques should be taught through professionally produced illustrative material – scripts, storyboards, schedules etc – as should the writing of proposals.

Once each learner has developed ideas, researched them, and developed one idea through pre-production, they can then pitch their idea. An appropriate selection of the best ideas can then be taken to the next stage.

Learners are required to form small groups for the production phase. At this point it will be useful for learners to do further research into their role. It would also be of benefit for learners to have access to industry professionals to inspire their learning at this point. All crew roles must be substantial enough to generate clear individual evidence for assessment. The suggested crew roles are: director, camera, lighting and sound.

Learners should keep production logs as supporting evidence for assessment of grading criteria P2, M2 and D2. It may also help if tutors maintain observation reports to back up learners' individual contributions to this phase.

Once all footage has been shot for the production, learners can engage in the final phase of the production process – post-production. Each learner will work individually in the post-production phase, using the same footage as the rest of their group to edit their own version of the video. They should have the opportunity to discuss their individual development in this final phase of production in a post-production log.

Finally, learners are required to review their own work. This could include feedback from a range of sources about their final product which might be from the client (if there is one), the other members of their production group, their tutors or from a sample target audience. The review can take the form of a written report, presentation, video diary, blog, or other appropriate format.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities

Introduction to the unit and its requirements.

Introduction to camera, lighting and sound equipment.

Activities – exercises in use of camera, lighting and sound equipment.

Introduction to video production.

Through a worked example of a product (of relevant genre), eg a music video or a short drama, learners analyse the product in groups to develop an understanding of the requirements at each stage of production. It is important to see the stages that an 'actual' product has gone through. Through tutor-led discussion and a series of group (small groups) exercises learners will analyse and consider:

- the stages of production and their requirements (pre-production, production and post-production)
- documentation required at each phase of production
- crew and crew roles, who has done what in the creation of this product.

Topics and suggested assignments and activities

Assignment 1 – Pre-production

Working individually learners will:

- generate ideas for productions
- analyse the production requirements for each idea generated
- assess the pros and cons of each idea and decide on one idea to develop in pre-production
- prepare a proposal for that idea
- develop chosen idea through the pre-production phase
 - ◇ decide recording format
 - ◇ devise budget
 - ◇ produce script
 - ◇ produce storyboards
 - ◇ find locations (if necessary)
 - ◇ establish permissions for locations (if necessary)
 - ◇ determine personnel required
 - ◇ determine equipment requirements
 - ◇ complete health and safety risk assessments
 - ◇ produce shooting script.

Each learner will then pitch their chosen idea to the class.

Class will then vote on an appropriate number of ideas to be developed through to production and post-production.

Assignment 2 – Production

Small production groups are formed (maximum of four) and each one is assigned one of the selected ideas.

Group then:

- assigns crew roles: camera, lighting, sound and director
- shoots footage
- reviews footage, assesses suitability and shoots pick-ups where necessary.

During production phase each learner must keep a production log which:

- documents the production process
- notes how individual role has contributed to that process.

Introduction to editing software.

Activity: exercises in using editing software.

Topics and suggested assignments and activities

Assignment 3 – Post-production

Working individually learners:

- log footage
- assess the suitability of recorded material
- create an edit decision list
- edit footage
- export the final project in the desired format.

During this process, each learner must keep a post-production log.

Assignment 4 – Review

Learners:

- discuss final product with rest of group
- discuss final product with tutor
- gather audience response to final product
- review production and post-production logs
- write up review of final product.

Assessment

Evidence for assessment

Evidence for achievement of learning outcome 1 will take the form of written notes, drafts, sketches, research notes, other pre-production documentation and a proposal. Learners could also do a pitch based on the proposal (pitches must be recorded for verification purposes).

Evidence for achievement of learning outcome 2 will be rushes, production notes, production paperwork, production logs and tutor observation records. Logs can be either written or recorded.

Evidence for achievement of learning outcome 3 will be the learner's edit of the final product and relevant post-production paperwork such as edit decision lists, screen dumps, editor's notes and a post-production log.

Evidence for achievement of learning outcome 4 could be written notes, a report, a presentation, notes in a studio log, annotations to a script, editor's notes, video diaries or a viva voce assessment. When more than one learner in a cohort is assessed through a viva 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.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will apply pre-production techniques at a basic level. Ideas will be stated briefly and will tend towards the obvious or the impracticable. Scripts, storyboards and other such documentation will be roughly sketched out, and the proposal will be a brief outline.

P2: learners will carry out a technical role in production to a basic standard, and will be hampered in expressing their intentions fully by their limited grasp of technology and skills. For example, camera work may be badly framed, sound levels and lighting continuity will be inconsistent, or the shoot will lack clear organisation. Production paperwork or notes will be brief and the production log will focus mainly on a historical account of what the learner has done.

P3: again, learners will be hampered in expressing their intentions fully by their limited grasp of technology and skills. Shots will not match up when edited together and the final product will generally lack pace. Sound levels will vary quite widely from one shot to another. Transitions will be used, but without consideration to how they affect the reading of content. Edit decision lists, screen dumps and editor's notes will be brief. The post-production log will focus mainly on a historical account of what the learner has done.

P4: learners will provide an overall outline review of their own production work ('work' meaning both the process and the product resulting from following that process), identifying strengths and weaknesses in their work but without further elaboration or comment. Any description of activity will mainly be confined to a historical account (for example, 'We had a script meeting and wrote the script, then we did the storyboard which Ashe drew. We spent five days on the shooting and another three on the editing ...' etc). Accounts which are mostly taken up with irrelevant detail should not be considered as meeting the pass grade. Description of the product will be an unelaborated outline and assessments of its quality will be relevant but very generalised and at the level of assertion (for example, 'The shoot went quite well and the final edit was good').

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will demonstrate competent pre-production techniques and some sense of direction in the way they work through the process. Ideas will show some development and will be presented in an organised way, as will scripts, storyboards and other documentation. The proposal will go beyond merely outlining an idea, having some detail about, for example, the content of the proposed video and the intended audience.

M2: learners will carry out production techniques competently. The evidence presented will show care in relation to the work produced and there will be clear ability in the way equipment is handled and in the exercise of skills which will be sufficient to enable learners to express their intentions and achieve what they aim to achieve to some degree. For example, camera work will show some understanding of framing, sound levels and lighting continuity will be generally consistent, or the shoot will be organised with some efficiency. The production log will have some detail and will demonstrate some understanding of the individual's impact on this stage of the production.

M3: learners will demonstrate competent application of post-production techniques and again will be sufficiently competent in technical skills to be able to express their intentions or achieve what they aim to achieve to some degree. Edits will clearly be used for a reason and there will be a more developed sense of pace. Transitions will be used with purpose. Accompanying documentation will be more detailed in its approach. The post-production log will demonstrate some understanding of the individual's impact on this stage of the production.

M4: in reflecting upon their production work merit grade learners will describe the strengths and weaknesses of their work with some detail, supporting these comments with appropriate illustrative examples taken from the work. Evaluative commentary, however, will still be at the level of statement or assertion rather than being supported by explanation or argument. A learner might note, for example: 'The editing was pretty slick, like the one where Eve was walking through the garden and was surprised by Sinh hiding in a tree.'

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: learners will demonstrate highly effective and skilful pre-production techniques. Imaginative ideas, careful research and high quality pre-production work will all be evident. Learners will have direction and demonstrate a clear sense of purpose. Ideas will be clearly defined and reveal good understanding of the conventions of the genre being worked in. Proposals will be of high quality.

D2: learners will carry out production techniques skilfully and there will be an overall sense that they are in control of the technology they are using and are able to use it to serve their creative objectives effectively and imaginatively. Footage will demonstrate good composition and shots will have a clear sense of purpose. The shoot will run to schedule and be well organised. Sound levels will be consistent and lighting will be appropriate and effective. Production paperwork will be detailed and relevant. The production log will be detailed and will demonstrate clear understanding of the individual's impact on this stage of the production.

D3: again, there will be an overall sense that learners are in control of the technology they are using and are able to use it to serve their creative objectives effectively and imaginatively. Editing will be more succinct and have a clear sense of direction. Pace will be good and transitions will have a clearly defined purpose. Sound levels will be consistently accurate and lighting appropriate. Post-production documentation will be detailed and the post-production log will be detailed in its approach, demonstrating clear understanding of the individual's impact on this stage of the production.

D4: in reflecting upon their work, distinction grade learners will evaluate – that is, they will demonstrate an awareness of why they did what they did, and will justify or support comments on these production decisions through precise and well-chosen illustrative examples. A learner might note, for example: 'The first long shot of the café is followed by a medium close-up of Jean sitting at a table because that is the conventional way of establishing where someone is at the opening of a soap episode.' Any use of technical and specialist language will be correct, being consistently appropriate and accurate.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – Pre-production	Learners take part in a competition to produce an advertisement for a government-sponsored anti-drugs campaign. The competition brief requires a fully worked out and costed proposal which will be pitched to the campaign organisers.	<ul style="list-style-type: none"> All notes on initial ideas. All notes on research. All pre-production documentation. Proposal. Slides for pitch and recording of pitch.
P2, M2, D2	Assignment 2 – Production	Learners form production companies to produce the videos that have been selected for production.	<ul style="list-style-type: none"> Production paperwork for own role. Rushes.
P3, M3, D3	Assignment 3 – Post-production	As above.	<ul style="list-style-type: none"> Tape logs. Edit decision lists. Screen dumps (annotated). Final exported product in correct format. Post-production log.
P4, M4, D4	Assignment 4 – Review	End of production report to client.	<ul style="list-style-type: none"> All collated feedback. Report.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Animation Techniques	2D Animation Production
Advertising Production	Advertisement Production for Television
Creative Media Production Project	Factual Programme Production Techniques for Television
Factual Production for the Creative Media	Film and Video Editing Techniques
	Multi-Camera Techniques
	Music Video Production
	Pre-production Techniques for the Creative Media Industries
	Producing Video Installation Work
	Single Camera Techniques
	Writing for Television and Video

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Camera, Directors, Editing, Lighting for Film and Television, Production (Film and TV), and Sound as follows:

Camera

- C2 Specify camera equipment required
- C4 Obtain, prepare and return camera equipment
- C28 Position and move the camera to frame and compose the image
- CCL2 Set up camera equipment

Directors

- D7 Direct the production
- D8 Direct the actors (drama)
- D10 Supervise the post-production process
- X2 Ensure your own actions reduce risks to health and safety

Editing

- E1 Identify and agree editing outcomes and process
- E5 Capture pictures and sound for non-linear editing
- E11 Edit materials using non-linear editing equipment
- E13 Assemble pictures and sound to specification
- E14 Produce first cuts
- E15 Evaluate first cuts and agree changes to them
- X1 Contribute to good working relationships

Lighting for Film and Television

- L3 Prepare and use equipment to modify and manipulate light
- L7 Lighting for a single camera
- L11 Set lighting to meet the desired effect
- X2 Ensure your own actions reduce risks to health and safety

Production (Film and TV)

- P1 Contribute to ideas for production
- P11 Contribute to the drafting of scripts, cues, links or written content
- P15 Ensure compliance with regulations and codes of practice
- P16 Assist in managing resources for the production
- P39 Plan and schedule the daily shoot
- P48 Plan and schedule post-production activities
- X3 Conduct an assessment of risks in the workplace

Sound

- S2 Identify, devise and manage the sound requirements
- S5 Rig sound equipment
- S9 Rig and fit wireless equipment
- S11 Acquire sound using a microphone
- S14 Mix recorded sound
- S17 Record sound on location
- S18 Record sound through single camera operations
- S19 Document and store media
- S20 Edit sound.

Essential resources

For this unit learners should have access to appropriate production equipment. This will include: digital video cameras, tripods and, if possible, other camera support systems, lighting and sound equipment. Learners will need access to computers with appropriate editing software to edit their footage. For example they might use iMovie, Final Cut Pro, Premiere Pro or other equivalents.

Employer engagement and vocational contexts

Centres should develop links with local production companies and freelance industry professionals who work in video production. Such companies and professionals are usually willing to come and talk to the students about the nature of production and the working media industry.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to job roles and production phases – www.skillset.org.

General information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

Cleve B – *Film Production Management* (Focal Press, 2005) ISBN 978-0240806952

Evans R – *Practical DV Film Making* (Focal Press, 2005) ISBN 978-0240807386

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

Jones C and Jolliffe G – *The Guerrilla Film Makers Handbook* (Cassell, 2006) ISBN 978-0826479884

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

Millerson G and Owens J – *Video Production Handbook* (Focal Press, 2008) ISBN 978-0240520803

Musburger R – *Single-Camera Video Production* (Focal Press, 2005) ISBN 978-0240807065

Rabigner M – *Developing Story Ideas* (Focal Press, 2006) ISBN 978-0240807362

Small R – *Production Safety for Film, Television and Video* (Focal Press, 2000) ISBN 978-0240515311

Website

www.bfi.org.uk/education

the educational section of the British Film Institute website

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Creative thinkers	generating ideas and exploring possibilities for their production adapting ideas as circumstances change during the pre-production phase asking questions to extend their thinking during the production phase whilst shooting
Reflective learners	assessing themselves and others, identifying opportunities and achievements when creating a review of their final production reviewing progress, acting on the outcomes when developing production work, directly linked to feedback inviting feedback and dealing positively with praise, setbacks and criticism, while learners are showing work to the client or target audiences
Team workers	collaborating with others to work towards common goals during the production phase taking responsibility, showing confidence in themselves and their contribution during the production phase reaching agreements, managing discussions to achieve results whilst shooting on location and creating footage for the programme.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	analysing and evaluating information, judging its relevance and values when developing an understanding of the requirements of the planning and pre-production phase and the use of appropriate paperwork for production
Self-managers	organising time and resources, prioritising actions during pre-production planning working towards goals, showing initiative, commitment and perseverance whilst compiling footage in the post-production phase.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	editing their footage
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	completing pre-production and reviewing their own video production
Manage information storage to enable efficient retrieval	uploading and storing footage
Troubleshoot	checking digital footage for file size and quality
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	uploading or converting various sources of footage
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	capturing footage into appropriate file names and folders, keeping a record of file contents in a spreadsheet or table
Bring together information to suit content and purpose	editing their footage
Present information in ways that are fit for purpose and audience	editing their footage
Evaluate the selection and use of ICT tools and facilities used to present information	reviewing use of capture software and storage facilities
Mathematics	
Select and apply a range of skills to find solutions	budgeting
Use appropriate checking procedures and evaluate their effectiveness at each stage	compiling production logs

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	developing ideas participating in meetings
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching ideas and developing the project
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	reviewing own video production work compiling production logs writing proposals.

Unit 6: Audio Production

Unit code: L/600/6509

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to give learners knowledge of broadcast and non-broadcast audio products, and to develop the core industry skills of content creation, production techniques and audience awareness associated with audio production.

● Unit introduction

The term 'audio production' encompasses a wide variety of production activity, from recording a local band's demo tape to radio drama programmes such as the world's longest running soap opera, The Archers, which involves, quite apart from the technical staff, a large team of script writers, consultants and actors.

The rapid development of podcasting and community radio has refocused attention on audio production. The underlying skills explored in this unit are the basis of a wide range of audio products and platforms from traditional terrestrial radio, to in-store and internet audio, website content, documentary and drama production.

While new platforms and outputs are constantly being developed, the core requirements of technical skills and content production remain central to the industry. However, audio production skills on their own are of limited value if little or no consideration has been given to audience expectation. In this unit learners will explore basic sound recording techniques and technology. Learners will increase their understanding of how production skills can be transferred across the industry by considering a range of broadcast and non-broadcast applications. In creating their own audio products, learners will develop their understanding of content production for specific audiences, and technical skills in sound recording, editing and mixing.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about broadcast and non-broadcast audio products and formats
- 2 Be able to use audio technology to create an audio product
- 3 Be able to review own audio production work.

Unit content

1 Know about broadcast and non-broadcast audio products and formats

Broadcast: terrestrial radio; community radio; digital audio broadcasting (DAB); form, eg live, as-live, recorded; genre, eg news and feature packages, music and speech programming, commercials, drama, commentary, trails

Non-broadcast: podcasts; internet radio; in-store audio

Audio formats: CD; music TV; digital sound files, eg mp3, wav

2 Be able to use audio technology to create an audio product

Recording technologies: microphones; recording and editing formats, eg digital, CD, hard disk, mixing desks; studio recording, eg studio layout and operation, on-air and off-air protocols; monitoring levels

Recording situations: eg live recordings, as-live recordings, interviews, commentaries, studio and outside broadcast, atmosphere, wild track, effects, live entertainment performances

Pre-production: ideas (format, content, style, audience, length); script; schedules; budgets; risk assessments

Production: eg recording, studio operation, studio protocols, monitoring levels

Post-production: eg mixing, editing, storage and labelling of edited material, studio protocols

3 Be able to review own audio production work

Finished product: compared with original intentions; technical qualities (recording, editing; aesthetic qualities)

Production process: production (technical competencies, creative ability); post-production (technical competencies, creative ability)

Sources of information: self-evaluation; comments from others, eg audience, peers, tutors, client

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline broadcast and non-broadcast audio products and their formats	M1 describe broadcast and non-broadcast audio products with some detail and with reference to appropriate illustrative examples	D1 evaluate broadcast and non-broadcast audio products with reference to precise and detailed illustrative examples
P2 use audio technology to create an audio product that partially realises intentions [CT, SM]	M2 use audio technology competently to create an audio product that mainly realises intentions	D2 use audio technology skilfully to create an audio product that clearly realises intentions
P3 review strengths and weaknesses of own audio production work. [RL]	M3 describe strengths and weaknesses of own audio production work with some detail and with reference to appropriate illustrative examples.	D3 evaluate strengths and weaknesses of own audio production work with reference to precise and detailed illustrative examples.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit is primarily about practical skills and giving learners a set of transferable skills that can be used across various parts of the audio production industry. The skills of recording, presentation and editing are obvious requirements, but content (and its relationship to target audiences) has become a significant issue for the industry as audiences fragment and have access to an ever-increasing range of platforms. An introduction to target audiences and the way they affect content is therefore important. Audio production is a cost-effective and highly motivational tool, not just for learners but also for the audience, particularly if it offers opportunities for interaction.

Learners do not need to investigate every kind of audio product or format in detail. It is sufficient that they have an understanding of the range of possible audio products and are able to identify or describe them. To this end they should be encouraged to listen to a wide range of radio and other professional audio productions. This will also help them to understand the creative possibilities of the medium. If learners are microphone shy it is recommended that a small number of quick recording tasks are included initially to increase confidence and develop an appreciation that producing industry-style quality products is not only achievable but possible within a realistic time frame.

Centres will need to be selective about which technologies and techniques they introduce their learners to, depending upon the equipment available and the experience of the teaching staff. The teaching of different formats could be approached by listening to a range of podcasts, internet radio, and the listen-again option on some radio station websites. The BBC's iPlayer is an obvious means of listening to a range of pre-recorded and live music, drama, comedy and news-based radio. In terms of differentiation, learners can consider the impact of radio on audiences by looking at the website of RAJAR, which is the official body in charge of measuring radio audiences in the UK (www.rajar.co.uk).

Some in-store radios (such as ASDA FM) are also available online. These will enable learners to assess how radio is used to engage customers, promoting impulse buying of products. Tutors and learners can take advantage of the increasing number of podcast sites that enable audio to be uploaded quickly without specific knowledge of XML-based technology (for example www.podomatic.com and www.mypodcast.com).

Many sites provide details of global listener downloads and subscribers which is highly motivating to learners and gives them a real sense that their work is of value to a real audience. For example, any presentations done through the unit could be recorded, thereby not only producing a presentation but also practising audio product technical skills at the same time. Technical skills could be developed in practical workshop sessions giving learners the opportunity to experiment with techniques and technology.

Introductory 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, script writing, recording voice pieces etc.

While some activities could be centred on individual learning, much of the production work could be team based. A school internet radio station listened to on Winamp or RealPlayer in centres could provide the opportunity to cover much or all of the first two learning outcomes by looking at radio station and programme formats along with target audiences, studio protocols, presentation styles, microphone techniques, recording, editing, music programming, jingles, trails, drama, news and the associated paperwork of news cues, bulletin scripts and competitions. It will provide a good opportunity to engage with the wider community and enable learners of varying skills and interests to take part.

A suite of trails or jingles would carry the same production values as a drama or news features and would be just as relevant when considering the needs of industry. At all times, classroom discussion will be a vital element in both generating ideas and evaluating skills.

Whilst some learners will be confident presenters, others may prefer to be producers or have an interest in journalism. As a project an internet radio station will encourage both the natural team player and the individual, and highlight current social networking marketing and assessment options. Centres with available funding could apply to Ofcom for an RSL FM licence. Part of the evaluation and review could come from listener texts, emails, social networking sites, post-broadcast surveys, postings on spin-off podcast or video sharing sites set up for the event etc. Each process will promote teamwork, differentiation, motivation, community, enterprise and a sense of personal achievement while all the time focusing on audience appreciation and involvement.

Learners should at all times be encouraged to evaluate their own performance and seek feedback from peers as well as tutors. Tutor observation in workshops and other classroom activities could also be used to support assessment of these outcomes.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and unit assessment.
Introduction to the audio industry with visiting speakers: <ul style="list-style-type: none"> • radio • other audio production.
Introduction to: <ul style="list-style-type: none"> • radio formats • sound files (mp3, wav).
Assignment 1 – Ear ‘ere: exercise on individual learners’ experiences of audio products followed by presentation
Using prepared worksheets learners will: <ul style="list-style-type: none"> • list what they have listened to in the past month • identify for each item on the list: <ul style="list-style-type: none"> ◇ format ◇ how item was produced ◇ how well item was produced • prepare presentations • give presentations.
Introduction to microphone and editing techniques. Learners will: <ul style="list-style-type: none"> • record interviews, wildtrack, atmosphere • record scripts • edit existing pre-recorded audio to time, checking for bad edits and flow.
Illustrated talk – designing audio products to a specified client brief.

Topics and suggested assignments and activities

Exercises in radio production technology and techniques.

Working in pairs learners produce:

- a radio commercial, script and audio
- a radio programme trail, script and audio
- a radio news voice piece, script and audio.

Working individually learners:

- investigate radio and recording studio layouts and basic equipment levels
- investigate hand-held digital audio recording devices and assesses strengths and weaknesses
- write individual report on findings.

Assignment 2 – Audio Product Production

Learners will:

- undertake product research
- generate ideas
- prepare and present a pitch to producer and client
- complete pre-production planning
- complete scripts, cue sheets, running orders, playlists
- complete production
- complete post-production.

Assignment 3 – End of Production Review

Learners will:

- discuss final product with rest of group
- discuss final product with tutor
- gather audience response to final product
- review production and post-production logs
- write up review of final product.

Assessment

Evidence for assessment

Evidence for achievement of learning outcomes 1 and 3 can be provided through written reports, preparatory materials, production logs, tutor observation and witness reports, or any combination of these. A mix of word-processed notes, worksheets, recordings and PC-based presentations such as MovieMaker could also be considered. Presentations should be recorded for verification purposes.

A viva voce type assessment might be appropriate for some learners. 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.

The production work itself will provide the basis for much of the evidence for achievement of learning outcome 2. Additional evidence could be provided through a portfolio of learners' recordings kept as mp3 or wav files, along with screenshots. Where learners work in groups each learner in the group must produce individual evidence for the assessment of their achievement of this learning outcome.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will name and provide an outline summary of examples of broadcast and non-broadcast audio products covering the areas outlined in the unit content and correctly identifying the form and format for each.

P2: learners will use recording technology in specified situations, such as recording and editing a radio commercial test piece, and will follow pre-production, production and post-production procedures correctly at a basic level. The final audio product will be recognisably related to the original idea, and will demonstrate that the learner has applied relevant techniques in its completion but with a rather rough, uneven or shapeless result. Decisions which involve questions of style (such as language, vocal delivery or choice of music) will often be inappropriate, or appear to have been taken without consideration.

P3: appropriate strengths and weaknesses of the learner's own work ('work' means both the process and the product resulting from following that process) will be noted without further comment and drawn from a narrow range of sources. Comments on the production process will mainly be confined to a historical account of activities. A learner might note, for example, 'We decided to interview a local band. We set up mics in the studio. We had already written a cue and questions in advance.' Accounts which are mostly taken up with irrelevant detail (for example 'The lead singer and the drummer kept making stupid jokes about their mates and I don't like their music anyway') should not be considered as meeting the pass grade. Assessments of the work will be relevant but very generalised and at the level of assertion (for example, 'The recording session went quite well and the final edit was good').

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will provide descriptions of a range of broadcast and non-broadcast audio products that go beyond a bare outline and some appropriate details of those products will be used to illustrate points made about them. However, these details will not be explicitly linked to the points they are illustrating or used to develop ideas further.

M2: audio technology and techniques will be used to produce work that is competent – that is, learners will show ability in the handling of equipment and in the exercise of skills, and care in relation to following pre-production, production and post-production procedures, but they will not yet be completely confident in those procedures or the use of equipment, and will not yet employ the skills with imagination. The final audio product will clearly be related to the original idea and will demonstrate that the learner has employed relevant techniques in its completion with reference to the original idea. Decisions which involve questions of style (such as language, vocal delivery or choice of music) will have been taken with some thought.

M3: appropriate strengths and weaknesses of the learner's own work ('work' means both the process and the product resulting from following that process) will be described with appropriate illustrative examples or details. Commentary will show some descriptive detail, with examples given to support comments, but will still be at the level of statement or assertion rather than being supported by explanation or argument. A learner might comment, for example, 'We set up mics for the band interview, but there were too many people in the studio so some voices sounded a bit distant.'

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: a wide range of broadcast and non-broadcast audio products will be described in good detail and points made about them will be supported in some way by reference to precise, well-chosen and detailed examples, which will often be developed, or used to further develop ideas. Products chosen for discussion will be compared and evaluative points will be made. A learner might note, for example, 'The audio guide for gallery X is better than the one for museum Y because the sound quality is much better and more consistent.'

D2: whether following a procedure or executing a practical activity, distinction grade learners will achieve high quality results. Techniques and equipment will be used with facility and to very good effect and learners will be at ease with both. There will be an overall sense that learners are in control of the technology they are using and are able to use it to serve their creative objectives effectively and imaginatively. Distinction grade learners may well produce results that are beginning to move beyond the conventional.

D3: strengths and weaknesses of the learner's own work will be subjected to some sort of evaluative procedure or weighing up which is supported by evidence from precise, well-described examples that are explicitly linked by the learner to the point being illustrated. They will demonstrate an awareness of why they did what they did, and will justify or support comments on production decisions in some way.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – Ear 'ere	Market research conducted for an audio production company interested in the listening habits of young people.	<ul style="list-style-type: none"> Completed worksheets. Presentation slides and notes. Recording of presentation.
P2, M2, D2	Assignment 2 – Audio Product Production	A brief from an audio production or radio company for a specified product such as an audio guide to a particular room in an art gallery, or a topical piece for a consumer radio programme.	<ul style="list-style-type: none"> All research documentation. All ideas notes, draft cues, logs of approaches to interviewees. All pre-production cues and scripts. Screenshots of pre-recorded audio showing stages. Logs of emails, texts, surveys, social networking responses. Completed audio product.
P3, M3, D3	Assignment 3 – End of Production Review	As above.	<ul style="list-style-type: none"> All data gathered from respondents. Written review.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Advertising Production	Commercial Production for Radio
Creative Media Production Project	Music-based Programming
Media Audiences and Products	News Production for Radio
Writing for the Creative Media	Presentation Techniques for Broadcasting

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Sound, Radio Content Creation, and Interactive Media and Computer Games as follows:

Sound

- S5 Rig sound equipment
- S11 Acquire sound using a microphone
- S14 Mix recorded sound
- S16 Make sound recordings
- S17 Record sound on location
- S20 Edit sound

Radio Content Creation

- RC5 Originate and develop ideas for radio content
- RC8 Pitch ideas for radio content
- RC10 Write for radio
- RC14 Record audio on location and in studio
- RC15 Edit, process and mix audio
- RC20 Assist with radio productions
- RC21 Produce speech content for radio
- RC27 Evaluate the success of radio programming and projects
- RC29 Present a radio programme
- RC30 Prepare for and conduct radio interviews
- RC31 Comply with the law when working in radio
- RC32 Conduct yourself ethically when working in radio

Interactive Media and Computer Games

- IM27 Create sound effects for interactive media products
- IM28 Create music for interactive media products

Essential resources

Learners need access to portable recording equipment, preferably digital solid state portable recorders or hard disk machines (for example Marantz, Zoom, Maycom or Fostex) that enable recorded audio to be downloaded to PCs for editing. External microphones for the recorders would be advantageous depending on the requirement of a particular recorder (for example, phantom power, XLR, USB or minijack). Studio facilities are desirable but not essential. Digital audio editing software such as Adobe Audition or Audacity is essential to enable understanding of current industry edit and mixing techniques. Internet access should be available as a basic requirement.

Employer engagement and vocational contexts

Centres should develop links with local or community radio stations. Producers or journalists from the BBC or commercial local radio may be able to talk directly to learners. Current health and safety regulations mean work experience opportunities have been withdrawn at most stations. Community radio may have more people and options available and may be able to offer not just expertise, but also partnerships and output opportunities.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

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

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

McLeish R – *Radio Production, 5th Edition* (Focal Press, 2005) ISBN 978-0240519722

Journals

Broadcast

Radio Magazine

Websites

www.broadcastnow.co.uk

online magazine dedicated to news and features on broadcasting

www.mcps-prs-alliance.co.uk

music copyright licensing

www.ofcom.org.uk

the regulator of the radio industry

www.rab.co.uk

The Radio Advertising Bureau

www.radioacademy.org

a site dedicated to senior industry figures and academics with background features and careers

www.theradiomagazine.co.uk/radiomag08/index.cfm

news from the radio industry; requires subscription

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Creative thinkers	generating ideas and exploring possibilities in developing ideas for audio products using audio technology and applying techniques presenting a well-developed audio product using techniques independently with some imagination and creativity questioning their own and others' assumptions of why audio products are made in a given way
Reflective learners	evaluating experiences and learning from investigating audio products to inform future productions communicating their learning in relevant ways for different audiences depending on the particular audio product being discussed or developed
Self-managers	working towards an audio production, showing initiative, commitment and perseverance taking responsibility for tasks which are crucial to the success of a group audio production project.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	analysing and evaluating audio products, judging the relevance and value of that research
Team workers	taking a role within a group audio production.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching broadcast and non-broadcast audio products
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for the production of an audio product
Manage information storage to enable efficient retrieval	saving audio as mp3 or wav with clearly named catchlines to retrieve audio
Follow and understand the need for safety and security practices	considering studio protocols including the safe use of cabling, volume levels and liquids near studio equipment
Troubleshoot	retrieving audio, editing out unexpected noises
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching and compiling background information for interviews, news bulletins and scripts
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	assessing the value of retrieved background research when writing scripts, cues and questions for interviews and news bulletins
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	producing an evaluation of the finished audio product, bringing together a range of experiences, information and responses
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with other members of a production group

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using estimation and calculation to plan running orders using estimation and calculation to work out timings to meet junctions in radio programmes (eg news bulletins)
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	making or recording presentations throughout the project presenting programmes reading bulletins interviewing guests
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching information for cues, questions and scripts
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing cues, scripts, bulletins and presentations.

Unit 7: Print Production

Unit code: J/600/6511

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to develop learners' understanding of print production techniques and technology. Learners will be introduced to ways of developing ideas for print products, and will investigate and practise hand, mechanical and digital print production methods.

● Unit introduction

The printing industry is one of the United Kingdom's largest industries with an annual turnover in excess of £14 billion and over 17,000 printing companies serving a huge diversity of other industries. These are mainly small firms employing fewer than 20 people; there are only around 500 companies which have more than 50 in their workforce.

The products that printers deal with vary enormously – books, newspapers, magazines, fine art images, cartons and other forms of packaging, publicity material etc. Most of the work is done on highly sophisticated machines but there is still a place for the craft printer working with traditional technologies.

Through following this unit learners will develop their understanding of print production techniques and technology through investigating hand, mechanical and digital print production methods, learning about the advantages and disadvantages of each method. They will then make print products using analogue and digital print production technology and techniques.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about print production technologies and techniques
- 2 Be able to develop ideas for printed material
- 3 Be able to create print products
- 4 Be able to review own print production work.

Unit content

1 Know about print production technologies and techniques

Techniques and technologies: hand, eg etching, linocut, screen print, woodcut, lithography; mechanical, eg letterpress, gravure, screen process; digital, eg photocopying, laser printing, inkjet, desktop publishing (DTP)

Advantages and disadvantages: skills and knowledge required; costs; speed; aesthetic considerations; technical considerations

2 Be able to develop ideas for printed material

Ideas generation: methods, eg brainstorming, group discussion, past and current commercial practice; technology, eg hand, mechanical, digital; requirements, eg client's needs, technical restrictions, costs, audience or market

Design originations: ideas sheets; thumbnails; concept drawings; rough drafts

Considerations: costs; available resources; quantity; legal and ethical issues

3 Be able to create print products

Production: technology, eg hand, mechanical, digital; proofs; final versions; production management

Products: eg newspapers, magazines, posters, leaflets, flyers, booklets, labels, packaging

4 Be able to review own print production work

Finished product: compared with original intentions; technical qualities; aesthetic qualities; suitability for audience or market

Production process: production management; technical skills; creative development

Sources of information: self-evaluation; production logs; comments from others, eg audience, peers, tutors, client

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline print production technologies and techniques employed in the industry	M1 describe print technologies and techniques with some detail and with reference to appropriate illustrative examples	D1 explain print technologies and techniques with reference to precise and detailed illustrative examples
P2 present an idea for printed material which uses an appropriate technology [CT]	M2 present a developed idea for printed material which uses an appropriate technology	D2 present an imaginative idea for printed material which uses an appropriate technology
P3 use print technology and techniques to create a print product that partially realises intentions [SM, TW]	M3 use print technology and techniques competently to create a print product that mainly realises intentions	D3 use print technology and techniques skilfully to create a print product which clearly realises intentions
P4 review strengths and weaknesses of own print production work. [RL]	M4 describe strengths and weaknesses of own print production work with some detail and with reference to appropriate illustrative examples.	D4 evaluate strengths and weaknesses of own print production work with reference to precise and detailed illustrative examples.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit should be seen as an introduction to the processes, techniques and technology used in print production.

Learners should undertake research into the range of print processes and link this to the range of print products available. In the first lesson of the unit this could be done simply by getting the members of the group to do an 'audit' of all the printed material they have in their possession at that moment. This could be followed up with similar exercises with a more specific objective such as an audit of printed materials in the school or college reception foyer, in a specified shop, or on a tube or railway platform. One such exercise could focus on the proportion of verbal to visual information, another on the purpose of each item of printed material. In this way learners should begin to develop a thoughtful response to the print items that surround them.

Learners will need guidance on print production processes and should experiment with techniques from both hand-printing and mechanical processes. Learners should understand that print is about making multiples not just one-off items. Care should be taken to allow exploration of a full range of processes and techniques. Digital technology makes instantaneous prints possible but learners must understand the processes required to produce printed material in bulk.

Whilst centres may have DTP facilities it is recommended that these are used for initial design and layout of products. Learners should then be able to make the step towards production using both traditional and digital technology.

At this level learners may well be working as part of a team. In order to satisfy the learning outcome requirements centres should be aware of the need to provide an outline or theme for the print products. This may be a newspaper or magazine to which learners contribute specific sections, or posters and flyers for a specific event. There should be plenty of opportunities within any educational institution for learners to produce print products for real purposes and to tightly specified briefs.

Learners doing this unit will need access to a wide range of printed materials which may be found by research on the internet, through local or national contacts or through visits. It may be necessary to visit a local printer to develop an understanding of some traditional and digital print techniques and technologies.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and unit assessment.
Introduction to technologies and techniques used within the print industry (two sessions run by managers of local print companies).
Assignment 1 – Researching Print Techniques and Technology Learners will: <ul style="list-style-type: none">• conduct research into current print technologies and techniques• collate research data• produce presentation• present findings to client.
Interaction with print production techniques and technologies – lectures on the following: <ul style="list-style-type: none">• outline of technologies available to learners• outline of techniques appropriate to those technologies• using print techniques and technology – practical use of equipment applying skills learned to different products. Learners follow up with pair work reviewing products made using these technologies and techniques.
Visit to nearby printing company.
Assignment 2 – Client Brief to Produce Materials to Support Product Information Campaign Learners will: <ul style="list-style-type: none">• decide on type of product to be created to best fulfil brief• research into similar print products• generate ideas• prepare and give pitch to client (manager of local marketing company)• undertake content research for product• undertake pre-production work• undertake production• undertake post-production• gather responses to work• prepare evaluation presentation• give evaluation presentation.

Assessment

Evidence for assessment

Evidence for achievement of learning outcome 1 can be a report on the learner's investigations into print production techniques and technology. This could be backed up by examples of found print products annotated with relevant production process information. Oral presentations can also be used to provide evidence for this outcome. If used, they should be recorded for internal and external verification purposes.

Learners should identify suitable ideas through brainstorming, group discussions, rough sketches or layouts and then develop one of those ideas as evidence for achievement of learning outcome 2. Learners should show evidence of having considered the print run required, the budget available, the availability of resources and the time available to make the product. Oral presentations can also be used to provide evidence for this outcome. If used, they should be recorded for internal and external verification purposes.

Evidence for achievement of learning outcome 3 will be a product created using appropriate techniques and technology. The finished product should relate to the investigations undertaken and the ideas generated in learning outcome 2.

At this level it is understood that learners might work in a team. If so, tutors must ensure that learners provide individually produced evidence against which they can be assessed.

Reflection upon skill development, individual performance and teamwork is required as evidence for achievement of learning outcome 4. Learners should be aware of the need to consider their own and team performance as well as evaluating the finished product.

For some learners, particularly in relation to learning outcome 4, 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.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will identify print technologies and techniques and give a correct but unelaborated outline of printing methods covering the areas outlined in the unit content. A learner might note, for example: 'Linocutting is a simple print technology. To make a linocut you cut into a piece of lino and wipe ink over it, then press paper against it so that the paint comes off on the paper. This is a very cheap and crude way of making a print. It doesn't take long. All you need is a bit of lino, some cutters and a roller.'

P2: learners will come up with a feasible idea for a print product which is an appropriate response to the assignment set, but the idea will have been arrived at quickly and without a great deal of consideration. The presentation will be rough and the idea unelaborated. The technology chosen will be appropriate to the product, will be briefly outlined, and will be within the learner's competence. Learners will identify, but not discuss, relevant considerations which might arise in trying to produce the idea. A learner might note, for example, 'This is an advert so it will have to be legal, decent and honest.'

P3: the finished product will be recognisably related to the original idea, and will demonstrate that the learner has applied relevant techniques in its completion but with a rather rough result. Decisions which involve questions of aesthetics (such as colour or choice of fonts) will be inappropriate, or appear to have been taken without consideration.

P4: learners will provide an overall outline review of their print production work, appropriate strengths and weaknesses of the work being noted without further comment. Points noted will be relevant to the production process and the product but will mainly be confined to a historical account of activities. A learner might note, for example, 'I decided to make a flyer to advertise my sister's band in black and white. I got some pictures of her as a toddler and copied a guitar onto it.' Accounts which are predominantly taken up with irrelevant detail (such as, 'It took my mum ages to find the pictures and when she did she found hundreds of others she thought she'd lost. She was really pleased and phoned my Aunt Doris to tell her') should not be considered as meeting the pass grade. Assessment of the work itself will be relevant but very generalised and at the level of assertion. For example, 'It really looked like she was playing the guitar so I was well pleased and it made people laugh so it must have worked.'

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will describe relevant print technologies and techniques with some detail using appropriate illustrative examples, though this discussion will not be supported by explanation or developed further through discussion of the examples. For example, a learner might note: 'Linocutting, engraving and etching are all methods of printing which use a similar technique. You cut into the material somehow and ink it and then press paper against it so that the paint comes off on the paper. Because the bit you don't cut out is the bit that is printed you have to work in reverse like a photographic negative. Etching uses a fine stylus and acid to cut into the metal so can be very detailed. Rembrandt was a master of this process (see illustration X).'

M2: learners will take some care in developing an idea which will show a good response to the assignment set. There will be some sense of the idea having been worked on and taken further through that process. Techniques, skills or technologies required to realise the idea will be adequately described. Ideas will be presented in an organised way. Learners will provide some detail about considerations which might arise in trying to produce the idea. A learner might note, for example, 'This is an advert so it will have to be legal, decent and honest, which means I won't be able to make claims about the product which cannot be demonstrated.'

M3: development and realisation of the final product will be competent and merit grade learners will be sufficiently competent in technical skills to be able to express their intentions or achieve what they aim to achieve to some degree. Aesthetic decisions will be based on some thought and will be on the whole satisfying.

M4: strengths and weaknesses in the learner's own work will be commented upon with some detail and with some reference to appropriate illustrative examples but evaluative comments will still be at the level of statement or assertion rather than being supported by explanation or argument. For example, a learner might note: 'When I had found a picture of a guitar I shrank it down so that it was in proportion to her and twisted it slightly to make it at the right angle. It looked real and very funny.'

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: learners will explain print technologies and techniques, supporting points by reference to precise, well-chosen and detailed examples. Detail will be full, consistently appropriate and relevant, and will often itself be developed or used to further develop ideas or arguments. The learner's use of any technical and specialist language will be consistently appropriate and accurate. A learner might note, for example: 'Technically speaking the linocut is a very simple way of making a print. Gouges are used to cut away the surface of the lino. Ink is applied to the surface of the lino and paper pressed against the inked block. The uncut areas then come out as colour and the cut areas as white space. The materials are cheap and cutting into the soft lino is easy and less of a fuss than using a stylus and acid when etching into metal, but you can't do such fine work as you can with an etching because the lino has a coarse grain. However, some artists, such as Picasso, have made good use of that quality to create prints with bold shapes and lines with varying thicknesses (see illustration X).'

D2: when developing their ideas learners will be inventive and resourceful, and will address the brief specifically and thoughtfully, though at this level they will still be working within conventions. Techniques, skills or technologies required to realise the idea will be described in good detail and ideas will be presented in a careful, well-organised manner. Learners will provide good detail about considerations which might arise in trying to produce the idea – 'Adverts have to be honest but there are ways of making claims about what the product can do which can be seen in different ways. You don't say that a perfume will improve your love life, for instance – you just show men swooning around when a woman wearing the perfume is near them. You want people to think that the men are attracted to the woman by the perfume, but if challenged you would say they are just showing how much they like the smell.'

D3: there will be an overall sense that learners are in control of the technology they are using and are able to use it to serve their creative objectives effectively and imaginatively. Use of illustration, fonts, colour and layout will all be aesthetically pleasing.

D4: strengths and weaknesses in the learner's own work will be subjected to some sort of evaluative procedure or weighing up which is supported by evidence from precise, well-described examples that are explicitly linked by the learner to the point being illustrated. They will demonstrate an awareness of why they did what they did, and will justify or support comments on production decisions in some way. A learner might note, for example: 'When I had found a picture of a guitar I shrank it down so that it was in proportion to her and twisted it slightly to make it at the right angle because I wanted it to look as realistic as possible. I did this because I thought that the more realistic it looked the odder it would look, and so it would be funnier.'

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
PI, M1, D1	Assignment 1 – Researching Print Techniques and Technology	A small print company looking to expand has asked for a report on current print technologies to inform its development plans.	<ul style="list-style-type: none"> • Research plans. • Collated research data. • Presentation slides and accompanying materials. • Presentation recording.
P2, M2, D2 P3, M3, D3 P4, M4, D4	Assignment 2 – Brief to Produce Materials to Support Product Information Campaign	A company launching a new product has commissioned printed materials to support the product information campaign that will run alongside the marketing campaign.	<ul style="list-style-type: none"> • All ideas notes, sketches and drafts. • All research documentation. • All pre-production, production and post-production work. • Finished print product. • Materials for evaluation presentation. • Recording of evaluation presentation.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Creative Media Production Project	Producing Print-based Media
Media Audiences and Products	Research Techniques for the Creative Media Industries
Research for Creative Media Production	Understanding the Print-based Media Industries

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Publishing as follows:

- PUB14 Produce a visual design specification
- PUB15 Implement visual design specifications
- PUB22 Edit text
- PUB24 Edit images
- PUB25 Proofread text and collate corrections.

Essential resources

Learners will need access to a range of print production processes from linocut printing through to high-end colour laser printing in order to produce their final products. Desktop publishing and image manipulation software (such as Photoshop or iPhoto) should be available.

Employer engagement and vocational contexts

Centres should develop links with local print production agencies such as newspapers, advertisers and direct marketing companies that may deal with extensive print runs.

It is always beneficial for learners to speak directly with people working in the industry and editors, journalists and print professionals would provide an excellent insight into industry products and practices.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

Adams M and Dolin P – *Printing Technology, 5th Edition* (Delmar Cengage Learning, 2001) ISBN 978-0766822320

Bann D – *The All New Print Production Handbook* (Turtleback, 2007) ISBN 978-2940361380

Banks A and Caplin S – *The Complete Guide to Digital Illustration* (ILEX, 2003) ISBN 978-1904705000

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

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

McCue C – *Real World Print Production* (Peachpit Press, 2006) ISBN 978-0321410184

Speirs H – *Introduction to Printing and Finishing* (Pira International, 2003) ISBN 978-1858029066

Various – *Dictionary of Publishing and Printing* (A&C Black, 2006) ISBN 978-0713675894

Websites

www.britishprint.com	industry website with links to job outlines, profiles and opportunities in the print industry
www.printindustry.com	contains a helpful page with a glossary of key words and terms used within the industry
www.printweek.com	weekly news and information from the print industry including updates and changes in techniques and technology
www.techexchange.com/thelibrary/intro_to_DigPrint.html	a comparison of the advantages and disadvantages of analogue and digital printing methods

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Creative thinkers	generating ideas and exploring possibilities for print productions trying out alternative ways of constructing their productions, following ideas through to complete a product and adapting their ideas as circumstances change
Reflective learners	reviewing and reflecting on their print production work and acting on the outcomes to modify and improve their work setting goals with success criteria for their production work inviting feedback on their own work and dealing positively with praise, setbacks and criticism evaluating their experiences and learning to inform future progress
Team workers	collaborating with others to produce a print product if working in a group if working in a group to produce a print product, taking responsibility for their own role managing discussions to reach agreements and achieve results
Self-managers	organising time and resources and prioritising actions when producing their print product, whether working on their own or in a group. seeking out challenges or new responsibilities and showing flexibility when priorities change dealing with competing pressures, including personal and work-related demands responding positively to change, seeking advice and support when needed.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	planning and carrying out research into print production to develop their understanding of its techniques carrying out research to develop ideas for their own print productions.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	sourcing and searching web pages, screenshots and CD ROMs when conducting research into print production
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	saving and storing web pages and screenshots when conducting research on the print industry
Manage information storage to enable efficient retrieval	saving and storing web pages and screenshots when conducting research on the print industry
Troubleshoot	able to resolve basic search errors without assistance
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching a variety of sources
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	carrying out and collating research on the print industry
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	researching market size and working out budget for a print production
Bring together information to suit content and purpose	developing draft printed products and layouts
Present information in ways that are fit for purpose and audience	presenting completed printed products and layouts
Evaluate the selection and use of ICT tools and facilities used to present information	selecting the appropriate tools and facilities to produce print products
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	making contact with print companies for research purposes using email
Mathematics	
Draw conclusions and provide mathematical justifications	accurately presenting findings using appropriate format

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing proposals for their print products and presenting ideas for print layouts
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching ideas for print products
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing up ideas for print production and writing up an analysis of different types of printed material.

Unit 8: Interactive Media Production

Unit code: Y/600/6514

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to enable learners to gain knowledge of the purposes of interactive media and how interactive media products are created. Learners will achieve this through a study of interactive media products, through planning and producing an interactive media presentation, and reflecting on their work.

● Unit introduction

The interactive media industry is huge and growing daily. The development of new technology and the growth of the internet have generated many opportunities for interactive media professionals.

Every day we use a wide range of interactive products in our work or in our play. Interactivity is the key to successful multimedia products whether through a DVD format, touch-screen kiosk or interactive TV. People entering this industry need to have a basic awareness of how interactive media products have been designed and developed.

At this level it is important that those considering a career in the interactive media industry have a basic appreciation of how authoring hardware and software are used to produce an interactive media product. They must be aware of possible constraints of target platforms and their capabilities. They should experience the effective use of interactive media development tools to produce a basic interactive media product.

This unit will enable learners to explore techniques associated with the production of an interactive media product. This involves the use of authoring software and the creative integration of audio and visual material to produce a final product. It is essential that the product is focused on the needs of the user. Screen design and layout are important but the final functioning interactive media product created for this unit must be easy to use and easy to understand.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about the elements of interactive media production
- 2 Be able to develop ideas for an interactive media product
- 3 Be able to create an interactive media product
- 4 Be able to review own interactive media production work.

Unit content

1 Know about the elements of interactive media production

Platforms: CD/DVD ROM; information kiosks; interactive TV; worldwide web; hand-held devices, eg mobile phones, personal digital assistants (PDAs)

Software: eg Director, Flash

Assets: sound; text; video; graphics; animations; 3D content

Limitations: size; download time; type of content; requirement for plug-ins

2 Be able to develop ideas for an interactive media product

Format: eg electronic presentation, CD/DVD

Application: eg education, information, entertainment, sales

Idea development: mood boards; influences of past and current practice; brainstorming; purpose; audience; style

3 Be able to create an interactive media product

Development: storyboards; layout diagrams; script; production schedules; proposal

Assets: sound; text; video; graphics; animations; 3D content; legal and ethical implications of importing assets from secondary sources

Production: screen; interaction; navigation; controls; graphics; layout; colour

Publish: eg for electronic presentation, CD/DVD, web

4 Be able to review own interactive media production work

Finished product: compared with original intentions; technical qualities; aesthetic qualities

Production process: technical competencies; creative abilities; time management

Sources of information: self-evaluation; comments from others, eg audience, peers, tutors, client; production documentation, eg notes, minutes of meeting, production diaries

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline the elements of interactive media production	M1 describe the elements of interactive media production with some detail and with reference to appropriate illustrative examples	D1 explain the elements of interactive media production with reference to precise and detailed illustrative examples
P2 present ideas for an interactive media product with reference to format and application [IE, CT]	M2 present developed ideas for an interactive media product with reference to format and application	D2 present imaginative ideas for an interactive media product with reference to format and application
P3 use interactive media technology to create an interactive media product that partially realises intentions [SM]	M3 use interactive media technology competently to create an interactive media product that mainly realises intentions	D3 use interactive media technology skilfully to create an interactive media product that clearly realises intentions
P4 review strengths and weaknesses of own interactive media work. [RL]	M4 describe strengths and weaknesses of own interactive media work with some detail and with reference to appropriate illustrative examples.	D4 evaluate strengths and weaknesses of own interactive media work with reference to precise and detailed illustrative examples.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

It is essential that learners are aware of the work of professional publishers of interactive media products and that they develop knowledge of current professional practice and of the skills and techniques associated with the chosen authoring software. They also need to build an understanding of how text, still and moving images, and sound may be effectively combined in this type of product (for example, a CD ROM package, a touch-screen kiosk or an interactive learning game). Some time should, therefore, be spent in looking at such products. Learners could be given a number of interactive media products along with a brief questionnaire, to be completed for each one, about content, ease of use, attractiveness and techniques employed in their production. This would begin to develop a structured critical approach to interactive media production, and would give learners some idea of the sort of skills they will need to develop.

The use of a complex authoring language is not required as a number of packages are available that allow simple integration of a variety of interactive media assets (for example, sound, video, animation, 3D content) into a product. However, the differences between an interactive media product and website should be made clear. The focus must be on user interactivity and integration of a variety of media assets.

A structured approach to the development of skills and techniques associated with the production of an interactive media product should be adopted, introducing learners to one or two techniques at a time through simple, highly focused exercises.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and structure of the unit assessment.
Research and demonstration of applications using interactive media authoring, emphasising interactivity and control.
Group investigation of common platforms and uses.
Demonstration and comparison of basic authoring tools.
Introduction to and research on asset types and limitations for use with authoring tools.
Assignment 1 – Exercise on Principles of Interactive Media Production
Present findings of Assignment 1.
Skill building using features of authoring tools, including construction of interactivity and control techniques.
Introduction to ideas generation and planning.
Assignment 2 – Generating Ideas for an Interactive Media Product
Learners will:
<ul style="list-style-type: none">• consider and interpret a creative brief• generate and record ideas• find suitable assets and document their locations, including consideration of the legal and ethical implications of their proposed work• carry out planning activities prior to production• maintain a production log throughout this process.
Assignment 3 – Creating an Interactive Media Product
Learners will:
<ul style="list-style-type: none">• undertake production workshop sessions following their planned ideas• test and improve a draft version• publish the interactive product• maintain a production log throughout this process.
Assignment 4 – Reviewing Own Interactive Media Work
Learners will:
<ul style="list-style-type: none">• gather, collate and assess responses to their work, including production log• present and review their own interactive media production work.

Assessment

Evidence for assessment

Evidence for achievement of learning outcomes 1 and 2 can be provided through written reports, preparatory materials, production logs, tutor observation and witness reports, or any combination of these.

The interactive media product will be the primary source of evidence for achievement of learning outcome 3, along with relevant pre-production and production documentation. Assets used in the production do not necessarily all need to be created by the learner but where assets are imported from other sources consideration should be given to their suitability and to any copyright issues arising.

Achievement of learning outcome 4 can be evidenced through a written report, presentation, or structured statement in an audio or audio-visual medium. Presentations should be recorded for internal and external verification purposes.

For some learners a viva voce type assessment might be appropriate to support the evidence for learning outcomes 1, 2 and 4. 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.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will provide an outline description of the most important elements of the technology and techniques required to produce an interactive media product. All aspects of the description provided will be accurate and relevant. If there are any details or illustrative examples they will not be well chosen or fully appropriate. For example, in relation to applications, platforms and limitations, the learner will note some of the applications of interactive media authoring and some relevant limitations, writing, perhaps, 'Interactive media presentations are used in a lot of places such as touch-screen displays in shopping centres, DVD menus and on the web, but big file sizes can sometimes make the presentations run very slowly, especially over the web.'

P2: ideas will be sketched out roughly and without much detail. Learners will not justify their choice of final ideas for implementation. However, they will present some verbal or visual record of their ideas and will give some indication of where the ideas came from or how they were arrived at – for example, 'I will produce a five-screen interactive street map for Medhampton. The initial screen will include a video introduction and navigation links. My map will have interactive hotspots. Each screen will have an image and description with some sound. This is for an information kiosk to aid those unfamiliar with the area. I have included a layout diagram.'

P3: learners will produce a functioning interactive media product that partially realises their intentions. 'Interactive' means that the user has the ability to control the presentation by a multimedia system – for example, navigation controls, and hotspots for material selection and the way in which material is presented. Further, the product should contain a variety of different media assets, such as image, sound, video, animation and 3D content, either generated by the learner or imported from secondary sources. Pass grade learners will be hampered in expressing their intentions fully by their limited grasp of technology and skills, so that their final products only partially match what they had in mind when they envisaged the product. Products may have limited interactivity or may not be fully suitable for purpose or target audience.

P4: learners will identify the strengths and weaknesses of their own interactive media work ('work' meaning both the process and the product resulting from following that process) but these will usually be noted without further comment, other than at the level of simple assertion. For example, a learner might note, 'The sound recorded for the initial screen went quite well and the final edit was good.'

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will describe the technology and techniques required to produce an interactive media product with some detail, supporting the commentary with appropriate examples, though the examples provided will not be explicitly linked to the point they are illustrating or used to develop ideas or arguments. A learner might note, for example, 'Interactive media presentations are used for a variety of applications. These include touch-screen kiosks which give users information in shopping centres or allow them to purchase cinema or rail tickets, educational displays in museums and galleries, and interactive DVD menus. It is important to consider making interactive media products user friendly so they don't become difficult to navigate. Sometimes media rich websites use interactive media elements but large file sizes can sometimes make the presentations run very slowly, especially over slower web connections.'

M2: ideas will be developed and planning of the product will be done competently – that is, showing ability in relation to planning skills but not yet employing those skills with complete confidence or with imagination. Ideas will be presented carefully through, for example, written notes or competently constructed mood or storyboards.

M3: learners will use interactive media production software in such a way as to mainly realise their intentions and will be sufficiently competent in technical skills to be able to express their intentions or achieve what they aim to achieve to some degree. They will be able to use the software but will not yet be completely confident with it. Work will show a good level of interactivity. For example, users will be able to navigate and activate a number of different asset types via onscreen buttons, but these may still feel a little clumsy to operate. The product will be generally appropriate to the target audience. Skills attainment will be good at the technical level, but these skills will not yet be employed with imagination.

M4: description of the strengths and weaknesses of the learner's own work will be more detailed, with examples being used to support comments. It will offer a more balanced and thoughtful consideration, though comments will still be at the level of statement rather than being supported by explanation or argument. For example, 'It was worth spending two days brainstorming my initial ideas. This helped me to produce my layout plan. I then used the scanner to scan in the pictures, cropped them and saved them at the correct size, resolution and file format to reduce their file size so they didn't take up too much room on the CD.'

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: learners will explain the technology and techniques required to produce an interactive media product, comments made being supported by reference to precise, well-chosen and detailed examples. Detail will be full, consistently appropriate and relevant, and will often itself be developed, or used to further develop ideas or arguments. Thus a learner might show specific examples of applications and compare them to each other. For example, a learner might note: 'Touch-screen kiosks give users information in shopping centres or allow them to purchase cinema or rail tickets or provide educational displays in museums and galleries. It is important to consider making interactive media products user friendly so they do not become difficult to navigate. Shown below is an example of the menu from the display at the local shopping centre which gives information about the location of the shops. The menu is clear and easy to use and you can view the shops alphabetically or by type of shop. The map is colour coded so you can find the type of shop you need easily and you can view video clips to tell you about some of the services on offer.'

D2: when developing their ideas learners will be inventive and resourceful, though at this level they will still be working within conventions. They will think laterally and come up with ideas and solutions which others in the group have not thought of. Techniques, skills or technologies required to realise the idea will be described in good detail and ideas will be presented in a careful, well-organised manner.

D3: learners will clearly achieve their intentions through fluent application of well-understood technical skills. There will be an overall sense that learners are in control of the technology they are using and are able to use it to serve their creative objectives effectively. A high level of competence will be evident in the application of techniques and skills, and in the aesthetic and functional qualities of the final interactive media product. Work will show high levels of interactivity and will be appropriate to the target audience.

D4: learners will explain strengths and weaknesses of their own work with reference to well-detailed examples – that is, they will demonstrate an awareness of why they did what they did, and will justify or support comments on these production decisions. A learner might note, for example, 'I spent some time brainstorming my initial ideas; this helped me to produce my layout plan. The layout plan was very useful as it helped me understand the navigation links needed and the size and position of my text and graphics. I then used the scanner to scan in the pictures, cropped them and saved them at the correct size, resolution and file format to reduce their file size. I found jpeg to be the best format for photographs and gif for clip art images which helped me to make the image transparent.' The learner's use of any technical and specialist language will be correct, being consistently appropriate and accurate.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – Principles of Interactive Media Production	Contribution to online blog – article on principles of interactive media production.	<ul style="list-style-type: none"> Report document in word processed or electronic form.
P2, M2, D2	Assignment 2 – Generating Ideas for an Interactive Media Product	Brief from a museum or gallery to create a multimedia presentation for a kiosk display, to attract more young people.	<ul style="list-style-type: none"> All ideas notes, sketches and drafts.
P3, M3, D3	Assignment 3 – Creating an Interactive Media Product	As above.	<ul style="list-style-type: none"> Final product saved to CD. Creative development log. All production documentation. Asset audit sheet. Commentary on legal and ethical implications. Testing reports.
P4, M4, D4	Assignment 4 – Reviewing Own Interactive Media Work	As above.	<ul style="list-style-type: none"> Personal commentary in word processed or electronic form.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Audio Production	Digital Video Production for Interactive Media
Creative Media Production Project	DVD Menu Design and Authoring
Digital Graphics for Interactive and Print-based Media	Interactive Media Authoring
Research for Creative Media Production	Interactive Media Design
Video Production	Sound in Interactive Media

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Interactive Media and Computer Games as follows:

- IM2 Obtain assets for use in interactive media products
- IM6 Use authoring tools to create interactive media products
- IM10 Initiate interactive media projects
- IM12 Devise user testing of interactive media products
- IM13 Conduct user testing of interactive media products
- IM14 Evaluate user testing of interactive media products
- IM15 Write and edit copy for interactive media products
- IM16 Plan content for web and multimedia products.

Essential resources

In order to run this unit centres will need appropriate hardware and authoring software such as Director or Flash. Learners should have access to relevant textbooks, the internet, and a range of examples that illustrate current interactive media authoring. In addition they will need access to a range of copyright-free assets for use in their interactive media product, or alternatively software to create relevant assets such as Premiere or Photoshop.

Employer engagement and vocational contexts

Centres should develop links with local interactive media production studios which could be approached to provide visiting speakers, study visits or samples of typical products.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers and specifically at www.skillset.org/interactive/overview.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

Barron A E and Ivers K – *Multimedia Projects in Education: Designing, Producing and Assessing*
(Libraries Unlimited Inc, 2005) ISBN 978-1591582496

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

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

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

Lachs V – *Making Multimedia in the Classroom: A Practical Guide* (Routledge, 2000) ISBN 978-0415216845

Schaeffer M – *Macromedia Director MX 2004 for Windows and Macintosh: Visual Quickstart Guide* (Peachpit
Press, 2004) ISBN 978-0321246677

Underdahl B, Nyquist J R and Martin R – *Macromedia Director MX 2004 Bible* (John Wiley & Sons, 2004)
ISBN 978-0764569906

Vaughan T – *Multimedia: Making it Work, 7th Edition* (McGraw-Hill, 2007) ISBN 978-0072264517

Websites

www.adobe.com/products/director/multimedia_authoring_software	the Adobe website
www.bluelemon.de/html/en/index_1.html	examples of interactive media products created in Director
www.director-online.com	articles, forums and Director examples
www.justskins.com/forums/macromedia-director-40	helpful forum for Director
www.mcli.dist.maricopa.edu/director/index.html	archived list of tips for Director

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	carrying out research to develop ideas for their own interactive media product planning and carrying out research into interactive media products to develop their understanding of technologies and techniques
Creative thinkers	generating ideas and exploring possibilities for interactive media products trying out alternative ways of constructing their own interactive media product, following ideas through to complete an interactive media product adapting their ideas as circumstances change
Reflective learners	reviewing and reflecting on their production of an interactive media product and acting on the outcomes to modify and improve their work setting goals with success criteria for their production work inviting feedback on their own work and dealing positively with praise, setbacks and criticism evaluating their experiences and learning to inform future progress
Self-managers	organising time and resources and prioritising actions when producing an interactive media product, whether working on their own or in a group seeking out challenges or new responsibilities and showing flexibility when priorities change dealing with competing pressures, including personal and work-related demands responding positively to change, seeking advice and support when needed.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Team workers	collaborating with others to produce an interactive media product, if working in a group if working in a group to produce an interactive media product, taking responsibility for their own role managing discussions to reach agreements and achieve results.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	handling interactive media authoring systems to author their product
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for the authoring of an interactive media product
Manage information storage to enable efficient retrieval	managing assets sourced and created for their interactive media product
Follow and understand the need for safety and security practices	handling interactive media authoring systems to author their product
Troubleshoot	handling interactive media authoring systems to author their product
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	sourcing assets for their interactive media product
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching asset types and their limitations for use with authoring tools
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	building and presenting their project portfolio showing: <ul style="list-style-type: none"> • interpretation of the brief • generation of ideas • management of chosen assets • consideration of legal implications • review of own work
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	preparing a report on interactive media authoring tools and how interactive media authoring is used
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	gathering feedback on their authoring work as part of their self-reflective practice

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in brainstorming sessions to generate ideas as a response to a creative brief presenting the final product to their peer group and talking about it
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reviewing literature and websites to find examples of multimedia products and finding out about the techniques and technologies
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	creating their project portfolio.

Unit 9: Photography Techniques

Unit code: K/600/6517

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to develop learners' skills in photography. The unit covers generating ideas for photographic images, producing images and producing final prints. Learners will also explore past and current photographic practice, including techniques and styles, in order to inform their own photographic work.

● Unit introduction

Photography – which is included in the photo-imaging sector – has a wide range of applications within the creative media sector including photo-journalism, advertising, fashion photography, food photography and stills photography for film and television. It also exists outside what would be strictly defined as the creative media sector in professions such as the high-street photographer (who might cover weddings and take family portraits), medical, industrial and architectural photographers.

This unit will enable learners to explore and develop their understanding of the techniques, equipment and materials used in the production of photographs. Learners will investigate both film-based photographic methods and the processes involved in digital photography. They will look at historical and contemporary practice and will develop ideas for their own photographic work and create a range of photographic images.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to generate ideas for photographic images informed by photographic practice
- 2 Be able to use photographic technology to create photographic images
- 3 Be able to review own photography work.

Unit content

1 Be able to generate ideas for photographic images informed by photographic practice

Idea generation: creative thinking, eg brainstorming, group discussion, development exercises; recording ideas, eg notes, sketches, collages, trial shots; limitations, eg resources, time, costs

Photographic practice: past practice; contemporary practice; forms, eg press, documentary, portraiture, advertising, fashion, studio, location, gallery; techniques, eg available lighting, artificial lighting, posed, snapshot, differential focus, manipulation of grain, manipulation of tonal range, manipulation of colour, masking, collage; styles, eg reportage, painterly, punk, surrealist, experimental

2 Be able to use photographic technology to create photographic images

Photographic equipment: camera; tripod; artificial lights, eg flash, floods, spots, diffusers

Photographic technology: film-based (film camera, aperture and shutter speed, film stock, printing paper, equipment for film processing and printing, chemicals for processing and printing); digital (digital camera, camera functions, memory chips, computer, image manipulation software, scanner, printers, printing paper)

Planning: eg shooting schedule, studio booking, equipment booking, locations, models

Image quality: technical, eg sharpness, depth of field, control of blur, exposure, contrast, colour saturation, light effects; aesthetic, eg composition; point of view, impact

Presentation of final prints: mounting and finishing materials; exhibition mounting; portfolio mounting; titling

Health and safety: eg using electrical equipment, handling chemicals, darkroom protocols, working on computer screens

3 Be able to review own photography work

Finished product: realisation of intentions; technical qualities; aesthetic qualities

Production process: technical competencies; creative ability; time management

Sources of information: self-evaluation; documentation, eg ideas notes, sketches, trial shots, notes on professional photographers; comments from others, eg audience, peers, tutors, client

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 present an idea for photographic images which shows some relationship to photographic practice [IE, CT]	M1 present a developed idea for photographic images which shows understanding of photographic practice	D1 present an imaginative idea for photographic images which clearly derives from a good understanding of photographic practice
P2 use photographic technology to create photographs that partially realise intentions [SM]	M2 use photographic technology competently to create photographs that mainly realise intentions	D2 use photographic technology skilfully to create photographs which clearly achieve intentions
P3 review strengths and weaknesses of own photographic work. [RL]	M3 describe strengths and weaknesses of own photographic work with some detail and with reference to appropriate illustrative examples.	D3 evaluate strengths and weaknesses of own photographic work with reference to precise and detailed illustrative examples.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit requires a structured approach to the development of skills and the exploration of photographic and digital techniques for the production of photographs. Learners should look at both digital and film-based photographic techniques, technology and materials even though they need use only one of them (though there is no reason why they should not use both if facilities permit that).

It is essential that learners are aware of the historical and contemporary work of professional photographers and that they develop an understanding of the skills and techniques associated with traditional (film-based) methods and digital processes. Film-based methods would give learners experience of studio and darkroom practices for the production of black and white photographs. Digital photography would give learners an opportunity to create images using digital technology and manipulate these images using computer software.

Learners should be introduced to the range of photographic types and styles from the beginning of photography (Daguerre and Fox Talbot) to contemporary photography (Martin Parr, Richard Avedon, Henri Cartier-Bresson) and the range of digital photographic artists that can be found on websites such as www.lensculture.com.

Learners should be introduced to a range of photographic forms that they might encounter every day such as press, advertising, fashion, portraiture, documentary and experimental. They are likely to be passive consumers of photography and need to become active and critical thinkers. The ideas they generate will be informed by their investigations into types and styles of photography. However, their ideas might also be informed by their use of a particular technology.

When they are introduced to the camera and its controls, learners should be shown a range of cameras. The development of digital technology means that cameras for both film-based and digital photography can have identical bodies and lenses. Learners need to be aware of the similarities and differences, and the advantages and disadvantages of film-based and digital cameras. Where possible, learners should have easy access to a range of both types of camera so that they can experiment with ideas in film-based and digital photography.

Initial exercises should show learners how to use the shutter and aperture to give them control of the camera. Automatic functions should, of course, be switched off at this stage. Simple exercises in composition can also be set, such as looking for shapes and structures or mirror images. When film processing and printing is undertaken this should be kept simple at this stage – there is no need to teach learners about push-processing or dodging and burning techniques. That said, learners who show aptitude and a desire to learn such things should not be held back.

The same rule should be applied to digital techniques. What is formally taught need not go much beyond such techniques as saving files, erasing, cropping, layering, and use of the colour palette.

As they move towards their own production work, learners should be encouraged to approach photography as a means of visual expression and communication as well as a technical tool. As such they should have access to a wide range of imagery from the past and the present, produced on both film-based and digital equipment. They should be encouraged to experiment with photographic techniques and technology.

Learners should be encouraged to exhibit their work using appropriate display techniques. This could lead to a critique session where the learners comment on each other's work or an invited audience could review their work.

Learners would then be able to review their own work in light of comments from their peers or the audience and present their review in an appropriate way.

NB: Care over health and safety is vital when working in a photographic studio, darkroom, on location or using computer screens. Learners must thoroughly understand the health and safety issues associated with the use of photographic chemicals and equipment.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit.
Group discussion on types and styles of photography.
Assignment 1 – Ideas
Task 1 – analysis of photographs from different periods of time.
Working in pairs learners will:
<ul style="list-style-type: none">• research photographs from Daguerreotypes to digital images• analyse photographic techniques and technology that use both traditional and digital technology• prepare presentation• undertake presentation and review other learners' presentations.
Task 2 – experimenting with the technology of photography.
Following an introduction to the technologies of photography, learners will:
<ul style="list-style-type: none">• work in pairs to experiment with the technology of photography, eg pinhole cameras, photograms, scanning and manipulation• individually prepare an illustrated report.
Task 3 – exercise to experiment with photographic techniques.
Following an introduction to photographic techniques learners will work individually to:
<ul style="list-style-type: none">• identify and experiment with a number of photographic techniques, eg panning, panorama, macro, wide angle, fisheye• produce some sample photographic images• prepare presentation of their images• undertake presentation and review other learners' presentations.
Task 4 – developing ideas for photographs for an exhibition
Working individually learners will:
<ul style="list-style-type: none">• research the content for a photographic exhibition• research size of photographs required for exhibition• generate ideas for own contribution to the exhibition• prepare and pitch ideas.

Topics and suggested assignments and activities

Assignment 2 – Photography Production

Learners will:

- undertake pre-production planning for producing photographs
- undertake production of photographs
- undertake post-production including cropping and sizing of photographs.

Introduction to techniques of displaying photographs (one session).

Learners will:

- mount photographic work in an exhibition format
- set up exhibition.

Assignment 3 – Debrief

Critique session providing an opportunity for learners to discuss each other's work and identify the strengths and weaknesses of their own work.

Learners will then complete the review process by presenting a report which identifies the strengths and weaknesses of their photography work, using an appropriate presentation format.

Assessment

Evidence for assessment

Assessment focuses on the ability to generate and research creative ideas for the production of photographs, the development and application of skills and techniques, the presentation of photographic images, and the ability to reflect critically on one's own work.

For learning outcome 1 learners will produce ideas for photographs informed by their investigation of past and current photographic practice. This could be evidenced through notes and sketches produced when developing their ideas annotated with comments on their investigation of historical and contemporary photographic practice. Learners could also produce an illustrated report or presentation. Presentations must be recorded for internal and external verification purposes. Tutor observation and one-to-one discussions can also provide evidence for criteria P1, M1, and D1.

Evidence for achievement of learning outcome 2 will be the images developed from their investigations in learning outcome 1. Learners may use film-based or digital technology, or both. The final images must be mounted. Learners could hold an exhibition of their photographic work and ask their peers or an audience to comment on it. This will provide evidence for the review of their photography work.

Evidence for achievement of learning outcome 3 should be a critical self-assessment of finished work in the form of a written report or an oral presentation. Presentations must be recorded for internal and external verification purposes.

For some learners a viva voce type assessment might be appropriate for learning outcomes 1 and 3, either to provide all the relevant evidence or to provide additional evidence. 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.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will generate ideas for the production of photographic images, and present those ideas to others either orally or in writing and sketches. Notes will be brief and uninformative and any sketches will be rough. Ideas for photographs will be arrived at quickly and will be fairly obvious though there will be some evidence of the influences of current or past practice on their own ideas. There will be little indication of limitations in terms of resources, time and cost.

P2: learners will use photographic techniques and technology, though they will not yet use them to good effect. They must be able to use film-based or digital cameras to take pictures using natural or artificial light. When using film-based technology they will be able to develop negatives and print from them. When using digital technology they will be able to download images from a digital camera to a computer, store them, employ simple manipulation techniques on them, and print them. Pass grade learners will be hampered in expressing their intentions fully by their limited grasp of technology and skills, so that their final product will only partially match what they had in mind when they envisaged the images. For example, the images will lack technical and aesthetic qualities such as a full tonal range, controlled focus, and balanced composition.

P3: learners will provide an overall outline review of their own photography work. They will give an accurate outline of their objectives and be able to correctly identify faults but without using the appropriate terminology. For example, a learner might note: 'This is a picture of a football match showing a goal being scored but the picture is blurred and there is too much sky in it.' Learners will make limited use of the views of others on their photographic work.

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will take some care in developing ideas which will be presented with some detail and in an organised way. Care will have been taken to seek out images from past and current practice similar to the type they intend to produce and there will be some detailed comments on them which will demonstrate understanding of the style and purposes of those images, though commentary will not be elaborated. They will address the time, cost and resources implications of what they want to do.

M2: use of technology and the consequent images will be competent. Learners will be able to use cameras and follow procedures such as developing and printing or downloading and manipulating images, and the results will be technically good (clear blacks and whites and a good tonal range in both negatives and prints, for example, if working in film). Though they will not yet be completely confident in the use of equipment, learners will be sufficiently competent in technical skills to be able to express their intentions to some degree. Merit grade learners are likely, for example, to consistently produce technically sound images which also demonstrate some understanding of aesthetic matters such as composition.

M3: in reflecting upon their own work, learners will discuss their images in more detail than pass grade learners, subjecting them to some comment (though this will not be supported or justified) and correctly identifying the reason for any faults. Points made will be supported with illustrative examples taken from the work. The reasons for taking the pictures will be evident and there will be some indication that the learner is thinking about what has been done. A learner might note, for example: 'I took a series of pictures at a football match in which I wanted to show people in high speed action. On the whole I was pretty pleased with the results. The first two pictures in my portfolio are a bit blurred because I was using a long lens to get close to the players, and had moved it too fast when following them.' Learners will make use of the views of other people on their photographic work.

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: when developing their ideas learners will be inventive and resourceful, though at this level they will still be working within conventions. They will think laterally and come up with ideas and solutions which others might not have thought of. Ideas will be described in good detail and presented in a careful, well-organised manner. They will be clearly informed by a good understanding of photographic practice, indicated by detailed commentary on the styles and purposes of the photographs looked at in the process of developing their own ideas, and by the aesthetic qualities of the final pictures. Resource, time and cost implications will be well thought through.

D2: learners will produce photographic images that are of high quality, both technically and aesthetically, through the creative use of photographic technology. For example, shots will be well framed, focus will be well controlled and compositions will be balanced. There will thus be an overall sense that learners are in control of the technology they are using and are able to use it to serve their creative objectives effectively and imaginatively.

D3: in reflecting upon their work, distinction grade learners will 'explain' – that is, they will demonstrate an awareness of why they did what they did, and will justify or support comments in some way. They will make it clear what they were trying to do, describe the images in correct technical terms, explain why they were successful or be able to identify the reasons for any problems and say what needs to be done to correct the fault. A learner might note, for example: 'Because I am interested in sports photography I took a series of pictures at a football match. I also wanted to practise taking pictures of people in high speed action using the ability of the camera to freeze a moment in time. I was happy with the technical quality of all the pictures. They all had a good contrast and tonal range and the focus was crisp in most of them. The first two pictures in my portfolio are a bit blurred, though, because I was using a long lens to get close to the players, and had obviously moved it rather jerkily when following them. The next time I do this I will use a tripod or a monopod to help me steady the camera and move it more smoothly.' Learners will be able to put to good use the views of others when reflecting on their work. Distinction grade learners will employ technical vocabulary correctly, using the right word in the right context.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – Ideas	Learners have been commissioned by a local museum to produce photographs for an exhibition called 'My Town'.	<ul style="list-style-type: none"> • Collated research data. • Research log. • Examples of images found. • Presentation (recorded). • Folder of image experiments annotated by the learner. • A report on or audit of the skills developed. • Initial ideas reflecting their earlier investigations. • Development of ideas through mind mapping or other technique. • Final idea with a range of potential images identified.
P2, M2, D2	Assignment 2 – Photography Production	As above.	<ul style="list-style-type: none"> • All pre-production documentation. • All production documentation. • All post-production documentation. • Finished photographs. • Exhibition.
P3, M3, D3	Assignment 3 – Debrief	As above.	<ul style="list-style-type: none"> • Notes from critique. • Evaluation. • Review in form of, eg, PowerPoint presentation with images. • Illustrated report.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Advertising Production	Photography and Photographic Practice

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Photo Imaging as follows:

- PI2 Agree the photo imaging brief
- PI3 Plan and organise photographic assignments
- PI7 Undertake photographic assignments
- PI12 Process exposed films
- PI13 Print photographic images by hand
- PI15 Produce scanned images
- PI16 Undertake technical adjustment of images
- X2 Ensure your own actions reduce risks to health and safety.

Essential resources

The following types of traditional equipment would be appropriate at this level:

- basic cameras – 35 mm compact, basic 355 mm single lens reflex camera
- lighting equipment – tungsten halogen lamp units, electronic flash units, reflectors
- darkroom (darkroom workstations should be available on the basis of one per two learners).

The following digital equipment would be appropriate for this unit:

- computers and printers (computer workstations should be available on the basis of one for each learner)
- software for the manipulation of digital images
- digital cameras
- flatbed scanners.

Employer engagement and vocational contexts

Centres should develop links with local photographic studios that work in the commercial, social and press sectors of the photographic industry. Photojournalists from local papers and magazines are often willing to come in and talk about their work. Commercial photographers working in advertising, fashion, portraiture, and wedding photography are a good resource for talking about the skills required, markets and finance.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers.

Other useful websites are:

- www.bipp.com – The British Institute of Professional Photography
- www.swpp.co.uk – The Society of Wedding and Portrait Photographers
- www.swpp.co.uk – The Association of Photographers.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

Calder J and Garrett J – *The 35 mm Photographer's Handbook* (Pan Books, 1999) ISBN 978-0330390132

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

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

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

Langford M – *101 Essential Tips on Photography* (Dorling Kindersley, 1997) ISBN 978-0756602246

Langford M – *Basic Photography* (Focal Press, 2000) ISBN 978-0240515922

Lessing P – *The First Week with My New Digital Camera: A Very Basic Guide to Understanding, Editing and Saving Digital Photographs* (Capital Books, 2002) ISBN 978-1931868174

MacCleod S – *Basics Photography: Post-Production Black and White* (AVA Publishing, 2007) ISBN 978-2940373055

Wignall J – *Kodak's Most Basic Book of 35mm Photography* (Kodak Books, 1996) ISBN 978-0879850463

Journals

The British Journal of Photography – www.bjp-online.com

Pixel Magazine – www.pixelmagazine.co.uk

Professional Photographer – www.professionalphotographer.co.uk

Websites

www.magnumphotos.com Magnum Photos, a photo library cooperative

www.rps.org The Royal Photographic Society

www.thebppa.com The British Press Photographers' Association

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	investigating historical and contemporary photography and technology to inform their own ideas for photographs
Creative thinkers	developing ideas for photographic images
Reflective learners	taking account of the views of others in reflecting on their own photographic work
Self-managers	planning and producing photographic images considering resources, time and cost.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Team workers	researching and presenting evidence on historical and contemporary photography.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	preparing a schedule of work for producing photographic images
Manage information storage to enable efficient retrieval	storing digital images in appropriate folders and using appropriate file formats
Follow and understand the need for safety and security practices	making backup copies of files
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	gathering images and preparing them for inclusion in a presentation
Present information in ways that are fit for purpose and audience	presenting results of research using a presentation format such as PowerPoint
Mathematics	
Identify the situation or problem and the mathematical methods needed to tackle it	understanding the required mixture of chemicals to water when preparing developer/fixer/stop bath for black and white processing
Select and apply a range of skills to find solutions	preparing photographic chemicals for developing film and making prints checking the size of photographic images for mounting as exhibition prints
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting their research into historical and contemporary photographic practice
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching historical and contemporary photographic images
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	preparing text, handouts and presenter's notes for a presentation.



Unit 10: Animation Techniques

Unit code: M/600/6521

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to introduce learners to the practical processes of animation and to enable them to develop an understanding of historical and contemporary animation techniques. Learners will work on design, character, setting and narrative and will then focus on a specific technique for the production of an animation sequence.

● Unit introduction

Animation production is a significant activity in the creative media sector, not only in high-profile television programmes such as *Wallace and Gromit*, but also in feature films, mobile phone content, the internet, television advertising and the computer games industry. Whilst there is still room for the traditional 'craft' techniques such as cel animation, computer-generated and aided animation is increasingly being used, and in ways that allow for as much creativity as traditional methods.

Learners will research the content and production techniques used in historical and contemporary examples of work. Learners will develop understanding in such things as persistence of vision, frame rates, stop-frame techniques and the production of cells. This background will inform planning and production of work using one of the traditional methods or a digital application for animation and provide a basis for exploring and experimenting with animation techniques and content.

A successful career in animation requires good visual awareness and attention to detail. It requires the ability to develop fresh ideas for content which will engage the chosen audience. A good animator will take into account at all stages the role of animation as communication, whether this be for entertainment or information. Learners should always aim to move beyond simply creating moving shapes on a screen.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about animation techniques
- 2 Be able to develop ideas for an animation sequence
- 3 Be able to create an animation sequence
- 4 Be able to review own animation production.

Unit content

1 Know about animation techniques

Techniques: zoetrope; kinetiscope; flick book; cel animation; rotoscoping; drawn on film; digital applications; photographic stills; claymation; stop frame

Influential animation: eg Walt Disney, Hanna Barbera, Warner Bros, Norman McLaren, Len Lye, Aardman Animations

Contemporary uses: eg music videos, advertising, television programmes, computer games, mobile phones, internet

2 Be able to develop ideas for an animation sequence

Considerations: audience; technique; style, eg straight, comic, satirical, fantasy, anime

Genres: eg children's, music video, advertisement

Generation of ideas: visualisation; characters; backgrounds; storylines; audio; working within technical limitations

Development of ideas: designs; drawings; storyboarding; consideration of movement; continuity; frames per second; perspective; soundtrack design; point of view, eg changes or extents of an action or movement

3 Be able to create an animation sequence

Pre-production: eg scripts, sketches, models, materials, storyboard, set, music, sound effects

Production: eg model making, set building, drafting, layout, point of view, key frames, copy writing, audio recording, filming

Post-production: eg editing (cuts, transitions, timing, frame numbers), special effects, sound mixing, soundtrack editing, soundtrack synchronisation

4 Be able to review own animation production

Finished product: compared with original intentions; appropriateness to audience; technical qualities; aesthetic qualities; content; style

Production process: pre-production, eg research, planning; production, eg time management, project management, technical competencies, creative ability, own work, teamwork; post-production, eg time management, project management, technical competencies, creative ability, own work, teamwork

Sources of information: self-evaluation; documentation, eg notes, sketches, storyboards, production logs; comments from others, eg audience, peers, tutors, client

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline techniques employed in animation	M1 describe techniques employed in animation with some detail and with reference to appropriate illustrative examples	D1 evaluate techniques employed in animation with reference to precise and detailed illustrative examples
P2 present an idea for an animation sequence [CT]	M2 present a developed idea for an animation sequence	D2 present an imaginative idea for an animation sequence
P3 use animation techniques to create an animation sequence that partially realises intentions [SM]	M3 use animation techniques competently to create an animation sequence that mainly realises intentions	D3 use animation techniques skilfully to create an animation sequence that clearly realises intentions
P4 review strengths and weaknesses of own animation production work. [RL]	M4 describe strengths and weaknesses of own animation production work with some detail and with reference to appropriate illustrative examples.	D4 evaluate strengths and weaknesses of own animation production work with reference to precise and detailed illustrative examples.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

The unit could be taught through a variety of activities. Short introductory practical exercises might include the production of flip books and zoetrope strips to demonstrate early development of the illusion of movement. Further practical experimentation with various animation techniques can be encouraged with screenings of professionally produced examples in advertising, music videos and experimental film. Discussion of these examples should concentrate on the animation method employed – they could, for example, be broken down frame by frame to demonstrate the way in which the animation has been constructed, whether it be claymation, pixilation, cel, cut-outs, mixed media or stop frame. Analysis of specific texts should therefore be given great emphasis, looking particularly at the strategies employed and the relationship of those strategies to the technique used and the audience. This understanding will then inform the production work.

Centres might opt to teach one form of animation to all their learners, in which case a series of demonstrations, workshops and exercises designed to develop the basic skills for that technique might be produced to take learners through a structured programme. Alternatively, centres may prefer to let learners follow their own interests, in which case the tutor's role will be more that of a facilitator, guiding learners towards sources of information and ensuring that they keep their ambitions related to the potential of the available facilities.

Animation is a time-consuming business so, whichever approach is adopted, tutors should guide learners carefully to ensure that they do not take on over-ambitious projects. In considering what length of production they might think appropriate, tutors should, of course, take into account the chosen method of production.

Initial ideas development and pre-production work can be broken down into specific tasks by the tutor, or learners can negotiate the ordering of their own work at this stage. Learners should be encouraged at this stage to concentrate on the process of animation itself, rather than getting too caught up in associated aspects of production such as set construction.

It is suggested that production and post-production tasks be monitored by the tutor during a series of workshop sessions, with more formal sessions, including group presentations, being used for evaluation of the production work.

Screenings of completed work should occur within the centre, possibly as part of an exhibition event to a wider audience. Completed productions might also be screened elsewhere in the locality, entered for festivals or uploaded to appropriate websites. Learners will require some input into the process of reviewing their own completed work.

Lectures and discussions should be incorporated into the teaching, along with a programme involving visiting speakers or visits to, for example, animation studios, festivals or cinema screenings.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction (two sessions): <ul style="list-style-type: none">• unit aims and assessment• range and development of animation• techniques, formats and styles• principles of animation.
Seminar session – screenings of productions chosen by tutors and learners demonstrating range of animation.
Workshop on persistence of vision using paper-based materials to illustrate technique.
Workshop on stop motion using found objects or people on a camera with still frame capture facility.
Workshop on computer application: using introductory software to animate onscreen object.
Assignment 1 – Web Video
Learners record a talking heads video describing significant examples of animations, identifying the key features and the animation technique used, and illustrating the video with stills.
Visiting speaker: animator working in a range of techniques.
DVD documentary of animators discussing techniques used to make their work.
Workshops: <ul style="list-style-type: none">• model making• drawing characters and backgrounds• set design and construction.
Exercise – prepare and produce a simple ten second sequence of animation using one of the techniques explored in workshops.
Workshops: <ul style="list-style-type: none">• creating ideas• constructing characters and narrative.
Assignment 2 – Proposal
Learners will devise the content of a 30-second animation with drawings and designs for characters and backgrounds, create a proposal and pitch their ideas to tutor or a visiting professional.
Lectures and workshops: <ul style="list-style-type: none">• communicating with an audience• how to assess animation looking at examples of existing work.
Visit to studios, screening or exhibition.
Workshop on soundtrack production.

Topics and suggested assignments and activities

Assignment 3 – Animation production (of 30-second sequence devised in Assignment 2).

Assignment 4 – Screening (of animation produced in Assignment 3).

Learners will:

- organise and run screening
- gather audience responses
- write report reviewing production.

Assessment

Evidence for assessment

Evidence for achievement of learning outcome 1 could be a written report, video piece or a presentation by the learner. Presentations should be recorded for internal and external verification purposes. Learners could also hand in notes on animations they have watched.

Achievement of learning outcome 2 can be evidenced through various forms of recording of exercises or group development activities. Notes, ideas boards and spidergrams are all acceptable forms of evidence, along with sketches, photographs, designs and storyboards. These can also be supported by tutor observation.

Practical recording and editing activities that are monitored and notes by tutors would provide evidence for achievement of learning outcome 3 as would the final product. It is essential that for any group work all individual work is evidenced in order to award an individual learner a grade for the unit. This should be supported with initial minuted group discussions and role allocations, and final evaluation of own work and team activity.

Evidence for achievement of learning outcome 4 can be in the form of a presentation, a written report, or a structured statement in an audio or visual medium.

For some learners a viva voce type assessment might be appropriate for learning outcomes 1 and 4. 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. Presentations and vivas must be recorded for internal and external verification purposes.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will name major animators or animation companies and will provide unelaborated, outline descriptions of animations which those animators have produced. These descriptions will be accurate, will correctly identify the techniques employed and will cover the main or most obvious elements of the content for this learning outcome. Where there are any illustrative details from the animations referred to they will not be well chosen or appropriate.

P2: learners will generate an idea for the production of an animated sequence and present that idea either orally or in writing. Any techniques, skills or technologies required to realise the idea will be named or very briefly described. The idea will be feasible but simple, and the presentation of it will be basic. Notes, summaries, scripts and artwork will be brief and roughly presented.

P3: learners will follow pre-production, production and post-production procedures as specified in the unit content and employ relevant techniques correctly at a basic level. The completed animation sequence will be recognisably related to the original idea, and will demonstrate that the learner has applied relevant techniques in its completion but with a rather uneven or rough result. Learners will be hampered in expressing their intentions fully by their limited grasp of technology and skills, so that their final product will only partially match what they had in mind when they envisaged the product. Pass grade learners are likely, for example, to produce a sequence in which movement is very jerky and the narrative confused.

P4: learners will provide an unelaborated, outline description of their work – ‘work’ meaning both the process and the product resulting from following that process. This description will be relevant to the production process and the product but will mainly be confined to a historical account of activities (for example, ‘I decided to do a sequence based on a clockwork mouse finding its way round a maze. First I had to think up what the maze would look like and build the set. Then I had to find a clockwork mouse ... etc’). Accounts which are mostly taken up with irrelevant detail (such as lengthy accounts of how the mouse was obtained and how it subsequently misbehaved) should not be considered as meeting the pass grade. Evaluation of the work itself will be relevant but very generalised and at the level of assertion – for example, ‘The filming went quite well and I was really pleased with the finished sequence which I thought was funny.’

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will describe historical and contemporary animation techniques using appropriate illustrative examples. They will show evidence of having seen and reflected upon a range of animations and be able to describe the signature elements and visual style of major animators or animation companies, selecting illustrative details from examples of their work and identifying aspects of particular appeal to an audience. Any examples given will be relevant but will not be elucidated further. It may, therefore, be noted that a named animation system was an advance on previous systems as the movement was ‘more lifelike’ but there will be no explanation as to how this was achieved.

M2: learners will show competent levels of ideas development and design. The proposal will be appropriate to the technique used to produce it. Learners will take care over the development of the idea, both in terms of working on the idea and in the presentation of drawings, designs and scripts. Work will show realistic intentions in relation to the technique used, the medium and the audience.

M3: learners will show ability in the handling of equipment and care in relation to pre-production, production and post-production procedures. They will be sufficiently competent in technical skills to be able to express their intentions or achieve what they aim to achieve to some degree. Aesthetic decisions will be based on some thought and will be on the whole satisfying. Merit grade learners are likely, for example, to produce a sequence in which the movement of onscreen elements is fluid, the narrative logical and the point of view consistent.

M4: learners will reflect upon their production work through discussion of strengths and weaknesses. Commentary will thus be more detailed, with examples to support comments, but will still be at the level of statement or assertion rather than being supported by explanation or argument – for example, ‘This idea wasn’t as easy to develop as I thought it would be. The maze the mouse was to go through had to be very simple as I didn’t have time to show it going through a large or difficult one. I also had to think up some incidents that would hold it up so as to make it funnier.’

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: learners will describe in detail a full range of historical and contemporary animation techniques, looking at the strengths and weaknesses of each in relation to aesthetics, narrative and audience appeal, supporting points made with reference to precise, well-chosen illustrative details taken from a wide range of past and current examples. For example when discussing the fluidity of movement, learners will be able to identify frame rate as a key factor.

D2: learners will show high-level skills and creativity. When developing an idea, they will achieve high quality results by taking an active, resourceful and imaginative approach to the task. The proposal will explore the technique used to produce it. Learners will develop detailed ideas and present detailed drawings, designs and scripts.

D3: there will be an overall sense that learners are in control of the technology they are using and are able to use it to serve their creative objectives effectively and imaginatively. The viewing experience will seldom if ever be affected by technical problems in relation to camera work, movement, narrative and point of view.

D4: strengths and weaknesses in the learner's work will be expressed clearly and subjected to some sort of evaluative procedure or weighing up which is supported by evidence from precise, well-described examples that are explicitly linked by the learner to the point being illustrated. They will demonstrate an awareness of why they did what they did, and will justify or support comments on production decisions. A learner might note, for example, 'I only had time to construct a simple maze so I had to make up for this by adding complications for the mouse such as dangers and obstructions. I tried to make these as funny as possible because that would be more likely to keep the interest of a young viewer.'

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – Web Video	For a website, record a talking heads video aimed at fans of animation describing four animations and illustrating the video with stills.	<ul style="list-style-type: none">• All research notes• Video
P2, M2, D2	Assignment 2 – Proposal	In response to a brief from an animation competition devise a 30 second animation.	<ul style="list-style-type: none">• Proposal• Ideas and designs• Pitch slides and notes• Recording of pitch
P3, M3, D3	Assignment 3 – Animation Production	Using the pre-production work from the previous assignment, turn the concept into an animation sequence.	<ul style="list-style-type: none">• All planning documentation• Animation
P4, M4, D4	Assignment 4 – Screening	Screen the production to an audience.	<ul style="list-style-type: none">• Collated notes on audience responses• Evaluation

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Audio Production	2D Animation Production
Video Production	3D Animation
	Designing Idents for Television
	Film and Video Editing Techniques
	Music Video Production
	Stop Motion Animation Production

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Animation as follows:

- ANIM1 Work effectively in animation
- ANIM4 Evaluate proposed ideas prior to production
- ANIM7 Write a script
- ANIM8 Create designs
- ANIM9 Visualise the script
- ANIM10 Edit timings
- ANIM12 Create 2D animation
- ANIM13 Finalise artwork for 2D animation
- ANIM17 Build characters (models) for stop motion animation
- ANIM18 Set up lighting and cameras for stop motion animation
- ANIM19 Create stop motion animation.

Essential resources

Access to a rostrum camera, an animation table and lighting will be required, as well as camera equipment capable of frame capture and remote shutter control. Many DV cameras come with animation modes and whilst some of these are less than frame accurate, their use can be combined with existing video editing applications.

Access to animation production software is required with domestic level applications being suitable.

Construction space will be required to enable learners to make sets or models, as well as sufficient studio space for a number of sets to be in place over the period of an assignment.

Recording, editing and post-production facilities for sound will be required.

Libraries should have DVD resources as well as relevant and current information on animation, filming techniques and digital animation and contemporary film-makers.

Employer engagement and vocational contexts

Centres should aim to develop relationships with local animation companies, freelancers and model makers to develop a programme which includes visiting speakers, workshops and work placements.

Animation is now widely commissioned by a range of organisations wishing to use this medium to convey messages on websites. Some live brief work with external clients will be valuable.

Publicly funded media centres will also provide a range of opportunities and collaboration and contact details for these will be available through regional screen agencies. These agencies exist to develop film and media in the UK. Their websites provide much material for research and many of them include clips of production work. They do not fund production work by students, but offer information about the production, distribution and exhibition initiatives taking place across the UK:

- www.bfi.org.uk – British Film Institute
- www.em-media.org.uk/pages/home – East Midlands Media
- www.filmagencywales.com – Film Agency for Wales
- www.filmlondon.org.uk – Film London
- www.firstlightmovies.com – First Light
- www.northernirelandscreen.co.uk – Northern Ireland Screen
- www.northernmedia.org – Northern Film and Media
- www.northwestvision.co.uk – North West Vision and Media
- www.scottishscreen.com – Scottish Screen
- www.screeneast.co.uk – Screen East
- www.screensouth.org – Screen South
- www.screenwm.co.uk – Screen West Midlands
- www.screenyorkshire.co.uk – Screen Yorkshire
- www.swscreen.co.uk – South West Screen
- www.ukfilmcouncil.org.uk – UK Film Council.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions. Guidance about industry roles and careers in animation is on Skillset's website www.skillset.org/animation.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

Bendazzi G – *Cartoons: One Hundred Years of Cinema Animation* (John Libbey, 1995) ISBN 978-0861964454

Culhane S – *Animation: From Script to Screen* (Columbus Books, 1990) ISBN 978-0312050526

Grant J – *Masters of Animation* (Batsford, 2001) ISBN 978-0713486287

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

Lord P – *Cracking Animation: The Aardman Book of 3-D Animation* (Thames & Hudson, 2004)
ISBN 978-050051190X

McFarlane T and Beck J – *Outlaw Animation: Cutting-edge Cartoons from the Spike and Mike Festivals*
(Harry N Abrams, 2003) ISBN 978-0810991519

Noake R – *Animation: The Guide to Animated Film Techniques* (McDonald and Co, 1988)
ISBN 978-0356158721

Priebe K – *The Art of Stop-Motion Animation* (Delmar, 2006) ISBN 978-1598632442

Shaw S – *Stop Motion: Craft Skills for Model Animation* (Focal Press, 2008) ISBN 978-0240520556

Wells P – *Understanding Animation* (Routledge, 1998) ISBN 978-0415115973

White T – *Animation from Pencils to Pixels* (Focal Press, 2006) 9780-240806709

White T – *The Animator's Workbook* (Watson Guptill Publications, 1988) ISBN 978-0823002292

Wiedemann J – *Animation Now!* (Taschen, 2007) ISBN 978-382283789X

Williams R – *The Animator's Survival Kit* (Faber & Faber, 2002) ISBN 978-0571202284

Websites

www.aardman.com

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

an electronic monthly publication devoted to the art, craft and industry of animation, featuring intelligent news, reviews, commentary and opinion written by the leading minds in the field today

www.filmeducation.org/primary/animation/technique.html

the animation pages of Film Education

www.pixar.com

the company responsible for the films *Monsters Inc* and *Toy Story*. This site offers, amongst other things, information on the stages of production

www.wbanimation.warnerbros.com

Warner Bros

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Creative thinkers	generating ideas and exploring possibilities for animations trying out alternative ways of using a technique to construct a production
Reflective learners	reviewing and reflecting on their animation production work and acting on the outcomes to modify and improve their work inviting feedback on their own work and dealing positively with praise, setbacks and criticism evaluating their experiences and learning to inform future progress communicating their learning on screen, in writing and through presentation
Self-managers	organising time and resources and prioritising actions when producing their animation, when working on their own or in a group. organising time and resources when devising and managing schedules dealing with competing pressures, including personal and work-related demands.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	planning and carrying out research into animation to develop their understanding of its techniques carrying out research to develop ideas for their own animations
Team workers	collaborating with others to produce an animation if working in a group taking responsibility for their own role when working in group productions managing discussions to reach agreements and achieve results.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching animations
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for the production of an animation
ICT – Find and select information	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring, extracting and assessing the relevance of information from animation-related websites
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	bringing together a variety of materials gathered through research logging and recording information used in the production of an animation
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with other members of a production group

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using estimation and calculation to work out timings for shooting and editing an animation
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	doing pair work on the analysis of animation and giving presentations on conclusions attending production meetings
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading information on individual animation techniques
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing reports on research into animations writing scripts for animations.

Unit 11: Web Authoring

Unit code: F/600/6524

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to introduce learners to the purposes of web authoring and how websites are created. Learners will achieve this through a study of existing websites and through planning and producing a website and reflecting on their work.

● Unit introduction

Whatever the size of a business, whether a huge international business like News International or a family-run hotel in the Scottish Highlands, it is more than likely to have a website. Websites are now the accepted way for businesses to communicate with their clients and customers – to advertise their existence, tell people what they have to offer, and to sell their products and services. There is, consequently, a growing need for those with the skills to construct and maintain these sites.

This unit will develop initial skills in web authoring techniques. Learners will develop an understanding of the worldwide web and the appropriate skills to produce web pages. Learners will be able to undertake simple tasks relating to the design and implementation of web pages. They will learn about authoring techniques, how to compile websites and how to publish their material on the worldwide web.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about web authoring principles and protocols
- 2 Be able to develop a plan for a website
- 3 Be able to use web authoring software to create a website
- 4 Be able to review own web authoring work.

Unit content

1 Know about web authoring principles and protocols

Protocols: URL; domain name; top level domain; domain name registration; page naming, eg index.htm for homepage, internet service providers, hosting

Software: HTML text editor, eg Notepad; visual editor, eg FrontPage, Dreamweaver

Design: font size; font colour; background; paragraph, line break; hyperlinks, eg image, page, website; style sheets; metatags

2 Be able to develop a plan for a website

Plan: purpose; audience; legal and ethical considerations

Structure: site structure, eg homepage, linked content pages; page layout, eg consistency, heading style, body style, colours, backgrounds

Content: text; imported content, eg text, images, animation, video, sounds, music

3 Be able to use web authoring software to create a website

File types: eg htm, html, gif, jpeg

Page structure: head; body; metatags (author, keywords, description)

Layout: background; repeated content, eg copyright, trademark, logo, head, sub-head, body; template; style sheets

Layout methods: tables (table alignment, cells); style sheets

Import content: eg text, images, animated gif, flash, video, sound

Text: font; alignment; emphasis; size; heading styles; colour

Lists: eg unordered, ordered

Images: resolution; size; alignment (horizontal and vertical); still; alternative text

Hyperlinks: page links; www; email; anchors (text and image); link colours

4 Be able to review own web authoring work

Finished product: compared with original intentions; suitability for intended audience; technical qualities; aesthetic qualities

Production process: technical competencies; creative abilities; time management; teamwork (if appropriate)

Sources of information: self-evaluation; comments from others, eg audience, peers, tutors, client; documentation, eg notes, minutes of meetings, production diaries

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline the principles and protocols of web authoring	M1 describe the principles and protocols of web authoring with some detail and with reference to appropriate illustrative examples	D1 explain the principles and protocols of web authoring with reference to precise and detailed illustrative examples
P2 plan and present ideas for a website [IE, CT]	M2 present developed ideas for a website	D2 present imaginative ideas for a website
P3 use web authoring software to create a website that partially realises intentions [SM]	M3 use web authoring software competently to create a website that mainly realises intentions	D3 use web authoring software skilfully to create a website that clearly realises intentions
P4 review strengths and weaknesses of own web authoring work. [RL]	M4 describe strengths and weaknesses of own web authoring work with some detail and with reference to appropriate illustrative examples.	D4 evaluate strengths and weaknesses of own web authoring work with reference to precise and detailed illustrative examples.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit introduces learners to the worldwide web and to the software required to author websites. Their explorations should begin with research into the variety of sites and information on the worldwide web. Learners should be encouraged to use libraries, archives and electronic sources for research. They should be looking at a wide range of websites and understanding how these sites are constructed. Learners could produce a report on their findings, maybe capturing some images to support this exploration. Their introduction to the concept of web authoring software may need to take place in classroom situations with individual exercises being undertaken by learners. They should be allowed to experiment with software to produce simple web pages that could later be turned into more sophisticated material.

Learners should plan and produce their own pages for a website. This website might be produced for an intranet rather than launching it on an internet site. Learners should be allowed to develop appropriate pages from a basic homepage right through to more complicated pages such as forms or animated pages.

Learners should be encouraged to evaluate their own work and the work of their team, where appropriate. They should use appropriate language and terminology when producing their evaluation. They should look at the technical qualities of the web authoring work and how it works in relation to their initial ideas.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and structure of unit assessment.
Comparison and demonstration of basic web authoring tools.
Research and demonstration of software and languages.
Class investigation of web hosting.
Lecture and research on protocols of web authoring.
Assignment 1 – Analysis of Existing Websites
Learners will:
<ul style="list-style-type: none">• individually research websites to explore the principles and protocols of web authoring design• present findings to rest of the class.
Skill building using features of web authoring tools.
Introduction to ideas generation and planning.
Assignment 2 – Generating Ideas for a Website
Learners:
<ul style="list-style-type: none">• consider and interpret a creative brief• generate and record ideas• find suitable assets and document their locations including consideration of the legal and ethical implications of their proposed work• carry out planning activities prior to production.
Throughout this process learners must maintain a production log.
Assignment 3 – Creating a Website
Learners will:
<ul style="list-style-type: none">• undertake production workshop sessions following their planned ideas• test and improve a draft version• publish the website• maintain a production log throughout this process.
Assignment 4 – Review Own Web Authoring Work
Learners will:
<ul style="list-style-type: none">• gather, collate and assess responses to their work• review their production log in light of responses gathered• present a review of their website.

Assessment

Evidence for assessment

Evidence for achievement of learning outcomes 1 and 4 could take the form of a written report, oral presentation (possibly on PowerPoint), or a structured audio-visual statement. Oral presentations should be recorded for internal and external verification purposes.

For some learners a viva voce type assessment might be appropriate for learning outcomes 1 and 4. 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.

Evidence for achievement of learning outcome 2 will be ideas and plans for a website, and for learning outcome 3 it will be an uploaded website (ideally the one they planned through learning outcome 2).

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will provide an unelaborated, outline summary in which the most important principles and protocols of web authoring are described; the content given for the learning outcome will be covered, though not substantially, and all aspects of the description will be accurate and relevant. If there are any detailed illustrative examples they will not be well chosen or fully appropriate. For example, in relation to the description of web authoring, the learner might give a basic explanation of each element of the specified unit content: 'The Top Level Domain of a web address is the final section of the address. It tells us the type of business.' The description of HTML might be presented as a list of basic definitions covering the unit content, eg '<p> – paragraph,
 – line break, etc.'

P2: when producing and presenting their plan, learners will cover the ground specified in the unit content, but this will be at the level of a simple description. For example, 'My website will have five pages. The pages will have a pale green background. The business logo will be in the top right corner and 'copyright' will be on the bottom left of each page.'

P3: learners will produce a website that partially realises their intentions. The website produced should conform to conventions such as having a homepage linked to each other page, but does not necessarily have to be uploaded to the worldwide web and may instead be presented locally. Other links may exist between the pages; there will be a link to an external web page, and an external email link. The learner will cover the required ground as specified in the unit content but at a basic level only. Pass grade learners will be hampered in expressing their intentions fully by their limited grasp of technology and skills, so that their final products only partially match what they had in mind when they envisaged the product. Products may have limited interactivity or may not be fully suitable for the purpose or target audience.

P4: learners will provide an overall outline review of the strengths and weaknesses of their own web authoring work but these will be noted without further comment, other than of a descriptive nature ('work' means both the process and the product resulting from following that process). Assessments of the quality of the work will be relevant but very generalised and at the level of assertion. A learner might note, for example, 'I think my website is quite good. It has all the right content that it should have and is easy to read and navigate.'

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will describe web authoring principles and protocols with some detail, supporting the commentary with appropriate examples. There will be some discussion in that views or opinions will be offered, though this will be at the level of statement, and the examples provided will not be explicitly linked to the point they are illustrating or used to develop ideas or arguments. For example, 'The.co.uk part of the URL www.example.co.uk is called the Top Level Domain.' The HTML definitions should include brief examples of code – for example, '<p> is used to make a new paragraph: example – <p> text paragraph </p>', '
 is used to make line breaks between text: example – sentences
.'

M2: ideas will be developed and planning of the website will be done competently – that is, showing ability in relation to planning skills but not yet employing those skills with complete confidence or with imagination. For example, 'My website will have five linked pages: index.htm, aboutus.htm, newprods.htm, product1.htm, product2.htm. The pages will have a pale green background using colour #66FF99, with the business logo in the top right corner and copyright on the bottom left of each page. The following drawings show my website plan. I have drawn a map to show how pages are linked.'

M3: learners will use web authoring software in such a way as to mainly realise their intentions. Learners will be sufficiently competent in technical skills to be able to express those intentions or achieve what they aim to achieve to some degree. They will be able to use the software but will not yet be completely confident with it.

M4: descriptions of the strengths and weaknesses of learners' work will be more detailed, having examples to support comments. This discussion will offer a more balanced and thoughtful consideration, though comments will still be at the level of statement rather than being supported by explanation or argument. For example, a learner might note: 'I spent two days brainstorming my initial ideas and produced my plan. I had to consider monitors that might be used to view my website. I chose to make my pages 800 x 600. I then used the scanner to scan in the pictures I had decided to use for my site. I scanned the pictures at 75 dpi.' Assessments of the quality of the work will be relevant but generalised. A learner might note, for example, 'I followed my plan and I think my website is quite good. All the links work, the text is readable and the images are placed well on the page and do not cover any words.'

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: learners will explain web authoring principles and protocols. Comments made will be explained or supported through reference to well-chosen and detailed examples which will be consistently appropriate and relevant, and will often themselves be developed, or used to further develop points made. A learner might note, 'HTML text editors are useful for quick adjustments to a web page but web editing software makes it very quick and easy to prepare complete websites. To use a text editor, the web designer has to know HTML codes, but a web editor can be used by someone who does not know HTML since the software makes the HTML code automatically. The web editor software is WYSIWYG which means that the user can design their page on screen and immediately see it as it will appear on the web. However, it is good to know some basic HTML code to fix minor problems quickly.'

D2: when developing their ideas learners will be inventive and resourceful, though at this level they will still be working within conventions. They will think laterally and come up with ideas and solutions which others might not have thought of. Techniques, skills or technologies required to realise the idea will be described in good detail and ideas will be presented in a careful, well-organised manner.

D3: competence and fluency will be evident in the application of techniques and skills, and in the aesthetic and functional qualities of the final website. Work will clearly demonstrate interactivity and will be appropriate to the target audience. There will be an overall sense that learners are in control of the technology they are using and are able to use it to serve their creative objectives effectively and imaginatively.

D4: strengths and weaknesses in a learner's own work will be expressed clearly and subjected to some sort of evaluative procedure or weighing up which is supported by evidence from precise, well-described examples that are explicitly linked by the learner to the point being illustrated. Learners will demonstrate an awareness of why they did what they did, and will justify or support comments on production decision. For example, a learner might note: 'I had to consider the range of common monitor resolutions that might be used to view my website; I chose to make my pages 800 x 600 since this is a common though low resolution, but I feel it displays the site very well. I then used the scanner to scan in the pictures I had decided to use for my site. I scanned the pictures at 75 dpi since resolutions higher than this do not improve the image on a web page. I scaled the image before importing to the page in order to increase download speed because large images take longer to download. My index page loads very fast but one of the pages with a lot of pictures on still loads more slowly than I would like.' The learner's use of any technical and specialist language will be correct, being consistently appropriate and accurate.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – Analysis of Existing Websites	Contribution to online blog – analysis of existing website principles and protocols.	<ul style="list-style-type: none"> All research notes. Presentation slides and notes. Recording of presentation.
P2, M2, D2	Assignment 2 – Generating Ideas for a Website	Brief from a local charity to create a website promoting the charity.	<ul style="list-style-type: none"> All ideas notes, sketches and drafts. Asset audit sheet. Review of legal and ethical implications.
P3, M3, D3	Assignment 3 – Creating a Website	As above.	<ul style="list-style-type: none"> Final product saved to CD. Creative development log. All production documentation. Testing reports.
P4, M4, D4	Assignment 4 – Review Own Web Authoring Work	As above.	<ul style="list-style-type: none"> All research notes. Presentation slides and notes. Recording of presentation.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Digital Graphics for Interactive and Print-based Media	Digital Graphics for Interactive Media
Interactive Media Production	Interactive Media Authoring
	Interactive Media Design
	Web Animation for Interactive Media
	Web Authoring

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Interactive Media and Computer Games as follows:

- IM1 Work effectively in interactive media
- IM2 Obtain assets for use in interactive media products
- IM3 Prepare assets for use in interactive media products
- IM4 Prepare user interface assets for interactive media products
- IM5 Design user interfaces for interactive media products
- IM6 Use authoring tools to create interactive media products
- IM13 Conduct user testing of interactive media products
- IM15 Write and edit copy for interactive media products
- IM16 Plan content for multimedia and web products.

Essential resources

For this unit learners will need access to appropriate web authoring software such as Dreamweaver, FrontPage, Flash, and Fireworks, computer hardware with appropriate accessories such as scanners and printers, textbooks and the internet. While publishing work to the worldwide web is not essential to this unit, centres may consider providing web space and FTP software for this purpose.

Employer engagement and vocational contexts

Centres should develop links with local interactive media production studios which could be approached to provide visiting speakers, study visits or samples of typical products.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers/and www.skillset.org/interactive/overview.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

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

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

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

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

Osborn J – *Dreamweaver CS4 Digital Classroom* (John Wiley & So, 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	tips on how to design websites
www.about-the-web.com/shtml/creating.shtml	tips on how to design websites
www.adobe.com/products/dreamweaver	Adobe Dreamweaver
www.entheosweb.com/dreamweaver/default.asp	Dreamweaver tutorials
www.great-web-design-tips.com	tips on how to design websites
www.howtcreate.co.uk	tips on how to design websites
www.killersites.com	Dreamweaver tutorials
www.microsoft.com/frontpage	official Microsoft site
www.tutorialized.com/tutorials/Dreamweaver	Dreamweaver tutorials
www.tutorialized.com/tutorials/MS-FrontPage	FrontPage tutorials

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	carrying out research to develop ideas for their own website planning and carrying out research into websites to develop their understanding of website design and protocols
Creative thinkers	generating ideas and exploring possibilities for websites trying out alternative ways of constructing their own website, following ideas through to complete a website adapting their ideas as circumstances change
Reflective learners	reviewing and reflecting on their production of a website and acting on the outcomes to modify and improve their work setting goals with success criteria for their production work inviting feedback on their own work and dealing positively with praise, setbacks and criticism evaluating their experiences and learning to inform future progress
Self-managers	organising time and resources and prioritising actions when producing a website, whether working on their own or in a group. seeking out challenges or new responsibilities and showing flexibility when priorities change dealing with competing pressures, including personal and work-related demands responding positively to change, seeking advice and support when needed.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Team workers	collaborating with others to produce a website if working in a group taking responsibility for their own role if working in a group to produce a website managing discussions to reach agreements and achieve results.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	handling web authoring systems to author their site
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for the authoring of a website
Manage information storage to enable efficient retrieval	managing assets sourced and created and pages created for their website
Follow and understand the need for safety and security practices	handling web authoring systems to author their site
Troubleshoot	handling web authoring systems to author their site and testing their site
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	sourcing assets for their website
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching asset types and protocols for use with web authoring tools
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	building and presenting their project portfolio to show: <ul style="list-style-type: none"> • interpretation of the brief • generation of ideas • management of chosen assets • consideration of legal implications • review of own work
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	preparing a report on web authoring methods and protocols
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	gathering feedback on their web authoring work as part of their self-reflective practice

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	<p>taking part in brainstorming sessions to generate ideas as a response to a creative brief</p> <p>presenting the final site to their peer group and talking about it</p>
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reviewing literature and websites to find examples of website design and finding out about the tools and protocols
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	creating their project portfolio.



Unit 12: Digital Graphics for Interactive and Print-based Media

Unit code: Y/600/6531

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to introduce learners to the production and development of digital graphics for use in interactive media and print media products. Learners will investigate the theory underlying the creation of digital graphics, and use the basic tools of digital graphics software to produce images for interactive media and print media products.

● Unit introduction

Anyone considering a career in the print, moving image or interactive media industry needs to be aware of the various disciplines and skills relevant to the industry but which may be outside their own particular interest or career goals. Print-based products include graphics and illustrations that are there to grab the reader's attention and communicate a specific message. Interactive products all incorporate some form of digital graphics, and many films, videos and television programmes will include sequences that include some form of digital graphics, particularly in the opening titles and closing credits. There is a need for all those entering the media sector to understand how to use digital image manipulation tools and save images in appropriate file formats.

At this level a basic awareness and experience of industry-standard software tools is required. All entrants to the sector also need to understand how to plan to make the most effective use of resources and make the most effective use of their time.

This unit provides learners with knowledge, understanding and practical experience. It allows learners to gain experience in the production and development of digital graphics for use in a range of products. It is important for learners at this level to develop appropriate skills in manipulating digital graphics images using computer software. They will investigate technology used to create digital graphics images. Through following this unit, learners will become familiar with the basic tools of digital graphics software and will develop the skills needed to create and manipulate digital graphics used for a range of print and interactive media products.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about digital graphics technology
- 2 Be able to generate ideas for digital graphic images
- 3 Be able to use digital tools to create digital graphics for interactive media products in response to a brief
- 4 Be able to use digital tools to create digital graphics for print media products in response to a brief.

Unit content

1 Know about digital graphics technology

Pixel: picture element; image resolution

Types of digital images: raster (bmp, gif, tiff, jpg); vector (psd, wmf, fla, ai)

File extensions: eg bmp, png, gif, tiff, jpg, psd

Compression: lossy; lossless

Image capture: scanner; digital camera

Optimising: target image output; image bit depth; image resolution; image dimensions; compression

Output: intended image output, eg print, screen, worldwide web; compression

Storage of image assets: file size, file-naming conventions, asset management

2 Be able to generate ideas for digital graphic images

Stimulus: eg client brief, own brief

Ideas: brainstorming; visualisation; thumbnail sketching

Image purpose: print media products, eg poster, stationery, packaging; interactive media products, eg rollover button, navigation bar, animated gif, banner, logo, icon

Develop ideas: layout sketches; storyboard; visual style, eg colour, style, cartoon, photo-realistic, cel-shaded, anime; composition; typography

3 Be able to use digital tools to create digital graphics for interactive media products in response to a brief

File types: raster, eg bmp, gif, tiff, jpg; vector, eg psd, wmf, fla, ai

Screen image resolution: PPI (pixels per inch)

Digital tools: colour, eg palette, brightness, contrast; layers; cropping; selecting eg marquee, lasso, magic wand; copy; paste; undo; save; effects; history; shape; brushes; gif animation; additive colour mode (RGB)

Interactive media graphics: rollover buttons; navigation bars; animated gifs; banners; logos; icons

Image output: image size; compression

Review finished images: compared with original intentions; technical qualities; aesthetic qualities

4 Be able to use digital tools to create digital graphics for print media products in response to a brief

File types: raster, eg bmp, gif, tiff, jpg; vector, eg psd, wmf, fla, ai

Printing image resolution: DPI (dots per inch); LPI (lines per inch)

Digital tools: colour, eg palette, brightness, contrast; layers; cropping; selecting, eg marquee, lasso, magic wand; copy; paste; undo; save; effects; history; shape; brushes; process colour (CMYK)

Print media graphics: poster; stationery, eg business card, invitation, leaflet; packaging, eg label, DVD box cover

Image output: output size, eg A5, A4, A3; orientation (landscape, portrait); four colour process (CMYK)

Review finished images: compared with original intentions; technical qualities; aesthetic qualities

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline the key characteristics of digital graphics technology	M1 describe digital graphics technology with some detail and with reference to appropriate illustrative examples	D1 explain digital graphics technology with reference to precise and detailed examples, using correct technical language
P2 present ideas for digital graphic images [CT]	M2 present developed ideas for digital graphic images	D2 present imaginative ideas for digital graphic images
P3 apply appropriate digital graphics tools to create, in response to a brief, digital graphic images for interactive media products, partially realising intentions [CT, SM]	M3 apply digital graphics tools competently to create, in response to a brief, digital graphic images for interactive media products, mainly realising intentions	D3 apply digital graphics tools skilfully and imaginatively to create, in response to a brief, digital graphic images for interactive media products, clearly realising intentions
P4 apply appropriate digital graphics tools to create, in response to a brief, digital graphic images for print media products, partially realising intentions. [CT, SM]	M4 apply digital graphics tools competently to create, in response to a brief, digital graphic images for print media products, mainly realising intentions.	D4 apply digital graphics tools skilfully and imaginatively to create, in response to a brief, digital graphic images for print media products, clearly realising intentions.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

In this unit learners should produce digital graphics for interactive media and print media products for a range of purposes.

For example, learners could produce digitally manipulated images for an advertising poster, DVD box cover and label, business card, leaflet, an invitation, graphics and interface elements for web pages or logo designs for business. The possibilities are extensive. Directing learners to create graphics for a range of purposes will create a context for their digital graphics technology investigations. Knowing the difference between raster and vector graphics will have much greater meaning if they are comparing the results from a photo editing programme and a vector drawing programme when designing logos. Comparing file sizes and quality is much more meaningful when learners are making content for both print and images to be displayed on screen only, such as those for websites and interactive media products. These examples show that an active experimental approach is required to encourage learners to broaden their technical knowledge of digital graphics technology. Interesting examples of professional work should be made available for discussion, which can inspire learners in their own work.

An important foundation to any digital graphics project is the ideas generation and planning, so time spent on this away from the computer will pay dividends. Learners must be encouraged to think about how ideas are generated and to apply techniques such as brainstorming, visualisation and thumbnail sketching to help generate the kernel of an idea and then take that idea and develop it further through layout sketches and storyboards. Learners should be encouraged to undertake visual research by examining existing professional products related to their developed ideas and brief and looking at existing artists and designers for inspiration.

Workshops and demonstrations are recommended when teaching digital graphics software applications. Learners should then be encouraged to apply these software tools to their own digital graphics assignment work. It is useful for learners to monitor and review their work during the image creation stages, creating a quality control process enabling them to improve technical and creative decisions.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and structure of the programme.
Introduction to digital graphics techniques. Lectures on, demonstrations of and discussions about: <ul style="list-style-type: none">• pixels and image resolution and their relationship• raster and vector images and their associated file extensions• graphic file extensions and their relationship to file compression• capturing an image using a scanner and a digital camera• how to optimise an image for an indented image output• the importance of using asset management techniques to store image assets.
Assignment 1 – What Is Digital Graphics Technology? Exercise on the technology behind digitally generated images, and associated compression and optimisation techniques that can be employed for a particular image output. Learners will: <ul style="list-style-type: none">• investigate picture element and image resolution• investigate types of digital graphics used to create digital images• investigate file extensions used in digital graphics, file compression and optimisation• investigate image capture, image output and storage of image assets• generate log or report during investigations of relevant digital graphics technologies used to create digital graphics for interactive and print media products.
Introduction to ideas generation. Lectures on, demonstrations of and discussions about methods to assist with ideas generation.
Assignment 2 – Ideas Generation for Digital Graphics Exercise on generating ideas for digital graphics in response to a client's or own briefs for: <ol style="list-style-type: none">1 interactive media products2 print media products. Learners will: <ul style="list-style-type: none">• generate ideas for rollover buttons, navigation bars, animated gifs, banners, logos and icons for an interactive media product• generate ideas for a poster, business card and a DVD box cover• investigate and develop ideas that will assist with the creation of the poster, business card and a DVD box cover• generate log or report on the ideas generation process.

Topics and suggested assignments and activities

Introduction to creating digital graphic images for interactive media products using digital graphics software and hardware.

Lectures on, demonstrations of and discussions about:

- file types and screen image resolution
- digital imaging creation tools used for interactive media products
- techniques in the creation of rollover buttons, navigation bars, animated gifs, banners, logos and icons for an interactive media product
- output options
- the importance of reviewing finished production work.

Assignment 3 – Digital Image Creation for Interactive Media

Exercise on the creation of digital graphics images for an interactive media product in response to client's or own brief.

Learners will:

- generate rollover buttons, navigation bars, animated gifs, banners, logos and icons for an interactive media product digital graphics from developed ideas produced in assignment 2
- generate log or report reviewing the finished digital images, comparing them with original intentions and assessing their technical and aesthetic qualities.

Introduction to creating digital graphic images for print media products using digital graphics software and hardware.

Lectures on, demonstrations of and discussions about:

- file types and print image resolution
- digital imaging creation tools used for the creation of print media products
- techniques in the creation of a poster, business card, DVD box cover using digital graphics software and hardware
- image output options
- the importance of reviewing finished production work.

Assignment 4 – Digital Image Creation for Print-based Media

Exercise on the creation of digital graphics images for print media products in response to client's or own brief.

Learners will:

- generate a poster, business card and a DVD box cover from developed ideas produced in assignment 2
- generate log or report reviewing the finished digital images, comparing them with original intentions and assessing their technical and aesthetic qualities.

Assessment

Evidence for assessment

Evidence for achievement of the learning outcomes of this unit can be presented in any format – written reports, class presentations, structured audio-visual statements etc, together with the digital images for an interactive and print media product produced from the learner's own generated ideas. Oral presentations should be recorded for the purposes of internal and external verification.

For some learners a viva voce might be appropriate for assessment of achievement of learning outcome 1. 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.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that any examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will give outline descriptions of the key characteristics of digital graphics technology making some reference to each italicised sub-heading of the content for the learning outcome. All aspects of the descriptions provided will be accurate and relevant. If there are any illustrative examples they will not be well chosen or fully appropriate. For example, a learner might note, 'A digital image is made up with lots of tiny different coloured dots on the screen, these dots are called pixels.'

P2: learners will present ideas that are appropriate to the briefs set but have been arrived at quickly and without a great deal of consideration. Learners will not justify their choice of final ideas for implementation. They will present some verbal or visual record of their ideas and will give a brief indication of where the ideas came from or how they were arrived at. Any techniques, skills or technologies required to realise the ideas will be named or very briefly described – though sufficiently to identify them.

P3: learners will apply appropriate digital graphics software tools, as outlined in the unit content, to produce finished digital images for interactive media products from their own ideas. Learners will achieve finished images working with basic digital graphics software tools and techniques, but the outcomes will not be particularly successful. The work on the images will have been purposeful and the outcome will have some shape, some sense of design. They will describe the digital graphics tools they used to produce the digital representation of their ideas, and document it in some way such as in a blog, report or diary. At this level, when reviewing their finished images, the learner will give an unelaborated outline of their comparison with their original intentions and assessments of final quality will be relevant but very generalised and at the level of assertion. A learner might note, for example, 'The final banner image was good and I thought the way I used the text effects worked well.'

P4: learners will apply appropriate digital graphics software tools, as outlined in the unit content, to produce finished digital images for print media products from their own ideas. Learners will achieve finished images working with basic digital graphics software tools and techniques, but the outcomes will not be particularly successful. The work on the images will be purposeful and the outcome will have some shape, some sense of design. They will describe the digital graphics tools they used to produce the digital representation of their ideas and document it in some way such as in a blog, report or diary. At this level, when reviewing their finished images, the learner will give an unelaborated outline of their comparison with their original intentions and assessments of final quality will be relevant but very generalised and at the level of assertion. A learner might note, for example, 'The final image for my poster was good and I thought the way I used the anime style worked well.'

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will describe correctly key characteristics of digital graphics technology with reference to examples to illustrate the points being made. However, the examples provided will not be explicitly linked to the point they are illustrating or used to develop ideas further. For example a learner might note, 'In digital imaging a pixel is used to store and represent each part of a digital image electronically. The picture on the left below shows a picture from website X, and on the right is the same picture but I have zoomed in to show how it is made up with pixels.'

M2: learners will generate digital graphics ideas for both interactive media products and print media products, and will develop those initial ideas further as outlined in the unit content. They will show some skill in relation to ideas generation techniques. Techniques, skills or technologies required to realise the ideas will be described with some detail.

M3: learners will demonstrate competent use of digital graphics software tools to produce finished digital images for interactive media products from their own ideas. 'Competent' means the learner shows ability in relation to skills and the handling of equipment but is not yet employing those skills with creativity or imagination, and is not yet completely confident in the use of digital graphics software tools. The level of skills attainment will be good, but not excellent and the learner will still need occasional advice or support. Learners will make note of how they used the relevant digital graphics tools and techniques in their work, pointing to instances of where they have done so. This should be documented in some way such as in a blog, report or diary. When commenting on their finished images, learners will compare the finished images with their original intentions in more detail than a pass grade learner would, giving examples to support their comments. They will present a more balanced and thoughtful consideration, though comments will still be at the level of statement or assertion rather than being supported by explanation or argument.

M4: learners will be able to demonstrate competent use of digital graphics software tools to produce finished digital images for print media products from their own ideas. 'Competent' means the learner shows ability in relation to skills and the handling of equipment but is not yet employing those skills with creativity or imagination, and is not yet completely confident in the use of digital graphics software tools. The level of skills attainment is good, but not excellent and the learner will still need occasional advice or support. Learners will make note of how they used the relevant digital graphics tools and techniques in their work, pointing to instances of where they have done so. This should be documented in some way such as in a blog, report or diary. When commenting on their finished images, learners will compare the finished images with their original intentions in more detail than a pass grade learner would, giving examples to support their comments. They will present a more balanced and thoughtful consideration, though comments will still be at the level of statement or assertion rather than being supported by explanation or argument.

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: learners will explain correctly key characteristics of digital graphics technology, illustrating points made with reference to precise and detailed illustrative examples. These examples will be full, consistently appropriate and relevant, and will often be developed, or used to further develop points made. The learner's use of any technical and specialist language will be consistently appropriate and accurate. For example, a learner might note, 'In digital imaging a pixel is used to store and represent each part of a digital image electronically. The picture on the left below, shows a picture in jpg format from website X known as a raster image, and on the right is the same picture but I have zoomed in to show how it is made up with pixels. This image has been compressed to reduce its file size using lossy compression (ie 72dpi resolution) because the image will be displayed only on a computer screen.'

D2: learners will generate well-developed ideas through creative thinking and from those ideas draw concept art that is beginning to move beyond the purely conventional using pencil drawing techniques as outlined in the unit content. Learners will show high level technical skills and creativity throughout the concept drawing process and they will achieve high quality results. Techniques, skills or technologies required to realise the ideas will be described in good detail and ideas will be presented in a careful, well-organised manner.

D3: there will be an overall sense that learners are in control of the technology they are using and are able to use it to serve their creative objectives effectively and imaginatively. Learners will achieve high quality results and will create digital images that are beginning to move beyond the purely conventional. Digital graphics software tools will be used to good effect and skills will be deployed creatively. Learners will make detailed notes of how they have used the relevant digital graphics tools and techniques in their work, pointing to instances of where they have done so. This should be well documented in some way such as in a blog, report or diary. When reviewing their finished images, learners at this level will compare their finished digital images with their original intentions. The review will reveal they have a more sophisticated awareness of why they did what they did, and they will justify and support their comments on technical and aesthetic qualities through their production decisions.

D4: there will be an overall sense that learners are in control of the technology they are using and are able to use it to serve their creative objectives effectively and imaginatively. Learners will achieve high quality results and will create digital images that are beginning to move beyond the purely conventional. Digital graphics software tools will be used to good effect and skills will be deployed creatively. Learners will make detailed notes of how they have used the relevant digital graphics tools and techniques in their work, pointing to instances of where they have done so. This should be well documented in some way such as in a blog, report or diary. When reviewing their finished images, learners at this level will compare their finished digital images with their original intentions. The review will reveal they have a more sophisticated awareness of why they did what they did, and they will justify and support their comments on technical and aesthetic qualities through their production decisions.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – What Is Digital Graphics Technology?	Contribution to online digital graphics art e-zine – article on digital graphics technology.	<ul style="list-style-type: none"> Finished article as electronic file.
P2, M2, D2	Assignment 2 – Ideas Generation for Digital Graphics	Brief to generate ideas for interactive and print-based media products.	Development log containing: <ul style="list-style-type: none"> all ideas notes, brainstorming, mood boards, thumbnail sketching.
P3, M3, D3	Assignment 3 – Digital Image Creation for Interactive Media	As above.	Project portfolio containing: <ul style="list-style-type: none"> all stages in the creation of the digital images personal review comments on the finished digital images.
P4, M4, D4	Assignment 4 – Digital Image Creation for Print-based Media	As above.	Project portfolio containing: <ul style="list-style-type: none"> all stages in the creation of the digital images personal review comments on the finished printed digital images.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
2D Digital Art for Computer Games	Digital Graphics for Computer Games
	Digital Graphics for Interactive Media
	Digital Graphics for Print
	Drawing Concept Art for Computer Games

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Interactive Media and Computer Games, and Photo Imaging as follows:

Interactive Media and Computer Games

- IM1 Work effectively in interactive media
- IM2 Obtain assets for use in interactive media products
- IM3 Prepare assets for use in interactive media products
- IM4 Prepare user interface assets for interactive media products
- IM16 Plan content for web and multimedia products

Photo Imaging

- PI15 Produce scanned images
- PI16 Undertake technical adjustment of images
- PI21 Undertake image asset management
- PI23 Research and access images
- PI24 Source and acquire images.

Essential resources

Centres should develop their own library of up-to-date resources to include print and digital images (from interactive media products, websites or professional journals, for example). Because of the practical nature of this subject learners need access to the appropriate computer hardware and digital graphics software.

Employer engagement and vocational contexts

Centres should develop links with local interactive media and graphic design studios which could be approached to provide visiting speakers, study visits or samples of typical artwork.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

Adobe Creative Team – *Adobe Photoshop CS3 Classroom in a Book* (Adobe, 2007) ISBN 978-0321492029

Adobe Creative Team – *Adobe Photoshop CS4 Classroom in a Book* (Adobe, 2008) ISBN 978-0321573797

Adobe Creative Team – *Adobe Photoshop Elements 7.0 Classroom in a Book* (Adobe, 2008)
ISBN 978-0321573902

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

Gordon B and Gordon M (editors) – *The Complete Guide to Digital Graphic Design* (Thames & Hudson, 2005)
ISBN 978-0500285602

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

Williams R – *The Non-Designer's Design Book* (Peachpit Press, 2008) ISBN 978-0321534040

Journals

Computer Arts – has useful tutorials as well as reviews

Creative Review – the leading magazine for visual communication

Websites

www.adobe.com the website of this software manufacturer contains useful information and resources, including training materials, forums, downloadable trial software and players and news

www.commarts.com US based communication arts magazine featuring articles, profiles, portfolios etc focusing on graphic design

www.computerarts.co.uk the website for the magazine *Computer Arts* has useful tutorials as well as reviews, competitions, forums and downloads

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Creative thinkers	<p>generating ideas to be used in the creation of a digital image for a print or interactive media product</p> <p>trying out different ways of creating their digital graphics, following ideas through to complete a digital representation of their developed ideas</p> <p>adapting their ideas as circumstances change</p>
Self-managers	<p>creating and developing digital images to be used in a print or interactive media product</p> <p>seeking out challenges or new responsibilities and showing flexibility when circumstances change</p> <p>dealing with competing pressures, including personal and work-related demands</p> <p>responding positively to change, seeking advice and support when needed.</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	<p>carrying out research into theory of digital graphics technology</p> <p>carrying out research to develop ideas for their own concept drawing and creation of digital graphics</p>
Reflective learners	<p>reviewing and reflecting on their digital image work and acting on the outcomes to modify and improve their work</p> <p>setting goals with success criteria for their digital graphics work</p> <p>inviting feedback on their own work and dealing positively with praise, setbacks and criticism</p> <p>evaluating their learning and experience to inform future progress</p>
Team workers	<p>if working in a group to produce digital images for a print or interactive media product, taking responsibility for their own role</p> <p>managing their personal contribution to and assimilating information from others in discussions to reach agreements and achieve results.</p>

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	handling digital graphics systems to create their digital image
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for the concept drawings of their digital image
Manage information storage to enable efficient retrieval	managing assets for their digital image
Follow and understand the need for safety and security practices	handling digital graphics systems to create their digital image
Troubleshoot	handling digital graphics systems to create their digital image
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	sourcing assets for their digital image
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching types of digital graphics and compression techniques for use in their creation of their digital images
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	building and presenting their project portfolio to show: <ul style="list-style-type: none"> • interpretation of the brief • generation of ideas • management of chosen assets • consideration of legal implications • review of own work
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	preparing a report on tools used in the creation of their digital image and reviewing their own work
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	gathering feedback on their digital image as part of their review

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	studying manufacturers' manuals to research digital graphics software
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	creating their project portfolio, ideas, notes, production documentation and review comments
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	gathering feedback on their digital image as part of their review.



Unit 13: 2D Digital Art for Computer Games

Unit code: F/600/6538

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to introduce learners to the production and development of 2D digital graphics and textures for use in computer games. Learners will investigate the theory underlying the creation of digital graphics and develop their awareness of how graphic styles are used to set mood and theme in computer games. Learners will develop their pencil drawing skills and investigate a range of mark-making techniques. Learners will become familiar with the basic tools of digital graphics software used to produce 2D images and textures for games from their pencil drawn concept art and reflect critically on their own work.

● Unit introduction

Anyone considering a career in the games industry needs to be aware of the various disciplines and skills relevant to the industry but which may be outside their own particular interest or career goals. With graphics continuing to be the basis on which games are sold, those who aspire to be graphic artists in the games industry must gain basic practical experience in the production and development of digital graphics for use in games. There is a need for them to understand how to use digital image manipulation tools and save images in appropriate file formats.

At this level a basic awareness and experience of industry-standard software is required. All entrants to the industry also need to understand how to plan to make the most effective use of resources and make the most effective use of their time.

This unit provides learners with knowledge, understanding and practical experience. It allows learners to gain experience in the production and development of 2D digital graphics and textures for use in computer games. It is important for learners at this level to develop appropriate skills in manipulating digital graphics software. They will investigate graphic styles used to set mood and theme in games. It is also important that learners develop their pencil drawing skills and investigate a range of mark-making techniques. In this unit, learners will become familiar with the basic tools of digital graphics software used to produce 2D digital images and textures for computer games from concept art.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about digital graphics technology
- 2 Know about the graphic styles and graphical themes used in games
- 3 Be able to use pencil to draw concept art for a game
- 4 Be able to use digital tools to create a 2D digital image and texture for a game from a concept drawing.

Unit content

1 Know about digital graphics technology

Pixel: picture element; image resolution

Types of digital graphics: raster images (bmp, gif, tiff, jpg); vector images (psd, wmf, fla, ai)

File extensions: eg bmp, png, gif, tiff, jpg, psd

Compression: lossy; lossless

Image capture: scanner; digital camera

Optimising: target image output; image bit depth; image resolution; image dimensions; compression

Output: intended image output, eg print, screen, worldwide web; compression

Storage of image assets: file size, file-naming conventions, asset management

2 Know about the graphic styles and graphical themes used in games

Graphic styles: colour, eg colour theory, colour perception, effect of colour, point of focus; style, eg cartoon, photo-realistic, cel-shaded; exaggeration, eg anime

Graphical themes: eg action, adventure, sports, fantasy, simulation

3 Be able to use pencil to draw concept art for a game

Stimulus: eg client brief, own brief

Ideas: brainstorming; mood boards; thumbnail sketching

Pencil drawing techniques: perspective (one point, two point, three point, view point); scale; proportion; mark making, eg shading, shadow, tonal value, lineweight

Concept art: pencil drawings (character, weapon, vehicle, environment)

4 Be able to use digital tools to create a 2D digital image and a texture for a game from a concept drawing

File types: raster, eg bmp, gif, tiff, jpg; vector, eg psd, wmf, fla, ai

Digital tools: size and resolution; colour, eg palette, brightness, contrast; layers; cropping; selecting, eg marquee, lasso, magic wand; copy; paste; undo; save; effects; history; shape; brushes

2D digital image and texture creation: from concept art, eg character, weapon, vehicle, environment; textures to skin 3D objects, eg concrete, stone, wood, ground, brick, fabric, sky, metal

Review finished image: compared with original intentions; technical qualities; aesthetic qualities

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline the key characteristics of digital graphics technology	M1 describe digital graphics technology with some detail and with reference to appropriate illustrative examples	D1 explain digital graphics technology with reference to precise and detailed illustrative examples and using correct technical language
P2 outline graphic styles and graphical themes used in games	M2 describe graphic styles and graphical themes used in games with some detail and with reference to appropriate illustrative examples	D2 explain graphic styles and graphical themes used in games with reference to precise and detailed illustrative examples and using correct technical language
P3 apply appropriate pencil drawing techniques to create concept art for a game, partially realising intentions [CT]	M3 apply appropriate pencil drawing techniques competently to create concept art for a game, mainly realising intentions	D3 apply appropriate pencil drawing techniques skilfully and imaginatively to create concept art for a game, clearly realising intentions
P4 apply appropriate digital graphics tools to create a 2D digital image and texture for a game from a concept drawing, partially realising intentions. [CT, SM]	M4 apply appropriate digital graphics tools competently to create a 2D digital image and texture for a game from a concept drawing, mainly realising intentions.	D4 apply appropriate digital graphics tools skilfully and imaginatively to create a 2D digital image and texture for a game from a concept drawing, clearly realising intentions.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit encourages learners to develop practical skills in producing a digital image for a purpose saved in the most appropriate file format.

Much of the study of digital graphics technology can be delivered through tutorial sessions reinforced with small practical projects to develop practical knowledge of the theory aspects of digital graphics. Learners should be given the opportunity to investigate raster-based and vector-based graphic images and associated technologies.

Study of graphical styles gives an understanding of the various means to represent a character for a game. Learners could study graphics styles by observing and comparing graphical themes common in a range of interactive game genres. Some initial learning may take place through class teaching and discussion, which can then be reinforced by structured gameplay with each game experience contributing to a body of understanding of commonly-used graphical styles. In preparation for working in the sector, learners should appreciate the importance of concept art.

Learners should be encouraged to develop and maintain their freehand pencil drawing skills to enable them to plan and communicate their ideas effectively and efficiently. It is important that learners plan their work carefully before commencing the production phase of any project. To enhance pencil drawing skills learners should produce concept artwork for a range of purposes as outlined in the unit content (for example, creating concept art for characters, weapons, vehicles and environments for a game).

The study of digital graphics tools can be delivered through hands-on workshops and tutorial sessions using digital graphics software. Understanding and use of software should be undertaken in short, carefully structured stages, each stage being reinforced with small, practical projects which, when completed, allow progress to other stages. Tutors might find it valuable to use short build-up activities leading ultimately to a finished digital image.

Learners should produce digital artwork for a range of purposes from their own concept drawings. For example, learners could produce digitally created images for game characters, weapons, vehicles and environments.

Learners should be encouraged to continually judge their practical work, recording their strengths and weaknesses regularly, for example in a learning diary. Review of these reflections will encourage learners to look rigorously and productively at the ways in which they approach new tasks and this skill is an attractive professional attribute.

Whilst this is mainly a practical unit there is much work that can be done researching into secondary sources through libraries, websites, periodicals etc. The involvement of professional game development personnel through visits and talks can bring much of the unit content alive.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and structure of the programme.
Introduction to digital graphics techniques. Lectures on, demonstrations of and discussions about: <ul style="list-style-type: none">• pixels and image resolution and their relationship• raster and vector images and their associated file extensions• graphic file extensions and their relationship to file compression• capturing an image using a scanner and a digital camera• how to optimise an image for an indented image output• the importance of using asset management techniques to store image assets.
Assignment 1 – What Is Digital Graphics Technology? Exercise on the technology behind digitally generated images and associated compression and optimisation techniques that can be employed for a particular image output. Learners will: <ul style="list-style-type: none">• investigate picture element and image resolution• investigate types of digital graphics used to create digital images• investigate file extensions used in digital graphics, file compression and optimisation• investigate image capture, image output and storage of image assets• generate log or report during investigations of relevant digital graphics technologies used to create 2D digital art for computer games.
Introduction to digital graphics styles used in games. Lectures on, demonstrations of and discussions about: <ul style="list-style-type: none">• a range of graphical themes used in computer games• graphics styles that can be used in computer games.
Assignment 2 – Computer Games and Their Graphic Styles Exercise on the graphical themes and styles used in computer games. Learners will: <ul style="list-style-type: none">• investigate action, adventure, sports, fantasy and simulation graphical themes• investigate colour theory, colour perception, effect of colour, point of focus, style and exaggeration used in games• generate log or report during investigations of the graphical themes and styles used in computer games.

Topics and suggested assignments and activities

Introduction to drawing concept art for computer games.

Demonstrations of and discussions about:

- methods to assist creativity and the generation of ideas
- perspective views
- scale and proportion
- mark making
- techniques to assist with the creation of computer game concept art of characters, weapons, vehicles and environments.

Assignment 3 – Computer Game Concept Art

Exercise on the creation of computer game concept artwork of characters, weapons, vehicles and environments using pencil drawing techniques.

Learners will generate computer game concept artwork for characters, weapons, vehicles and environments using pencil drawing techniques.

Introduction to drawing digital images from concept drawings using digital graphics software and hardware.

Demonstrations of and discussions about:

- file types
- digital imaging tools
- digital image creation from concept art
- the importance of reviewing finished production work.

Assignment 4 – Game Art, Digital Image Creation

Exercise on the creation of a digital image for a computer game from a concept drawing.

Learners will:

- generate digital computer game artwork from concept artwork produced in assignment 3
- generate log or report reviewing the finished digital image, comparing it with original intentions and assessing its technical and aesthetic qualities.

Assessment

Evidence for assessment

Evidence for achievement of learning outcomes 1 and 2 can be presented in any appropriate format – written reports, class presentations, structured audio-visual statements etc. 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.

Evidence for achievement of learning outcomes 3 and 4 will be the concept artwork pencil drawings and the digital image for a game produced from one of those drawings.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that any examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will give outline descriptions of the key characteristics of digital graphics technology, making some reference to each italicised sub-heading of the content for the learning outcome. All aspects of the descriptions provided will be accurate and relevant. If there are any illustrative examples they will not be well chosen or fully appropriate. For example, a learner might note, 'A digital image is made up with lots of tiny different coloured dots on the screen. These dots are called pixels.'

P2: learners will give outline but accurate and relevant descriptions of the graphics styles and graphical themes used in games. Any illustrative examples offered will not be well chosen or fully appropriate. For example, the learner might comment, 'A cel-shaded image is a type of computer graphic which is designed to make the image appear to be hand drawn.'

P3: learners will generate ideas and from those ideas draw concept art using pencil drawing techniques as set out in the unit content. They must create character, weapon, vehicle and environment concept artwork for a computer game as outlined in the unit content. Pass grade learners will be hampered in expressing their intentions fully by their limited grasp of techniques and skills, so that their final product will only partially match what they had in mind when they envisaged the product.

P4: learners will apply appropriate digital graphics tools, as outlined in the unit content, to produce a finished digital image for a computer game from their own concept drawings. Learners will have achieved a finished image working with basic digital graphics software tools and techniques, but the outcomes will not be particularly successful. The work on the image will have been purposeful and the outcome will have some shape, some sense of design. They will describe the digital graphics tools they used to produce the digital representation of their concept artwork and document it in some way such as in a blog, report or diary. When reviewing their finished image, learners will provide an unelaborated comparison of the finished piece with their original intentions. Assessments of its quality will be relevant but very generalised and at the level of assertion. A learner might note, for example, 'The final image was good and I thought the way I used the anime style worked well.'

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will describe correctly key characteristics of digital graphics technology with reference to examples to illustrate the points being made. However, the examples provided will not be explicitly linked to the point they are illustrating or used to develop ideas further. For example, a learner might note, 'In digital imaging a pixel is used to store and represent each part of a digital image electronically. The picture on the left below, shows a picture from website X, and on the right is the same picture but I have zoomed in to show how it is made up with pixels.'

M2: learners will describe the graphics styles and graphical themes used in games with reference to detailed examples. The graphical theme and graphics styles will thus be subjected to some commentary and will be made more explicit, but there will be no further elaboration of the illustrative examples and they will not be explicitly linked to the discussion or used to develop ideas. For example, the learner might comment, 'A cel-shaded image is a graphic image that is not photorealistic and is designed to make the computer-generated image appear to be hand drawn, like comic book art. Cel-shading uses only a few shades of each colour for the image. Character X in game Y is drawn using cel-shading.'

M3: learners will generate ideas and from those ideas draw concept art using pencil drawing techniques as set out in the unit content. They will demonstrate competent use of pencil drawing skills – that is, they will show ability in relation to skills but they will not yet employ those skills with imagination, and will not yet be completely confident in the use of pencil drawing. Learners will still need occasional advice or support.

M4: learners will be sufficiently competent in technical skills to be able to express their intentions or achieve what they aim to achieve to some degree. They will show ability in relation to skills and the handling of equipment but they will not yet employ those skills or the equipment with imagination, and will not yet be completely confident in the use of digital graphics tools. Learners will make note of how they have used the relevant digital graphics tools and techniques in their work, pointing to instances of where they have done so. This will be documented in some way such as in a blog, report or diary. When commenting on their finished image, learners will compare the finished image with their original intentions in more detail than learners working at pass grade, giving examples to support their comments. They will present a more balanced and thoughtful consideration, though comments will still be at the level of statement or assertion rather than being supported by explanation or argument.

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: learners will explain correctly key characteristics of digital graphics technology illustrating points made with reference to precise and detailed illustrative examples. These examples will be full, consistently appropriate and relevant, and will often be developed, or used to further develop points made. The learner's use of any technical and specialist language will be consistently appropriate and accurate. For example, a learner might note, 'In digital imaging a pixel is used to store and represent each part of a digital image electronically. The picture on the left below shows a picture in jpg format from website X known as a raster image, and on the right is the same picture but I have zoomed in to show how it is made up with pixels. This image has been compressed to reduce its file size using lossy compression (ie 72 dpi resolution) because the image will be displayed only on a computer screen.'

D2: learners will explain correctly graphic styles and graphical themes used in games with reference to precise and detailed illustrative examples. The learner's use of any technical and specialist language will be consistently appropriate and accurate. For example, a learner might note, 'A cel-shaded image is a type of non-photorealistic graphic which is designed to make the computer-generated image appear to be hand drawn, like comic book art style. 'Non-photorealistic' is also known as 'artistic' rendering and means graphic rendering based on artistic styles. Cel-shading uses only a few shades of each colour for the object. Cel-shading is a very powerful form of rendering, and its results can completely change the 'feel' of a game, which is why some games are produced entirely using cel-shading. Game X is an adventure game that uses cel-shading and Game Y is a first-person shooter that uses photorealistic colouring.'

D3: learners will generate well-developed ideas through creative thinking and activity and from those ideas draw concept art that is beginning to move beyond the purely conventional using pencil drawing techniques as set out in the unit content. This will be demonstrated by their showing high level technical skills and creativity throughout the concept drawing process and they will achieve high quality results. Learners will use pencil drawing techniques to good effect and create concept artwork that is beginning to move beyond the purely conventional to serve their creative intentions. This will come through in the way they use their developed skills in pencil drawing and in the aesthetic qualities of the final pieces of concept artwork. Learners will be able to work independently.

D4: learners will demonstrate competent use of digital graphics tools, showing high level technical skills and creativity to produce a finished digital image for a computer game from concept artwork. Learners will achieve high quality results and will create a digital image that is beginning to move beyond the purely conventional. Digital graphics software tools will be used to good effect and skills will be deployed creatively. Learners will use the digital graphics software tools to serve their creative intentions. Learners will make detailed notes of how they have used the relevant digital graphics tools and techniques in their work, pointing to instances of where they have done so. This will be well documented in some way such as in a blog, report or diary. When reviewing their finished image learners will compare their finished digital image with their original intentions. The review will reveal they have a more sophisticated awareness of why they did what they did, and they will justify and support their comments on technical and aesthetic qualities through their production decisions.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – What Is Digital Graphics Technology?	Contribution to digital graphics e-zine on digital graphics technology.	<ul style="list-style-type: none"> Finished article as electronic file.
P2, M2, D2	Assignment 2 – Computer Games and Their Graphic Styles	Contribution to student game developer conference on graphics styles used in games.	<ul style="list-style-type: none"> Report document as word processed or electronic presentation.
P3, M3, D3	Assignment 3 – Computer Game Concept Art	Brief from a producer to create concept artwork for a new game for young children.	Development log containing: <ul style="list-style-type: none"> all ideas notes, brainstorming, mood boards, thumbnail sketching pencil drawings of character, weapon, vehicle and environment concept artwork
P4, M4, D4	Assignment 4 – Game Art, Digital Image Creation	Brief from a producer to create a digital representation of one of the concept drawings for the new game.	Project portfolio containing: <ul style="list-style-type: none"> all stages in the creation of the digital image personal review comments on the finished digital image

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Digital Graphics for Interactive and Print-based Media	Digital Graphics for Computer Games
	Digital Graphics for Interactive Media
	Digital Graphics for Print
	Drawing Concept Art for Computer Games

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Interactive Media and Computer Games, and Photo Imaging as follows:

Interactive Media and Computer Games

- IM1 Work effectively in interactive media
- IM2 Obtain assets for use in interactive media products
- IM3 Prepare assets for use in interactive media products
- IM16 Plan content for web and multimedia products

Photo Imaging

- PI15 Produce scanned images
- PI16 Undertake technical adjustment of images
- PI21 Undertake image asset management.

Essential resources

Centres should develop their own library of up-to-date resources to include print and digital image concept art (from game websites or professional journals, for example). Because of the practical nature of this subject learners need access to the appropriate computer hardware and digital graphics software.

Employer engagement and vocational contexts

Centres should develop links with local games and graphic design studios. These could be approached to provide visiting speakers, study visits or samples of typical artwork.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

Adobe Creative Team – *Adobe Photoshop CS3 Classroom in a Book* (Adobe, 2007) ISBN 978-0321492029

Adobe Creative Team – *Adobe Photoshop CS4 Classroom in a Book* (Adobe, 2008) ISBN 978-0321573797

Adobe Creative Team – *Adobe Photoshop Elements 7.0 Classroom in a Book* (Adobe, 2008)
ISBN 978-0321573902

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

Chiang D – *Mechanika: How to Create Science Fiction Art* (IMPACT, 2008) ISBN 978-1600610233

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

Hartas L – *The Art of Game Characters* (ILEX, 2005) ISBN 978-1904705338

Jenisch J – *The Art of the Video Game* (Quirk Books, 2008) ISBN 978-1594742774

Morris D and Hartas L – *The Art of Game Worlds* (ILEX, 2004) ISBN 978-1904705345

Page N, Robertson S, Belker H and Goerner M – *Concept Design 2* (Titan Books Ltd, 2006)
ISBN 978-1845762858

Journals

Develop – source of news for the game development and design industry

Edge – Video game culture

MCV – source of trade news for the gaming and interactive entertainment industry

Websites

conceptartworld.com	a concept art directory and blog, featuring concept artists and news
swg.warcry.com/images/gallery/37?page=1	Star Wars concept art gallery
www.conceptarthouse.com	Concept Art House is a leading art service provider and original IP studio
www.eidos.co.uk/games/info.html?gmid=147	a UK publisher's site, examples of game graphics
www.gamasutra.com	game developers' website (free registration required, a major resource)
www.gamedev.net	resources for game developers
www.gamedevelopers.ie	the Irish game developers' site
www.guildwars.com/products/guildwars/gallery/concept/default.php	Guild Wars concept art gallery
www.igda.org	independent, non-profit organisation for international game software developers
www.tiga.org	the independent game developers' association site

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Creative thinkers	<p>generating ideas for concept drawings to be used to assist in the creation of a digital image for a computer game</p> <p>trying out different ways of creating their concept drawings and digital graphics, following ideas through to complete a digital representation of their concept drawings</p> <p>adapting their ideas as circumstances change</p>
Self-managers	<p>organising time and resources and prioritising actions when producing digital graphic images</p> <p>seeking out challenges or new responsibilities and showing flexibility when circumstances change</p> <p>dealing with competing pressures, including personal and work-related demands</p> <p>responding positively to change, seeking advice and support when needed.</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	<p>carrying out research into theory of digital graphics technology</p> <p>carrying out research to develop ideas for their own concept drawing and creation of digital graphics</p>
Reflective learners	<p>reviewing and reflecting on their digital image work and acting on the outcomes to modify and improve their work</p> <p>setting goals with success criteria for their concept drawings and digital graphics work</p> <p>inviting feedback on their own work and dealing positively with praise, setbacks and criticism</p> <p>evaluating their learning and experience to inform future progress</p>
Team workers	<p>taking responsibility for their own role if working in a group to produce digital images for a game</p> <p>managing their personal contribution to and assimilating information from others in discussions to reach agreements and achieve results.</p>

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	handling digital graphics systems to create their digital image
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for the concept drawings of their digital image
Manage information storage to enable efficient retrieval	managing assets for their digital image
Follow and understand the need for safety and security practices	handling digital graphics systems to create their digital image
Troubleshoot	handling digital graphics systems to create their digital image
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	sourcing assets for their digital image
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching types of digital graphics and compression techniques for use with their creation of their digital image
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	building and presenting their project portfolio to show: <ul style="list-style-type: none"> • interpretation of the brief • generation of ideas • management of chosen assets • consideration of legal implications • review of their own work
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	preparing a report on tools used in the creation of their digital image and reviewing their own work
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	gathering feedback on their digital image as part of their review

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in brainstorming sessions to generate ideas as a response to a creative brief
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	studying manufacturers' manuals to research digital graphics software
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	creating their project portfolio, ideas, notes, production documentation and review comments.

Unit 14: Deconstructing Computer Games

Unit code: F/600/6541

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to give learners an understanding of computer games and the platforms that enable people to play them. Learners will examine game platforms and their limitations, learn about essential components that contribute to a computer game, and deconstruct a game.

● Unit introduction

In the games industry, 'game deconstruction' is a common technique used by game developers to help build better games. It is the reverse-construction of a successful title in an attempt to break it down to identify its parts and the ways in which those component parts are put together. This unit develops understanding, language and focus points that should enable learners to deconstruct games.

Entrants to the computer games industry need to have a basic awareness of the differences between the capabilities of the platforms which allow the games to run, and their associated special peripheral devices. They also need to understand basic components that together shape a final game and they should be aware of common genres of games, differences between the genres and the types of audience each genre appeals to.

In the modern games industry, to make the best profits, game titles are seldom produced to be hosted on only a single platform. But each platform has different requirements, capabilities and peripherals and so it is important for learners to investigate the development of computer game platforms to identify limitations that affect the games that can be played on them.

The technique of deconstruction is based on the understanding that each game has building-block parts, and that these can be investigated. A major component of a game is its visual style, and so to perform a full deconstruction learners should examine the visual style of computer games and have opportunities to recognise its importance in engaging the attention of players.

Gameplay is a further main component of a game and learners should study core aspects of gameplay to find what makes games enjoyable.

Games are built to match the needs of an audience and in this unit learners will have opportunities to identify and classify typical audiences for the games studied. They will investigate genres commonly seen in computer games.

This unit gives learners knowledge, understanding and practical experience of structured gameplay.

Learners will apply their learning by analysing a computer game to describe its component parts in detail.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about computer game platforms
- 2 Know about computer game components
- 3 Be able to deconstruct a computer game.

Unit content

1 Know about computer game platforms

Development of platforms: eg arcade, consoles, PC, mobile, hand-held, dual screen, worldwide web

Platform limitations: processor capabilities; display capabilities; storage available; connectivity available

Peripheral devices: eg controllers, gamepads, joysticks, cameras, force-feedback

2 Know about computer game components

Visual style: world (terrain, architecture, objects); characters; non-playing characters (NPC); feedback interface; perspectives (2D, 3D, first-person, third-person, scrolling, aerial, context-sensitive); full motion video (FMV)

Gameplay: goals; rules; challenges; difficulty; balance; rewards; story; sounds; feedback; game mechanics (actions, controls, inventory, scoring, win condition); game music; player modes; immersion; replay potential

Audience: definition, eg age, gender, hardcore, casual; preferences; gaming communities

Game genre: definition by game mechanics; typical genres, eg action, adventure, simulation, role play, sports, strategy, puzzle, management

3 Be able to deconstruct a computer game

Deconstruct a game: structured gameplay; analysis, eg platform, genre, audience, content ratings, visual style, difficulty, rewards, addiction, sounds, graphics quality; USP (Unique Selling Point/s)

Deconstruction report: analysis; positive aspects; negative aspects

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline the development and capabilities of computer game platforms	M1 describe the development and capabilities of computer game platforms with some detail and with reference to appropriate illustrative examples	D1 explain the development and capabilities of computer game platforms with reference to precise and detailed illustrative examples
P2 outline the features of computer game components	M2 describe computer game components with some detail and with some reference to appropriate illustrative examples	D2 explain computer game components with reference to precise and detailed illustrative examples
P3 present a deconstruction report for a computer game. [IE]	M3 present a detailed deconstruction report for a computer game with appropriate illustrative examples.	D3 present a thorough deconstruction report for a computer game with precise and detailed illustrative examples and using correct terminology.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Learners could start work on this unit by investigating the development history of computer game platforms, through research and preparation of timelines. Study of the limitations of platform technologies gives a sound understanding of the capabilities that can be expected in modern computer games.

Learners must be given opportunities to experience computer games played on a wide range of platforms. There should be a structured approach to gaming, with each game experience contributing to a body of understanding of the components of gameplay. Tutors may wish to sequence exposure to a range of games to illustrate components successively. Learners should be encouraged to develop personal critical views on the effectiveness of the game components as implemented within the range of computer games.

Exposure to a variety of computer games and to examples of different genres will enable learners to recognise the common components of individual genres.

The practical and critical experience gained in the study of game components and genres could be brought together through a regular analysis of games played. Learners could offer to contribute articles to local newspapers, or create a group blog or personal website, even if hosted locally. Learners might find an opportunity to contribute to game e-zines. It is important that, for each contribution, learners practise analytical skills that reflect their understanding of components contributing to successful gameplay.

Much – perhaps even most – of the work for this unit can be done through directed gaming exercises coupled with personal logs recording comparative appraisals of the games played. These logs could provide assessment evidence and can be compiled with word-processing, portable document format (PDF) or presentation software.

Tutors may wish to suggest game titles, or capable learners could suggest their own games for analysis. Learners should be encouraged to study games across a range of genres and platforms.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and structure of unit assessment.
Introduction to game platform timeline.
Group work investigation of timeline for computer game platforms.
Introduction to computer game platforms and their limitations covering: <ul style="list-style-type: none">• processor limitations typical of common platforms• display limitations typical of common platforms• storage limitations typical of common platforms• connectivity limitations typical of common platforms. Learners undertake: <ul style="list-style-type: none">• tutor-led case study examinations of peripheral devices typical for common platforms• private study structured gameplay experiences building practical knowledge of a wide range of game platforms and a very wide range of associated peripheral devices.
Assignment 1 – Computer Game Platforms: What You Need to Know Learners report individually on typical game platforms commenting on: <ul style="list-style-type: none">• their development• current limitations• typical peripheral devices.
Introduction to computer game components. Learners: <ul style="list-style-type: none">• undertake tutor-led case study examinations of visual style seen in a range of game genres• receive lectures and undertake tutor-led case study and structured play experiences examining gameplay• receive lectures explaining audience types• undertake tutor-led case study examinations of common game genres, attempting to define genres by common game mechanics.
Assignment 2 – What's in the Game: Components of Computer Games Learners write (individually) a report on components of computer games.
Introduction to computer game deconstruction. Learners: <ul style="list-style-type: none">• undertake tutor-led case studies of sample games, identifying points to analyse and practising making deconstruction report documents• undertake structured gameplay of sample games.

Topics and suggested assignments and activities

Assignment 3 – GSI (Game Structure Investigator)

Learners individually deconstruct and report on a computer game covering:

- platform
- content ratings
- genre
- audience and addiction
- visual style
- quality of graphics
- sound
- rewards
- difficulty
- positive and negative aspects of the game.

Assessment

Evidence for assessment

Evidence for this unit can be presented in any format – written reports, class presentations, structured audio-visual statements etc. Contributions to newspapers, magazines, blogs, websites and e-zines could be presented in electronic form. 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.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will provide unelaborated, outline descriptions of computer game platforms. These descriptions will be accurate and will cover the main or most obvious features of the platforms described. If there are any details or illustrative examples they will not be well chosen or fully appropriate. For example, in relation to a computer game platform timeline, the learner will give a simple record of a sequence of major milestones.

P2: evidence will be similarly characterised by accurate but unelaborated descriptions of components important to gameplay and simple definitions of game genres. A learner might note, for example: 'Non-player characters may be present in role-playing games. They are not controlled by the player. They may be enemy characters or allies.' In the same way a learner might describe a game genre: 'Simulation games represent real life situations such as flying, racing, trains. These are often first person games. The player sees a cockpit, dashboard, cab, with appropriate levers and switches on screen through which the game is controlled. Simulation games are often played by a single player. They are seldom multiplayer games.'

P3: learners will provide a basic, brief deconstruction of games at the level of description, noting positive and negative aspects observed during gameplay. The report will provide a limited, factual description of the game and will attempt to cover the required subject matter as specified in the unit content.

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: discussion of computer game platforms will go beyond description, making comments on the technological advances enabling the development, and making meaningful comments on the limitations seen in a number of platforms. Learners will accurately describe common peripheral devices and will support all of their points with well-chosen illustrative examples. However, the examples provided will not be explicitly linked to the point they are illustrating or used to develop ideas or arguments.

M2: discussion of game components will be illustrated using well-chosen examples drawn from current or past game titles to illustrate the points being made, and some appropriate detail will be provided. Games representative of a range of genres might be studied to observe the use of core game components to enhance gameplay. A learner might comment, for example, 'Pick-ups are game components that can be collected by players usually by moving a character over the pick-up. The ammo packs of the first-person shooter *Game X* are pick-ups that add to the player's ammunition levels. In *Game Y* (an adventure game), the player picks up keys to open doors and 'health packs' to increase their character's strength.'

M3: the game deconstruction report will use illustrative examples to support comments made in the analysis of the game, which will go beyond bare descriptions albeit unsupported by fuller argument. For example, a learner might note: 'Going hand-in-hand with the sound effects, epic soundtrack and great voice acting are incredible visuals. Besides the awesome unit design, the settings have been done with great care and attention to detail so that they generate the right kind of ambience for the grim events that transpire in game.' A captioned screenshot from the game will be included to illustrate the 'incredible visuals'.

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: learners will give a full and detailed explanation of game platforms, their timeline, limitations and peripherals, and points made will be supported in some way by reference to precise, well-chosen and detailed examples. Detail will be full, consistently appropriate and relevant, and will often itself be developed, or used to further develop ideas or arguments. The learner's use of any technical and specialist language will be consistently appropriate and accurate.

D2: the discussion of game components will be more explanatory with support for points made, and learners will offer some evaluation of their comments. For example, a learner might comment, 'Game mechanics define the types of challenges in a game, and how the player interacts and controls the challenges. The challenges define the genre of any game. *Game X*, a game in the adventure genre, contains many areas that are initially blocked by boulders, locked doors, or other obstacles. The player can remove these obstacles after having gathered certain items, or earned certain abilities, for example by using bombs to blow away blocking rocks and special keys to open the locked doors.'

D3: in presenting the game deconstruction, learners will discuss points made about the game making both positive and negative analytical comments using fluent language and correct terminology. For example, a learner might note, 'The graphics of *Game A* are pixelated, blocky and unclear, using low pixel depth and failing to take advantage of the capabilities of DirectX 9 used in modern graphics cards. This modern game provides only high colour 16 bit images. This just really does not even come up to the standards of games that were released two or three years ago, such as *Game B*, which takes full advantage of the previous version of DirectX giving good 3D realism and provides 32 bit colour depth. Figure 7 shows screenshots from both games. It is easy to see the improved visuals from the older game.'

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – Computer Game Platforms – What You Need to Know	Contribution to online games e-zine – article on popular game platforms.	<ul style="list-style-type: none">All research notes.Report document as word processed or electronic presentation.
P2, M2, D2	Assignment 2 – What's in the Game: Components of Computer Games	Contribution to online games e-zine – in-depth article discussing component parts of computer games.	<ul style="list-style-type: none">All research notes.Report document as word processed or electronic presentation.
P3, M3, D3	Assignment 3 – GSI (Game Structure Investigator)	Contribution to online games e-zine – report on results of analysis of a chosen game.	<ul style="list-style-type: none">All research notes.Report document as word processed or electronic presentation.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
2D Computer Game Engines	Computer Game Design
Media Audiences and Products	Computer Game Story Development
Research for Creative Media Production	Computer Game Platforms and Technologies
The Creative Media Sector	

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Interactive Media and Computer Games as follows:

IM1 Work effectively in interactive media

IM20 Design electronic games.

Essential resources

Centres should develop their own library of resources to include print and digital historical information (eg from game websites or professional journals) and a wide range of interactive game genres across a range of platforms. Whilst this is mainly a theory unit, there is much work that can be done through directed gameplay and researching into secondary sources – for example, libraries, websites, periodicals etc. The involvement of professional game development personnel through visits and talks can bring much of the unit content alive.

Employer engagement and vocational contexts

Centres should develop links with local interactive media production studios. These could be approached to provide visiting speakers, study visits or samples of typical products.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

Chen E and Durham J (Jnr) – *Build Your Own High-Performance Gamers' Mod PC* (McGraw-Hill, 2004)
ISBN 978-0072229011

Demaria R and Wilson J L – *High Score! The Illustrated History of Electronic Games, 2nd Edition*
(McGraw-Hill/Osborne, 2004) ISBN 978-0072231724

Dick D – *PC Support Handbook* (Dumbreck Publishing, 2008) ISBN 978-0954171131

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

Oxland K – *Gameplay and Design* (Addison Wesley/Pearson Education, 2004) ISBN 978-0321204677

Websites

dmoz.org/Games/Video_Games/History	game history
en.wikipedia.org/wiki/Video_game_genres	examples of genres
en.wikipedia.org/wiki/Video_games	articles on games
uk.gamespy.com	multiplayer game home page
www.elspa.com	the Entertainment and Leisure Software Publishers' Association site
www.gamasutra.com	game developers' website (free registration required, a major resource)
www.gamedev.net	resources for game developers
www.gamedevelopers.ie	the Irish game developers' site
www.igda.org	independent, non-profit organisation for international game software developers
www.pegi.info/en/index	the Pan European Game Information site
www.tiga.org	the independent game developers' association site
www.worldofspectrum.org	emulators and more
www.xtimeline.com/groups/grp_timeline.aspx?q=Gif200709280229049688952	set of timelines of video game events

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	analysing and evaluating information found from playing specified computer games and judging its relevance and value in order to prepare a deconstruction of the games planning and carrying out research into computer game platforms to develop their understanding of platform limitations carrying out research by structured gameplay to develop their game deconstruction report.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching game platform timeline
ICT – Find and select information	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring, extracting and assessing the relevance of information from manufacturers' websites on game platform peripherals
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	preparing to author their report on deconstruction of the game
Present information in ways that are fit for purpose and audience	effectively presenting their computer game deconstruction report and evidence demonstrating their understanding of computer game platforms and computer game components
English	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading platform and computer game manufacturers' manuals to develop their understanding of platforms and their game deconstruction
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	composing their report on their deconstruction of a computer game.



Unit 15: Computer Games Testing

Unit code: Y/600/6545

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to give learners a basic understanding of computer games testing techniques and the role played by the quality assurance (QA) departments of game development studios. Learners will study the game production process and QA department, learn about the phases of testing and defect types, and will run tests on a computer game build.

● Unit introduction

The job of a computer games tester is one of the most important roles within the computer games industry. A great deal of time, effort and money will be invested in making a game so it is vital that developers ensure that a game is near bug-free before it is published and released. Any major defects that remain can affect the reputation of the games companies involved by diminishing the player experience through defective gameplay.

A games test job is very often seen as one way in which a recruit may enter the computer games industry. To contribute efficiently to the development team, a games tester must understand the role of the QA (test) department and how it fits within the many departments of a development studio, and recognise the responsibilities of their own test role. A good games tester must not only know how to play games but must also be passionate enough to maintain their interest through many repetitive test challenges. A tester must be methodical and be a good communicator. This unit aims to provide learners with underpinning knowledge of the games production process and encourages them to examine how well their personal traits match those required by the games tester role.

Tests conducted on game builds follow an identifiable sequence throughout the development of the game, reflecting the development stages of the game. Slightly different test conditions are used at these various development stages and this unit enables learners to build their understanding of these different testing requirements.

Learners will gain an understanding of what causes bugs to appear within a game and what types of defects can be found within a game.

As well as looking at different phases of testing during a game build and a classification of defect types, learners will explore what kinds of testing techniques are employed and will have opportunities to apply at least one of these techniques in order to write comprehensive and well-documented bug reports.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about the game development process
- 2 Know about the phases of game testing
- 3 Know about the types of defects that can be found within a game
- 4 Be able to produce a bug report using a test technique.

Unit content

1 Know about the game development process

Developer departments: design; programming; art; sound; quality assurance; publishing and distribution

Stages of game development: concept development; pre-production, eg project plan, technical design document, production path; development; game prototypes; testing; release

Game tester job profile: QA team (producer, QA lead, game tester); tester skills, eg passion for games, attention to detail, persistence, patience, good communication skills, tact; nature of test work (systematic, disciplined, repetitive, long hours, pressured, deadline-driven)

2 Know about the phases of game testing

Test kick-offs: preparation (requirements of feature to be tested, equipment, files, programs, configuration, familiarisation with test cases); kick-off meeting (agenda, feature overview, special instructions, responsibilities, deadlines, resolve issues)

Regression testing: bugs fixed by the development team; knock down list; verification

Alpha phase: entry criteria, eg 50% compliance with technical requirements checklist (TRC/TCR/Lot Check), placeholder art, placeholder audio, interface complete, heads-up display (HUD), hardware and software compatibility; identify performance baseline (frame rate; load time)

Beta phase: entry criteria, eg 100% compliance (pre-certification), feature complete, AI complete, artwork complete, audio complete; design lock; outside testing; inside testing; closed beta; open beta

Gold testing: release guidelines; code lock; gold master candidates (GMCs)

3 Know about the types of defects that can be found within a game

Defect types: eg function defects, assignment defects, checking defects, timing defects, build/package/merge defects, algorithm defects, documentation defects, interface defects

4 Be able to produce a bug report using a test technique

Test techniques: eg black box testing, white box testing, ad hoc testing (directed, undirected), play testing, combinatorial testing (concept, use of templates)

Bug report writing: report structure; writing style (clarity, conciseness); summary description; bug classification; full defect description; screenshots; steps to reproduce; report writing software; databases

Test game build: test technique (select, apply); follow test cases; bug report

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline the game development process	M1 describe the game development process with some detail and with reference to appropriate illustrative examples	D1 explain the game development process with reference to precise and detailed illustrative examples
P2 outline the phases of game testing	M2 describe the phases of game testing with some detail and with reference to appropriate illustrative examples	D2 explain the phases of game testing with reference to precise and detailed illustrative examples
P3 outline defect types found within games	M3 describe defect types found within games with some detail and with reference to appropriate illustrative examples	D3 explain defect types found within games with reference to precise and detailed illustrative examples
P4 present a bug report for a computer game using a test technique. [SM]	M4 present a detailed bug report for a computer game using a test technique competently, and giving appropriate illustrative examples.	D4 present a substantial bug report for a computer game using a test technique to a high standard, and giving precise and detailed illustrative examples.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

It is suggested that teaching follows the order of the learning outcomes, starting with an introduction to the development process of the computer games industry before examining game testing methods in more detail, and practising bug report writing skills to summarise test results. During the initial delivery of this unit learners should be provided with a comprehensive introduction to the nature of the games testing environment within a games company. Through tutor-led sessions, personal investigative study, site visits and work-based or work-related learning, learners should become aware of day-to-day and technical terminologies that are being used in the workplace and should examine how a test department is run within a company. In order to contextualise the process of games testing and quality assurance, the learners should also become very familiar with the overall games production process and corresponding team roles and skills.

Theoretical aspects of this unit can be supported and made more relevant by use of sample games, even free online games or those from virtual communities, which can act as subjects for demonstrations of techniques and illustration of defect types. These games can also be of use, even if considered bug-free, when learners are practising use of test cases, writing bug reports and collecting screen grabs of gameplay to illustrate the reports.

It is not a requirement in this unit for learners to know how to write test suites and at this level learners are not expected to create the test cases themselves. However, learners should be able to follow a given test case (sometimes known as a test sheet) and should be able to understand and demonstrate the skills that are needed to produce comprehensive bug reports. Test cases should be provided by tutors, or industry partners could be approached for support, or other resources may be found which provide suitable test cases. Tutors may wish to consider using work from other units or may consider authoring their own purpose-written 'faulty' games.

Existing games titles on any platform can be used as practice for writing reports and for learning the formats and required levels of content. Tutors may wish to use free online games or virtual communities to form the basis of some of the learners' tests. Where institutions have good relationships with industry, it may be possible to base bug tests on donated builds of old titles. Opportunities exist to use learner-developed games from other units as test subjects and in this way the unit may be linked to work done for other units, or at a different level.

The use of software such as Excel, Word and DevTrack should be encouraged so that learners' reports approach a professional standard of presentation and structure.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and structure of unit assessment.
Introduction to computer game development process. Learners will: <ul style="list-style-type: none">• receive lectures explaining departments typically found in game development companies, examining department role and job roles within the department• receive lectures explaining the stages of production of a computer game, emphasising involvement of test department• receive lectures explaining the work of the quality assurance department• receive lectures explaining personal traits needed for work as a game tester• conduct private research into game development departments, particularly the structure, jobs and roles within the QA department and investigate stages of production.
Assignment 1 – The Game Development Process: What You Need to Know Exercise (independent and individual work) to report on the game development process commenting on: <ul style="list-style-type: none">• departments in a development studio• stages of production of a game• the roles in the quality assurance department• the work of the quality assurance department.
Introduction to the phases of game testing. Learners will: <ul style="list-style-type: none">• receive lectures explaining each of the phases of game testing and covering:<ul style="list-style-type: none">◇ test kick-offs◇ regression testing◇ alpha◇ beta◇ gold• undertake tutor-led structured gameplay, experiencing game builds at alpha, beta and gold phase, identifying differences in build completeness and refinement• conduct private research into phases of game testing.
Introduction to defect types. Learners will: <ul style="list-style-type: none">• receive lectures and undertake tutor-led case studies of sample game defects• undertake structured gameplay of sample games for comparison.

Topics and suggested assignments and activities

Assignment 2 – How's It Going: Test Phases, and Computer Game Defects

Exercise (independent and individual work) to report on phases of game testing and defect types.

Introduction to game testing techniques.

Learners will:

- receive lectures explaining techniques of testing a computer game
- receive lectures on writing bug reports
- undertake structured gameplay and test experiences, practising writing bug reports.

Assignment 3 – My Bug Reports

Exercise (independent and individual work) to test games following given test cases and prepare bug reports.

Assessment

Evidence for assessment

Evidence for the achievement of learning outcomes 1, 2 and 3 could be in the form of written reports, oral-based presentations, structured audio-visual statements, projects or class notes. Where possible, learners should be encouraged to gather and collect knowledge from practitioners within the field or from games testing companies themselves. By doing this, a learner can gain knowledge of current industry trends and practice.

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.

Evidence for the achievement of learning outcome 4 should be predominantly in the form of a series of reports with accompanying visual or audio evidence that illustrates and expands upon the findings of the learner.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will provide an unelaborated, outline summary of the processes involved in building a game, covering departments typical of game development studios, the production stages typically involved in building a game, and giving a brief description of the skills required and the work done by the QA department. This will be accurate in relation to the most important aspects of what is being described. If any illustrative examples are offered they will lack detail and may not be appropriate. For example, in relation to computer game production stages, the learner will give a simple but correct sequence of production steps with a brief descriptive comment for each step.

P2: learners will provide an unelaborated, outline summary of the game testing phases, accurately noting different stages in a correct sequence and briefly describing each stage in a few words. They will note that there are different phases with each phase having slightly different objectives. They will identify some of the milestones that need to be achieved within each phase. At this level there will be no detail, and there could be a sense of rote learning about the response.

P3: learners will provide an unelaborated, outline summary of the types of bugs and defects within a game build, naming defect types and providing a correct but brief description of the defect types addressed. Learners will employ little technical language, though the descriptions given must be sufficiently clear to permit a decision on their accuracy. Explanations will cover the required ground as specified in the unit content but at the level of a simple note – for example, 'Documentation defects are when the wrong words come up on the game screen to tell the player what to do next.'

P4: learners will follow a games testing procedure or employ a games testing technique to produce a bug report. The learner will have demonstrated an ability to do what is required but at a basic level only. For example, when testing a game the learner will do only the tasks that have been outlined. The bug report produced will describe the defects found but may not be concise or completely clear.

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will provide a detailed overview giving examples of the departments typically found in a game development organisation. Each stage within the production of a game will be discussed with some correct technical terminology being used. Discussion of production stages will go beyond description, making some explanatory comments and providing reasonably well-detailed examples to illustrate the points made. There will, however, be no further elaboration of these examples and they will not be explicitly linked to the discussion or used to develop points made. Learners will provide quite well-detailed descriptions of the QA department, the job roles and responsibilities within it and the skills needed to do those jobs.

M2: when discussing the test phases within a game build, learners will describe them in sequence and provide reasonably well-detailed explanations of what happens at each stage. They will discuss the roles and responsibilities of QA at each phase and describe typical milestones. Some correct appropriate technical language will be used and illustrative examples will be provided to support the descriptions. There will, however, be no further elaboration of these examples and they will not be explicitly linked to the discussion or used to develop points made.

M3: when discussing the types of defects within a game build, learners will give examples of defects and provide detailed descriptions of each. The illustrative examples need not be in graphic form but could equally well be clear, precise 'word-pictures' to exemplify the points being made. There will, however, be no further elaboration of these examples and they will not be explicitly linked to the discussion or used to develop points made.

M4: learners will follow test cases to test games and produce well-presented bug reports. When applying a testing technique to test a game, learners will show ability in relation to skills needed and will employ those skills with care. In producing a bug report learners will take some care and present the document in a neat, well-organised manner. Learners may still need advice or support.

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: learners will produce a comprehensive description of the departments in a typical game development business, providing detailed and precise illustrative examples to support their descriptions. Detail will be full, consistently appropriate and relevant, and will often itself be developed, or used to further develop ideas or arguments. At this level each production stage through which a game build progresses before its final release will be comprehensively described by learners who will support their comments with illustrations and reference to real world examples to clarify the points being made. Learners will fully explain the different job roles within a QA department and critically discuss the responsibilities of each role. Learners will explain, for example, why the skills required to function effectively as a tester are necessary.

D2: test phases will be comprehensively described, with detailed and precise illustrative examples to support their descriptions. Detail will be full, consistently appropriate and relevant, and will often itself be developed, or used to further develop ideas or arguments. Learners will explain the importance of each phase together with the relevant milestones, using technical language appropriately and effectively. Evaluative comments will be justified.

D3: learners will comprehensively describe the types of bugs and defects within a game build, providing well-chosen, detailed and precise illustrative examples to support their descriptions and making reference to real world examples to clarify the points being made. Detail will be full, consistently appropriate and relevant, and will often itself be developed, or used to further develop ideas or arguments.

D4: when performing a test on a game, learners will use procedures and techniques with facility and to good effect. They will be at ease with both techniques and the equipment and will be able to work independently when following a given test case. Bug reports will be detailed and substantial (that is, will cover the ground more fully than a report at the merit grade) and will include illustrative material generated by screen grabs. Reports will be presented on time. Expression will be clear and there will be almost no spelling or grammatical errors.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – The Dame Development Process: What You Need to Know	Report on a quality assurance department in a development studio.	<ul style="list-style-type: none">Report document as word processed or electronic presentation.
P2, M2, D2 P3, M3, D3	Assignment 2 – How's It Going: Test Phases, and Computer Game Defects	Report on phases of game testing and defect types.	<ul style="list-style-type: none">Report document as word processed or electronic presentation.
P4, M4, D4	Assignment 3 – My Bug Reports	Working as a games tester, learners are required to produce bug reports on specified games.	Portfolio of bug reports including: <ul style="list-style-type: none">gameplayscreen grabsconcise summary.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
2D Computer Game Engines	Computer Game Engines
3D Computer Game Engines	Designing Tests for Computer Games
Deconstructing Computer Games	Flash for Computer Games

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Interactive Media and Computer Games as follows:

IM22 Test electronic games.

Essential resources

For this unit learners will need access to a range of computer games on a range of platforms eg PC games, console games and multiplayer online games. Learners will require access to suitable platforms and peripherals such as PCs, consoles, keyboards, joysticks and joypads. In addition to standard Office applications, learners will require screen grab software (such as Snagit, Fraps or Camtasia) to enable them to prepare their reports. Learners should have access to at least one game build with identifiable defects.

Employer engagement and vocational contexts

Centres should develop links with local game production companies. These could be approached to provide visiting speakers, study visits or samples of typical products.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

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

Hind C – *Game Testing* (Wordware Publishing, 2004) ISBN 978-1556223518

Levy L and Novak J – *Game Development Essentials: Game QA & Testing* (Delmar, 2009) ISBN 978-1435439474

Shultz C P, Bryant R and Langdell T – *Games Testing All In One* (Thomson Course Technology, 2005) ISBN 978-1592003730

Websites

www.gamasutra.com	game developers' website (free registration required, a major resource)
www.gamedev.net	resources for game developers
www.gamestester.com	games testing resource
www.sloperama.com/advice	resource for advice on the games industry
www.yoyogames.com/make	GameMaker software home site with many beta games to download

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Self-managers	following their given test cases to prepare a comprehensive defect report, showing initiative, commitment and perseverance to exhaustively test a game build dealing with competing pressures, including personal and work-related difficulties.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	planning and carrying out research into the games development process to develop their understanding of departments in a games development organisation
Creative thinkers	trying out alternative ways of constructing comments within their bug report, following ideas through to complete a comprehensive description of defects found
Reflective learners	setting goals with success criteria for their assignment work
Team workers	working in a group to research the QA department, taking responsibility for their own role and reporting back the results of their research.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching the work of the QA department and the skills desirable for employment as a tester
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for the testing and reporting of defects in a game build
Manage information storage to enable efficient retrieval	storing game builds and bug reports
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	creating and finding supporting illustrative materials to explain defect types
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring, extracting and assessing the relevance of defect information discovered by testing a game build
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	authoring a comprehensive bug report, illustrated to clearly explain where defects have occurred during testing of a game build
Bring together information to suit content and purpose	authoring their bug report
Present information in ways that are fit for purpose and audience	presenting their bug report
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	simulating communicating with other members of a development team when practising reporting their test results

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	attending meetings as simulated work practices in the QA department
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading test cases and using them to perform tests on game builds
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing bug reports writing reports on the game development process, test phases and defect types.

Unit 16: 2D Computer Game Engines

Unit code: H/600/6547

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to provide learners with knowledge and practical experience of 2D game engines. It allows learners to gain experience in the production and development of 2D games, the use of appropriate software, and publishing games.

● Unit introduction

People entering the games industry need to have a basic awareness of how games have been constructed. At this level it is important that those considering a career in the industry have a basic appreciation of how game engines are used to produce functionality in a game. They must be aware of possible constraints of target platforms and their capabilities. They should experience the effective use of 2D development tools to produce a basic game world.

This unit provides learners with knowledge, understanding and practical experience of a 2D game engine. It allows learners to gain experience in the production and development of 2D games, the use of appropriate development software tools, the documentation packaged along with published 2D games and how 2D games are distributed. In producing a 2D game world, learners will have the opportunity to explore resources used to make a 2D game and develop skills in controlling 2D game engine software.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about 2D game platforms and their limitations
- 2 Know about the 2D game assets used to build a game world
- 3 Know how 2D game engines are used to build a game world
- 4 Be able to build a 2D game world to a specification.

Unit content

1 Know about 2D game platforms and their limitations

2D game platforms: hand-held; mobile; worldwide web; PC (personal computer)

Limitations of 2D games: isometric views; sprites; colour depth

2 Know about the 2D game assets used to build a game world

Graphic assets: sprites; backgrounds; colours

Behavioural assets: behaviours, eg events, objects, scripts

Sound assets: effects; volume; music; dialogue; file types, eg wav, midi

3 Know how 2D game engines are used to build a game world

2D game engine: purpose; tools and features, eg sprites, backgrounds, colours, events, actions, rooms, objects, scripts, sound

User documentation: user guide; readme files

Distribution of a game: publishing, eg executables, zip files, electronic distribution

4 Be able to build a 2D game world to a specification

Planning: schedule; time management; teamwork; deadlines

Game world specification: idea generation, eg audience, thumbnail sketching, gameplay; game specification documents, eg level plans, required assets list

2D game engine tools and features: build 2D game world, eg sprites, backgrounds, colours, events, actions, rooms, objects, scripts, sound

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline the features of 2D game platforms and their limitations	M1 describe 2D game platforms and their limitations with some detail and with reference to appropriate illustrative examples	D1 explain 2D game platforms and their limitations with reference to precise and detailed illustrative examples and using correct technical language
P2 outline graphic, behavioural and sound 2D game assets	M2 describe graphic, behavioural and sound 2D game assets with some detail and with reference to appropriate illustrative examples	D2 explain graphic, behavioural and sound 2D game assets with reference to precise and detailed illustrative examples and using correct technical language
P3 outline how 2D game engines are used to build a game world	M3 describe how 2D game engines are used to build a game world with some detail and with reference to appropriate illustrative examples	D3 explain how 2D game engines are used to build a game world with reference to precise and detailed illustrative examples and using correct technical language
P4 apply tools and features of a 2D game engine to build, to a specification, a playable game world that partially realises intentions. [CT, SM]	M4 apply tools and features of a 2D game engine competently to build, to a specification, a playable game world that mainly realises intentions.	D4 apply tools and features of a 2D game engine skilfully to build, to a specification, a playable game world that clearly realises intentions.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Learners could start work on this unit by investigating the types of platform that host 2D computer games. An appreciation of the limitations of these platforms will lead to an understanding of the types of game currently developed in 2D. Inevitably, much of the initial learning in this unit will take place through tutor-led, structured hands-on gameplaying experiences. Study of the game types will then lead into study of the three main asset types used in the development of 2D games and the basic elements of each type. This can be achieved through the practical use of a 2D game engine.

Learners should be encouraged to build and store libraries of pre-prepared assets for use in assignment work. Assets can, of course, be sourced from the internet as well as being produced personally by the learner, perhaps through work in other units. Research to source useable assets should always be related directly to the learner's own production plans wherever possible, and learners should be made aware of copyright limitations.

Much of the study of a 2D game engine can be done through hands-on workshops and tutorial sessions, using the learner's own pre-prepared asset libraries. To cover the range of tools and features, tutors might find it valuable to use short, build-up activities leading ultimately to a playable game element.

Learners should be given opportunities to develop user documentation that explains how the game world can be loaded and controlled. Readme files are common tools to explain late-breaking amendments, and learners should be provided with opportunities to research examples and prepare their own text files. Many learners will already be familiar with the use of executable and zip files in the publishing and distribution of games, but few may have had an opportunity to develop their own. Practical exercises may be useful to give realistic experience helping learners to understand how to compile games, to make executables and package files together for publishing.

This unit encourages learners to develop practical skills in handling 2D game engines. Learners are developing skills to meet sector needs and should be given opportunities to evidence their ability to work as members of a team, managing their time effectively in meeting deadlines. Tutors may find opportunities for group work and collaboration where group members each contribute one game level, which could lead to the production of an entire game. It is important that learners plan their work carefully before commencing production, and document both their ideas and plans.

Whilst this is mainly a practical unit there is much work that can be done researching into secondary sources through libraries, websites, periodicals etc. The involvement of professional game development personnel through visits and talks can bring much of the unit content alive.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and structure of unit assessment.
Assignment 1 – 2D Game Platforms and Their Limitations Hands-on gameplay investigating the types of game platform that host 2D computer games. Learners: <ul style="list-style-type: none">investigate the limitations of game platformsinvestigate the types of game currently developed in 2Dgenerate during gameplay a log or report on types of 2D game platforms and their limitations.
Introduction to 2D game assets used to build 2D computer games. Lectures on, demonstrations of and discussions about: <ul style="list-style-type: none">graphic assets used to build 2D gamesbehavioural assets used to build 2D gamessound assets used to build 2D games.
Assignment 2 – 2D Game Assets Used in 2D Computer Games Hands-on gameplay investigating the types of 2D game assets used in 2D computer games. Learners: <ul style="list-style-type: none">investigate the graphical assets used in 2D gamesinvestigate the behavioural assets used in 2D gamesinvestigate the sound assets used in 2D gamesgenerate during gameplay log or report on types of 2D game assets.
Introduction to 2D game engines. Lectures on, demonstrations of and discussions about: <ul style="list-style-type: none">2D game engines used to build a game worldwhat user documentation is included with 2D gamesthe distribution of 2D games.
Assignment 3 – 2D Game Engines (Purpose, Tools and Features) Exercise on 2D game engines followed by individual presentation. Learners will: <ul style="list-style-type: none">investigate the purpose of a 2D game engineexplore the tools and features of a 2D game enginefind and analyse user documentation that accompanies 2D gamesinvestigate how 2D games are distributedwrite presentationgive presentation.

Topics and suggested assignments and activities

Introduction to building a 2D game world using a 2D game engine.

Lectures on, demonstrations of and discussions about:

- planning milestones and achievable deadline dates through scheduling, time management and teamwork
- ideas generation
- game specification documents
- the tools and features of a 2D game engine
 - ◊ sprite drawing, background construction and colours tools
 - ◊ event, action, game world building tools
 - ◊ object, script, sound and import tools.

Assignment 4 – Build a 2D Game World

Exercise on building a 2D game world using a 2D game engine.

Learners will:

- plan milestones and achievable deadline dates through scheduling, time management and teamwork
- generate ideas
- complete game specification documents
- build a 2D game world using the tools and features of a 2D game engine
 - ◊ using 2D engine workspace
 - ◊ using sprite builder to create 2D sprites
 - ◊ applying backgrounds
 - ◊ applying sprite animation tools
 - ◊ applying events, actions and scripts to objects
 - ◊ applying sounds.

Assessment

Evidence for assessment

Evidence for the achievement of learning outcomes 1, 2 and 3 could be in the form of written reports, oral-based presentations, structured audio-visual statements or class notes. Research may include extracts from books, journals, articles, and material published on the internet or in journals. Where possible, learners should be encouraged to gather and collect knowledge from practitioners within the field or from games companies themselves.

For some learners a viva voce type assessment might be an appropriate way to assess achievement of the first three learning outcomes. 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.

For the evidence of the achievement of learning outcome 4, learners must produce a 2D game world using a 2D game engine.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that any examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will give a basic outline description of each of the platforms specified in the unit content. This description will cover the main or most obvious elements of the content and will be accurate in relation to the most important aspects of what is being described. If there are any details or illustrative examples, they will not be well chosen or fully appropriate. A learner might note, for instance, 'A hand-held game system has its controls, screen and speakers all together in the case which fits in the player's hands. It uses its own batteries to provide the power.'

P2: learners will give a basic outline description of 2D game assets. This description will cover the main or most obvious elements of the content and will be accurate in relation to the most important aspects of what is being described. If there are any details or illustrative examples they will not be well chosen or fully appropriate. For example, a learner might note, 'A sprite is a flat image used as part of a larger background scene.'

P3: learners will give a basic outline description of 2D game engines and will provide correct and substantially complete descriptions of the purpose, common tools and features used in 2D game engines. The evidence produced will describe how 2D game engine tools and features are used to build a game world, the user documentation provided with published games and how games can be distributed. For example, a learner might note, 'A 2D game engine is the main part of a game. It handles the way a game is displayed and controlled. It basically puts everything in the game together so it can be viewed and played on screen.'

P4: learners will apply tools and features of a 2D game engine to produce a playable game world to a specification. Learners will be hampered in expressing their intentions fully by their limited grasp of technology and skills, so that their final product will only partially match what they had in mind when they envisaged it. However, the learner will produce a playable, though it may be simple and unimaginative, game world of limited functionality, such as a ball bouncing around a four-sided area, reflecting from walls and objects in the enclosed space.

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will describe 2D games platforms and their limitations, treating the material covered with some detail and providing appropriate examples from that material to illustrate the points made. Though these examples will not be elucidated further, and any comments made will not be supported or developed further by argument, there will, nonetheless, be a sense of thoughtfulness in the learner's work. For example, a learner might note: 'Game Boy Advance is an example of a hand-held game system. Its controls, screen and speakers are all together in the case which fits in the player's hands. It uses a lithium battery to provide the power.' (A technical specification might also be included.)

M2: learners will describe 2D game assets treating the material covered with some detail and providing appropriate examples from that material to illustrate the points made. Though these examples will not be elucidated further, and any comments made will not be supported or developed further by argument, there will, nonetheless, be a sense of thoughtfulness in the learner's work. In describing 2D game assets, the learner might comment, 'A sprite is a two-dimensional image used as part of a larger background scene that is drawn to represent 3D. Sprites often overlap backgrounds and other objects and can be used to show effects such as fire, smoke and small plants. In Game X the puffs of smoke from the dragon are sprites.'

M3: learners will describe 2D game engines and will provide correct descriptions of the common tools and features used in 2D game engines treating the material covered with some detail and using appropriate examples to illustrate the points made. Though these examples will not be elucidated further, and any comments made will not be supported or developed further by argument, there will, nonetheless, be a sense of thoughtfulness in the learner's work. For example, a learner might note, 'A 2D game engine is the main component of a game. It handles the way the sprites, backgrounds, events, actions and visual effects are displayed through a player's interaction with the game. It basically controls everything in the game, brings all the assets together so the game can be viewed via a screen and can be played by receiving input from a keyboard or game controller from the player.'

M4: learners will demonstrate competent use of tools and features of a 2D game engine to produce a playable game world to a specification. They will be sufficiently competent in technical skills to be able to express their intentions or achieve what they aim to achieve to some degree. They will show ability in relation to skills and the handling of equipment but will not yet employ those skills with imagination or creativity, and will not be completely confident in the use of 2D game engines. However, the learner will produce a playable, though it may be unimaginative, game world of restricted functionality, such as a character moving along a series of platforms, reflecting from objects and being able to be controlled by the player via keyboard controls. It will include player rewards such as pickups, and will have scoring such as points, lives and health.

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome

D1: learners will explain 2D games platforms and their limitations using fluent and correct technical language, and making use of detailed and appropriate illustrative examples. Processes and technologies will be explained and points made will be supported in some way by reference to precise, well-chosen and detailed examples or other type of illustration or argument. 'Correct technical language' means the learner uses the right word in the right context, and is able to deploy appropriately the kind of vocabulary used in the industry. For example, a learner might note: 'Game Boy Advance is an example of a hand-held game console. Its controls, screen and speakers are incorporated in the case which fits in the player's hands. It uses a lithium ion battery to provide the power.' (A detailed technical specification might be included, contrasting important differences between this device and others.) 'The 2.9' LCD (liquid crystal diode) screen is capable of displaying 240 x 140 pixels in 32,000 colours. This has more pixels than the original Game Boy's 160 x 144. The recent PSP hand-held, however, has 480 x 272 pixel resolution capable of displaying 16 million colours.'

D2: learners will explain 2D game assets using fluent and correct technical language and making use of detailed and appropriate illustrative examples. 'Explain' means that texts, processes or technologies will be explained and points made will be supported in some way by reference to precise, well-chosen and detailed examples or other type of illustration or argument. 'Correct technical language' means the learner uses the right word in the right context, and is able to deploy appropriately the kind of vocabulary used in the industry. For example, a learner might note: 'Sprite refers to a technique where two-dimensional flat images are integrated into complicated background scenes. The sprite is always facing the viewer which means the image can only ever be viewed from the same angle. The sprite image can be scaled to simulate perspective. Sprites often overlap other objects, and are used to show effects such as fire, smoke, small plants and objects. In Game X the puffs of smoke from the dragon are sprites. When playing the game it can be seen that the puffs of smoke are scaled down when the dragon appears at a distance from the main character, and scaled up as the dragon approaches. It is clear that the same sprite is being used to produce this effect.'

D3: learners will explain 2D game engines using fluent and correct technical language and making use of detailed and appropriate illustrative examples. They will provide correct explanations of the common tools and features used in 2D game engines. For example, a learner might note, 'A 2D game engine is the main component of a game. It handles the way the sprites, backgrounds, events, actions and visual effects are displayed through a player's interaction with the game. It basically controls everything in the game such as what happens when an object collides with another object, for example a ball object hitting a wall object. The engine will control what should happen next by selecting the correct event, managing all the assets and manipulating them to display the next stage of the game on the screen. Engine X is a good example of a 2D game engine.'

D4: learners will produce ideas and results that are beginning to move beyond the conventional, thinking laterally and coming up with ideas and solutions which others might not have thought of. This will come through in the generation and presentation of ideas, the development work, in the application of tools and features of a game engine, and in the aesthetic qualities of the final 2D game world. There will be an overall sense that learners are in control of the technology they are using and are able to use it to serve their creative objectives effectively and imaginatively. For example, the learner will produce an imaginative playable game world of sufficient functionality to achieve their intentions, such as a character moving along a series of platforms containing enemy objects that the player has to avoid. The player character will be able to reflect from walls or other similar objects and be controlled by the player via keyboard controls. It will include player rewards such as pickups, and will have a visual scoring system such as points, lives and health.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – 2D Game Platforms and Their Limitations	Contribution to online game platform e-zine – article on the types of game platform that host 2D computer games.	<ul style="list-style-type: none"> • Collated research data. • Research log. • Finished article.
P2, M2, D2	Assignment 2 – 2D Game Assets Used in 2D Computer games	Contribution to online game platform e-zine – article on 2D game assets used in 2D computer games.	<ul style="list-style-type: none"> • Collated research data. • Research log. • Finished article.
P3, M3, D3	Assignment 3 – 2D Game Engines (Purpose, Tools and Features)	Contribution to online game platform e-zine – article on 2D game engines (purpose, tools and features).	<ul style="list-style-type: none"> • Collated research data. • Research log. • Finished article.
P4, M4, D4	Assignment 4 – Build a 2D Game World	Brief from a game publisher to build a 2D game world to an agreed specification.	<ul style="list-style-type: none"> • Playable 2D game world. • All ideas notes. • Outline gameplay. • Game specification documents.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
3D Computer Game Engines	Computer Game Engines

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Interactive Media and Computer Games, and Photo Imaging as follows:

Interactive Media and Computer Games

- IM1 Work effectively in interactive media
- IM2 Obtain assets for use in interactive media products
- IM6 Use authoring tools to create interactive media products
- IM20 Design electronic games
- IM21 Program electronic games
- IM24 Create 2D animation for interactive media products

Photo Imaging

- PI15 Produce scanned images
- PI16 Undertake technical adjustment of images
- PI21 Undertake image asset management.

Essential resources

For this unit learners will need access to a range of 2D games on a variety of platforms. Access to the internet is essential for research. Learners will also need access to 2D game engine software on a PC platform. Centres should develop their own library of resources to include graphic assets and sound assets (wav and midi, for example, from game websites or tutor-created).

Employer engagement and vocational contexts

Centres should develop links with local interactive media production studios which could be approached to provide visiting speakers, study visits or samples of typical products.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

Demaria R and Wilson J L – *High Score! The Illustrated History of Electronic Game, 2nd Edition*
(McGraw-Hill/Osborne 2004) ISBN 978-0072231724

Forster W – *The Encyclopaedia of Game Machines: Consoles, Hand-helds and Home Computers, 1972-2005*
(Hagen Schmid, 2005) ISBN 978-300015359

Habgood J and Overmars M – *The Game Maker's Apprentice: Game Development for Beginners* (Apress, 2006)
ISBN 978-1590596159

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

Swamy N – *Basic Game Design and Creation for Fun and Learning* (Charles River Media, 2006)
ISBN 978-1584504467

Journals

Develop – source of news for the game development and design industry

Edge – video game culture

MCV – source of trade news for the gaming and interactive entertainment industry

Websites

www.classicnesseries.com	retro and classic games
www.gamasutra.com	game developers' website (free registration required, a major resource)
www.gamedev.net	resources for game developers
www.gamedevelopers.ie	the Irish game developers' site
www.gamespy.com	multiplayer game home page
www.igda.org	International Game Developers' Association
www.microsoft.com/games/zootycoon/zoo1/behindthescenes_art_bluefang.asp	game from Microsoft game studio
www.microsoft.com/games/zootycoon/zoo2/zootopia_zooguest.asp	game from Microsoft game studio
www.nintendo.com/home	home site for Nintendo games
www.sprisers-resource.com	free video game sprites
www.stonewashed.net/sfx.html	free sound effects
www.tiga.org	the independent game developers' association site
www.videogamesprites.net	free video game sprites
www.wildtangent.com	online games
www.worldofspectrum.org	emulators and more
www.yoyogames.com	YoYo Games Ltd is a UK based game start-up founded by games industry veterans offering free download of Gamemaker 2D engine
www.zelda.com/universe	official site of Legend of Zelda series

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Creative thinkers	generating ideas and exploring possibilities for a 2D game world experimenting with game engine tools and exploring their features to find solutions to gameplay and game world design problems adapting ideas as game world and design problems emerge
Self-managers	organising time and resources, prioritising actions and working towards goals, showing initiative, commitment and perseverance when working on a development project.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	planning and carrying out research into 2D games and 2D game assets analysing and evaluating information, judging its relevance and value when researching 2D games and 2D game assets
Reflective learners	setting goals with success criteria for their game world specification and 2D game world and reviewing progress, acting on the outcomes inviting feedback and dealing positively with praise, setbacks and criticism of their game world evaluating experiences and learning to inform future progress
Team workers	collaborating with others to work towards common goals when working in a team reaching agreements and managing discussions to achieve results when working to a game world specification showing fairness and consideration to others' contributions to the building of a group game world project and providing constructive support and feedback working in a group to produce a 2D game world, taking responsibility for their own role, showing confidence in themselves and their contribution to the finished game.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	handling game engine systems to create their game
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for the creation of their 2D game
Manage information storage to enable efficient retrieval	managing assets sourced and created for their 2D game
Follow and understand the need for safety and security practices	handling 2D game engine systems to create their games
Troubleshoot	handling 2D game engine systems to create their games
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	sourcing assets for their game
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching asset types and their limitations for use with their game engine
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	building and presenting their project portfolio to show: <ul style="list-style-type: none"> • interpretation of the brief • generation of ideas • management of chosen assets • consideration of legal implications • review of their own work
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	preparing a report on 2D game engine tools

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using estimation and calculation to plan game level layouts using estimation and calculation to work out the size of sprites and background for incorporation into 2D game level
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in brainstorming sessions to generate ideas when responding to a creative brief
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	studying manufacturers' manuals to research game engine software
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	creating their project portfolio, ideas, notes, and production documentation.

Unit 17: 3D Computer Game Engines

Unit code: K/600/6551

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to provide learners with knowledge, understanding and practical experience of a 3D game engine. It allows learners to gain experience in the production and development of 3D games, the use of appropriate software, and publishing games.

● Unit introduction

People entering the games industry need to have a basic awareness of how games have been constructed. At this level it is important that those considering a career in the industry have a basic appreciation of how game engines are used to produce functionality in a game. They must be aware of possible constraints of target platforms and their capabilities. They should experience the effective use of 3D development tools to produce a basic game world.

This unit provides learners with knowledge, understanding and practical experience of a 3D game engine. It allows learners to gain experience in the production and development of 3D games, the use of appropriate software, the documentation packaged along with published 3D games, and how 3D games are distributed. It is important for learners at this level to appreciate the types of platforms that use 3D games. In producing a 3D game world, learners will have the opportunity to explore resources used to make a 3D game and develop skills in controlling 3D game engine software.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about 3D game platforms and their connectable devices
- 2 Know about the 3D game assets used to build a game world
- 3 Know how 3D game engines are used to build a game world
- 4 Be able to build a 3D game world to a specification.

Unit content

1 Know about 3D game platforms and their connectable devices

3D game platforms: hand-held, eg Gameboy, PSP, DS, mobile phone; PC (personal computer); consoles, eg Playstation, Xbox, Gamecube, Wii

Connecting consoles and devices: console to display; cabled devices to platforms, eg keyboard, mouse, paddle, joystick, wheel, pedals, eye toy; wireless devices to platforms, eg joystick, keyboard, mouse, controller, wheel

2 Know about the 3D game assets used to build a game world

Graphic assets: textures, meshes, models

Behavioural assets: behaviours, eg triggers, actions, scripts

Sound assets: effects; volume; music; dialogue; file types, eg wav, midi

3 Know how 3D game engines are used to build a game world

3D game engine: purpose; tools and features, eg 3D view ports, polygons, lighting, triggers, textures, meshes, models, animation, scripts, sound

User documentation: user guide; readme files

Distribution of a game: publishing, eg executables, zip files, electronic distribution

4 Be able to build a 3D game world to a specification

Planning: schedule; time management; teamwork; deadlines

Game world specification: idea generation, eg audience, thumbnail sketching, gameplay, perspective camera view; game specification documents, eg level plans, required assets list

3D game engine tools and features: create 3D game world, eg polygons, lighting, triggers, textures, events, actions, meshes, models, animation, scripts, sound

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline the features of 3D game platforms and their connectable devices	M1 describe the features of 3D game platforms and their connectable devices with some detail and with reference to appropriate illustrative examples	D1 explain the features of 3D game platforms and their connectable devices with reference to precise and detailed illustrative examples and using correct technical language
P2 outline graphic, behavioural and sound 3D game assets	M2 describe graphic, behavioural and sound 3D game assets with some detail and with reference to appropriate illustrative examples	D2 explain graphic, behavioural and sound 3D game assets with reference to precise and detailed illustrative examples and using correct technical language
P3 outline how 3D game engines are used to build a game world	M3 describe how 3D game engines are used to build a game world with some detail and with reference to appropriate illustrative examples	D3 explain how 3D game engines are used to build a game world with reference to precise and detailed illustrative examples and using correct technical language
P4 apply tools and features of a 3D game engine to build, to a specification, a playable game world that partially realises intentions. [CT, SM]	M4 apply tools and features of a 3D game engine competently to build, to a specification, a playable game world that mainly realises intentions.	D4 apply tools and features of a 3D game engine skilfully to build, to a specification, a playable game world that clearly realises intentions.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Learners could start work on this unit by investigating the types of game platform that host 3D computer games. An appreciation of how these platforms are connected will lead to an understanding of their connectivity to devices and the types of game currently developed in 3D. Inevitably, much of the initial learning in this unit will take place through tutor-led structured hands-on gameplaying experiences.

Learners should be encouraged to build and store libraries of pre-prepared assets for use in assignment work. Assets can, of course, be sourced from the internet as well as being produced personally by the learner, perhaps through work in other units. Research to source useable assets should always be related directly to the learner's own production plans wherever possible, and learners should be made aware of copyright limitations.

Much of the study of a 3D game engine can be done through hands-on workshops and tutorial sessions, using the learner's own pre-prepared asset libraries. To cover the range of tools and features, tutors might find it valuable to use short, build-up activities leading ultimately to a playable game world.

Learners should be given opportunities to develop user documentation that explains how the game world can be loaded and controlled. Readme files are common tools to explain late-breaking amendments, and learners should be provided with opportunities to research examples and prepare their own text files. Many learners will already be familiar with the use of executable and zip files in the publishing and distribution of games, but few may have had an opportunity to develop their own. Practical exercises may be useful to give realistic experience, helping learners to understand how to compile games, to make executables and package files together for publishing.

This unit encourages learners to develop practical skills in handling 3D game engines. Learners are developing skills to meet sector needs and should be given opportunities to evidence their ability to work as members of a team, managing their time effectively in meeting deadlines. Tutors may find opportunities for group work and collaboration where group members each contribute one game level, which could lead to the production of an entire game. It is important that learners plan their work carefully before commencing production, and document both their ideas and plans.

Whilst this is mainly a practical unit there is much work that can be done researching into secondary sources through libraries, websites, periodicals etc. The involvement of professional game development personnel through visits and talks can bring much of the unit content alive.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and unit assessment.
Introduction to 3D computer game platforms and their connectivity.
Assignment 1 – 3D Game Platforms and How They Are Connected Hands-on gameplay investigating the types of game platform that host 3D computer games. Learners will: <ul style="list-style-type: none">• investigate how to connect game consoles and their associated devices• investigate the types of game currently developed in 3D• generate during gameplay log or report on the types of game platform that host 3D games and how they are connected together with their associated devices.
Introduction to 3D game assets used to build 3D computer games. Lectures on, demonstrations of and discussions about: <ul style="list-style-type: none">• graphic assets used to build 3D games• behavioural assets used to build 3D games• sound assets used to build 3D games.
Assignment 2 – 3D Game Assets Used in 3D Computer Games Hands-on gameplay investigating the types of 3D game assets used in 3D computer games. Learners will: <ul style="list-style-type: none">• investigate the graphical assets used in 3D games• investigate the behavioural assets used in 3D games• investigate the sound assets used in 3D games• generate during gameplay log or report on types of 3D game assets.
Introduction to 3D game engines. Lectures on, demonstrations of and discussions about: <ul style="list-style-type: none">• 3D game engines used to build a game world• what user documentation is included with 3D games• the distribution of 3D games.

Topics and suggested assignments and activities

Assignment 3 – 3D Game Engines (Purpose, Tools and Features)

Exercise on 3D game engines followed by individual presentation.

Learners will:

- investigate the purpose of a 3D game engine
- explore the tools and features of a 3D game engine
- find and analyse user documentation that accompanies 3D games
- investigate how 3D games are distributed
- write presentation
- give presentation.

Introduction to building a 3D game world using a 3D game engine.

Lectures on, demonstrations of and discussions about:

- planning milestones and achievable deadline dates through scheduling, time management and teamwork
- ideas generation
- game specification documents
- the tools and features of a 3D game engine
- purpose of a game engine
- 3D view ports and engine workspace
- meshes and models
- lights and textures
- triggers and animation
- scripts and sounds.

Assignment 4 – Build a 3D Game World

Exercise on building a 3D game world using a 3D game engine.

Learners will:

- plan milestones and achievable deadline dates through scheduling, time management and teamwork
- generate ideas
- complete game specification documents
- build a 3D game world using the tools and features of a 3D game engine
 - ◇ using 3D view ports and engine workspace
 - ◇ building meshes and adding models
 - ◇ applying lights and textures to models and meshes
 - ◇ using triggers and animation tools
 - ◇ applying scripts and sounds.

Assessment

Evidence for assessment

Evidence for the achievement of learning outcomes 1, 2 and 3 could be in the form of written reports, oral-based presentations, structured audio-visual statements or class notes. Research may include extracts from books, journals, articles, and material published on the internet or in journals. Where possible, learners should be encouraged to gather and collect knowledge from practitioners within the field or from games companies themselves.

For some learners a viva voce type assessment might be an appropriate way to assess achievement of the first three learning outcomes. 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.

For the evidence of the achievement of learning outcome 4, learners must produce a 3D game world using a 3D game engine.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that any examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will provide a correct but unelaborated outline description of each of the 3D games platforms and their connectable devices specified in the unit content. This description will be accurate in relation to the most important aspects of what is being described. If any illustrative examples are offered they will lack detail and may well not be appropriate. A learner might note, 'A Playstation 3 is a 3D video game platform and is a dedicated electronic device that is designed to play video games on a television screen'. A learner might also note, 'A gamepad, also called joypad or control pad, is a type of game controller held in the hand and can be connected via wireless or the USB port.'

P2: learners will give a basic outline description of 3D game assets. This description will cover the main or most obvious elements of the content and will be accurate in relation to the most important aspects of what is being described. If there are any details or illustrative examples they will not be well chosen or fully appropriate. For example, a learner might note, 'A 3D graphic asset in a 3D game is made up of a collection of points joined together to make lines. When displayed on the screen they form a triangular mesh that represents the game asset, for example a car, tree or building. Textures are added to make the assets look more realistic.'

P3: learners will describe in outline 3D game engines and will provide correct and substantially complete descriptions of the purpose, common tools and features used in 3D game engines. The evidence produced will describe how 3D game engine tools and features are used to build a 3D game world, the user documentation provided with published games and how games can be distributed. For example, a learner might note, 'A 3D game engine is the main part of a game. It handles the way a game is displayed and controlled. It basically puts everything in the game together so it can be viewed and played on screen.'

P4: learners will apply tools and features of a 3D game engine to produce a playable 3D game world to a specification. 'Apply' means that the learner has used tools and features at a basic level only with little attempt to show imagination or creativity. The learner will produce a playable 3D game world, though it will be simple, unimaginative and of limited functionality. A learner might produce, for example, a character walking around a building, reflecting from walls and objects in the enclosed space.

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will describe 3D games platforms and their connectable devices with some appropriate detail. That is, they will treat the material covered with some detail, providing appropriate examples from that material to illustrate the points made. There will, however, be no further elaboration of these details and they will not be explicitly linked to the discussion or used to develop ideas or arguments. There will, nonetheless, be a sense of thoughtfulness in the learner's work. For example a learner might note, 'A Playstation 3 is a 3D video game console and is an electronic device that produces a video display signal which can be used with a television to display the video game.' A learner might also note, 'A gamepad is a type of game controller held in the hand where your thumbs are used to provide input. It also has a direction controller in the shape of a cross and an analogue stick. It can be connected via a wireless or the USB port.' (A technical specification might also be included.)

M2: learners will describe 3D game assets using appropriate illustrative examples. That is, they will treat the material covered with some detail, providing appropriate examples from that material to illustrate the points made. In describing 3D game assets, the learner might comment, 'A 3D graphic asset in a 3D game is made up of a collection of points known as vertices and when joined together make lines called edges. Three or more edges make a face that in turn is used to define the shape of a 3D object. When a collection of faces are displayed on the screen they form a triangular mesh that represents the game asset – for example, a car, tree or building. Textures are then applied to make the assets look more realistic.'

M3: learners will describe 3D game engines providing correct descriptions of the purpose, common tools and features used in 3D game engines with reference to appropriate examples. That is, they will treat the material covered with some detail and make some comment on it, providing examples from that material to illustrate the points made. Though these examples will not be elucidated further, and any comments made will not be supported or developed further by argument, there will, nonetheless, be a sense of thoughtfulness in the learner's work. For example, a learner might note, 'A 3D game engine is the main component of a game. It handles the way the models, textures, lighting, triggers and visual effects are displayed through a player's interaction with the game. It basically controls everything in the game, brings all the assets together so the game can be viewed via a screen and can be played by receiving input from a keyboard or game controller from the player.'

M4: learners will demonstrate competent use of tools and features of a 3D game engine to produce a playable game world to a specification. 'Competent' means the learner shows ability in relation to skills and the handling of equipment but is not yet employing those skills with imagination or creativity, and is not yet completely confident in the use of 3D game engines. However, the learner will produce a playable, though it may be an unimaginative, game world of restricted functionality, such as a character moving along a series of corridors in a building reflecting from walls and objects and being able to be controlled by the player via keyboard controls. It will include lighting effects and have textures applied to all the models and meshes.

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: learners will explain 3D games platforms and their connectable devices using fluent and correct technical language and making use of well-detailed and appropriate illustrative examples – that is, points made will be supported in some way by reference to precise, well-chosen and detailed examples or other type of illustration. Detail will be full, consistently appropriate and relevant, and will often itself be developed, or used to further develop ideas or arguments. The learner's use of any technical and specialist language will be consistently appropriate and accurate. For example, a learner might comment, 'A Playstation 3 is a 3D video game console and is an interactive entertainment computer or electronic device that produces a video display signal which can be used with a display device such as a television or TFT monitor to display the video game.' A learner might also note, 'A gamepad is a type of game controller held in the hand where your thumbs are used to provide input. Gamepads generally feature a set of action buttons handled with the right thumb and a direction controller handled with the left. The direction controller has traditionally been a four-way digital cross, also named a joypad, or alternatively a D-pad, but most modern controllers additionally feature an analogue stick and can be connected via a wireless or the USB port.' (A technical specification might also be included.)

D2: learners will explain 3D games assets using fluent and correct technical language and making use of well-detailed and appropriate illustrative examples – that is, points made will be supported in some way by reference to precise, well-chosen and detailed examples or other type of illustration. Detail will be full, consistently appropriate and relevant, and will often itself be developed, or used to further develop ideas or arguments. A learner might note, for example, 'A 3D graphic asset in a 3D game is made up of a collection of points known as vertices which when joined together make lines called edges. Three or more edges make a face known as a polygon. Polygon meshes are used to define the shape of a 3D object. When a collection of polygons are displayed on the screen they form a triangular mesh that represents the shape of the game asset – for example a car, tree or building. Textures are then applied to the surfaces of the polygon meshes to make the assets look more realistic.'

D3: learners will explain 3D game engines using fluent and correct technical language and making use of well-detailed and appropriate illustrative examples to provide correct explanations of the purpose, common tools and features used in 3D game engines. For example a learner might note, 'A 3D game engine is the main component of a game. It handles the way the models, textures, lighting, triggers and visual effects are displayed through a player's interaction with the game. It basically controls everything in the game such as what happens when the player character collides with a trigger object, for example a door object. The engine will control what should happen next by selecting the correct event script, managing all the assets and manipulating them to display the next stage of the game on the screen. Engine X is a good example of a 3D game engine.'

D4: learners will produce results that are beginning to move beyond the conventional, thinking laterally and coming up with ideas and solutions which others might not have thought of. This will come through in the generation and presentation of ideas, the development work, in the application of tools and features of a game engine, and in the aesthetic qualities of the final 3D game world. There will be an overall sense that learners are in control of the technology they are using and are able to use it to serve their creative objectives effectively and imaginatively. For example, the learner will produce an imaginative playable game world of sufficient functionality to achieve their intentions, such as a character moving along a series of corridors in a building reflecting from walls and objects and being able to be controlled by the player via keyboard controls. It will include triggered events, animation, lighting effects and have textures applied to all the models and meshes. It will contain ambient and triggered sound effects.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – 3D Game Platforms and How They Are Connected	Contribution to online game platform e-zine – article on the types of game platform that host 3D computer games.	<ul style="list-style-type: none"> Collated research data. Research log. Finished article.
P2, M2, D2	Assignment 2 – 3D Game Assets Used in 3D Computer Games	Contribution to online game platform e-zine – article on 3D game assets used in 3D computer games.	<ul style="list-style-type: none"> Collated research data. Research log. Finished article.
P3, M3, D3	Assignment 3 – 3D Game Engines (Purpose, Tools and Features)	Contribution to online game platform e-zine – article on 3D game engines (purpose, tools and features).	<ul style="list-style-type: none"> Collated research data. Research log. Finished article.
P4, M4, D4	Assignment 4 – Build a 3D Game World	Brief from a game publisher to build a 3D game world to an agreed specification.	<ul style="list-style-type: none"> Playable 3D game world. All ideas notes. Outline gameplay. Game specification documents.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
2D Computer Game Engines	Computer Game Engines

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Interactive Media and Computer Games as follows:

Interactive Media and Computer Games

- IM1 Work effectively in interactive media
- IM2 Obtain assets for use in interactive media products
- IM6 Use authoring tools to create interactive media products
- IM20 Design electronic games
- IM21 Program electronic games
- IM25 Create wire-frame models for 3D animation
- IM26 Texture models for 3D animation.

Essential resources

Learners will need access to a range of games on a variety of 3D game platforms. Access to the internet is essential for research. Learners will also need access to 3D game engine software on a PC platform. Centres should develop their own library of resources to include graphic assets and sound assets (wav and midi, for example, from game websites or tutor-created).

Employer engagement and vocational contexts

Centres should develop links with local interactive media production studios which could be approached to provide visiting speakers, study visits or samples of typical products.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

Busby J, Parrish Z and Eenwyk J V – *Mastering Unreal Technology: The Art of Level Design* (Sams Publishing, 2004) ISBN 978-0672326929

Demaria R and Wilson J L – *High Score! The Illustrated History of Electronic Games, 2nd Edition* (McGraw-Hill/Osborne, 2004) ISBN 978-0072231724

Forster W – *The Encyclopaedia of Game Machines: Consoles, Hand-helds and Home Computers 1972-2005* (Hagen Schmid, 2005) ISBN 978-300015359

Guilfoyle E – *Quake 4 Mods For Dummies* (For Dummies, 2006) ISBN 978-0470037461

Guilfoyle E – *Half Life 2 Mods For Dummies* (For Dummies, 2007) ISBN 978-0470096314

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

Journals

Develop – source of news for the game development and design industry

Edge – video game culture

MCV – source of trade news for the gaming and interactive entertainment industry

Websites

en.wikipedia.org/wiki/Game_engine	game engine information
udn.epicgames.com/Two/WebHome	information on working with the unreal engine2
wiki.beyondunreal.com/wiki/UnrealEd_2	unreal engine2 documentation site
www.gamasutra.com	game industry information
www.gamedev.net	game industry information
www.garagegames.com/products/	torque game engine
www.igda.org	International Game Developers' Association

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Creative thinkers	generating ideas and exploring possibilities for a 2D game world experimenting with game engine tools and exploring their features to find solutions to gameplay and game world design problems adapting ideas as game world and design problems emerge
Self-managers	organising time and resources, prioritising actions and working towards goals, showing initiative, commitment and perseverance when working on a development project.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	planning and carrying out research into 2D games and 2D game assets analysing and evaluating information, judging its relevance and value when researching 2D games and 2D game assets
Reflective learners	setting goals with success criteria for their game world specification and 2D game world and reviewing progress, acting on the outcomes inviting feedback and dealing positively with praise, setbacks and criticism of their game world evaluating experiences and learning to inform future progress
Team workers	collaborating with others to work towards common goals when working in a team reaching agreements and managing discussions to achieve results when working to a game world specification showing fairness and consideration to others' contributions to the building of a group game world project and providing constructive support and feedback working in a group to produce a 2D game world, taking responsibility for their own role, showing confidence in themselves and their contribution to the finished game.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	handling game engine systems to create their game
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for the creation of their 3D game
Manage information storage to enable efficient retrieval	managing assets sourced and created for their 3D game
Follow and understand the need for safety and security practices	handling 3D game engine systems to create their games
Troubleshoot	handling 3D game engine systems to create their games
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	sourcing assets for their game
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching asset types and their limitations for use with their game engine
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	building and presenting their project portfolio to show: <ul style="list-style-type: none"> • interpretation of the brief • generation of ideas • management of chosen assets • consideration of legal implications • review of their own work
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	preparing a report on 3D game engine tools

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using estimation and calculation to plan game level layouts using estimation and calculation to work out the size of assets for incorporation into 3D game level
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in brainstorming sessions to generate ideas when responding to a creative brief
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	studying manufacturers' manuals to research game engine software
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	creating their project portfolio, ideas, notes and production documentation.



Unit 18: Advertising Production

Unit code: M/600/6552

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to introduce learners to the way advertisements are created and the ways in which they work. Learners will study existing advertisement techniques in a number of mediums, and plan and produce an advertisement of their own in a chosen medium.

● Unit introduction

Advertising and the media are inseparable. Advertising exists in some shape or form in every medium – television, film, radio, the press, the internet – and this is true whether the advertising is carried through a commercial media outlet (where the advertising is explicit and often supports it financially) or a public service media outlet (which will carry not only explicit advertising for its own products and services but will also transmit covert advertising through sports programmes, sponsored events and public relations messages infiltrated into news items). It follows that the advertising industry is one of the largest in the creative media sector.

This unit introduces learners to the techniques of advertising. It shows them how to develop ideas for advertisements, and how to plan and produce advertisements in a selected medium. Learners will be required to analyse the construction of a particular advertisement along with the persuasive techniques employed. From this basis of knowledge they will be able to plan and produce their own advertisements.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know how advertisements are constructed
- 2 Be able to develop ideas for an advertisement
- 3 Be able to create an advertisement
- 4 Be able to review own advertising production.

Unit content

1 Know how advertisements are constructed

Medium: eg radio, TV, cinema, interactive, print, poster

Content: eg narrative, visual, verbal, order of information, music, SFX

Styles: eg humorous, surreal, dramatic, realist

Persuasive techniques: information about products or services, eg features, benefits, unique selling proposition (USP); emotional manipulation, eg use of fear, playing on emotion, compassion; brand identification; celebrity endorsement

2 Be able to develop ideas for an advertisement

Ideas generation: eg brainstorming, group discussion, research commercial practice; requirements, eg client's needs, technical restrictions, costs, target audience or market

Treatment or proposal: target audience; content; style; strategy; budget

Regulations and codes of practice: eg legal considerations, Advertising Standards Authority, Ofcom

3 Be able to create an advertisement

Pre-production: preparation and planning, eg for print or interactive (copy, visuals, layout plans, sketches, mood boards, thumbnails, early drafts, use of colour, fonts), for moving image (script, storyboard, shooting script), for audio (script, music, SFX, cues); production requirements, eg equipment, crew, actors, location recce; production schedules, production logs

Production: eg drafting, layout, copywriting, recording, filming

Post-production: eg for print-based media, for interactive media, for moving image, for audio

4 Be able to review own advertising production

Finished product: compared with original intentions; technical qualities; aesthetic qualities; persuasive qualities

Production process: production (technical competencies, creative ability); post-production (technical competencies, creative ability)

Sources of information: self-evaluation, production logs, comments from others, eg audience, peers, tutors, client

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline advertisements in terms of content, style and technique [IE]	M1 describe advertisements in terms of content, style and technique with some detail and with reference to appropriate illustrative examples	D1 explain advertisements in terms of content, style and technique with reference to precise and detailed illustrative examples
P2 present an appropriate idea for an advertisement [CT]	M2 present a developed idea for an advertisement	D2 present an imaginative idea for an advertisement
P3 use appropriate techniques and technology to create an advertisement that partially realises intentions [CT, SM]	M3 use appropriate techniques and technology competently to create an advertisement that mainly realises intentions	D3 use appropriate techniques and technology skilfully to create an advertisement that clearly realises intentions
P4 review strengths and weaknesses of own advertising production work. [RL]	M4 describe strengths and weaknesses of own advertising production work with some detail and with reference to appropriate illustrative examples.	D4 evaluate strengths and weaknesses of own advertising production work with reference to precise and detailed illustrative examples.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

It is recommended that this unit be contextualised within a specific medium so that work for learning outcome 1 can be kept within manageable limits, and also so that the production element of the unit can be based on pre-existing technical skills. It is important to recognise that, whilst the technical skills of a specific medium are not the focus of this unit, learners must be able to use the technology they are working with if they are to express their intentions successfully. In terms of course structures, therefore, this unit could follow *Unit 5: Video Production*, *Unit 6: Audio Production*, or *Unit 7: Print Production*.

After an introduction to the concepts of advertising, the first stage of this unit could be taught through a series of group sessions in which learners are encouraged to discuss and analyse examples of individual advertisements and advertising campaigns. Alternatively, learners could be encouraged, through self-directed learning, to investigate advertising campaigns through libraries and the internet. The Advertising Standards Authority website (www.asa.org.uk) is recommended for information about advertising generally and for interesting commentaries on advertisements.

Talking about what people in the group own (and why) and what they aspire to own (and why) might be one way of getting into the subject. It will help, also, if tutors have up-to-date information on the effects of advertising campaigns.

However, it is more important at this stage that learners develop an understanding of the techniques of advertising. Analysis of specific texts should therefore be given the greater emphasis, looking particularly at the strategies employed and the relationship of those strategies to the target markets. This understanding will then inform the production work.

Initial pre-production work can be broken down into specific tasks by the tutor, or learners can negotiate the ordering of their own work at this stage. It is suggested that production and post-production tasks be monitored by the tutor during a series of workshop sessions, with more formal sessions, including group presentations, being used for evaluation of the production work.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and assessment of unit.
Group exercise on where adverts are situated.
Introduction to how advertisements are constructed: <ul style="list-style-type: none">• content• styles• persuasive techniques.
Exercise on adverts that have been subject of Advertising Standards Authority investigation (pair work). Learners will: <ul style="list-style-type: none">• research advertisements in pairs following brief given• write report individually covering<ul style="list-style-type: none">◇ descriptions of advertisements studied◇ techniques employed in them◇ reasons for being subject to complaints◇ summaries of ASA decisions.
Exercise on individual consumption in relation to advertising. Learners will: <ul style="list-style-type: none">• identify a number of recent purchases they have made• explore reasons for purchases• find and analyse recent advertisements for each of the products, and compare given reasons for purchases with perceived intentions of adverts• prepare presentations• give presentations.
Introduction to analysis of advertisements.
Assignment 1 – Analysis of Adverts from Different Mediums Learners will work in pairs to: <ul style="list-style-type: none">• research advertisements from three different mediums on a specified product type• analyse adverts using techniques taught in previous session• prepare presentations• give presentations.

Topics and suggested assignments and activities

Assignment 2 – Advertisement Production

Learners will:

- decide on product to advertise
- research into adverts for similar products
- generate ideas
- prepare proposal
- prepare and give pitch to client
- complete pre-production planning
- complete production
- complete post-production.
- presentation of work.

Assignment 3 – Review

Learners will:

- produce questionnaires to gain feedback on their advertisement
- arrange showings and get questionnaires completed
- analyse questionnaire responses
- write review of their own advertisements in the light of responses gathered.

Assessment

Evidence for assessment

Achievement of learning outcome 1 could be evidenced through a written report or a presentation by one learner or a small group. In the case of a group presentation assessors must ensure that evidence is produced which enables each learner in the group to be individually awarded a grade for the unit. Presentations should be recorded for internal and external verification purposes. Learners could also hand in annotated advertisements (or drawings or video grabs in the case of film or television advertisements).

Achievement of learning outcome 2 could be evidenced through various forms of recording of brainstorming exercises or group development activities. Notes, ideas boards, and spidergrams are all acceptable forms of evidence, which can also be supported by tutor observation.

Practical recording and editing activities that are monitored and recorded by tutors would provide evidence for learning outcome 3 as would the final product. It is essential that all group work is individually evidenced in order to award an individual learner a grade for the unit. This might be done through initial minuted group discussion and role allocation and final evaluation of own work and team activity.

Evidence for achievement of learning outcome 4 can be in the form of a presentation, a written report, or a structured statement in an audio or visual medium.

For some learners a viva voce type assessment might be an appropriate way of creating evidence for the assessment of learning outcomes 1 and 4. 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. Presentations and vivas must be recorded for internal and external verification purposes.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will give accurate but unelaborated, outline summaries of the content, style and technique of advertisements from a given medium saying what they contain and look like. Learners will offer some basic observations which accurately identify the technique being employed. For example, a learner might note, 'The advert for the film *Mr and Mrs Smith* is quite plain and funny. It has a picture of a man and a woman, one each side of the poster. They are looking at us not at each other. He is holding a gun and she has a gun in her garter. At the bottom of the poster and in between the two people is the title in large black letters. The title is very obvious.'

P2: learners will present an idea for an advertisement based on a technique appropriate to that idea. The idea will be arrived at quickly, perhaps in a rather haphazard way and without a great deal of thought. There will be very little development of the original idea and the technique will simply be named or very briefly described in such a way as to identify it. The treatment or proposal will cover the requirements of the specified unit content but in a simple and unelaborated form.

P3: the application of advertising techniques demonstrated in the finished advertisement will be at a basic level, and aesthetic understanding and capabilities will also be basic ('aesthetics' can be taken to cover matters of style as well as the considerations that might more strictly be covered by that term). Learners will be hampered in expressing their intentions fully by their limited grasp of the technology and skills appropriate to the medium in which they are working, so that their final advertisement will only partially match what they had in mind when they came up with the idea. Learners are likely, for example, to produce a television advertisement in which the overall sense of the narrative is only just understandable. Shots will be in the order planned, but the individual shots will be poorly framed and will not match up when edited together. Editing will lack pace, and sound levels will vary quite widely from one shot to another.

P4: learners will provide an overall outline review of appropriate strengths and weaknesses of their work without further comment ('work' means both the process and the product resulting from following that process). The strengths and weaknesses identified will be relevant to the production process and the product but will mainly be presented in the form of a historical account of activities (for example, 'After I had written the copy for my advert I chose the font. I went for Georgia which looked good. Then I had to decide on the layout. This wasn't as easy as I thought it would be and took me too long ...' etc). Reference to the product will consist mainly of a relevant but unelaborated outline of content, and assessments of its quality will be very generalised and at the level of assertion (for example, 'The final layout was good and I thought the copy worked well').

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: descriptions of advertisements and advertising techniques will go beyond a bare outline, with some appropriate detail and illustrative examples being provided. There will, however, be no further elaboration of these details or examples and they will not be explicitly linked to the discussion or used to develop points or ideas further. The techniques employed in the advertisements will be made more explicit using detail from them to illustrate the points made. In a discussion of the advertisement for the film *Mr and Mrs Smith*, for example, the learner might describe the contents of the advertisement as a pass grade learner would, but then note, 'The poster uses humour and appeals to a youth audience as most people of around 18 to 30 would think that the way she is keeping a gun in her garter is quite funny.'

M2: learners will give some thought to the generation of an idea and will develop it with some care, working in a more organised way than pass grade learners. There will be some sense of the idea having been worked on and taken further through that process. Techniques, skills or technologies required to realise the idea will be adequately described. Ideas will be presented in an organised way and treatments or proposals will contain some detail.

M3: learners will be sufficiently competent in the technical skills appropriate to the medium in which they are working to be able to express their intentions or achieve what they aim to achieve to some degree. The application of advertising techniques will be considered and thoughtful. Aesthetic decisions will be based on some thought and will be on the whole satisfying. Merit grade learners are likely, for example, to produce a television advertisement in which the overall sense of the narrative is clear with shots in the order planned, but editing may be slightly stilted or sound levels inconsistent.

M4: in reflecting upon their production work learners will go beyond merely identifying strengths and weaknesses. Description of the product will go beyond content into intention, and commentary will be more detailed, with illustrative examples taken from the work to support comments. However, explanations will be rather unsophisticated, and assessments will still be at the level of statement or assertion rather than being supported by explanation or argument. For example, a learner might note, 'I wanted people to be attracted to my advert so I made sure the boy was good looking. I thought the final layout was good and I thought the copy stood out well being in dark green against the pink shirt of the boy.'

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: advertisements will be not just described but explained, points made being supported in some way by reference to precise, well-chosen and detailed examples. Details and examples will often be developed, or used to further develop ideas or arguments. In the case of a discussion of the *Mr and Mrs Smith* poster, for example, learners will make the connection between the poster and the audience, and develop ideas from the observations made about the advertisement: 'The advert is aimed at a younger audience because the man and the woman are both young and look cool, and the expressions on their faces are not hard. In fact, they are almost smiling. Also, the way the gun is tucked into her garter is quite funny. This indicates that the film is a sort of comedy rather than a straight gangster movie. It contrasts with the posters for *Sin City*, which all have a person with a gun in them, but they look hard and mean because this is a serious action movie'

D2: when developing their ideas learners will be inventive and resourceful, though at this level they will still be working within conventions. They will think laterally and come up with ideas and solutions which others might not have thought of. Techniques, skills or technologies required to realise the idea will be described in good detail and ideas will be presented in a careful, well-organised manner. Treatments or proposals will be well detailed.

D3: there will be an overall sense that learners are in control both of the advertising techniques they are deploying and the technology they are using and are able to use both to serve their creative objectives effectively and imaginatively. For example, in a television advertisement the narrative will be clear and economically conveyed, shots will be well framed, editing crisp, and sound levels consistent.

D4: strengths and weaknesses in a learner's own work will be expressed clearly and subjected to some sort of evaluative procedure or weighing up which is supported by evidence from precise, well-described examples that are explicitly linked by the learner to the point being illustrated. Learners will demonstrate an awareness of why they did what they did, and will justify or support comments on production decisions in some way. A learner might note, for example, 'The first requirement of an advertisement is to attract attention, so, because the advert is aimed at women, I made sure I used an attractive man for the visual. The next requirement is to get the reader interested, so I dressed him in pink, which is thought of as a rather girly colour.' Any use of technical and specialist language will be correct, being consistently appropriate and accurate.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – Analysis of Adverts from Different Mediums	Working as creatives within an advertising company, learners do research on current campaigns for a specified product-type in preparation for working on an account for a new product of that type.	<ul style="list-style-type: none"> • Collated research data. • Research log. • Presentation (recorded).
P2, M2, D2 P3, M3, D3	Assignment 2 – Advertisement Production	Brief from a manufacturing company to produce an advertisement in a specified medium aimed at a specified target audience for a specified product.	<ul style="list-style-type: none"> • All research documentation. • All ideas notes, sketches and drafts. • Pitch materials. • All pre-production documentation. • All post-production documentation. • Finished advertisement. • Presentation (recorded). • Production log.
P4, M4, D4	Assignment 3 – Review	As above.	<ul style="list-style-type: none"> • Completed research questionnaires. • Analysis of responses. • Report.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Media Audiences and Products	Advertisement Production for Television
Video Production	Commercial Production for Radio
Audio Production	Marketing and Public Relations
Print Production	
Photography Techniques	
Writing for the Creative Media	

The links to the Level 2 units will depend upon the medium in which learners are working to produce their advertisement for this unit.

Opportunities to relate the work done for this unit to Skillset National Occupational Standards will also depend upon the medium in which students are working to produce their advertisement. Standards might include those in Animation, Camera, Editing, Interactive Media and Computer Games, Photo Imaging, and Radio Content Creation.

Essential resources

For this unit learners should have access to appropriate production equipment. Depending on the medium in which learners are working, this may include computer-aided design equipment, portable and studio recording equipment, and video production and post-production equipment.

Employer engagement and vocational contexts

Centres should (where possible) develop links with local advertising agencies and graphic design studios that work for such agencies. Editors of local papers could be willing to come in and talk about the relationship between their papers and advertising, both in terms of target market and finance.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers.

Saatchi and Saatchi runs a Summer Scholarship programme each year – details can be found at www.saatchi.co.uk/summerscholarship.

A guide to the structure of the advertising industry can be found at www.mind-advertising.com/agencies_index_basics.htm.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

Burtenshaw K, Mahon N and Barfoot C – *Fundamentals of Creative Advertising* (AVA Publishing, 2006)
ISBN 978-2940373185

Butterfield L – *Excellence in Advertising* (Focal Press, 1999) ISBN 978-0750644792

Dibb S – *Marketing Briefs and Revision Guide* (Focal Press, 2001) ISBN 978-0750662000

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

Pattis S W – *Careers in Advertising, 3rd Edition* (McGraw Hill, 2004) ISBN 978-0071430494

Powell H, Hardy J, Hawkin S and MacRury I – *The Advertising Handbook* (Routledge, 2009)
ISBN 978-0415423113

Journal

Campaign – the trade paper of the advertising industry

Websites

www.adassoc.org.uk the Advertising Association, a federation of 32 trade bodies,
represents the advertising and promotional marketing industries in
the UK

www.asa.org.uk the Advertising Standards Authority

www.iaaglobal.org the International Advertising Association connects advertising
associations from all over the world and acts as an industry educator
and knowledge transfer facilitator

www.rab.co.uk the Radio Advertising Bureau

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	<ul style="list-style-type: none"> planning and carrying out research into advertising to develop their understanding of its techniques carrying out research to develop ideas for their own advertisements
Creative thinkers	<ul style="list-style-type: none"> generating ideas and exploring possibilities for advertisements trying out alternative ways of constructing their advertisements following ideas through to complete an advertisement adapting their ideas as circumstances change
Reflective learners	<ul style="list-style-type: none"> reviewing and reflecting on their advertisement production work and acting on the outcomes to modify and improve their work setting goals with success criteria for their production work inviting feedback on their own work and dealing positively with praise, setbacks and criticism evaluating their experiences and learning to inform future progress
Self-managers	<ul style="list-style-type: none"> organising time and resources and prioritising actions when producing their advertisement, whether working on their own or in a group seeking out challenges or new responsibilities and showing flexibility when priorities change dealing with competing pressures, including personal and work-related demands responding positively to change, seeking advice and support when needed.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Team workers	<ul style="list-style-type: none"> taking responsibility for their own role when working in a group to produce an advertisement managing discussions to reach agreements and achieve results.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching advertisements
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for the production of an advertisement
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	creating and finding illustrative materials for a printed advertisement, and adapting them for use
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring, extracting and assessing the relevance of information from advertising-related websites
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	building an advertising website, bringing together a variety of materials gathered through research
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with other members of a production group

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using estimation and calculation to plan the layout of flyers or website pages
Identify the situation or problem and the mathematical methods needed to tackle it	using estimation and calculation to work out timings for editing a television advertisement
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	doing pair work on the analysis of advertisements and giving presentations on conclusions attending production meetings
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading commentaries on individual advertisements reading regulator's reports on advertisements that have been the subject of complaints
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing reports on research into advertisements writing copy for advertisements.

Unit 19: Writing for the Creative Media

Unit code: F/600/6555

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to introduce learners to the reasons for and methods of writing for the creative media. Learners will research and develop ideas, create written materials using appropriate conventions and explore the relationship between the writing process and the products produced in their chosen area of the media.

● Unit introduction

For some industries in the creative media sector such as the press, writing is almost an end in itself. Reports, articles, reviews of books, films and plays, and, in some journals, short stories are all examples of writing for a particular audience using an appropriate writing style. In many other industries writing underlies a different final product, scriptwriting for film, television and radio being the obvious example. Each of these activities requires the application of different specialist writing skills and an understanding of the form and conventions of the various products, but all of them require writers to be at ease with the written language, able to express themselves clearly, and to utilise basic skills of spelling, punctuation and grammar. Good writing for the media results in appropriate, useable, audience-focused products and it follows that an understanding of the writing process is important to those working within the sector, regardless of specialist area.

This unit first introduces learners to the different applications of writing for the media, and then to the techniques and conventions of writing for a specific industry in the sector. Beginning with research into the methods used by professional writers, the unit then requires learners to generate ideas and to turn these into fully realised written material which is correctly presented for the chosen medium and form. Finally, the unit allows learners to reflect on the effectiveness of the work created and understand the need for revisions and improvements.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about different types of writing produced in the creative media sector
- 2 Be able to generate ideas for written material
- 3 Be able to produce written material
- 4 Be able to review own writing work.

Unit content

1 Know about different types of writing produced in the creative media sector

Media industries: eg film, television, video, radio, magazine, newspaper, worldwide web, comic book, computer games

Types of writing: eg newspaper journalism, broadcast journalism, magazine journalism, documentary scripting, television scripting, film scripting, radio scripting, fiction, game story, advertising copy, web content

2 Be able to generate ideas for written material

Stimulus: eg brief, commission, competition, targeted spec proposal, personal interest, potential market

Development: eg brainstorming, production team meetings, note taking, team writing, refining process, creative discussions, group development, scene by scene synopsis

Considerations: client requirements; audience requirements; genre conventions; narrative conventions; narrative structure; content; style; marketplace; influence of other successful products; timescale

Research: content, eg primary sources, secondary sources, printed material, internet sites, video and audio recordings, interviews; market, eg current practice, production guides, published writers' advice

Preparation: treatment; synopsis; outline

3 Be able to produce written material

Conventions: eg cues, visual description, use of camera, shooting script, dialogue, music and sound effects, continuity links, commentary, voice-over, characterisation, style, mode of address, headlines, sub-headings, illustrations, graphics, conveying information, conventions of genre

Layout: title page; page numbers; page breaks; columns; sight readable; font style and size; spacing; alignment

Accuracy: spelling; grammar; syntax; punctuation; description; factual content; names

4 Be able to review own writing work

Finished work: compared with original ideas; suitability for audience; appropriateness for the brief; content; structure; writing skills, eg expression, spelling, punctuation, grammar, information delivery, style, aesthetic qualities, genre considerations

Production process: research skills; time management; rewriting; teamwork; creative development; initiative

Sources of information: self-evaluation; documentation, eg ideas notes, notes from meetings, drafts; comments from others, eg audience, peers, tutors, client

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline different types of writing produced in the creative media sector [IE]	M1 describe different types of writing produced in the creative media sector with some detail and with reference to appropriate illustrative examples	D1 evaluate different types of writing produced in the creative media sector with reference to precise and detailed illustrative examples
P2 present appropriate ideas for written material [CT]	M2 present developed ideas for written material	D2 present imaginative ideas for written material
P3 apply conventions and technical skills to produce written material that partially realises intentions [SM]	M3 apply conventions competently and technical skills with some accuracy to produce written material that mainly realises intentions	D3 apply conventions skilfully and technical skills accurately to produce written material that clearly realises intentions
P4 review strengths and weaknesses of own writing work. [RL]	M4 describe strengths and weaknesses of own writing work with some detail and with reference to appropriate illustrative examples.	D4 evaluate strengths and weaknesses of own work with reference to precise and detailed illustrative examples.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

After an introduction to the different types of writing done for the media, learners should either, depending on the interests and resources of the centre, be helped to develop the skills for one particular form of writing, or be allowed to branch out and experiment according to their own interests – in the latter case under the careful eye of the tutor lest they get involved in an over-ambitious project. Ideas derived from personal interests should be clearly aligned to a realistic market and have a clear concept of the audience aimed at.

Tutors might consider having a number of writing teams working on a combined project. For example a group working on a magazine aimed at gamers, a group working on film or television reviews, and a group working on a graphic novel could later combine their work to produce a youth based publication. Similarly, a group of learners all working on different genres of radio or television broadcasting could put their work together to produce a sampler set for a new broadcasting channel. It would also be possible to combine work done for different media, for example using a graphic novel as the basis of the storyboards for a television production, or adapting a series of magazine articles into a radio documentary.

Emphasis should be placed on the importance of redrafting. Good writers tend to rewrite rather than merely write. The process of revision must involve consideration of audience, client and feasibility. With this in mind, learners should be made aware of the considerable benefits to writers of working on a computer – though they should also be made aware of the need to constantly check the impact of what might be thought minor emendations on other parts of the document. They must also be taught not to put their trust in spellcheckers. Tutors should note that as this unit is concerned with the skills of writing the standard of technical accuracy in written English expected of learners is greater than that expected of them in other units.

While work is in progress it is suggested that tutors regularly issue script notes or development notes to allow learners to develop their work within industry guidelines.

There is much scope for generating different types of written material in this unit, but tutors should be aware that some genres are better suited than others to this level of learning. It is unlikely that learners at this level will complete a feature-length film script – or that they would do so successfully, at any rate. As practice is vital, the choice of a genre which enables the production of a large number of small pieces of work might be thought preferable to one which requires large-scale written projects.

If the form of writing taught is scriptwriting or advertisement copywriting, it is recommended that this unit be run alongside a production unit that will enable the final script to be realised. The work is more likely to come alive for learners if it leads to an actual sound or video production or a printed product. The *Links* section below indicates which units are suitable to accompany this one.

Learners should keep a production folder to monitor and evaluate progress as their work develops to completion. The final written work and the folder will then form a good basis for the reflective process.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities
Introduction to the module and unit assessment.
Group exercise exploring where writing is used in the media.
Introduction to the techniques of writing for different product areas.
Introduction to the specific genres and conventions of different products.
Assignment 1 – Investigating Writing in the Media Working in pairs to investigate a chosen product, learners will: <ul style="list-style-type: none">• research current writers or editorial policy in the chosen area• collect examples and analyse the methods and formats used• prepare a presentation• present results.
Introduction to working to a brief: <ul style="list-style-type: none">• potential commercial clients• broadcasters in the UK• targeting for unsolicited work.
Assignment 2 – Developing Ideas for a Brief Learners generate and develop ideas for a piece of writing in response to a brief. Learners will: <ul style="list-style-type: none">• consider the client brief• undertake research• determine audience, genre and conventions• brainstorm ideas• record initial ideas (treatments, scene by scene, breakdowns etc)• carry out development• write a treatment• pitch idea• review feedback and client needs• give final pitch• write final treatment document.

Topics and suggested assignments and activities

Assignment 3 – Completing the Project

Learners will:

- develop initial ideas
- create a project management plan and folder
- produce first draft of product
- produce second draft of product
- read through and obtain peer feedback
- produce final version.

Assignment 4 – Presentation and Review of Final Work

Learners will:

- obtain client feedback
- review feedback
- evaluate project management process
- evaluate product against the brief
- evaluate product against the original idea
- collate notes and research into a final project management folder
- prepare a presentation on the final product and project management
- give presentation of project and product review.

Assessment

Evidence for assessment

Evidence for achievement of learning outcome 1 will be a commentary on examples of writing for a particular media area or areas which could be presented in a written format, orally, or by means of a structured audio-visual statement. Oral presentations should be recorded for verification purposes.

Achievement of learning outcome 2 could be evidenced through the learner's production folder combined with tutor observation reports from development meetings. Mind maps, meeting notes, mood boards, burn down charts and other appropriate production tools could all be used to assess the development and production of a suitable product. Tutors are encouraged to offer two interim assessment opportunities which could be conducted as a formal meeting to mirror industry practice.

Evidence for achievement of learning outcome 3 will be the learner's completed work. One long, finished piece would be acceptable as evidence, as would a portfolio of several shorter pieces. For example, five minutes of a drama script per learner with a plot synopsis for any remaining scenes would be appropriate, as would a single extended article of around 750 words or three or four short reviews of around 200 words each.

Achievement of learning outcome 4 might best be assessed through the project management folder, a written report or audio-visual presentation.

For some learners a viva voce type assessment might be appropriate for learning outcomes 1 and 4, though as this is a unit concerned essentially with how to write, there would have to be very good reasons for adopting such a method of assessment. 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.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will provide unelaborated, outline summaries of different types of writing for the media covering the main or most obvious elements of the content given under the italicised sub-headings for this learning outcome. These summaries will be accurate in relation to the most important aspects of what is being described. If any illustrative examples are offered they will lack detail and may well not be appropriate. Descriptions will normally include reference to the product in terms of the medium in which it operates. *The Sun*, for instance, would be identified as a national daily red-top tabloid newspaper that contains national and international news, sports news, TV listings, entertainment news and reviews, pages devoted to regular columnists and other regular sections such as a 'problem' page. This approach will also apply to other media areas, so, for example, when discussing graphic novels the learner might state, 'The graphic novel uses some words to tell you about the sound you would hear such as 'thwock' and this is a convention of comic books.' Or for magazines, 'The magazine article talks about celebrities who have had 'clashin' fashion' moments. Talking about fashion disasters is an expected part of the celebrity magazine genre.' The fuller treatment of three or four examples from a range of types of writing, or briefer treatment of a larger number of examples from a wider range would be equally acceptable.

P2: learners will generate ideas for the production of written material that are appropriate to the assignment or brief set or the purpose for which the writing is intended but they will be fairly obvious, and arrived at quickly and without a great deal of consideration. Presentation of ideas will be supported with limited research and only slight reference to the brief or the intended market and learners will not justify their choice of final ideas for implementation. It should be noted that the unit content requires learners to generate ideas in response to a brief as well as on their own initiative.

P3: learners will produce written material in which it is possible to recognise the genre in the completed piece(s) of work. Expression will be reasonably clear. Register and tone, however, will not always be clear or consistent. Learners will demonstrate basic technical writing skills – that is, the learner will not be utterly dependent on a spellchecker, and will know the difference between, for example, 'their' and 'there', 'where' and 'were', 'hear' and 'here'. Punctuation will be basically sound though there may still be occasional uncertainty over the use of commas and full stops, but this will not seriously hinder easy understanding. Evidence that a learner is making improvements in these matters, having started from a very low level of skills, could justifiably be used as evidence of achieving this criterion. Work that is unclear throughout, or where technical writing skills are consistently poor and lead to loss of functionality of the work as a written media document, should not achieve a pass for this criterion.

P4: learners will provide an overall outline review of appropriate strengths and weaknesses of their own writing work without further comment ('work' means both the process and the product resulting from following that process). Description of the writing process will mainly be confined to a historical account of activities. A learner might note, for example, 'After we had been given the competition brief I went to the library to get some examples of short radio plays. One of them was a monologue and that gave me a good idea ...' etc. Accounts which are mostly taken up with irrelevant detail, such as lengthy digressions on the substance of many a session of sweet, silent thought (however poetically expressed) or which make simple factual statements without relevance to the product development (such as, 'We had production meetings every week on Thursday and then changed the script after') should not be considered as meeting the pass-level for this criterion. Assessments of the quality of the work will be relevant but very generalised and at the level of assertion (for example, 'I was really pleased with the final script and I thought it had a very dramatic ending').

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will describe different types of writing produced in the creative media sector, going beyond a bare outline and providing some appropriate illustrative detail. They will cover the same ground as the pass grade learner but the texts chosen for discussion will be covered in more detail and generic codes and conventions will be made more explicit through detailed examples taken from the material chosen. There will, however, be no further elaboration of these examples and they will not be explicitly linked to the discussion or used to develop ideas or points. For example, a learner may expand on the use of the slugline in a script, explaining how the use of locations is important and describing how the production crew would do a script breakdown. Though points made will not be supported by explanation or developed further by argument, and the illustrative examples will not be elucidated further, nonetheless there will be some indication that the learner is thinking about what has been read. So, in a discussion of *The Sun* the learner might point out that though it uses a limited vocabulary that does not make it easier to write for, illustrating the point with an example of the paper's summing up of a complex issue in simple terms. The language of the example, however, will not be explored any further.

M2: learners will present ideas for written products that demonstrate a development of the idea in line with the requirements of the assignment. The work will at least partially address genre, client and other considerations and learners will have taken care over the choices made. The idea will have been developed in light of the appropriate technical and logistical constraints. For example, where learners have limited access to special effects technology, moving image based scripts will have taken this into account. Where a choice of medium and form is available, learners will choose the most appropriate development route so, continuing the above example, they may choose radio drama in preference to video to allow them to create a more exotic or otherworldly setting without the need for visual effects.

M3: learners will demonstrate a competent use of codes and conventions, though they may not be particularly imaginative or creative in deploying them. The functionality of the work as a written piece will be evident throughout. Work will show occasional lapses from formally correct English but will be generally clear with infrequent errors of syntax or grammar.

M4: in reflecting upon their own work merit grade learners will describe the strengths and weaknesses of the work with reference to appropriate detailed examples. Description of the product will therefore go beyond content into intention and commentary will be more detailed. However, explanations will be rather unsophisticated, and assessments will still be at the level of statement or assertion rather than being supported by explanation or argument, and connections between what was done and the reasons for its being done will not be made explicit. For example, a learner might note: 'My character is very unsure of himself at the end. He leaves lots of sentences unfinished at that point.' Or 'We used a lot of silence in the play to add tension.'

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: learners will critically discuss examples of different types of writing produced in the creative media sector, developing points made to some extent and offering evaluations of texts, sometimes comparing them explicitly with other texts. Comments made will be justified with further argument. A red-top tabloid will thus be compared with a broadsheet newspaper, examples of the different styles of writing given, and differences elucidated. A learner might note, for example, '*The Sun* says here that the police officer has 'vowed' to clear his name, but in *The Independent* it says that he has 'stated' that he will clear his name. This is typical of *The Sun* which likes to use short, dramatic words when perfectly ordinary English would do.' Learners will also critically discuss the chosen texts in relation to the wider considerations of genre, conventions and audience where appropriate. For example, when discussing a radio drama script, the learner may offer, 'The term 'grams' refers to music used in a radio play. In this example the music is *Smells like Teen Spirit*, which is a link to the age of the main character and their need to leave the boring job they have. Music is used in this way in most radio plays because it is emotional so it makes the audience feel a particular way.'

D2: learners will come up with ideas that address the assignment or brief well and are a little beyond the ordinary (a more unusual angle on a news story than their peers come up with, or an interesting topic for an investigative piece). Ideas will be well researched, and how the brief is addressed will be clearly explained, as will the intended audience or market. The work will clearly demonstrate an appreciation of the final product and the development process will have consistently worked towards this end.

D3: learners will achieve their intentions through the application of high-level skills and creativity. They will produce work that has been written (and rewritten as needed) with facility and confidence, either deploying current codes and conventions of a genre creatively or consciously playing with them. Register and expression will be consistently accurate and clear. Technical skills will be good, demonstrating only rare lapses in spelling and punctuation. At this level of achievement, technical skills should be taken to include observing the correct conventions in formats (for example, scriptwriting for film) as well as formal writing skills. To be awarded this grade learners must be able to produce creative written work that is clearly achieving its intentions in terms of genre, audience, form and conventions.

D4: strengths and weaknesses in a learner's own work will be expressed clearly and subjected to some sort of evaluative procedure or weighing up which is supported by evidence from precise, well-described examples that are explicitly linked by the learner to the point being illustrated. They will demonstrate an awareness of why they did what they did, and will justify or support comments on production decisions in some way. A learner might note, for example, 'I wanted to make my character seem unsure of himself at the end, so he leaves lots of sentences unfinished at that point. This leaves a doubt in the audience's mind as to whether he really knows what he thinks himself.' Learners will also be aware of the restrictions of the production context and be able to draw on previous examples as justification where appropriate. This could well be a result of the work completed for criterion 1. For example, 'We thought it was very important that the audience did not see the ghost as the special effects would not have been good enough to support the script. We used sound and the reaction of the main character to try to scare the audience similar to the way the director worked in *Whistle and I'll Come to You*, which we watched during our research.'

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – Investigating Writing in the Media	Learners have applied to be part of a writing project for a chosen area. Before they are allowed to begin work on the project they must investigate chosen areas of the media.	<ul style="list-style-type: none"> Collated research. Research logs. Presentation slides and notes. Recording of presentation.
P2, M2, D2	Assignment 2 – Developing Ideas for a Brief	A brief from a client to produce a pitch, treatment and the final product for a writing project.	<ul style="list-style-type: none"> Project management folder containing all ideas notes. Written treatment. Verbal pitch. Recording of pitch.
P3, M3, D3	Assignment 3 – Completing the Project	As above.	<ul style="list-style-type: none"> Drafts. Finished written project.
P4, M4, D4	Assignment 4 – Presentation and Review of Final Work	Writer and client review the product and the management of the project.	<ul style="list-style-type: none"> All feedback notes. Project management folder. Presentation slides and notes. Recording of presentation.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Audio Production	Computer Game Story Development
Interactive Media Production	Radio Drama
Media Production Project	Scriptwriting for Radio
Print Production	Writing Copy
Reviewing Computer Games	Writing for Television and Video
Video Production	

Opportunities to relate the work done for this unit to Skillset National Occupational Standards will depend upon the medium and format in which students work. Standards might include those in Animation, Broadcast Journalism, Multimedia and Print Journalism, Production (Film and TV), Publishing, and Radio Content Creation.

Essential resources

For this unit learners should have access to a variety of written media formats including, as appropriate, scripts for radio, film and television (these are readily available from a number of internet sources for educational use), magazines and newspapers, graphic novels, photo-stories and the internet. In addition the centre may wish to obtain recorded interviews with writers.

Learners should have access to appropriate software such as scriptwriting packages.

Employer engagement and vocational contexts

Centres should develop links with local and, where possible, national production companies such as newspapers and radio stations. Television and film are more difficult to access but screenwriters could be approached to discuss their work with learners as could agents and editors.

The BBC runs many competitions for radio and television writing and most local and national newspapers offer some form of work experience. The BBC is often very keen to support local talent and educational institutions.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

Boyd A – *Broadcast Journalism: Techniques of Radio and TV News* (Focal Press, 1997) ISBN 978-0240514659

Costello J – *Writing a Screenplay* (Pocket Essentials, 2002) ISBN 978-1904048312

Coulfield A – *Writing for Radio: A practical guide* (The Crowood Press, 2009) ISBN 978-1847970954

Davis R – *Developing Characters for Script Writing* (A&C Black, 2004) ISBN 978-0713669503

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

Kelsey G – *Writing for Television* (A&C Black, 1990) ISBN 978-0713650921

McInerney V – *Writing for Radio* (Manchester University Press, 2001) ISBN 978-0719058431

Straczynski J M – *The Complete Book of Scriptwriting* (Titan Books, 1997) ISBN 978-1852868826

Websites

www.bbc.co.uk/writersroom	an excellent resource for teachers and learners; the site contains advice and guidance as well as radio and television scripts from current productions; included in the site is a multi-format script macro ScriptSmart that works with Word and automatically creates appropriate script layouts
www.city-net.com/~roxman/script.html	a good site for a discussion of the general process behind writing a video script; the site discusses the initial approach to producing a video-based script
www.cybercollege.com/tpv006.htm	a good site for the discussion of video scriptwriting in general terms
www.irdp.co.uk/scripts.htm	discusses the principles of radio drama
www.mindspring.com/~mmm/10point.html	a more general site on the basics of scriptwriting

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	planning and carrying out research into different types of writing techniques and for their own writing
Creative thinkers	generating ideas and exploring ways of using the conventions and genre of their chosen areas in a creative and appropriate way asking questions to extend their thinking to create effective writing projects trying out new ideas and alternatives when rewriting to improve a written project adapting to new ideas as circumstances change
Reflective learners	assessing themselves and others and identifying opportunities and achievements setting goals with success criteria to help develop their written projects reviewing progress and then acting on the outcome to improve written work inviting feedback on written work and accepting and dealing positively with praise, setbacks and criticism
Self-managers	working towards goals, showing initiative, commitment and perseverance. seeking out challenges and responsibilities while responding with flexibility to constructive feedback responding positively to changes in the writing project and seeking support as needed.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Team workers	collaborating with others towards common goals when developing a written project showing fairness and consideration to other people's ideas and contributions taking responsibility for their own contribution to a project providing constructive support and feedback to others in their own and other written projects.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching writing conventions and genres for a variety of media products using a suitable layout for a particular writing form
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for a writing project
Manage information storage to enable efficient retrieval	storing and making available to others a working document which tracks changes either via a filing protocol or within the document
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching different forms of media writing
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring and assessing different information from writing related websites and other internet research sources
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	producing a finished writing project bringing together a variety of techniques and researched sources into a single refined product presenting information in an AV format
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	discussing the IT systems used and their effectiveness when evaluating project management
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	creating AV presentations using IT tools creating and maintaining working documents communicating via email or other electronic means with other members of a writing team if appropriate

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	<p>presenting own ideas to a group and discussing own ideas and methods</p> <p>attending script note and production meetings as appropriate</p>
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	<p>reading commentaries on different writing styles and formats</p> <p>comparing own writing and revising as needed</p>
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	<p>writing presentations, reports and support materials for an extended writing project</p> <p>creating and developing an extended writing project</p> <p>producing written work that has regard for the conventions of grammar, spelling, style and appropriate content.</p>



Unit 20: Factual Production for the Creative Media

Unit code: J/600/6556

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to develop learners' understanding of factual formats across the creative media sector and their skills in factual production in one medium.

● Unit introduction

Factual production encompasses a wide range of creative media activity in all areas of the sector. Generally speaking, it would be understood to refer to news production for the press and broadcasting, but it would also include a spectrum of activities from documentary production to reviewing. For some it would include 'reality TV' though others would put most of that on the other side of the boundary between factual and entertainment programming. However, here, as in so many other areas of media production, it is not always possible to draw clear distinctions.

In this unit learners will become familiar with the formats and styles of factual production across the media, and will have the opportunity to create their own factual media product in a specified medium.

The unit focuses on developing learners' skills in understanding, researching, developing, producing and evaluating factual media products. This could include television documentaries and features, consumer and holiday reports, news reporting and writing, newspaper and website articles or complete websites. The emphasis should be firmly placed on 'factual'.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the conventions of factual media formats
- 2 Be able to generate ideas for a factual media product
- 3 Be able to create a factual media product following appropriate conventions
- 4 Be able to review own factual media production work.

Unit content

1 Know the conventions of factual media formats

Formats: eg television news item, radio news item, newspaper article, magazine article, newspaper website article, television documentary, film documentary, radio documentary, video diary, fact-based website, blog, wiki, podcast, tweet

Conventions: form, eg first person, third person, objective, subjective, eye-witness, authoritative, detached, interactive; structure (depending on medium and form); content, eg interviews, images, linking narration; technical conventions, eg language, camerawork, layout; style of addressing audience

2 Be able to generate ideas for a factual media product

Product: eg television news item, radio news item, newspaper article, magazine article, newspaper website article, television documentary, film documentary, radio documentary, video diary, fact-based website

Ideas generation: brainstorming; discussion; experimentation (appropriate to media format being worked in); research (background, content, people, places, legal and ethical considerations)

Audience: target audience; placement, eg channel, programme slot, publication, linked websites, mobile platform

3 Be able to create a factual media product following appropriate conventions

Pre-production: scheduling; preparation of resources, eg facilities, equipment, sources of information, interviewees; documentation as appropriate to medium

Production: as appropriate to medium, eg filming, audio recording, carrying out interviews, writing-up, desktop publishing, website design

Post-production: as appropriate to medium, eg editing sound, vision and copy, proofreading, checking links, uploading websites, printing final copies, writing to CD or DVD

Conventions: form, eg first person, third person, objective, subjective, eye-witness, authoritative, detached, interactive; structure (depending on medium and form); content, eg interviews, images, linking narration; technical conventions, eg language, camerawork, layout; style of addressing audience

4 Be able to review own factual media production work

Finished product: compared with original idea; appropriateness to audience; technical qualities; aesthetic qualities; content; style

Production process: pre-production, eg research, planning; production, eg time management, project management, technical competencies, creative ability, own work, teamwork; post-production, eg time management, project management, technical competencies, creative ability, own work, teamwork

Sources of information: self-evaluation; documentation, eg notes, minutes of meetings, scripts, rough work, schedules, production logs; comments from others, eg audience, peers, tutors

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 outline the conventions of factual media formats	M1 describe the conventions of factual media formats with some detail and with reference to appropriate illustrative examples	D1 evaluate conventions of factual media formats with reference to precise and detailed illustrative examples
P2 present ideas for a factual media product [CT]	M2 present developed ideas for a factual media product	D2 present well-developed and imaginative ideas for a factual media product
P3 apply appropriate conventions and use appropriate technology to create a factual media product that partially realises intentions [IE, SM]	M3 apply appropriate conventions and use appropriate technology competently to create a factual media product that mainly realises intentions	D3 apply appropriate conventions and use appropriate technology skilfully to create a factual media product that clearly realises intentions
P4 review strengths and weaknesses of own factual media production work. [RL]	M4 describe strengths and weaknesses of own factual media production work with some detail and with reference to appropriate illustrative examples.	D4 evaluate strengths and weaknesses of factual media production work with reference to precise and detailed illustrative examples.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Whatever medium learners are likely to produce their final product in, they must start with an overview of factual production across the media and develop some knowledge and understanding of the forms and conventions of this form of production across the sector.

To this end, centres should build a library of past and current factual material in as many mediums as possible.

Once they have obtained a general overview of the subject, learners could be encouraged to develop a more specialised understanding of one medium or form of production, possibly doing an analysis of a single factual media product of the type they wish to – or are required to – work on in the production element of the unit.

Following this investigative work, learners should be able to generate an idea for their own factual media product (which can be in any medium, according to the resources of the centre and the nature of the programme the centre is running). If this unit is done after another specialist unit such as *Unit 5: Video Production* or *Unit 6: Audio Production*, learners will be able to apply their pre-production, production and post-production skills and knowledge in realising their idea.

Learners within a class group may work individually on their own projects or in small teams. In the latter case tutors must ensure that all members of the group have roles which will enable them to produce the necessary evidence to assess them against all the grading criteria, and at all the grade levels. Alternatively, tutors may decide upon a form and medium and require that the entire cohort work to the same brief.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities

Introduction to unit and unit assessment.

Assignment 1 – Forms and Conventions of Factual Production

Learners work in pairs or threes to:

- identify examples of factual production formats in as many mediums as possible
- list, categorise and describe the examples collected by members
- identify conventions of formats identified.

Learners then write up notes on this research individually.

The class will then:

- listen to a programme
- discuss the programme.

Learners will then write up an individual analysis of the way the programme uses conventions of radio factual programming.

Topics and suggested assignments and activities

Assignment 2 – Ideas

Learners will, individually:

- prepare ideas for a 15-minute college radio factual slot
- choose one idea for development
- pitch that idea to rest of group identifying:
 - ◇ outline proposal
 - ◇ background research that will need to be done
 - ◇ resources needed to realise the idea
 - ◇ how it will appeal to the college radio audience.

The class will then vote for half as many ideas to go into production as there are learners in the class.

Learners whose ideas have been chosen form pairs with other members of group.

The pairs then:

- develop jointly and write up individually a treatment of their idea
- research background, content, sources, possible contributors
- plan and script piece
- write interview questions.

Assignment 3 – Production

The pairs will:

- prepare schedules
- book facilities and equipment
- line up interviewees
- record interviews
- record additional material
- produce an individual edit of final piece
- oversee broadcasting on college radio.

NB: all documentation must be prepared individually by each member of the pair.

Assignment 4 – Programme Review

Learners will:

- undertake statistical survey to estimate listening figure
- prepare questionnaires for qualitative research
- oversee completion of 15 questionnaires each
- have individual interviews with tutor
- take notes from formal peer responses
- collate and analyse survey information
- write up individual report reviewing the programme.

Assessment

Evidence for assessment

A portfolio of evidence for this unit might consist of class and individual notes, appropriate analysis of factual products, a completed production (with all relevant pre- and post-production work) and an evaluation. Assessors must ensure that all evidence submitted by learners demonstrates individual achievement of the criteria.

Evidence for achievement of learning outcome 1 could be a report or presentation showing that the learner has understood the construction and conventions of selected examples of factual media. Presentations should be recorded for internal and external verification purposes.

Evidence for achievement of learning outcomes 2 and 3 should be in the form of a completed factual media product, in any media format. This should include notes on ideas, treatments for final ideas, research documentation, and all pre-production, production and post-production documentation and materials.

Tutor observations in practical lessons/workshops can also be used to inform an overall grade for this part of the unit.

Evidence for achievement of learning outcome 4 can be written, in the form of a structured audio or audio-visual statement or report, or orally presented. Oral presentations should be recorded for internal and external verification purposes.

For some learners a viva voce type assessment might be appropriate for assessing achievement of learning outcomes 1 and 4. 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.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will cover a number of similar factual formats, accurately but briefly outlining the major conventions for each. Texts will be referred to and briefly described, but there will be no detail extracted from these texts to explicitly illustrate points being made. A learner might, for instance, identify at a basic level the structure and narrative line of a factual production: 'This programme tells the story of ... it starts with ... it ends with ...' etc. Conventions concerning the way visuals are used in a television documentary might be noted implicitly rather than explicitly. A learner might note about a television documentary on children growing up in different social classes: 'We see the children playing with one another and hear them talking as though to us but we don't hear anyone asking them questions ... the children talk in their everyday language with local accents but sometimes we hear a voice-over in a posh accent using much longer words and telling us why they are behaving the way they are. It is as though we are being lectured to by a tutor.'

P2: learners will describe an idea for a factual production covering the main or most obvious elements of the content of the proposed production. They will briefly describe how they would research and realise that idea, and briefly outline its relevance and appeal to the proposed audience.

P3: learners will follow relevant production procedures and employ appropriate conventions and techniques at a basic level to create a factual production. Learners will be hampered in expressing their intentions fully by their limited grasp of technology and skills, so that their final product will only partially match what they had in mind when they envisaged the product. Pass grade learners are likely, for example, to produce a video documentary in which the overall sense of the narrative is understandable, shots being in the order of events as planned, but the individual shots will be poorly framed and will not match up when edited together. Editing will generally lack pace, and sound levels will vary quite widely from one shot to another.

P4: learners will provide an overall outline review of the strengths and weaknesses of their factual production work – ‘work’ meaning both the process and the product resulting from following that process. This outline will be relevant to both the production process and the product but will be mainly confined to a historical account of activities. A learner might note, for example, ‘After I had got an idea for my production I did my research. I did this on the internet and got lots of information about my topic.’ Accounts which are mostly taken up with irrelevant detail (such as descriptions of the more diverting internet sites encountered during the research process) should not be considered as meeting the pass grade. Description of the product will be a relevant but unelaborated outline of content with some comments on how it follows the appropriate conventions, and assessments of its quality will be very generalised and at the level of assertion. A learner might note, for example, ‘I shot lots of interviews and they went very well. They covered all the different points of view.’

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will cover a good number of different factual formats, discussing the conventions of factual media production by using appropriate details taken from the texts being considered to illustrate their points. However, these examples will not be elucidated further, and comments will not be supported or developed further by argument. So, in a discussion of a television documentary on children growing up in different social classes, the learner might note, ‘One of the conventions of this style of documentary is that the film-makers talk to us. They show what is happening and let us see things for ourselves but then tell us what to think about what we are seeing. In one part of the programme we are shown the children playing happily with one another on the swings and roundabouts in a playground and at the same time hear them talking as though to us but we don’t hear anyone asking them questions. Then someone off-camera tells us how they are getting on with one another.’

M2: learners will give some thought to the generation of an idea which will show a good response to the assignment set. Ideas will be presented in an organised way. Treatments or equivalent documents will contain some detail about how content will be found and how the idea will appeal to its intended audience. Techniques, skills or technologies required to realise the idea will be adequately described.

M3: the final product will show that the conventions of factual production in the format chosen have been understood and employed to some effect. Learners will be sufficiently competent in technical skills to be able to express their intentions or achieve what they aim to achieve to some degree. Learners are likely, for example, to produce a documentary video in which the overall sense of the narrative is clear, shots being in the order of events as planned, but editing may lack pace, or sound levels be inconsistent.

M4: strengths and weaknesses in the learner's own work will be described with some reference to appropriate illustrative examples or details taken from that work. Description of the product will go beyond content into intention and commentary will be more detailed, with examples to support comments. However, explanations will be rather unsophisticated, and assessments will still be at the level of statement or assertion rather than being supported by further explanation. For example, a learner might note, 'When I edited the interviews – such as the one with my sister – I used transitions, not cutaways. This made them more transparent. I shot lots of interviews to make sure that I covered as many points of view as I could, so the final programme was impartial.'

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: learners will cover a full range of widely differing factual formats. They will discuss the conventions of factual production and develop ideas in such a way as to evaluate these conventions. The learner's use of any technical and specialist language will be consistently appropriate and accurate. In the case of the discussion of the documentary on children referred to already, the learner might note, 'This programme follows the conventions of the expository style of documentary. We are shown the children playing with one another and sometimes hear them talking but we don't hear anyone asking them questions. A voice-over comments in an authoritative sort of way so that we are told what to think rather than just being allowed to observe the children and think about the way they are behaving for ourselves. Some people consider this to be patronising to the viewer. It is very unlike *The Watsons* which uses the observational style.'

D2: when developing their ideas learners will be inventive and resourceful, and will respond thoughtfully to the set brief, though at this level they will still be working within conventions. They will think laterally and come up with ideas and solutions that others might not have thought of. Ideas will be presented in a careful, well-organised manner, necessary background research will be made clear and techniques, skills or technologies required to realise the idea will be described in good detail. The way the proposed idea will appeal to its audience will be well explained.

D3: equipment will be used with facility and to good effect and skills will be deployed creatively. There will be an overall sense that learners are in control of the conventions they are deploying and the technology they are using and are able to use both to serve their creative objectives effectively and imaginatively. For example, if producing a documentary video, shots will be well framed and in line with the conventions of the documentary style being employed, editing crisp, and sound levels consistent.

D4: strengths and weaknesses in the learner's own work will be subjected to some sort of evaluative procedure or weighing up which is supported by evidence from precise, well-described examples that are explicitly linked by the learner to the point they are illustrating. They will demonstrate an awareness of why they did what they did, and will justify or support comments on production decisions in some way. The learner's use of any technical and specialist language will be consistently appropriate and accurate. A learner might note of their television documentary, for example: 'Because I didn't want to tamper with the viewer's interpretation of what people said I showed the whole of each interview uncut, without either cutaways or transitions. I included my questions and even my interruptions. Some people might say this makes rather boring television because some of the interviews rambled about a bit, but I think this is more honest because it doesn't try to alter the interview to suit the intentions of the film-maker.'

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – Forms and Conventions of Factual Production	The publishers of a forthcoming reference book on the media have requested initial research on forms and conventions of factual production, along with an analysis of one example.	<ul style="list-style-type: none"> • Research notes. • Class notes. • Written report.
P2, M2, D2	Assignment 2 – Ideas	The college radio management team has commissioned a 15-minute item for the college radio's daily factual programme <i>Savoir Fair</i> .	<ul style="list-style-type: none"> • Notes on individual ideas. • Treatment. • All materials for pitch. • Recording of pitch. • Development research notes for chosen idea. • Script. • Interview questions.
P3, M3, D3	Assignment 3 – Production	As above.	<ul style="list-style-type: none"> • Schedules. • Booking forms. • Correspondence with interviewees. • Recorded interviews. • Recorded additional material. • Edit of final piece.
P4, M4, D4	Assignment 4 – Programme Review	The college radio management team has requested a report on audience figures for the programme and audience reactions to it.	<ul style="list-style-type: none"> • All research notes. • Quantitative data. • Questionnaire. • Qualitative data. • Summaries of all data. • Individual report reviewing the programme.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Audio Production	Digital Communication
Print Production	Factual Programme Production Techniques for Radio
Research for Creative Media Production	Factual Programme Production Techniques for Television
Video Production	Factual Writing for Print
Web Authoring	News Production for Radio
Writing for the Creative Media	Producing Print-based Media
	Research Techniques for the Creative Media Industries

Opportunities to relate the work done for this unit to Skillset National Occupational Standards will depend upon the medium and format in which students choose to work. Standards might include those in Broadcast Journalism, Camera, Directors, Editing, Multimedia and Print Journalism, Production (Film and TV), Radio Content Creation, and Sound.

Essential resources

Learners must have access to appropriate production equipment and software. Appropriate production facilities relevant to different mediums are indicated in the relevant units. Learners will need access to a wide range of examples of factual production in a variety of mediums, both for analysis and to help them gather ideas for production work.

Employer engagement and vocational contexts

Centres should develop links with local media organisations which could be approached to provide visiting speakers, study visits or samples of typical products. Local newspapers in particular are often willing to get involved in working with schools and colleges.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – Local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

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

Evans R – *Practical DV Film Making* (Focal Press, 2002) ISBN 978-0240807386

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

Itule B and Anderson A – *News Writing and Reporting for Today's Media* (McGraw-Hill Education, 1996)
ISBN 978-0071106764

McLeish R – *Radio Production, 5th Edition* (Focal Press, 2005) ISBN 978-0240519722

Peacock J and Barnard M – *The Print and Production Manual* (PIRA International, 1998)
ISBN 978-1858022383

Sova D – *How to Write Articles for Newspapers and Magazines* (Peterson's, 2002) ISBN 978-0768910797

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	planning and carrying out research into the subject of a factual production supporting conclusions, using reasoned arguments and evidence when constructing a polemic in a factual production
Creative thinkers	generating ideas and exploring possibilities for a factual production adapting ideas as circumstances change and trying out alternatives or new solutions when creating their factual production
Reflective learners	reviewing progress, inviting feedback, and evaluating experiences and learning to inform future progress when reviewing their work setting goals with success criteria for their development and work when planning their factual productions
Self-managers	organising time and resources, prioritising actions, when creating their factual production dealing with competing pressures, including personal and work-related demands, when creating their factual production.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Team workers	collaborating with others to work towards common goals and taking responsibility, showing confidence in themselves and their contribution when working with others on a factual production
Effective participators	presenting a persuasive case for action and trying to influence others, negotiating and balancing diverse views, when constructing a polemic in a factual production.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	producing a web-based factual piece
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	storing and managing research data
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	carrying out research on the internet for a factual production
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	producing a print or web-based factual piece presenting research findings on audiences
Bring together information to suit content and purpose	preparing treatments and scripts presenting research findings on content for proposed production
Present information in ways that are fit for purpose and audience	
Mathematics	
Identify the situation or problem and the mathematical methods needed to tackle it	gathering and interpreting statistics about audiences for their factual productions
Draw conclusions and provide mathematical justifications	

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing ideas for a factual production
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	gathering content for a factual production
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	developing an argument in a script or journalistic piece.

Unit 21: Creative Media Production Project

Unit code: L/600/6557

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to enable learners to apply production skills to create a media product of their own choice. Learners will generate an initial proposal and develop it from pre-production through to completion. Learners will also evaluate the strengths and weaknesses of the final product.

● Unit introduction

The vast majority of media production work is done by teams of people, and very often the person in overall control of a project is working to a brief or to a set of guidelines over which she or he has no control. It is therefore unusual for one person to set up a project and see it through to completion, having control of the process from beginning to end.

However, the ability to generate ideas and to understand how they might be realised in production is highly valued in the industry, and this unit gives learners the opportunity, either individually or in a small group, to develop some understanding of what it is like to set up and see through a production project of their own.

In this unit learners will generate a proposal for a media product, then research, plan and produce the project they have devised. They will also assess the quality of the product and their own performance in producing it.

The project can be realised in any medium or form – video, film, audio, print, interactive media, news item, animation, website, computer game etc.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to prepare a proposal for a media product
- 2 Be able to complete pre-production for a proposed media product
- 3 Be able to create a proposed media product
- 4 Be able to review own production project work.

Unit content

1 Be able to prepare a proposal for a media product

Prepare: generate suitable idea; write proposal document

Proposal document: appropriate format for medium and sector; working title; genre; content; style or approach; audience; length

Legal and ethical considerations: legal restrictions, eg age restrictions, privacy, libel law, defamation, race discrimination law, data protection, freedom of information, copyright; codes of practice, eg BBC guidelines, press codes of conduct, web accessibility guidelines (W3C), advertising standards

2 Be able to complete pre-production for a proposed media product

General preparation: eg identify and record tasks to be completed, roles to be adopted, team working strategies, techniques to be used, resources required, logistics, clearances and permissions; health and safety issues, eg risk assessments

Pre-production: research, eg content, viability, and audience; realise, eg draft scripts, final script, mood boards, thumbnails, storyboard, production schedule, location recce, contributors, talent, sources

3 Be able to create a proposed media product

Produce: eg shoot video, edit video, record sound, edit sound, create images, source images, digitise and manipulate images, write copy, proofread, lay out material, assemble pages, test, upload

Qualities: technical and aesthetic qualities appropriate to medium, genre and format

Intentions: relationship to proposal in terms of content, style, audience and proposed outlet

4 Be able to review own production project work

Finished product: compared with original proposal, appropriateness to audience, technical qualities, aesthetic qualities, content, style

Production process: pre-production, eg research, planning; production, eg time management, project management, technical competencies, creative ability, own work, teamwork; post-production, eg time management, project management, technical competencies, creative ability, own work, teamwork

Sources of information: self-evaluation; documentation, eg ideas notes, notes from meetings, drafts, production logs; comments from others, eg audience, peers, tutors, client

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 prepare a written proposal for a media product [IE, CT]	M1 prepare a developed written proposal for a media product	D1 prepare an imaginative and well-detailed written proposal for a media product
P2 complete pre-production for a proposed media product [SM]	M2 complete pre-production for a proposed media product competently	D2 complete pre-production for a proposed media product thoroughly
P3 apply appropriate technology and techniques to create a proposed media product that partially realises intentions [SM]	M3 apply appropriate technology and techniques competently to create a proposed media product that mainly realises intentions	D3 apply appropriate technology and techniques skilfully to create a proposed media product that clearly realises intentions
P4 review strengths and weaknesses of own production project work. [RL]	M4 describe strengths and weaknesses of own production project work with some detail and with reference to appropriate illustrative examples.	D4 evaluate strengths and weaknesses of own production project work with reference to precise and detailed illustrative examples.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit can be seen as the opportunity for learners to work independently or in small groups on a self-generated proposal and production, and as such is best done during the latter part of the course. The tutor's role in this unit is very much that of a facilitator, providing support to individual learners and production teams in developing proposals and in seeing through the production. Learners will need to have gained production skills through the other specialist units they have covered, so basic production technique workshops should not be necessary here unless they need specialist or higher-level skills for their project (such as DVD authoring).

The medium in which the learners work can be their choice if the course has given them a broad base of skills in that medium and the centre can resource that type of production. Centres that prefer to specialise in a particular medium can require learners to work in that medium for their production project.

Learners can work individually or in a team for this project, but tutors should note that where the project is a team production, the proposal must be produced individually, even though it will be based on group activity. Where a group is working on a joint project, tutors must ensure that all members of the group have an equal role and that each role will enable the learner undertaking it to produce adequate evidence for assessment against all the assessment criteria.

Learners can also engage or 'employ' others to work for them, as long as the work produced by others is under the direction and control of the learner whose project it is. Learners must be able to demonstrate to their tutors that this is the case, and has been throughout the project, and tutors must be absolutely confident that all work presented by learners is genuinely their own.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topics and suggested assignments and activities

Introduction to unit and unit assessment.

Preparation for a video production project.

Learners will initially consider:

- how video products are designed to meet the needs of a client or audience
- the role of a written proposal for a video product
- ideas generation – mind-mapping around theme
- the role of research within the video production process
- the role of pre-production within the video production process
- types of pre-production within various video forms.

Workshop – practical assessment of risks linked to specific locations, scripts, sequences.

Visiting speaker – producer or production manager from a recent production.

Workshop – study of pre-production documentation from an existing production.

Topics and suggested assignments and activities

Assignment 1 – Any ideas?

Learners will:

- generate ideas
- develop one chosen idea
- consider legal and other possible constraints
- develop proposal for a video product.

Assignment 2 – Getting Ready

Learners complete pre-production documentation:

- budget
- time
- personnel
- facilities
- locations
- clearances
- copyright (intellectual property)
- health and safety
- codes of practice and regulation.

Assignment 3 – Getting It Made

Learners apply production techniques to create the product:

- record material
- log recorded material
- produce edit decision list
- edit material
- present interim production work to focus group to gain feedback
- present final production work to audience and gather responses.

Assignment 4 – Did It Work?

Learners will:

- collate all responses to project
- write up report.

Assessment

Evidence for assessment

Evidence for the achievement of learning outcome 1 will be the proposal document along with other development documentation. The proposal must be, as specified in the unit content, a written document and must be in the format that is appropriate to the industry sector in which the learner is working. Other evidence for this learning outcome could be presented in the form of drawings, scripts, thumbnails, mood boards, flipchart sheets etc, and consideration of legal and ethical issues could be assessed through a viva.

In the case of a group project, the assessor must be satisfied that each member of the group has contributed to the preparation and writing of the proposal. Each member of the group must separately explain her or his role in the production team, and detail the tasks she or he will carry out.

If learners present an oral pitch as part of the evidence for learning outcome 1, this should be recorded for verification purposes. Any digital presentation material (such as a PowerPoint presentation) should also be kept.

Evidence for the achievement of learning outcome 2 will come in most part from production material relevant to the project and partly from the completed product. Tutors may also use observation records and peer assessments.

Evidence for the achievement of learning outcome 3 will be the finished media product and relevant post-production documentation. Each individual in a team must have contributed significantly to the production in order to achieve this outcome. The media product must be presented in an appropriate medium or format, such as DVD, audio CD, CD ROM, web server space or as printed material.

Achievement of learning outcome 4 can be evidenced in a number of ways, including a written report, a presentation or a viva. Presentations and interviews should again be recorded for internal and external verification purposes.

When more than one learner in a cohort is assessed through a viva voce 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.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will present an outline written proposal identifying the medium and a working title for the project, along with a basic and unelaborated outline of the project in terms of content, genre, audience, the style or approach to be taken and length (or size). The reader will be able to understand what is being proposed in general terms – for example, a five-minute scene from a soap opera to be called *Sisters*, aimed at an audience of the learner's age group and involving a quarrel between two siblings – but will have no clear idea of what the finished product is intended to look like. Some legal and ethical constraints that might affect the production will have been correctly identified but not what the effect of these constraints on the production might be.

P2: the relevant development procedures will have been followed but in an unsystematic way. The necessary documents will have been produced but they will be patchy. Scripts, for example, will lack structure and economy, and will fail to follow appropriate conventions consistently.

P3: learners will create a media product that partially realises their intentions and is recognisably related to the original proposal although it may not be fully suitable for the intended purpose or target audience. Pass grade learners will be hampered in expressing their intentions fully by their limited grasp of technology and skills, so that their final product will only partially match what they had in mind when they envisaged the product. Learners will have applied relevant techniques in its completion but with a rather rough, uneven or shapeless result. Aesthetically it will be fauvist, though not by design: for example, in a video product the overall sense of the narrative will be understandable, shots being in the order of events as planned, but the individual shots will be poorly framed and will not match up when edited together. Editing will generally lack pace, and sound levels will vary quite widely from one shot to another.

P4: learners will identify the strengths and weaknesses of their own media work ('work' meaning both the process and the product resulting from following that process) but these will usually be noted without further comment, and be at the level of simple assertion – for example, 'The shots recorded for the action scene went quite well and the final edit was good.' Description will be relevant to the production process and the product but will mainly be confined to a historical account of activities – for example, 'We had a script meeting and wrote the script, then we did the storyboard which Amarjit drew. We spent five days on the shooting and another three on the editing.' Accounts which are mostly taken up with irrelevant detail ('Richard's mother made us really nice sandwiches when we did our shoot in the park, but we left them on a bench and someone's dog came along and ate them when we weren't looking.') should not be considered as meeting the pass grade.

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

M1: learners will present a developed written proposal for a media product. It will, therefore, contain some detail and give the reader a good idea of what the product aimed at will look like. In generating an idea the learner will have considered more than one, or will have developed a single one in some depth. Consideration of legal and ethical constraints will show evidence of some research and some understanding of how these constraints might affect the production activity. A learner might note, for example, 'We are producing an advert for alcohol so cannot show anyone drunk in the advert.'

M2: learners will be able to follow pre-production procedures competently – that is, they will follow procedures in the correct order and planning documentation will be carefully produced, if not entirely complete. Research will be more substantial, covering more than one aspect of the proposal. Work will be presented carefully through, for example, written notes or competently constructed mood or storyboards.

M3: learners will be sufficiently competent in technical skills to be able to express their intentions or achieve what they aim to achieve to some degree. Merit grade learners are likely, for example, to produce a video in which the overall sense of the narrative is clear, shots being in the order of events as planned, but editing may lack pace, or sound levels be inconsistent. The product will be generally appropriate to the target audience. Learners will still need occasional advice or support in many aspects of the work. Aesthetic decisions will be based on some thought and will be on the whole effective and satisfying.

M4: learners will give descriptions of strengths and weaknesses of their own production project work which will be more detailed and will be illustrated with examples taken from that work. However, comments will still be at the level of statement or assertion rather than being supported by explanation or argument. A learner might comment, for example, 'It was worth spending two days brainstorming my initial ideas. This helped me to produce my layout plan. I then used the scanner to scan in the pictures, cropped them and saved them at the correct size, resolution and file format to reduce their file size so they didn't take up too much room on the CD.'

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicized sub-heading of the content for the learning outcome.

D1: learners will present an imaginative written proposal for a media product. Detail will be full, consistently appropriate and relevant, and will often itself be developed, or used to further develop ideas or a range of ideas. Consideration of legal and ethical constraints will show a clear understanding of how these affect the production activity and production ideas will have been formulated accordingly. When developing their ideas, learners will be inventive and resourceful, though at this level they will most likely still be working within conventions.

D2: learners will complete well-organised and thorough pre-production for a proposed media product, describing in good detail the techniques, skills or technologies required to realise the idea. Work will be supported by reference to precise, well-chosen and detailed examples. Relevant and substantial research will inform highly effective pre-production material.

D3: learners will clearly achieve their intentions through fluent application of well-understood technical skills. There will be an overall sense that learners are in control of the technology they are using and are able to use it to serve their creative objectives effectively. They will be able to work independently. A high level of competence will be evident in the application of techniques and skills, and in the aesthetic qualities of the final media product, which will be entirely appropriate to the target audience.

D4: learners will evaluate strengths and weaknesses of their own production project work with reference to well-chosen, precise and detailed illustrative examples. Distinction grade learners will 'explain' – that is, they will demonstrate an awareness of why they did what they did, and will justify or support comments on their production decisions in some way. For example, a learner might note: 'The first long shot of the café is followed by a medium close-up of Gabrielle sitting at a table because that is the conventional way of establishing where someone is at the opening of a soap episode.' Their use of technical and specialist language will be correct, being consistently appropriate and accurate.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – Any Ideas?	Learners are commissioned to produce a video product working to a brief.	<ul style="list-style-type: none"> All ideas notes, sketches and drafts. Notes on legal and other constraints. Written proposal.
P2, M2, D2	Assignment 2 – Getting Ready	As above.	<ul style="list-style-type: none"> Project portfolio containing all pre-production documentation. Tutor observations.
P3, M3, D3	Assignment 3 – Getting It Made	As above.	<ul style="list-style-type: none"> All post-production documentation. Completed product. Tutor observations.
P4, M4, D4	Assignment 4 – Did It Work?	As above.	<ul style="list-style-type: none"> Records of focus group and audience responses. Written report.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Research for Creative Media Production	Research Techniques for the Creative Media Industries
All production units	All production units

Opportunities to relate the work done for this unit to Skillset National Occupational Standards will depend upon the nature of the individual student's project.

Essential resources

The resources that learners need will depend on which medium they are working in for their production project. All resources must be up to date, and of near-industrial standard and capability. A range of examples of media products should be used for class reviews, helping to create an understanding of what is and what is not effective.

Employer engagement and vocational contexts

Learners will benefit greatly from contact with industry practitioners with recent experience in media production. A visiting speaker such as a producer or production manager from a recent production will also be very helpful as will an opportunity to study pre-production documentation from an existing production.

Learners will also be able to find information through websites that deal with roles in the media industries for example www.bectu.co.uk or www.skillset.org.uk. Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions, as well as giving an overview of the knowledge, understanding and skills required – www.skillset.org/careers.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

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

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

Bann D – *The All New Print Production Handbook* (Watson-Guptill Publications, 2007) ISBN 978-0823099924

Barron A E and Ivers K – *Multimedia Projects in Education: Designing, Producing and Assessing* (Libraries Unlimited, 2005) ISBN 978-1591582496

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

Billen M – *Web Design 4: Web Designer* (Image Publishing, 2009) ISBN 978-1906078232

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

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

Cope P – *Web Photoshop: Start Here!* (Ilex, 2003) ISBN 978-1904705048

Gordon B and Gordon M – *The Complete Guide to Digital Graphic Design* (Thames & Hudson, 2005) ISBN 978-0500285602

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

Jones C and Jolliffe G – *The Guerrilla Film Maker's Handbook* (Continuum International Publishing Group, 2006) ISBN 978-0826479884

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

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

Millerson C and Owens J – *Production Handbook* (Focal Press, 2008) ISBN 978-0240520803

Nettleton N – *Web Design: Start Here!* (Ilex, 2003) ISBN 978-1904705031

Snell C and Sahlin D – *Building Websites: All-in-one for Dummies* (John Wiley & Sons, 2009) ISBN 978-0470385418

Thurlow C – *Making Short Films* (Berg Publishers, 2008) ISBN 978-1845208042

Websites

www.adobe.com/products/director/multimedia_authoring_software the Adobe Director website

www.bbctraining.com introductions guides to radio, television, audio and video recording, web design, post production and journalism etc

www.bluelemon.de/html/en/index_1.html examples of interactive media products created in Director

www.sharedteaching.com free website for teachers and learners

www.theory.org.uk/student-tips.htm online resources and links

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	<p>carrying out research to develop ideas for their media product</p> <p>analysing and evaluating information, judging its relevance and value as applied to media production work</p> <p>planning and carrying out research into media products to develop their understanding of technologies and techniques</p> <p>exploring issues, events or problems from different perspectives when producing a proposal that addresses the needs of a client or set brief</p> <p>supporting conclusions, using reasoned arguments and evidence when evaluating strengths and weaknesses of own work</p>
Creative thinkers	<p>generating ideas for a creative and innovative proposal and exploring possibilities for media production</p> <p>trying out alternatives in production work and following ideas through, adapting ideas as circumstances change</p> <p>gaining feedback through asking questions to extend their thinking</p> <p>connecting their own and others' ideas and experiences in inventive ways when working in a group</p> <p>questioning their own and others' assumptions during group production work</p> <p>finding creative solutions to identifying and sourcing requirements</p>
Reflective learners	<p>reviewing and reflecting on their production of a media product and acting on the outcomes to modify and improve their work</p> <p>setting goals during pre-production and when planning work, with success criteria for their development</p> <p>evaluating experiences and learning through explanation of strengths and weaknesses of own production project work</p> <p>inviting feedback during production work and dealing positively with praise, setbacks and criticism</p> <p>assessing themselves and others during monitoring of production work, identifying opportunities and achievements</p>
Self-managers	<p>organising time and resources and prioritising actions when producing a media product, whether working on their own or in a group</p> <p>working towards goals and deadlines set for production work, showing initiative, commitment and perseverance</p> <p>seeking out challenges or new responsibilities throughout the process and showing flexibility when priorities change</p> <p>responding positively to changes during production, seeking advice and support when required.</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Team workers	reaching agreements when working within teams, managing discussions to achieve results showing fairness and consideration to others when discussing ideas and working together in teams and during production providing constructive support and feedback to others when working in teams
Effective participators	acting as an advocate for views and beliefs that may differ from their own through taking part in a production that responds to or benefits the community.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using the internet to research materials and resources for pre-production handling digital media technology systems to develop, edit or author their product
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	presenting proposal ideas via PowerPoint presenting reports on pre-production techniques planning for the development, editing or authoring of a media product
Manage information storage to enable efficient retrieval	managing assets sourced and created for their media product using digital file management when editing or manipulating product content using spreadsheets within production management
Follow and understand the need for safety and security practices	handling digital media systems to develop, edit or author a media product conducting risk assessments regarding safe use of ICT
Troubleshoot	handling digital media systems to develop, edit or author a media product
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using the internet to source assets for their media product
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	using the internet to research asset types and their limitations for use within media production using the internet to research and evaluate materials and resources for pre-production handling digital media systems to develop, edit or author their product

Skill	When learners are ...
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	building and presenting their project portfolio including: <ul style="list-style-type: none"> • their interpretation of their brief • their generation and development of ideas • presentation of proposal ideas • presentation of production material • progress review of pre-production work • consideration of legal implications • reviewing their own work
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	preparing a report explaining strengths and weaknesses of production and how information computer technology was used in the creation of the product
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	writing proposal and contacting client, gathering feedback on their production work as part of their self-reflective practice
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	planning schedules and budgets that fall within the resources available and analysing costs for materials and resources
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in brainstorming sessions to generate ideas as a response to a creative brief taking part in meetings and presenting proposals and pre-production information to others presenting the final product to their peer group and talking about it
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reviewing literature and websites to find examples of media products and finding out about techniques and technologies researching for production and the techniques and conventions of pre-production work
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	creating their project portfolio, ideas, notes, production documentation, writing treatments, scripts, schedules testing reports, and reflective comment.



Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: publications@linney.com

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- *Functional Skills publications* – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Skillset

21 Caledonian Road

London N1 9GB

Telephone: 020 7713 9800

Fax: 020 7713 9801

Website: www.skillset.org

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel BTEC qualification framework for the Creative Media sector

Progression opportunities within the framework.

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
8				
7				
6				
5		Higher National Diplomas in Media Higher National Diploma in Interactive Media		
4		Higher National Certificate in Media Higher National Certificate in Interactive Media		
3	GCE in Media: Communication and Production	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Creative Media Production	Award, Certificate and Diploma in Interactive Use of Media	
2		Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Creative Media Production	Award, Certificate and Diploma in Interactive Use of Media	
1			Award, Certificate and Diploma in Interactive Use of Media Foundation Learning Tier Provision	
Entry			Foundation Learning Tier Provision	



Annexe B

Grading domains: BTEC Level 2 generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Application of knowledge and understanding</p> <p>(Learning outcome stem <i>understand or know</i>)</p>	<ul style="list-style-type: none"> Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (for example explain why, makes judgements based on analysis). Applies and/or selects concepts showing comprehension of often complex theories. Applies knowledge in often familiar and unfamiliar contexts. Applies knowledge to non-routine contexts (eg assessor selection). Makes reasoned analytical judgements. Shows relationships between pass criteria. 	<ul style="list-style-type: none"> Synthesises knowledge and understanding across pass/merit criteria. Evaluates complex concepts/ideas/actions and makes reasoned and confident judgements. Uses analysis, research and evaluation to make recommendations and influence proposals. Analyses implications of application of knowledge/understanding. Accesses and evaluates knowledge and understanding to advance complex activities/contextes. Shows relationships with p/m criteria. Responds positively to evaluation.
Grading domain 2	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Development of practical and technical skills</p> <p>(Learning outcome stem <i>be able to</i>)</p>	<ul style="list-style-type: none"> Deploys appropriate advanced techniques/processes/skills. Applies technical skill to advance non-routine activities. Advances practical activities within resource constraints. Produces varied solutions (including non-routine). Modifies techniques/processes to situations. Shows relationship between p criteria. 	<ul style="list-style-type: none"> Demonstrates creativity/originality/own ideas. Applies skill(s) to achieve higher order outcome. Selects and uses successfully from a range of advanced techniques/processes/skills. Reflects on skill acquisition and application. Justifies application of skills/methods. Makes judgements about risks and limitations of techniques/processes. Innovates or generates new techniques/processes for new situations. Shows relationship with p and m criteria.

Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Personal development for occupational roles</p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> • Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence). 	<ul style="list-style-type: none"> • Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Reacts positively to changing work-related contexts • Operates ethically in work-related environments. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.
Grading domain 4	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Application of generic skills</p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> • Communicates effectively using appropriate behavioural and language registers. • Communicates with clarity and influence. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Demonstrates positive contribution to team(s). • Makes adjustments to meet the needs/expectations of others (negotiation skills). • Selects and justifies solutions for specified problems. 	<ul style="list-style-type: none"> • Presents self and communicates information to meet the needs of a variety of audience. • Identifies strategies for communication. • Shows innovative approaches to dealing with individuals and groups. • Takes decisions in contexts with justifications. • Produces outputs subject to time/resource constraints. • Reflects on own contribution to working within a team. • Generates new or alternative solutions to specified problems. • Explores entrepreneurial attributes.

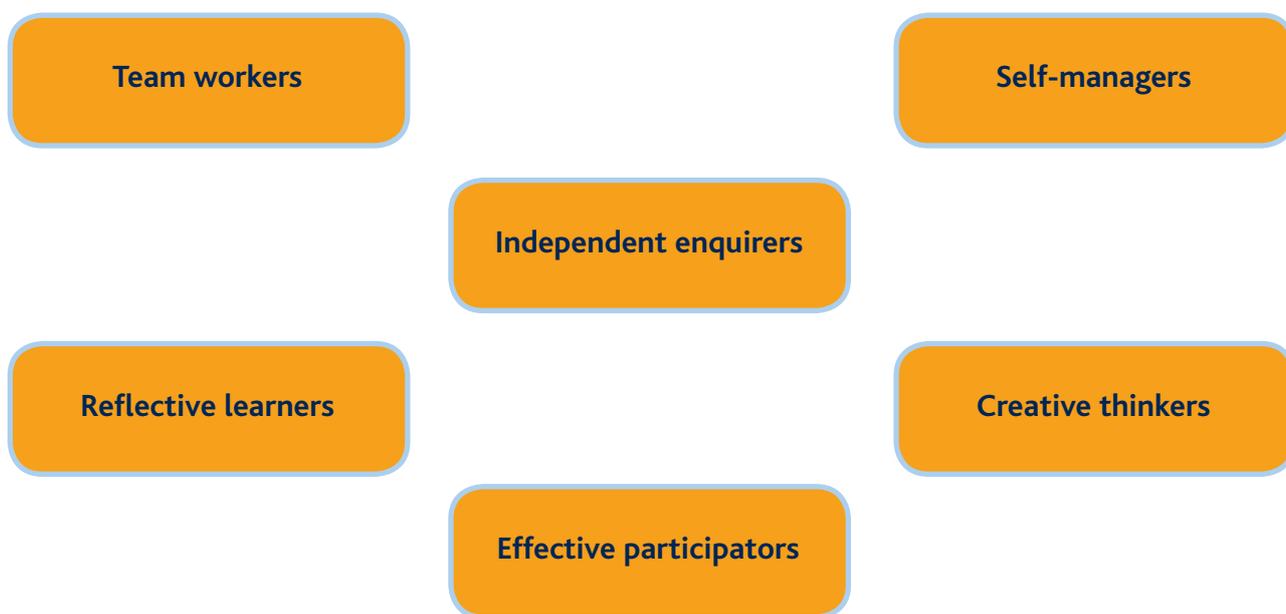
Annexe C

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11-19 IN ENGLAND

The framework comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. In essence the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11-19.

The Skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership role
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

PLTS performance indicator (suggested recording sheet)

Name:	Date:				
	Level of success 1 = low, 5 = high				
Independent enquirers					
Identify questions to answer and problems to resolve	1	2	3	4	5
Plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5
Explore issues, events or problems from different perspectives	1	2	3	4	5
Analyse and evaluate information, judging its relevance and value	1	2	3	4	5
Consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5
Support conclusions, using reasoned arguments and evidence	1	2	3	4	5
Creative thinkers					
Generate ideas and explore possibilities	1	2	3	4	5
Ask questions to extend their thinking	1	2	3	4	5
Connect their own and others' ideas and experiences in inventive ways	1	2	3	4	5
Question their own and others' assumptions	1	2	3	4	5
Try out alternatives or new solutions and follow ideas through	1	2	3	4	5
Adapt ideas as circumstances change	1	2	3	4	5
Reflective learners					
Assess themselves and others, identifying opportunities and achievements	1	2	3	4	5
Set goals with success criteria for their development and work	1	2	3	4	5
Review progress, acting on the outcomes	1	2	3	4	5
Invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5
Evaluate experiences and learning to inform future progress	1	2	3	4	5
Communicate their learning in relevant ways for different audiences	1	2	3	4	5

Team workers					
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
Self-managers					
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Manage their emotions, and build and maintain relationships.	1	2	3	4	5
Effective participators					
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

Note to learner: The circled number represents an indication of your PLTS performance so far.

Note to tutor: Indicate the level of success by circling the appropriate number during your feedback with the learner.

Summary of the PLTS coverage throughout the programme

Personal, learning and thinking skills	Unit						
	1	2	3	4	5	6	7
Independent enquirers	✓			✓			
Creative thinkers		✓			✓	✓	✓
Reflective learners		✓			✓	✓	✓
Team workers					✓		✓
Self-managers						✓	✓
Effective participators							
✓ – opportunities for development							

Personal, learning and thinking skills	Unit						
	8	9	10	11	12	13	14
Independent enquirers	✓	✓		✓			✓
Creative thinkers	✓	✓	✓	✓	✓	✓	
Reflective learners	✓	✓	✓	✓			
Team workers							
Self-managers	✓	✓	✓	✓	✓	✓	
Effective participators							
✓ – opportunities for development							

Personal, learning and thinking skills	Unit						
	15	16	17	18	19	20	21
Independent enquirers				✓	✓	✓	✓
Creative thinkers		✓	✓	✓	✓	✓	✓
Reflective learners				✓	✓	✓	✓
Team workers							
Self-managers	✓	✓	✓	✓	✓	✓	✓
Effective participators							
✓ – opportunities for development							

Annexe D

Wider curriculum mapping

Study of the Edexcel BTEC Level 2 Firsts in Creative Media Production gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

The Edexcel BTEC Level 2 Firsts in Creative Media Production make a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

The qualification contributes to an understanding of:

- spiritual issues – media production is not inherently a spiritual activity, and should not be taught from the perspective of a particular spiritual belief or set of beliefs; individual practice, however, may be informed by the spiritual beliefs of the practitioner
- moral and ethical issues – learners should be brought to appreciate the need to take responsibility for their own actions when making media products, and to recognise the possible effects of their productions upon others; they should also be introduced to the codes of professional practice relevant to the medium (or mediums) within which their programme is contextualised
- social and cultural issues – the media are embedded within the social and cultural; an Edexcel BTEC Level 2 First in Creative Media Production programme should therefore seek to develop the learner's understanding of the wider cultural and ideological issues relating to the media industries; learners should be introduced to issues such as the positive role of the media as a mechanism for learning and socialisation when it acts as a vehicle for campaigning on social and moral issues, supporting economic development, and circulating discussions relating to race, gender and cultural differences; they should also begin to think about the possible negative effects in such areas as ownership, control and corporate domination, bias, representation of minorities, propaganda and cultural imperialism; questions around the effects of the media on society – in relation to advertising and consumerism, or the depiction of violence, for example – could also be considered.

Citizenship issues

Learners undertaking an Edexcel BTEC Level 2 First in Creative Media Production will have the opportunity to develop their understanding of citizenship issues, for example when working as a member of a team and negotiating group decisions.

Environmental issues

Environmental education can be brought into the programme if learners wish to use this as a starting point for their own work or wish to study the work of other media professionals who use it as subject matter in their work. Learners should be made aware of the possibilities of using sustainable resources. This may relate to paper-based products or the use of bio-degradable materials for recording, packaging and distributing media products.

European developments

There are opportunities within this specification to perform work with a European dimension even though it is taught in a UK context. This could be done through investigating the work of European media producers or producing original work with a European focus.

Health and safety considerations

The practice and implementation of safe working practices applies to all of the practical units within the qualification. Learners will be expected to observe safe working practices at all times within the context of a media production environment, and health and safety factors will play a major part in the development of skills. Learners should be made aware of the requirements for handling heavy objects, electrical and electronic equipment, and the legislation governing time spent working with VDUs. There is a requirement for learners to be aware of the necessity for compliance with public safety and local by-laws when working off the centre's premises.

Equal opportunities issues

Equal opportunities issues are implicit throughout the Edexcel BTEC Level 2 Firsts in Creative Media Production.

The teaching of an Edexcel BTEC Level 2 First in Creative Media Production programme should promote equal opportunities by avoiding gender, ethnic, religious, political and all other forms of bias.

Wider curriculum mapping

Level 2

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Spiritual	✓	✓	✓	✓	✓	✓	✓
Moral and ethical	✓	✓	✓	✓	✓	✓	✓
Social and cultural	✓	✓	✓	✓	✓	✓	✓
Citizenship issues	✓	✓	✓	✓	✓	✓	✓
Environmental issues	✓	✓	✓	✓	✓	✓	✓
European developments	✓	✓	✓	✓	✓	✓	✓
Health and safety considerations	✓	✓	✓	✓	✓	✓	✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓

	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14
Spiritual	✓	✓	✓	✓	✓	✓	✓
Moral and ethical	✓	✓	✓	✓	✓	✓	✓
Social and cultural	✓	✓	✓	✓	✓	✓	✓
Citizenship issues	✓	✓	✓	✓	✓	✓	✓
Environmental issues	✓	✓	✓	✓	✓	✓	✓
European developments	✓	✓	✓	✓	✓	✓	✓
Health and safety considerations	✓	✓	✓	✓	✓	✓	✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓

	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21
Spiritual	✓	✓	✓	✓	✓	✓	✓
Moral and ethical	✓	✓	✓	✓	✓	✓	✓
Social and cultural	✓	✓	✓	✓	✓	✓	✓
Citizenship issues	✓	✓	✓	✓	✓	✓	✓
Environmental issues	✓	✓	✓	✓	✓	✓	✓
European developments	✓	✓	✓	✓	✓	✓	✓
Health and safety considerations	✓	✓	✓	✓	✓	✓	✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓



Annexe E

National Occupational Standards

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Creative Media Production against the general categories of the Skillset National Occupational Standards.

KEY

- ✓ indicates that the unit relates to the specified category of National Occupational Standards
- ? indicates that the unit could be related to the specified category of National Occupational Standards depending on the medium the learner works in when covering that unit.

Please see the Links section of each unit for full signposting to the relevant National Occupational Standards.

National Occupational Standards	Units										
	1	2	3	4	5	6	7	8	9	10	11
Animation										✓	
Broadcast Journalism											
Camera					✓						
Directors					✓						
Editing					✓						
Interactive Media and Computer Games						✓		✓			✓
Lighting for Film and Television					✓						
Multimedia and Print Journalism											
Photo Imaging									✓		
Production (Film and TV)					✓						
Publishing							✓				
Radio Content Creation						✓					
Sound					✓	✓					
'F' and 'X' units											

National Occupational Standards	Units									
	12	13	14	15	16	17	18	19	20	21
Animation							?	?		
Broadcast Journalism								?	?	
Camera							?		?	
Directors									?	
Editing							?		?	
Interactive Media and Computer Games	✓	✓	✓	✓	✓	✓	?			
Lighting for Film and Television										
Multimedia and Print Journalism								?	?	
Photo Imaging	✓	✓			✓		?			
Production (Film and TV)								?	?	
Publishing								?		
Radio Content Creation							?	?	?	
Sound									?	
'F' and 'X' units										

Annexe F

Unit mapping overview

BTEC Firsts in Media legacy (specification end date 31/08/2010)/new QCF versions of the BTEC First qualifications in Creative Media Production (specification start date 01/09/2010) – the BTEC Level 2 Certificate in Creative Media Production, BTEC Level 2 Extended Certificate in Creative Media Production and the Level 2 BTEC Diploma in Creative Media Production.

New units \ Old units	Old units									
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Unit 1		P								
Unit 2										
Unit 3	F									
Unit 4			F							
Unit 5				F						
Unit 6					F					
Unit 7						F				
Unit 8								F		
Unit 9									F	
Unit 10										F
Unit 11										
Unit 12										
Unit 13										
Unit 14										
Unit 15										
Unit 16										
Unit 17										
Unit 18							F			
Unit 19										
Unit 20										
Unit 21										

New units \ Old units	Old units								
	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19
Unit 1									
Unit 2									
Unit 3									
Unit 4									
Unit 5									
Unit 6									
Unit 7									
Unit 8									
Unit 9									
Unit 10									
Unit 11		F							
Unit 12						P			
Unit 13						P			
Unit 14				F					
Unit 15								F	
Unit 16					F				
Unit 17									P
Unit 18									
Unit 19	F								
Unit 20			F						
Unit 21							F		

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Unit mapping in depth

BTEC Firsts in Media legacy (specification end date 31/08/2010)/new QCF versions of the BTEC First qualifications in Creative Media Production (specification start date 01/09/2010) – the BTEC Level 2 Certificate in Creative Media Production, BTEC Level 2 Extended Certificate in Creative Media Production and the BTEC Level 2 Diploma in Creative Media Production.

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 1	Research for Creative Media Production	2	Research for Media Production	Slightly reduced content; assessment to be done through assignments set for other units.
Unit 2	Communication Techniques for Creative Media Production	-	-	New unit.
Unit 3	The Creative Media Sector	1	Introduction to Media Industries	Minor changes to phrasing of learning outcomes.
Unit 4	Media Audiences and Products	3	Introduction to Media Audiences and Products	Minor changes to phrasing of learning outcomes and rephrasing of content for learning outcome 3.
Unit 5	Video Production	4	Video Production	Slight changes to phrasing of learning outcomes in order to enable redistribution of content.
Unit 6	Audio Production	5	Audio Production	Old learning outcomes 2 and 3 combined; no change to content.
Unit 7	Print Production	6	Print Production	Learning outcome 1 rephrased.
Unit 8	Interactive Media Production	8	Interactive Media Production	Rephrasing of learning outcomes 1 and 2 and slight reduction of content for learning outcome 1.
Unit 9	Photography Techniques	9	Photography Techniques	Learning outcome 1 removed and the content redistributed; requirement to teach film-based photography removed.
Unit 10	Animation Techniques	10	Animation Techniques	Learning outcome 1 rephrased but content essentially the same.
Unit 11	Web Authoring	12	Web Authoring	No significant change.
Unit 12	Digital Graphics for Interactive and Print-based Media	16	Digital Graphics	The old unit has been split into two and additional content added to the new units to focus more precisely on the uses of digital graphics specified in the new unit titles.
Unit 13	2D Digital Art for Computer Games			

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 14	Deconstructing Computer Games	14	Reviewing Computer Games	The title of the unit has been changed and the learning outcomes rephrased to reinforce the purpose of the unit; some new content has been added; however, the unit remains essentially the same.
Unit 15	Computer Games Testing	18	Computer Games Testing	Some rephrasing of learning outcomes; learning outcome 1 has a slightly different focus in the new unit; content of old learning outcomes 3 and 4 has been redistributed in the new unit.
Unit 16	2D Computer Game Engines	15	2D Computer Games	Some rephrasing of learning outcomes; content of the unit is essentially the same.
Unit 17	3D Computer Game Engines	19	3D Computer Game Engines	Learning outcomes have been rephrased and the content of the unit adjusted to focus more on practical application.
Unit 18	Advertising Production	7	Advertising Production	Learning outcome 1 has been rephrased and the content defined differently but the focus of the learning outcome remains the same.
Unit 19	Writing for the Creative Media	11	Writing for the Media	Some minor changes to content of learning outcomes 1, 2 and 3.
Unit 20	Factual Production for the Creative Media	13	Factual Production for the Media	Some minor changes to content of learning outcomes 1 and 2.
Unit 21	Creative Media Production Project	17	Media Production Project	No change.

Annexe G

Examples of calculation of qualification grade above pass grade

Edexcel will automatically calculate the qualification grade for your learners when your learner unit grades are submitted.

The generic examples below demonstrate how the qualification grade above pass is calculated using the following two tables which are also shown in the section earlier on in the specification *Calculation of the qualification grades above pass grade*.

Points available for credits achieved at different QCF levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit QCF level	Points per credit		
	Pass	Merit	Distinction
Level 1	3	4	5
Level 2	5	6	7
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit or distinction or distinction* grade.

Qualification	Points range above pass grade		
	Merit	Distinction	Distinction*
BTEC Level 2 Certificate	85–94	95–99	100 and above
BTEC Level 2 Extended Certificate	170–189	190–199	200 and above
BTEC Level 2 Diploma	340–379	380–399	400 and above

Example 1

Achievement of pass qualification grade

A learner completing a 15-credit Edexcel BTEC Level 2 Certificate achieves the credit required to gain a pass qualification grade and does not achieve the points to gain a merit grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
Qualification grade totals		15	Pass		80

Example 2

Achievement of merit qualification grade

A learner completing a 15-credit Edexcel BTEC Level 2 Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
Qualification grade totals		15	Merit		85

Example 3

Achievement of distinction qualification grade

A learner completing a 15-credit Edexcel BTEC Level 2 Certificate achieves the points required to gain a distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Qualification grade totals		15	Distinction		95

Example 4

Achievement of merit qualification grade

A learner completing a 30-credit Edexcel BTEC Level 2 Extended Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Pass	5	$10 \times 5 = 50$
Unit 8	3	5	Pass	7	$5 \times 7 = 35$
Qualification grade totals		30	Merit		175

Example 5

Achievement of merit qualification grade

A learner completing a 60-credit Edexcel BTEC Level 2 Diploma achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Merit	6	$10 \times 6 = 60$
Unit 9	1	5	Merit	4	$5 \times 4 = 20$
Unit 10	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	2	10	Merit	6	$10 \times 6 = 60$
Unit 14	2	10	Merit	6	$10 \times 6 = 60$
Qualification grade totals		60	Merit		360

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