

**Pearson
BTEC Level 4
Higher National Certificate
in Creative Media Production**

**Pearson
BTEC Level 5
Higher National Diploma
in Creative Media Production**

Specification

Issue 6

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 6. Due to the replacement of the Qualifications and Credit Framework (QCF) by the Regulated Qualifications Framework (RQF), references to the QCF and to its predecessor, the National Qualifications Framework (NQF) have been removed from this specification. In addition, Pearson has assigned Total Qualification Time (TQT) in hours to this qualification; this is covered in the section entitled '*Programme design and delivery*' of this specification.

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ISBN 978 1 446 93913 0

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Pearson BTEC Level 4 HNC Diploma in Creative Media Production

Pearson BTEC Level 5 HND Diploma in Creative Media Production

The BTEC HNCs (Higher National Certificates) are at level 4 and are a minimum of 120 credits in size. They have been nested within the structures of the BTEC HNDs (Higher National Diplomas).

BTEC HNDs are level 5 qualifications. They are a minimum of 240 credits in size.

The qualifications are Intermediate level qualifications on the Framework for Higher Education Qualifications (FHEQ). Progression to BTEC Higher Nationals continues to be from level 3 qualifications. Progression from BTEC Higher Nationals will normally be to qualifications at level 6. Learners' progression routes do not necessarily involve qualifications at every level.

As a nested qualification the HNC is an embedded component of the HND. However, it can be taken as a stand-alone qualification.

If a learner enrolls for an HNC they would be eligible to gain a grade for the HNC. If they then move onto an HND, the learner is graded on their HND performance. The grade for the HND will include units from the previously achieved HNC.

If a learner opts to take an HND from the start, then on successful completion of the HND they will receive one grade for the HND achievement only.

If a learner opts to take an HND from the start but later chooses to revert to an HNC programme, then on successful completion of the HNC they will receive a grade for the HNC achievement only.

BTEC Higher Nationals within the RQF and FHEQ

RQF/FHEQ level	Progression opportunities and examples of qualifications within each level
8	PhD/DPhil Professional doctorates (credit based), e.g. EdD
7	Master's degrees Postgraduate diplomas Postgraduate Certificate in Education (PGCE)
6	Bachelor's degrees, e.g. BA, BSc Professional Graduate Certificate in Education Graduate certificates and diplomas
5	BTEC HNDs (Higher National Diplomas) Foundation Degrees, e.g. FdA, FdSc Diplomas of Higher Education (Dip HE)
4	BTEC HNCs (Higher National Certificates) Certificates of Higher Education (Cert HE) Level 4 National Vocational Qualifications (NVQs)
3	BTEC Level 3 Extended Diplomas BTEC Level 3 Diplomas BTEC Level 3 Subsidiary Diplomas BTEC Level 3 Certificates GCE Advanced Level Level 3 NVQs Advanced Diplomas

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Qualification titles covered by this specification

Pearson BTEC Level 4 HNC Diploma in Creative Media Production

Pearson BTEC Level 5 HND Diploma in Creative Media Production

The Qualification Numbers (QNs) for these qualifications are listed below.

These qualification titles are as they will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

The Quality Assurance Agency for Higher Education (QAA) has produced guidelines for centres in preparing programme specifications (reference *Guidelines for preparing programme specifications: UK Quality Code for Higher Education, Part A Chapter A3.*)

Qualification Numbers

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

The QNs for the qualifications in this publication are:

501/0268/0 Pearson BTEC Level 4 HNC Diploma in Creative Media Production

500/9744/1 Pearson BTEC Level 5 HND Diploma in Creative Media Production

Introduction

This specification contains the units and associated guidance for the Pearson BTEC Level 4 HNC in Creative Media Production and the Pearson BTEC Level 5 HND in Creative Media Production.

Each unit sets out the required learning outcomes, assessment criteria and content and may also include advice regarding essential delivery and assessment strategies.

This document also contains details of the teaching, learning, assessment and quality assurance of these qualifications. It includes advice about our policies regarding access to our qualifications, the design of programmes of study and delivery modes.

Structure of the qualification

BTEC Level 4 HNC

The Pearson BTEC Level 4 HNC in Creative Media Production is a qualification with a minimum of 120 credits of which 30 are mandatory core.

The BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

BTEC Level 5 HND

The Pearson BTEC Level 5 HND in Creative Media Production is a qualification with a minimum of 240 credits of which 65 are mandatory core.

The BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5 or above.

Rules of combination for BTEC Levels 4 and 5 Higher National qualifications

The rules of combination specify the:

- total credit value of the qualification
- minimum credit to be achieved at the level of the qualification
- mandatory core unit credit
- specialist unit credit
- maximum credit that can be centre devised or imported from other BTEC Higher National qualifications accredited from 2010.

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

Pearson BTEC Level 4 HNC in Creative Media Production (unendorsed title)

- 1 Qualification credit value: a minimum of 120 credits. (A maximum of 55 credits may be at level 5.)
- 2 **Total Qualification Time** Higher National Certificate (HNC) = 1,200 hours
- 3 **Total Guided Learning (GL)** Higher National Certificate (HNC) = 480 hours
- 4 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits
- 5 Mandatory core unit credit: 30 credits.
- 6 Specialist unit credit: 90 credits.
- 7 A maximum of 30 credits can be centre devised or imported from other BTEC Higher National qualifications accredited from 2010 to meet local needs. Level rules and mandatory core units must not be changed.

Pearson BTEC Level 4 HNCs in Creative Media Production (endorsed titles)

- 1 Qualification credit value: a minimum of 120 credits. (A maximum of 55 credits may be at level 5.)
- 2 **Total Qualification Time** Higher National Certificate (HNC) = 1,200 hours
- 3 **Total Guided Learning (GL)** Higher National Certificate (HNC) = 480 hours
- 4 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits
- 5 Mandatory core unit credit: 30 credits.
- 6 Mandatory specialist unit credit:

Radio	30 credits
Journalism	30 credits
Moving Image	30 or 45 credits

- Computer Game Animation 45 credits
- Computer Game Design 45 credits.
- 7 Specialist unit credit:
 - Radio 60 credits
 - Journalism 60 credits
 - Moving Image 60 or 45 credits
 - Computer Game Animation 45 credits
 - Computer Game Design 45 credits.
- 8 A maximum of 30 credits can be centre devised or imported from other BTEC Higher National qualifications accredited from 2010 to meet local needs. Level rules and mandatory core units must not be changed.

Pearson BTEC Level 5 HND in Creative Media Production (unendorsed title)

- 1 Qualification credit value: a minimum of 240 credits.
- 2 **Total Qualification Time** Higher National Diploma (HND) = 2,400 hours
- 3 **Total Guided Learning (GL)** Higher National Diploma (HND) = 960 hours
- 4 Minimum credit to be achieved at the level of the qualification (level 5) or above: 125 credits.
- 5 Mandatory core unit credit: 65 credits.
- 6 Specialist unit credit: 180 credits.
- 7 The requirements of the HNC have to be met.
- 8 A maximum of 60 credits can be centre devised or imported from other BTEC Higher National qualifications accredited from 2010 to meet local needs. Level rules and mandatory core units must not be changed.

Pearson BTEC Level 5 HNDs in Creative Media Production (endorsed titles)

- 1 Qualification credit value: a minimum of 240 credits.
- 2 **Total Qualification Time** Higher National Diploma (HND) = 2,400 hours
- 3 **Total Guided Learning (GL)** Higher National Diploma (HND) = 960 hours
- 4 Minimum credit to be achieved at the level of the qualification (level 5) or above: 125 credits.
- 5 Mandatory core unit credit: 65 credits.
- 6 Mandatory specialist unit credit:
 - Radio 45 credits
 - Journalism 45 credits
 - Moving Image 45 or 60 credits
 - Computer Game Animation 60 credits
 - Computer Game Design 60 credits.

7 Specialist unit credit:

Radio	135 credits
Journalism	135 credits
Moving Image	135 or 120 credits
Computer Game Animation	120 credits
Computer Game Design	120 credits.

8 The requirements of the HNC have to be met.

9 A maximum of 30 credits can be centre devised or imported from other BTEC Higher National qualifications accredited from 2010 to meet local needs. Level rules and mandatory core units must not be changed.

1 Structures of the Pearson BTEC Level 4 HNCs in Creative Media Production

1.1 Pearson BTEC Level 4 HNC Diploma in Creative Media Production

Unit number	Mandatory core units – both these units must be taken	Unit level	Unit credit
1	Contextual Studies for Creative Media Production	4	15
2	Research Techniques for Creative Media Production	4	15
	Specialist units – choose units with a minimum total credit value of 90 credits		
5	Practical Skills for Radio Production	4	15
6	Practical Skills for Moving Image Production	4	15
7	Practical Skills for Journalism	4	15
8	Practical Skills for Computer Game Animation	4	15
9	Practical Skills for Computer Game Design	4	15
10	Radio Studies	4	15
11	Film Studies	4	15
12	Television Studies	4	15
13	Journalism Studies	4	15
14	Computer Games Studies	4	15
19	Speech Package Production for Radio	4	15
20	Radio Magazine Programme Production	4	15
21	Radio Commercial Production	4	15
22	Audio Books, Audio Guides and Talking Newspapers	4	15
23	Music Sequence Production for Radio	4	15
24	Multi-track Recording for Radio Production	4	15
25	Radio Features Production	4	15
26	Script Writing for Factual Radio	4	15
27	Interview and Presentation Techniques for Radio	4	15
28	Producing Multi-platform Radio Programmes	4	15
29	Radio Studio Technology	4	15
30	Camera and Lighting Techniques for Moving Image Production	4	15
31	Development and Techniques of Film and Video Editing	4	15
32	Promotional Video Production	4	15

Unit number	Specialist units – choose units with a minimum total credit value of 90 credits (<i>continued</i>)	Unit level	Unit credit
33	Fiction Production for the Moving Image	4	15
34	Television Studio Production	4	15
35	Animation Techniques	4	15
36	Music Video Production	4	15
37	Advertisement Production for Television	4	15
38	DVD Menu Design and Authoring	4	15
39	Interview and Presentation Techniques for Television	4	15
40	News Journalism for Print	4	15
41	Page Design and Layout for Newspapers and Magazines	4	15
42	Radio Journalism	4	15
43	Shorthand for Journalists	4	15
44	Law for Journalists	4	15
45	Drawing Techniques for Computer Game Concept Art	4	15
46	2D Digital Graphics for Computer Games	4	15
47	2D Digital Animation for Computer Games	4	15
48	Computer Game Platform Fundamentals	4	15
49	3D Computer Game Engines	4	15
50	Music and Sound for Computer Games	4	15
51	Computer Game Storytelling Techniques	4	15
52	Ideas Generation for Computer Games	4	15

The BTEC Level 4 HNC Diploma programme must contain a minimum of 65 credits at level 4.

1.2 Pearson BTEC Level 4 HNC Diploma in Creative Media Production (Radio)

Unit number	Mandatory core units – both these units must be taken	Unit level	Unit credit
1	Contextual Studies for Creative Media Production	4	15
2	Research Techniques for Creative Media Production	4	15
	Mandatory specialist units – both these units must be taken		
5	Practical Skills for Radio Production	4	15
10	Radio Studies	4	15
	Specialist units – choose units with a minimum total credit value of 60 credits		
19	Speech Package Production for Radio	4	15
20	Radio Magazine Programme Production	4	15
21	Radio Commercial Production	4	15
22	Audio Books, Audio Guides and Talking Newspapers	4	15
23	Music Sequence Production for Radio	4	15
24	Multi-track Recording for Radio Production	4	15
25	Radio Features Production	4	15
26	Script Writing for Factual Radio	4	15
27	Interview and Presentation Techniques for Radio	4	15
28	Producing Multi-platform Radio Programmes	4	15
29	Radio Studio Technology	4	15
42	Radio Journalism	4	15

The BTEC Level 4 HNC Diploma programme must contain a minimum of 65 credits at level 4.

1.3 Pearson BTEC Level 4 HNC Diploma in Creative Media Production (Moving Image)

Unit number	Mandatory core units – both these units must be taken	Unit level	Unit credit
1	Contextual Studies for Creative Media Production	4	15
2	Research Techniques for Creative Media Production	4	15
	Mandatory specialist unit A – this unit must be taken		
6	Practical Skills for Moving Image Production	4	15
	Mandatory specialist, Group units B – at least one of these units must be taken		
11	Film Studies	4	15
12	Television Studies	4	15
	Specialist units <ul style="list-style-type: none"> – if one unit from Group B is taken, choose units with a minimum total credit value of 60 credits – if both units from Group B are taken, choose units with a minimum total credit value of 45 credits 		
30	Camera and Lighting Techniques for Moving Image Production	4	15
31	Development and Techniques of Film and Video Editing	4	15
32	Promotional Video Production	4	15
33	Fiction Production for the Moving Image	4	15
34	Television Studio Production	4	15
35	Animation Techniques	4	15
36	Music Video Production	4	15
37	Advertisement Production for Television	4	15
38	DVD Menu Design and Authoring	4	15
39	Interview and Presentation Techniques for Television	4	15

The BTEC Level 4 HNC Diploma programme must contain a minimum of 65 credits at level 4.

1.4 Pearson BTEC Level 4 HNC Diploma in Creative Media Production (Journalism)

Unit number	Mandatory core units – both these units must be taken	Unit level	Unit credit
1	Contextual Studies for Creative Media Production	4	15
2	Research Techniques for Creative Media Production	4	15
	Mandatory specialist units – both these units must be taken		
7	Practical Skills for Journalism	4	15
13	Journalism Studies	4	15
	Specialist units – choose units with a minimum total credit value of 60 credits		
27	Interview and Presentation Techniques for Radio	4	15
39	Interview and Presentation Techniques for Television	4	15
40	News Journalism for Print	4	15
41	Page Design and Layout for Newspapers and Magazines	4	15
42	Radio Journalism	4	15
43	Shorthand for Journalists	4	15
44	Law for Journalists	4	15

The BTEC Level 4 HNC Diploma programme must contain a minimum of 65 credits at level 4.

1.5 Pearson BTEC Level 4 HNC Diploma in Creative Media Production (Computer Game Animation)

Unit number	Mandatory core units – both these units must be taken	Unit level	Unit credit
1	Contextual Studies for Creative Media Production	4	15
2	Research Techniques for Creative Media Production	4	15
	Mandatory specialist units – all these units must be taken		
8	Practical Skills for Computer Game Animation	4	15
14	Computer Games Studies	4	15
45	Drawing Techniques for Computer Game Concept Art	4	15
	Specialist units – choose units with a minimum total credit value of 45 credits		
46	2D Digital Graphics for Computer Games	4	15
47	2D Digital Animation for Computer Games	4	15
48	Computer Game Platform Fundamentals	4	15
49	3D Computer Game Engines	4	15

The BTEC Level 4 HNC Diploma programme must contain a minimum of 65 credits at level 4.

1.6 Pearson BTEC Level 4 HNC Diploma in Creative Media Production (Computer Game Design)

Unit number	Mandatory core units – both these units must be taken	Unit level	Unit credit
1	Contextual Studies for Creative Media Production	4	15
2	Research Techniques for Creative Media Production	4	15
	Mandatory specialist units – all these units must be taken		
9	Practical Skills for Computer Game Design	4	15
14	Computer Games Studies	4	15
75	Computer Game Design Techniques	5	15
	Specialist units – choose units with a minimum total credit value of 45 credits		
48	Computer Game Platform Fundamentals	4	15
49	3D Computer Game Engines	4	15
50	Music and Sound for Computer Games	4	15
51	Computer Game Storytelling Techniques	4	15
52	Ideas Generation for Computer Games	4	15

The BTEC Level 4 HNC Diploma programme must contain a minimum of 65 credits at level 4.

2 Structures of the Pearson BTEC Level 5 HNDs in Creative Media Production

2.1 Pearson BTEC Level 5 HND Diploma in Creative Media Production

Unit number	Mandatory core units – all these units must be taken	Unit level	Unit credit
1	Contextual Studies for Creative Media Production	4	15
2	Research Techniques for Creative Media Production	4	15
3	Project Design, Implementation and Evaluation	5	20
4	Special Subject Investigation for Creative Media Production	5	15
	Specialist units – choose units with a minimum total credit value of 175 credits		
5	Practical Skills for Radio Production	4	15
6	Practical Skills for Moving Image Production	4	15
7	Practical Skills for Journalism	4	15
8	Practical Skills for Computer Game Animation	4	15
9	Practical Skills for Computer Game Design	4	15
10	Radio Studies	4	15
11	Film Studies	4	15
12	Television Studies	4	15
13	Journalism Studies	4	15
14	Computer Games Studies	4	15
15	Career Development for the Radio Industry	5	15
16	Career Development for the Moving Image Industries	5	15
17	Career Development for Journalism	5	15
18	Career Development for the Computer Games Industry	5	15
19	Speech Package Production for Radio	4	15
20	Radio Magazine Programme Production	4	15
21	Radio Commercial Production	4	15
22	Audio Books, Audio Guides and Talking Newspapers	4	15
23	Music Sequence Production for Radio	4	15
24	Multi-track Recording for Radio Production	4	15
25	Radio Features Production	4	15
26	Script Writing for Factual Radio	4	15

Unit number	Specialist units – choose units with a minimum total credit value of 175 credits (continued)	Unit level	Unit credit
27	Interview and Presentation Techniques for Radio	4	15
28	Producing Multi-platform Radio Programmes	4	15
29	Radio Studio Technology	4	15
30	Camera and Lighting Techniques for Moving Image Production	4	15
31	Development and Techniques of Film and Video Editing	4	15
32	Promotional Video Production	4	15
33	Fiction Production for the Moving Image	4	15
34	Television Studio Production	4	15
35	Animation Techniques	4	15
36	Music Video Production	4	15
37	Advertisement Production for Television	4	15
38	DVD Menu Design and Authoring	4	15
39	Interview and Presentation Techniques for Television	4	15
40	News Journalism for Print	4	15
41	Page Design and Layout for Newspapers and Magazines	4	15
42	Radio Journalism	4	15
43	Shorthand for Journalists	4	15
44	Law for Journalists	4	15
45	Drawing Techniques for Computer Game Concept Art	4	15
46	2D Digital Graphics for Computer Games	4	15
47	2D Digital Animation for Computer Games	4	15
48	Computer Game Platform Fundamentals	4	15
49	3D Computer Game Engines	4	15
50	Music and Sound for Computer Games	4	15
51	Computer Game Storytelling Techniques	4	15
52	Ideas Generation for Computer Games	4	15
53	Radio Documentary Production	5	15
54	Script Writing for Radio Fiction	5	15
55	Radio Quizzes and Light Entertainment	5	15
56	Radio Drama Production	5	15
57	Radio Station Management	5	15

Unit number	Specialist units – choose units with a minimum total credit value of 175 credits (<i>continued</i>)	Unit level	Unit credit
58	Sound Design for Moving Image Production	5	15
59	Producer for Moving Image Production	5	15
60	Director for Moving Image Production	5	15
61	Moving Image Documentary Production	5	15
62	Television News	5	15
63	Script Writing for Moving Image Fiction	5	15
64	Politics for Journalists	5	15
65	Photojournalism	5	15
66	Feature Writing for Newspapers and Magazines	5	15
67	Writing for Specialist Publications	5	15
68	Convergent Journalism	5	15
69	3D Modelling for Computer Games	5	15
70	3D Environments for Computer Games	5	15
71	3D Animation for Computer Games	5	15
72	CGI Rendering and Lighting for Computer Games Animation	5	15
73	3D Character Animation for Computer Games	5	15
74	Production Techniques for Computer Games	5	15
75	Computer Game Design Techniques	5	15
76	Level Design for Computer Games	5	15
77	Scripting for Computer Game Design	5	15
78	Quality Assurance for Computer Games	5	15
79	Human-Computer Interfaces for Computer Games	5	15
80	Work Experience in the Creative Media Sector	5	15

The BTEC Level 5 HND Diploma programme must contain a minimum of 125 credits at level 5.

2.2 Pearson BTEC Level 5 HND Diploma in Creative Media Production (Radio)

Unit number	Mandatory core units – all these units must be taken	Unit level	Unit credit
1	Contextual Studies for Creative Media Production	4	15
2	Research Techniques for Creative Media Production	4	15
3	Project Design, Implementation and Evaluation	5	20
4	Special Subject Investigation for Creative Media Production	5	15
	Mandatory specialist units – all these units must be taken		
5	Practical Skills for Radio Production	4	15
10	Radio Studies	4	15
15	Career Development for the Radio Industry	5	15
	Specialist units – choose units with a minimum total credit value of 130 credits		
19	Speech Package Production for Radio	4	15
20	Radio Magazine Programme Production	4	15
21	Radio Commercial Production	4	15
22	Audio Books, Audio Guides and Talking Newspapers	4	15
23	Music Sequence Production for Radio	4	15
24	Multi-track Recording for Radio Production	4	15
25	Radio Features Production	4	15
26	Script Writing for Factual Radio	4	15
27	Interview and Presentation Techniques for Radio	4	15
28	Producing Multi-platform Radio Programmes	4	15
29	Radio Studio Technology	4	15
42	Radio Journalism	4	15
53	Radio Documentary Production	5	15
54	Script Writing for Radio Fiction	5	15
55	Radio Quizzes and Light Entertainment	5	15
56	Radio Drama Production	5	15
57	Radio Station Management	5	15
80	Work Experience in the Creative Media Sector	5	15

The BTEC Level 5 HND Diploma programme must contain a minimum of 125 credits at level 5.

2.3 Pearson BTEC Level 5 HND Diploma in Creative Media Production (Moving Image)

Unit number	Mandatory core units – all these units must be taken	Unit level	Unit credit
1	Contextual Studies for Creative Media Production	4	15
2	Research Techniques for Creative Media Production	4	15
3	Project Design, Implementation and Evaluation	5	20
4	Special Subject Investigation for Creative Media Production	5	15
	Mandatory specialist units, group A – both these units must be taken		
6	Practical Skills for Moving Image Production	4	15
16	Career Development for the Moving Image Industries	5	15
	Mandatory specialist units, group B – at least one of these units must be taken		
11	Film Studies	4	15
12	Television Studies	4	15
	Specialist units <ul style="list-style-type: none"> – if one unit from Group B is taken, choose units with a minimum total credit value of 130 credits – if both units from Group B are taken, choose units with a minimum total credit value of 115 credits 		
30	Camera and Lighting Techniques for Moving Image Production	4	15
31	Development and Techniques of Film and Video Editing	4	15
32	Promotional Video Production	4	15
33	Fiction Production for the Moving Image	4	15
34	Television Studio Production	4	15
35	Animation Techniques	4	15
36	Music Video Production	4	15
37	Advertisement Production for Television	4	15
38	DVD Menu Design and Authoring	4	15
39	Interview and Presentation Techniques for Television	4	15

Unit number	Specialist units (<i>continued</i>)	Unit level	Unit credit
58	Sound Design for Moving Image Production	5	15
59	Producer for Moving Image Production	5	15
60	Director for Moving Image Production	5	15
61	Moving Image Documentary Production	5	15
62	Television News	5	15
63	Script Writing for Moving Image Fiction	5	15
80	Work Experience in the Creative Media Sector	5	15

The BTEC Level 5 HND Diploma programme must contain a minimum of 125 credits at level 5.

2.4 Pearson BTEC Level 5 HND Diploma in Creative Media Production (Journalism)

Unit number	Mandatory core units – all these units must be taken	Unit level	Unit credit
1	Contextual Studies for Creative Media Production	4	15
2	Research Techniques for Creative Media Production	4	15
3	Project Design, Implementation and Evaluation	5	20
4	Special Subject Investigation for Creative Media Production	5	15
	Mandatory specialist units – all these units must be taken		
7	Practical Skills for Journalism	4	15
13	Journalism Studies	4	15
17	Career Development for Journalism	5	15
	Specialist units – choose units with a minimum total credit value of 130 credits		
27	Interview and Presentation Techniques for Radio	4	15
39	Interview and Presentation Techniques for Television	4	15
40	News Journalism for Print	4	15
41	Page Design and Layout for Newspapers and Magazines	4	15
42	Radio Journalism	4	15
43	Shorthand for Journalists	4	15
44	Law for Journalists	4	15
53	Radio Documentary Production	5	15
61	Moving Image Documentary Production	5	15
62	Television News	5	15
64	Politics for Journalists	5	15
65	Photojournalism	5	15
66	Feature Writing for Newspapers and Magazines	5	15
67	Writing for Specialist Publications	5	15
68	Convergent Journalism	5	15
80	Work Experience in the Creative Media Sector	5	15

The BTEC Level 5 HND Diploma programme must contain a minimum of 125 credits at level 5.

2.5 Pearson BTEC Level 5 HND Diploma in Creative Media Production (Computer Game Animation)

Unit number	Mandatory core units – all these units must be taken	Unit level	Unit credit
1	Contextual Studies for Creative Media Production	4	15
2	Research Techniques for Creative Media Production	4	15
3	Project Design, Implementation and Evaluation	5	20
4	Special Subject Investigation for Creative Media Production	5	15
	Mandatory specialist units – all these units must be taken		
8	Practical Skills for Computer Game Animation	4	15
14	Computer Games Studies	4	15
18	Career Development for the Computer Games Industry	5	15
45	Drawing Techniques for Computer Game Concept Art	4	15
	Specialist units – choose units with a minimum total credit value of 115 credits		
46	2D Digital Graphics for Computer Games	4	15
47	2D Digital Animation for Computer Games	4	15
48	Computer Game Platform Fundamentals	4	15
49	3D Computer Game Engines	4	15
69	3D Modelling for Computer Games	5	15
70	3D Environments for Computer Games	5	15
71	3D Animation for Computer Games	5	15
72	CGI Rendering and Lighting for Computer Games Animation	5	15
73	3D Character Animation for Computer Games	5	15
80	Work Experience in the Creative Media Sector	5	15

The BTEC Level 5 HND Diploma programme must contain a minimum of 125 credits at level 5.

2.6 Pearson BTEC Level 5 HND Diploma in Creative Media Production (Computer Game Design)

Unit number	Mandatory core units – all these units must be taken	Unit level	Unit credit
1	Contextual Studies for Creative Media Production	4	15
2	Research Techniques for Creative Media Production	4	15
3	Project Design, Implementation and Evaluation	5	20
4	Special Subject Investigation for Creative Media Production	5	15
	Mandatory specialist units – all these units must be taken		
9	Practical Skills for Computer Game Design	4	15
14	Computer Games Studies	4	15
18	Career Development for the Computer Games Industry	5	15
75	Computer Game Design Techniques	5	15
	Specialist units – choose units with a minimum total credit value of 115 credits		
48	Computer Game Platform Fundamentals	4	15
49	3D Computer Game Engines	4	15
50	Music and Sound for Computer Games	4	15
51	Computer Game Storytelling Techniques	4	15
52	Ideas Generation for Computer Games	4	15
74	Production Techniques for Computer Games	5	15
76	Level Design for Computer Games	5	15
77	Scripting for Computer Game Design	5	15
78	Quality Assurance for Computer Games	5	15
79	Human-Computer Interfaces for Computer Games	5	15
80	Work Experience in the Creative Media Sector	5	15

The BTEC Level 5 HND Diploma programme must contain a minimum of 125 credits at level 5.

Key features

BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate, with a strong work-related emphasis. The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows progression directly into employment. The BTEC Higher Nationals offer a strong emphasis on practical skills development alongside the development of requisite knowledge and understanding in their sector. Learners are attracted to this strong vocational programme of study that meets their individual progression needs whether this is into employment or to further study on degree or professional courses.

Likely progression paths for BTEC Higher National Certificate in Creative Media Production learners would be to a Higher National Diploma in Creative Media Production or the second year of a degree or honours degree programme, depending on the match of the Higher National units to the degree programme in question. Likely progression paths for BTEC Higher National Diploma in Creative Media Production learners would be to the third year of a degree or honours degree programme, depending on the match of the Higher National units to the degree programme in question.

The Pearson BTEC Higher Nationals in Creative Media Production have been developed to focus on:

- providing education and training for a range of careers in the media sector and its support industries
- providing opportunities for potential workers in the media sector to achieve a nationally recognised level 4 or 5 vocationally specific qualification
- providing opportunities for full-time learners to gain a nationally recognised vocationally specific qualification to enter employment in the media sector or progress to higher education vocational qualifications in media production
- developing the knowledge, understanding and skills of learners in the field of media production
- providing learners with transferable skills that will enable them to progress and move within the media sector
- providing opportunities for learners to focus on the development of higher-level skills in a media context
- providing opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life
- providing centres with flexibility to devise and provide programmes of study which capitalise on the strengths of the centre and which meet local needs.

In addition the Pearson Level 5 BTEC Higher National Diplomas in Creative Media Production have been developed to focus on:

- providing opportunities for further specialism within the vocational areas of audio production, moving image production, and journalism.

Progression from the BTEC Level 4 HNC

The Pearson BTEC Level 4 HNC in Creative Media Production provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the creative media sector and also offers particular specialist emphasis through the choice of specialist units.

BTEC Level 4 HNCs provide a nationally recognised qualification offering career progression and professional development for those already in employment and opportunities to progress into higher education. The qualifications are primarily undertaken by part-time learners studying over two years. In some sectors there are opportunities for those wishing to complete an intensive programme of study in a shorter period of time.

This specification gives centres a framework to develop engaging programmes for higher education learners who are clear about the area of employment that they wish to enter.

The Pearson BTEC Level 4 HNC in Creative Media Production offers a progression route for learners who are studying on a Level 3 National in Creative Media Production.

Learners who have achieved the Pearson BTEC Level 4 HNC in Creative Media Production should be able to progress to the Pearson BTEC Level 5 HND in Creative Media Production.

Progression from the BTEC Level 5 HND

The BTEC Level 5 HND provides greater breadth and specialisation than the BTEC Level 4 HNC. BTEC HNDs are followed predominately by full-time learners. They allow progression into or within employment in the creative media sector, either directly on achievement of the award or following further study to degree level.

The Pearson BTEC Level 5 HND in Creative Media Production provides opportunities for learners to apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements or part-time employment experience.

The qualification prepares learners for employment in the creative media sector and will be suitable for learners who have already decided that they wish to enter this area of work. Some adult learners may wish to make the commitment required by this qualification in order to enter a specialist area of employment in media production or progress into higher education. Other learners may want to extend the specialism that they followed on the BTEC Level 4 HNC programme.

The Pearson BTEC Level 5 HND in Creative Media Production offers a progression route for learners who are studying on a Level 4 HNC in Creative Media Production.

Learners who have achieved the Pearson BTEC Level 5 HND in Creative Media Production should be able to progress to the final year of a degree programme in Creative Media Production, or to employment in the media sector.

National Occupational Standards

BTEC Higher Nationals in Creative Media Production are designed to relate to the National Occupational Standards in the creative media sector. BTEC Higher Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

Links to National Occupational Standards are indicated in the units. Tutors are advised to consult the Standards as detailed in the units to see how they can be used in the teaching of that unit.

Annexe B contains mapping of the Higher National units in this specification against relevant National Occupational Standards where appropriate.

Qualification Frameworks for Higher National Diplomas

In England, Wales and Northern Ireland, BTEC HNC and HND Diplomas may either be awarded by degree-awarding bodies under a licence from Pearson (which allows them to devise, deliver and award Higher National qualifications themselves), or they may be awarded directly by Pearson, as an awarding body regulated by Ofqual. The majority of BTEC HNC and HND Diplomas are awarded by Pearson. Only those HNC and HND Diplomas that are awarded by degree-awarding bodies are included on the Framework for Higher Education Qualifications (FHEQ) (because this framework comprises qualifications awarded by degree-awarding bodies.) BTEC HNC and HND Diplomas awarded directly by Pearson are qualifications at Level 4 and 5 on the Regulated Qualifications Framework and are subject to the academic standards and regulations of Pearson.

Level descriptors have been used to describe the relative intellectual demand, complexity, depth of learning and learner autonomy associated with the level 4 or 5 level of learning and achievement.

QAA subject and qualification benchmark statements have also been used to provide points of reference for each level.

Employers and higher education providers can expect that typical learners studying for the Pearson BTEC Higher Nationals in Creative Media Production should have developed certain higher level skills and abilities and studied a mandatory curriculum and selected optional specialist units. This detail is contained in the 'Qualification Requirements' in *Annexe A* of this specification.

Teaching, learning and assessment

Learners must achieve a minimum of 120 credits (of which at least 65 must be at level 4) on their programme of learning to be awarded a BTEC Level 4 HNC and a minimum of 240 credits (of which at least 125 must be at level 5 or above) to be awarded a BTEC Level 5 HND.

The assessment of BTEC Higher National qualifications is criterion-referenced and centres are required to assess learners' evidence against published learning outcomes and assessment criteria.

All units will be individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in BTEC Higher National qualifications all have a standard format which is designed to provide guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

Unit format

Each unit is set out in the following way.

Unit title, unit code and credit value.

Each unit is assigned a level, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy. All units and qualifications within the RQF 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 level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Each unit in BTEC Higher National qualifications has a credit value which specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit. Learners will be awarded credits for the successful completion of whole units.

Aim

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 abstract

The unit abstract 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 abstract also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes identify what each learner must do in order to pass the unit. Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit. Learners must achieve all the learning outcomes in order to pass 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 relevant National Occupational Standards (NOS) where appropriate.

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.

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

- Learning outcome: this is given 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 roman text and amplify the sub-heading. The elements must also 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.
- 'e.g.' is a list of examples used for indicative amplification of an element (that is, the content specified in this amplification that could be covered or that could be replaced by other, similar material).

It is not a requirement of the unit specification that all of the content is assessed.

Learning outcomes and assessment criteria

Each unit contains statements of the evidence that each learner should produce in order to receive a pass.

Guidance

This section provides additional guidance and amplification related to the unit to support tutors/deliverers and assessors. Its subsections are given below.

- *Links* – sets out possible links between units within the specification. Provides opportunities for the integration of learning, delivery and assessment. Links to relevant National Occupational Standards and Professional Bodies Standards will be highlighted here.
- *Essential requirements* – essential, unique physical and/or staffing resources or delivery/assessment requirements needed for the delivery of this unit are specified here.

- *Employer engagement and vocational contexts* – this is an optional section. Where relevant it offers suggestions for employer contact to enhance the delivery of the unit.

These subsections should be read in conjunction with the learning outcomes, unit content, assessment criteria and the generic grade descriptors.

The centre will be asked to ensure that essential resources are in place when it seeks approval from Pearson to offer the qualification.

Learning and assessment

The purpose of assessment is to ensure that effective learning has taken place of the content of each unit. Evidence of this learning, or the application of the learning, is required for each unit. The assessment of the evidence relates directly to the assessment criteria for each unit, supported by the generic grade descriptors.

The process of assessment can aid effective learning by seeking and interpreting evidence to decide the stage that learners have reached in their learning, what further learning needs to take place and how best to do this. Therefore, the process of assessment should be part of the effective planning of teaching and learning by providing opportunities for both the learner and assessor to obtain information about progress towards learning goals.

The assessor and learner must be actively engaged in promoting a common understanding of the assessment criteria and the grade descriptors (what it is they are trying to achieve and how well they achieve it) for further learning to take place. Therefore, learners need constructive feedback and guidance about how they may improve by capitalising on their strengths and clear and constructive comments about their weaknesses and how these might be addressed.

Assessment instruments are constructed within centres. They should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors.

It is advised that assessment criteria and contextualised grade descriptors are clearly indicated on each assessment instrument to provide a focus for learners (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardisation processes. Tasks/activities should enable learners to produce evidence that relates directly to the assessment criteria and grade descriptors.

When centres are designing assessment instruments, they need to ensure that the instruments are valid, reliable and fit for purpose, building on the application of the assessment criteria. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. **The creation of assessment instruments that are fit for purpose is vital to achievement.**

Grading Higher National units

The grading of BTEC Higher National qualifications is at the unit and the qualification level.

Each successfully completed unit will be graded as a pass, merit or distinction.

A pass is awarded for the achievement of all outcomes against the specified assessment criteria.

Merit and distinction grades are awarded for higher-level achievement. The generic merit and distinction grade descriptors listed in *Annexe C* are for grading the total evidence produced for each unit and describe the learner's performance over and above that for a pass grade.

Each of the generic merit and distinction grade descriptors should be amplified by use of **indicative characteristics** which exemplify the merit and distinction grade descriptors. These give a guide to the expected learner performance, and support the generic grade descriptors. The indicative characteristics should reflect the nature of a unit and the context of the sector programme.

The indicative characteristics shown in the table for each of the generic grade descriptors in *Annexe C* **are not exhaustive**. Consequently, centres should select appropriate characteristics from the list **or construct others** that are appropriate for their sector programme and level.

It is important to note that each assessment activity does not need to incorporate all the merit and/or distinction grade descriptors.

Contextualising the generic grade descriptors

The generic merit and distinction grade descriptors need to be viewed as a qualitative extension of the assessment criteria for pass within each individual unit. The relevant generic grade descriptors must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

Additional guidance on contextualisation of grade descriptors can be found in HN Delivery Guides on the website.

Summary of grades

In order to achieve a pass in a unit	<ul style="list-style-type: none">all learning outcomes and associated assessment criteria have been met
In order to achieve a merit in a unit	<ul style="list-style-type: none">pass requirements achievedall merit grade descriptors achieved and all prescribed indicative characteristics.
In order to achieve a distinction in a unit	<ul style="list-style-type: none">pass and merit requirements achievedall distinction grade descriptors achieved and all prescribed indicative characteristics.

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 a pass grade (see section *Rules of combination for the BTEC Level 4 and 5 Higher National qualifications*). The Rules of combination have been summarised below:

BTEC HNC Diplomas

To achieve the qualification a learner must:

- achieve at least 120 credits at or above the level of the qualification (a maximum of 55 credits may be at Level 5)
- achieve a minimum of 65 credits at Level 4
- complete a valid combination of units.

BTEC HND Diplomas

To achieve the qualification a learner must:

- achieve at least 240 credits at or above the level of the qualification
- achieve a minimum of 125 credits at Level 5 or above.

The best valid combination of units is used to calculate the overall grade, e.g. if a learner has completed more than the minimum number of optional units at the appropriate level the best performance from these will be used.

All learners will receive a Notification of Performance showing all unit grades whether or not they were included in the calculation for the overall grade.

Qualification grades above pass grade

BTEC HNC Diplomas

Calculation of the BTEC HNC qualification grade is based on the learner's best performance in units at or above the level of the qualification to the value of 75 credits:

- The best 75 credits must come from a maximum of 120 credits as a valid rule of combination
- The units from which the best 75 credits are selected come from the whole qualification including the mandatory core credit.

This means that credit from some mandatory core units is likely to form part of the best 75 credits in most programmes (the mandatory core credit units will automatically be included in the calculation once the maximum amount of credit for optional specialist units for the rule of combination is used up.)

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.

Qualification grades

Learners will be awarded a pass, merit or distinction qualification grade using the points gained through the 75 best credits based on unit achievement.

Unit credit points available for specified unit grades, for either Level 4 or Level 5 units

Unit points per credit		
Pass	Merit	Distinction
0	1	2
Example for level 4 or level 5 unit of 15 credits		
Pass	Merit	Distinction
0	15	30

BTEC Level 4 HNC overall qualification grades

Points range	Grade	
0–74	Pass	P
75–149	Merit	M
150	Distinction	D

BTEC HND Diplomas

The grade achieved in units from an appropriate HNC may contribute to an HND grade.

If a learner moves from HNC to HND, credits at Level 5 or above from both the HNC and HND can contribute to the best 75 credits of the overall HND grade. Note that for HND learners, level 4 units do not count towards the qualification grade.

Calculation of the BTEC HND qualification grade is based on the learner's best performance in units at or above the level of the qualification – i.e. **only units at level 5** can be counted towards the value of 75 credits:

- The best 75 credits must come from a maximum of 240 credits as a valid rule of combination
- The units from which the 75 best credits are selected come from the whole qualification including the mandatory core credit, but must be level 5 units or above.

This means that credit from some mandatory core units is likely to form part of the best 75 credits in most programmes (the mandatory core credit units will automatically be included in the calculation once the maximum amount of credit for optional specialist units for the rule of combination is used up.)

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.

Qualification grades

Learners will be awarded a pass, merit or distinction qualification grade using the points gained through the 75 best credits based on unit achievement.

Unit credit points for specified unit grades at Level 5 only

Unit points per credit		
Pass	Merit	Distinction
0	1	2

BTEC Level 5 HND overall qualification grades

Points range	Grade	
0–74	Pass	P
75–149	Merit	M
150	Distinction	D

Annexe E gives examples of how qualification grades are calculated.

Recognition of Prior Learning

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

Pearson encourages centres to recognise learners' previous achievements and experiences 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 valid and reliable.

For full guidance about Pearson's policy on RPL, please see our *Recognition of Prior Learning Policy and Process* on our website.

Quality assurance of BTEC Higher Nationals

Pearson's quality assurance system for all BTEC higher-level programmes at Levels 4–7 will ensure that centres have effective quality assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The quality assurance process for centres offering BTEC higher-level programmes at Levels 4–7 comprises three key components.

1) Approval process

Centres new to the delivery of this programme will be required to seek approval through the existing qualification and centre approval process. Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- understand the implications for independent assessment and agree to abide by these
- have a robust internal assessment system supported by 'fit for purpose' assessment documentation
- have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites.

Such applications have to be supported by the head of the centre (principal, chief executive etc) and include a declaration that the centre will operate the programmes strictly as approved and in line with Pearson requirements.

2) Monitoring of internal centre systems

Centres will be required to demonstrate ongoing fulfilment of the centre approval criteria over time and across all programmes. The process that assures this is external examination, which is undertaken by External Examiners. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting learner registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's satisfaction.

Pearson will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied in order to assist the centre in correcting the problem.

3) Independent assessment review

The internal assessment outcomes reached for all BTEC higher-level programmes at Levels 4-7 are subject to an independent assessment review by a Pearson-appointed External Examiner.

The outcomes of this process will be to:

- confirm that internal assessment is to national standards and allow certification

or

- make recommendations to improve the quality of assessment outcomes before certification is released

or

- make recommendations about the centre's ability to continue to be approved for the qualifications in question.

Additional arrangement for ALL centres

Regardless of the type of centre, Pearson reserves the right to withdraw either qualification or centre approval when it deems there is an irreversible breakdown in the centre's ability either to quality assure its programme delivery or its assessment standards.

Programme design and delivery

The BTEC Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full-time over one year, or part-time over two years.

The BTEC Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC, if their credit achievement permits.

BTEC Higher Nationals consist of mandatory core units and specialist units. The specialist units are designed to provide a specific focus to the qualification. Required combinations of specialist units are clearly set out in relation each qualification in the defined structures provided in this document.

All units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a TQT of 150 hours and 60 hours of Guided Learning. This value has been allocated according to input from curriculum writers.

Total Qualification Time Higher National Certificate (HNC) = 1,200 hours

Total Qualification Time Higher National Diploma (HND) = 2,400 hours

Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor 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. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Total Guided Learning (GL) Higher National Certificate (HNC) = 480 hours

Total Guided Learning (GL) Higher National Diploma (HND) = 960 hours

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

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

Annexe D provides information for centres and learners who wish to compare, for teaching and learning purposes, the units of the Pearson Level 5 BTEC Higher Nationals in Creative Media Production (2003) with the units in this specification.

Mode of delivery

Pearson does not define the mode of study for the BTEC Higher National qualifications. Centres are free to offer the qualification(s) using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever 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.

Our 'Distance Learning' and 'Distance Assessment' policies are given on our website.

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. Assessment instruments based on learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the BTEC Higher National qualification by:

- liaising with employers to ensure that the course is 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 experiences of work and life that learners bring to the programme.

Resources

BTEC Higher National qualifications are designed to prepare learners for employment in specific industry sectors.

Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and, therefore, should normally be of industry standard.

Staff delivering programmes and conducting the assessments should be familiar with current practice, legislation and standards used in the sector concerned.

Centres will need to meet any specialist resource requirements when they seek approval from Pearson.

Please refer to the *Essential requirements* section in individual units for specialist resource requirements.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the BTEC Higher National qualification. Specifications contain 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 practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of the learner's experience.

Meeting local needs

Centres should note that the qualifications set out in these specifications have been developed in consultation with centres, employers and relevant professional organisations.

The units are designed to meet the skill needs of the sector and the specialist units allow coverage of the full range of employment within the sector. Centres should make maximum use of the choice available to them within the specialist units to meet the needs of their learners, as well as the local skills and training needs.

Where centres identify a specific need that cannot be addressed using the units in this specification, centres can seek approval from Pearson to use units from other BTEC Higher National qualifications accredited in 2010. Centres will need to justify the need for importing units from other specifications and Pearson will ensure that the vocational focus of the qualification remains the same.

Applications must be made **in advance** of delivery by 31 January in the year of registration (see the website for details).

The flexibility to import standard units from other BTEC Higher National specifications accredited in 2010 is **limited to a maximum of 30 credits in a BTEC HNC qualification and a maximum of 60 credits only in any BTEC HND qualification**. This is an overall maximum and centres should check the 'Rules of Combination' information for the specific qualification to confirm the actual requirements. These units cannot be used at the expense of the mandatory core units in any qualification nor can the qualification rules of combination level rules be compromised. The centre must ensure that approved units are used only in eligible combinations.

Access and recruitment

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

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

Centres are required to recruit learners to BTEC Higher National 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 will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to level 4 or level 5 qualifications. For learners who have recently been in education, the entry profile is likely to include one of the following:

- a BTEC Level 3 qualification in Creative Media Production
- a GCE level profile that demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C
- other related level 3 qualifications
- an Access to Higher Education Certificate received from an approved further education institution
- related work experience.

Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

Restrictions on learner entry

BTEC Higher National qualifications are accredited on the RQF for learners aged 18 years and over.

Equality Act 2010 and Pearson equality policy

Equality and fairness are central to our work. Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and our qualifications are required to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of qualifications, disadvantaged in comparison with learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for learners with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, available on our website.

An adjustment may not be considered reasonable if it involves unreasonable costs and/or timeframes or affects the security or integrity of the assessment.

There is no duty on awarding organisations to make any adjustment to the Assessment Objectives being tested in an assessment.

English language expectations

Centres delivering BTEC level 4 to 7 programmes are expected to ensure that all learners who are non-native English speakers or who have not studied the final two years of school in English, can demonstrate capability in English at a standard commensurate with:

- IELTS 5.5, with a minimum of 5.0 being awarded on individual sections for a level 4 or 5 qualification
- IELTS 6.5 for a level 6 or 7 qualification

Pearson's Standard Verifiers (EE) will expect centres to demonstrate that their learners meet these expectations.

How to obtain National Occupational Standards

The National Occupational Standards for Creative Media Production can be obtained from:

Skillset

1-3 Grosvenor Place

Suite 5B

London SW1X 7HJ

Telephone: +44(0)20 7713 9800

Website: www.creativeskillset.org

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website at: qualifications.pearson.com/en/support/training-from-pearson-uk

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website qualifications.pearson.com/en/support/contact-us

Annexe A

Qualification Requirements

Rationale

The Pearson BTEC Higher Nationals in Creative Media Production have been developed to:

- provide high level training within the general vocational areas of creative media production
- provide opportunities for specialism within the specific vocational areas of moving image production, radio production, journalism, and computer games development and design
- provide learners with the skills, knowledge and understanding needed to gain employment in the media sector or to progress to an appropriate undergraduate degree
- provide learners with a qualification that will enable them to gain employment in the media sector or to progress to an appropriate undergraduate degree
- equip learners with the transferable skills that will enable them to progress and to move within the media sector
- give centres flexibility within which to devise and provide programmes of study which capitalise on the strengths of the centre and which meet local needs.

As the qualification follows on from, and is clearly related to, the BTEC Level 3 Nationals in Creative Media Production, it is expected that many learners will see the Higher Nationals as a natural progression from those qualifications. However, learners who have completed GCEs in Media Studies or related subjects and who are hoping to find employment in the technical and creative areas of the media industry are likely to find the Higher Nationals attractive.

BTEC Higher Nationals in Creative Media Production are most likely to be offered by further or higher education institutions as full-time courses, often linked to vocational degree courses in media production run by the same institution or a partner institution. It is likely that a Higher National qualification will provide credits enabling learners to progress straight to the third year of such a degree course.

Given the high level of attainment set for the qualification (combined with, one might add, the generally informal and unstructured nature of employment within this sector) it is also considered that a BTEC Higher National in Creative Media Production qualification will enable learners to go straight into employment.

Aims of the qualifications

These qualifications aim to meet the needs of the above rationale by:

- providing an educational foundation for a variety of technical, creative and managerial careers in the media sector
- providing an educational foundation for progression to a higher level course
- providing flexibility in the content and structure of the qualification
- developing in learners the skills, knowledge and understanding that will enable them to make an immediate contribution in employment
- developing in learners the skills, knowledge and understanding in specialist pathways directly relevant to careers in moving image, radio, journalism and computer games development and design
- developing in learners skills, knowledge and understanding in a wide range of creative and technical areas to encourage multiskilling and to motivate future studies and career development
- developing in learners the skills and personal qualities necessary for success in professional life.

Knowledge, understanding and vocational skills

Mandatory curriculum

The mandatory component of these qualifications will focus upon the areas of understanding and knowledge considered fundamental to successful performance in a vocational media context. These are:

- an understanding of, and an ability to critically employ, the major theoretical perspectives on the media, its products and its audiences
- an understanding of the structures of ownership and control in the media industry, the economic and regulatory framework within which it operates, the development and impact of technologies, and the ways in which all these factors determine what it produces
- an understanding of, and competence in, research for media production, including theory, techniques and procedures
- the ability to organise and manage self-directed projects within given time and budgetary constraints
- an understanding of, and competence in, the techniques of presentation.

The specialist mandatory components of this qualification will aim to develop the skills, knowledge and understanding relevant to working in a specific media industry. These components are:

- the technical production skills and procedures, and the conceptual frameworks relevant to the chosen specialism
- the industrial practices relevant to the chosen specialism, including health and safety practices
- the regulation, both legal and voluntary, of the relevant media industry
- an understanding of employment opportunities, structures and terms of employment within the media sector

- an understanding of the opportunities, working patterns and constraints of freelance work in the media
- an understanding and appreciation of the legal, social and ethical considerations that constrain production within the media industry and a practitioner's own activity
- the general personal and interpersonal skills needed to work in a creative or technical team environment
- the ability to reflect critically upon one's own work and relate it to current and past practice.

Optional curriculum

The specialist optional components of this qualification will aim to develop the skills, knowledge and understanding relevant to specific creative activities or media genres, or to individual technical skills.

The following lists are neither prescriptive nor inclusive and the content described might be covered either individually or in combination.

For example, for Moving Image this might include the following components.

Technical and creative skills:

- Camera and lighting
- Editing
- Sound for the moving image
- Producing
- Directing
- Research for television
- Animation techniques
- Outside broadcast production
- Script writing for film and television fiction
- Studio production.

Genres:

- Documentary and factual programming
- News and current affairs
- Drama production.

Theory and understanding:

- Film or television studies.

For Radio it might include the following components.

Technical and creative skills:

- Multi-track recording
- Script writing for radio fiction
- Radio features production
- Radio station management.

Genres:

- Radio documentary and factual programming
- Quizzes and light entertainment
- Magazine programming
- Music sequence production
- Radio journalism
- Radio commercial production
- Audio books and newspapers.

Theory and understanding:

- Radio studies.

Higher level skills

Learners will be expected to develop the following general, higher level skills during their programme of study:

- the desire to set high standards of achievement for self and others
- the ability to work to deadlines without sacrificing quality
- the ability to work independently and solve complex problems
- the ability to apply subject knowledge and skills to unfamiliar objectives and problems
- the ability to think independently and apply theoretical understanding to objectives and problems
- the ability to analyse, summarise and synthesise information critically and to engage in constructive debate with specialists and non-specialists alike
- the ability to recognise and to make effective use of the interdisciplinary nature of media activity and production
- the ability to take responsibility for their own learning and to recognise their own learning styles
- the ability to understand professional codes of conduct and to work to them
- the ability to recognise and act upon moral, ethical and social issues when working.

Links to National Occupational Standards

BTEC Higher Nationals in Creative Media Production are designed to relate to the National Occupational Standards for the creative media sector. BTEC Higher Nationals in Creative Media Production do not purport to give learners occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide the fundamental knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of relevant competence qualifications in due course.

The National Occupational Standards covered in the Pearson BTEC Higher Nationals in Creative Media Production are indicated in detail in the *Links* section of the individual units. Tutors are advised to consult the Standards as detailed in the units to see how they can be used in the teaching of that unit.

Professional body recognition

There are no identified professional bodies to which this qualification will provide access. The qualifications have the support of Skillset, the Sector Skills Council for the creative media sector.

Entry prerequisites

There are no particular entry requirements for this qualification. For learners who have recently been in education, the entry profile is likely to include one of the following:

- a BTEC National Award, Certificate or Diploma in Creative Media Production
- a GCE level profile that demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject; this profile is likely to be supported by GCSE grades at A* to C in English and Mathematics
- other related level 3 qualifications
- an Access to Higher Education Certificate received from an approved further education institution
- related work experience.

Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid or unpaid) and possibly also achievement of a range of professional qualifications in their work sector.

Annexe B

National Occupational Standards (NOS)

Mapping against the Skillset National Occupational Standards

The grids that follow map the Pearson BTEC Higher Nationals in Creative Media Production against the Skillset NOS for the creative media sector.

KEY

- 3 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.

The National Occupational Standards covered in the BTEC Level 4 HNC Diplomas and Level 5 HND Diplomas in Creative Media Production are indicated in detail in the *Links* section of individual units. Tutors are advised to consult the Standards as detailed in the units to see how they can be used in the teaching of that unit.

HNC/D units \ NVQ unit titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20
	Animation																			
Broadcast Journalism		3					3									3			3	3
Broadcast Media Technology																				
Camera						3														
Design for the Moving Image																				

HNC/D units NVQ unit titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20
	Directors						3													
Editing						3														
Freelance																3				
Health and Safety																				
Interactive Media and Computer Games		3						3	3											
Lighting for Film and Television						3														
Multimedia and Print Journalism		3																		
Photo Imaging																				
Production (Film and Television)		3																		
Publishing																				
Radio Content Creation		3								3					3				3	3
Sound					3	3														

HNC/D titles NVQ unit titles	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40
	Animation												?			3	?	?		
Broadcast Journalism							3												3	
Broadcast Media Technology									3											
Camera										3		?	3	3		?	?			
Design for the Moving Image												?				?	?			
Directors												?	3	3		?	?			
Editing											3	?	3			?	?			
Freelance																				
Health and Safety										3										
Interactive Media and Computer Games																				
Lighting for Film and Television										3		?	3	3		?	?	3		
Multimedia and Print Journalism																				
Photo Imaging																				
Production (Film and Television)												?	3	3		?	?			
Publishing																				
Radio Content Creation	3		3		3	3	3	3	3											
Sound	3	3		3	3		3		3			?	3	3		?	?			

HNC/D titles NVQ unit titles	Unit 41	Unit 42	Unit 43	Unit 44	Unit 45	Unit 46	Unit 47	Unit 48	Unit 49	Unit 50	Unit 51	Unit 52	Unit 53	Unit 54	Unit 55	Unit 56	Unit 57	Unit 58	Unit 59	Unit 60
	Animation							3												
Broadcast Journalism		3	3	3																
Broadcast Media Technology																				
Camera																				
Design for the Moving Image																				
Directors																				3
Editing										3										
Freelance																				
Health and Safety																			3	
Interactive Media and Computer Games					3	3	3	3	3	3	3	3								
Lighting for Film and Television																				
Multimedia and Print Journalism																				
Photo Imaging						3														
Production (Film and Television)																			3	
Publishing	3																			
Radio Content Creation		3											3	3	3	3	3			
Sound										3			3		3	3		3		

HNC/D titles NVQ unit titles	Unit 61	Unit 62	Unit 63	Unit 64	Unit 65	Unit 66	Unit 67	Unit 68	Unit 69	Unit 70	Unit 71	Unit 72	Unit 73	Unit 74	Unit 75	Unit 76	Unit 77	Unit 78	Unit 79	Unit 80
	Animation											3	3	3						
Broadcast Journalism	3	3		3				3												
Broadcast Media Technology																				
Camera	3																			
Design for the Moving Image																			3	
Directors	3																			
Editing	3																			
Freelance																				
Health and Safety																				3
Interactive Media and Computer Games									3	3				3	3	3	3	3	3	
Lighting for Film and Television	3																			
Multimedia and Print Journalism																				
Photo Imaging					3															
Production (Film and Television)	3																			
Publishing						3	3													
Radio Content Creation								3												
Sound	3																			

Annexe C

Grade descriptors

Pass grade

A **pass grade** is achieved by meeting all the requirements defined in the assessment criteria for a pass for each unit.

Merit grade

Merit grade descriptors	Exemplar indicative characteristics Centres can identify and use other relevant characteristics. This is NOT a tick list.
In order to achieve a merit the learner must:	The learner's evidence shows for example:
<ul style="list-style-type: none"> identify and apply strategies to find appropriate solutions 	<ul style="list-style-type: none"> effective judgements have been made complex problems with more than one variable have been explored an effective approach to study and research has been applied
<ul style="list-style-type: none"> select/design and apply appropriate methods/techniques 	<ul style="list-style-type: none"> relevant theories and techniques have been applied a range of methods and techniques has been applied a range of sources of information has been used the selection of methods and techniques/sources has been justified the design of methods/techniques has been justified complex information/data has been synthesised and processed appropriate learning methods/techniques have been applied
<ul style="list-style-type: none"> present and communicate appropriate findings. 	<ul style="list-style-type: none"> the appropriate structure and approach has been used coherent, logical development of principles/concepts for the intended audience a range of methods of presentation has been used and technical language has been accurately used communication has taken place in familiar and unfamiliar contexts the communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.

Distinction grade

Distinction grade descriptors	Exemplar indicative characteristics Centres can identify and use other relevant characteristics. This is NOT a tick list.
In order to achieve a distinction the learner must:	The learner's evidence shows for example:
<ul style="list-style-type: none"> • use critical reflection to evaluate own work and justify valid conclusions 	<ul style="list-style-type: none"> • conclusions have been arrived at through synthesis of ideas and have been justified • the validity of results has been evaluated using defined criteria • self-criticism of approach has taken place • realistic improvements have been proposed against defined characteristics for success
<ul style="list-style-type: none"> • take responsibility for managing and organising activities 	<ul style="list-style-type: none"> • autonomy/independence has been demonstrated • substantial activities, projects or investigations have been planned, managed and organised • activities have been managed • the unforeseen has been accommodated • the importance of interdependence has been recognised and achieved
<ul style="list-style-type: none"> • demonstrate convergent/lateral/creative thinking. 	<ul style="list-style-type: none"> • ideas have been generated and decisions taken • self-evaluation has taken place • convergent and lateral thinking have been applied • problems have been solved • innovation and creative thought have been applied • receptiveness to new ideas is evident • effective thinking has taken place in unfamiliar contexts.

Annexe D

Unit mapping overview

The BTEC Higher National units in Creative Media Production (specification start date 1/9/2010) are mapped against the 2003 BTEC Higher National units in Media (specification end date 31/8/2010), in the following tables:

Unit number	2010 Unit title	Maps to 2003 unit number	Level of similarity between units
1	Contextual Studies for Creative Media Production	1 and 2	P
2	Research Techniques for Creative Media Production	3	F
3	Project Design, Implementation and Evaluation	4	F
4	Special Subject Investigation for Creative Media Production	-	N
5	Practical Skills for Radio Production	6	F
6	Practical Skills for Moving Image Production	8	X
7	Practical Skills for Journalism	10	F
8	Practical Skills for Computer Game Animation	-	N
9	Practical Skills for Computer Game Design	-	N
10	Radio Studies	24	F
11	Film Studies	37	F
12	Television Studies	38	F
13	Journalism Studies	48	F
14	Computer Game Studies	-	N
15	Career Development for the Radio Industry	7	F
16	Career Development for the Moving Image Industries	9	F
17	Career Development for Journalism	11	F
18	Career Development for the Computer Games Industry	-	N

Unit number	2010 Unit title	Maps to 2003 unit number	Level of similarity between units
19	Speech Package Production for Radio	14	F
20	Radio Magazine Programme Production	17	F
21	Radio Commercial Production	18	F
22	Audio Books, Audio Guides and Talking Newspapers	19	F
23	Music Sequence Production for Radio	20	F
24	Multi-track Recording for Radio Production	21	F
25	Radio Features Production	-	N
26	Script Writing for Factual Radio	-	N
27	Interview and Presentation Techniques for Radio	-	N
28	Producing Multi-platform Radio Programmes	-	N
29	Radio Studio Technology	-	N
30	Camera and Lighting Techniques for Moving Image Production	26	P
31	Development and Techniques of Film and Video Editing	27	X
32	Promotional Video Production	30	F
33	Fiction Production for the Moving Image	31	F
34	Television Studio Production	33	F
35	Animation Techniques	36	P
36	Music Video Production	-	N
37	Advertisement Production for Television	-	N
38	DVD Menu Design and Authoring	-	N
39	Interview and Presentation Techniques for Television	-	N
40	News Journalism for Print	39	F
41	Page Design and Layout for Newspapers and Magazines	42	X
42	Radio Journalism	12	F
43	Shorthand for Journalists	44	F

Unit number	2010 Unit title	Maps to 2003 unit number	Level of similarity between units
44	Law for Journalists	45	X
45	Drawing Techniques for Computer Game Concept Art	-	N
46	2D Digital Graphics for Computer Games	-	N
47	2D Digital Animation for Computer Games	-	N
48	Computer Game Platform Fundamentals	-	N
49	3D Computer Game Engines	-	N
50	Music and Sound for Computer Games	-	N
51	Computer Game Storytelling Techniques	-	N
52	Ideas Generation for Computer Games	-	N
53	Radio Documentary Production	13	F
54	Script Writing for Radio Fiction	15	X
55	Radio Quizzes and Light Entertainment	16	F
56	Radio Drama Production	22	F
57	Radio Station Management	23	F
58	Sound Design for Moving Image Production	25	F
59	Producer for Moving Image Production	28	X
60	Director for Moving Image Production	29	F
61	Moving Image Documentary Production	32	F
62	Television News	34	F
63	Script Writing for Moving Image Fiction	35	F
64	Politics for Journalists	46	F
65	Photojournalism	47	P
66	Feature Writing for Newspapers and Magazines	40	F
67	Writing for Specialist Publications	41	F

Unit number	2010 Unit title	Maps to 2003 unit number	Level of similarity between units
68	Convergent Journalism	-	N
69	3D Modelling for Computer Games	-	N
70	3D Environments for Computer Games	-	N
71	3D Animation for Computer Games	-	N
72	CGI Rendering and Lighting for Computer Games Animation	-	N
73	3D Character Animation for Computer Games	-	N
74	Production Techniques for Computer Games	-	N
75	Computer Game Design Techniques	-	N
76	Level Design for Computer Games	-	N
77	Scripting for Computer Game Design	-	N
78	Quality Assurance for Computer Games	-	N
79	Human-Computer Interfaces for Computer Games	-	N
80	Work Experience in the Creative Media Sector	49	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))

N – New unit

Unit mapping in depth

The BTEC Higher National units in Creative Media Production (specification start date 1/9/2010) are mapped against the 2003 BTEC Higher National units in Media (specification end date 31/8/2010).

NB: this is an approximate guide only. Tutors are strongly advised to compare for themselves the new versions of the units that correspond to units that they have previously taught.

2010 units		2003 units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
1	Contextual Studies for Creative Media Production	1 2	Contextual Studies Media Industries	2003 units 1 and 2 have been combined and refocused with some reduction of content.
2	Research Techniques for Creative Media Production	3	Research Techniques	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
3	Project Design, Implementation and Evaluation	4	Media Project	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
4	Special Subject Investigation for Creative Media Production	-	New unit	New unit.
5	Practical Skills for Radio Production	6	Practical Skills (Audio)	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
6	Practical Skills for Moving Image Production	8	Practical Skills (Moving Image)	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly, added to and updated where appropriate.

2010 units		2003 units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
7	Practical Skills for Journalism	10	Practical Skills (Journalism)	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
8	Practical Skills for Computer Game Animation	-	New unit	New unit.
9	Practical Skills for Computer Game Design	-	New unit	New unit.
10	Radio Studies	24	Radio Studies	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
11	Film Studies	37	Film Studies	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
12	Television Studies	38	Television Studies	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
13	Journalism Studies	48	Journalism Studies	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
14	Computer Game Studies	-	New unit	New unit.
15	Career Development for the Radio Industry	7	Career Development (Audio)	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.

2010 units		2003 units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
16	Career Development for the Moving Image Industries	9	Career Development (Moving Image)	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
17	Career Development for Journalism	11	Career Development (Journalism)	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
18	Career Development for the Computer Games Industry	-	New unit	New unit.
19	Speech Package Production for Radio	14	Audio Package Production	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly, added to and updated where appropriate.
20	Radio Magazine Programme Production	17	Radio Magazine Programming	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
21	Radio Commercial Production	18	Radio Commercial Production	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
22	Audio Books, Audio Guides and Talking Newspapers	19	Audio Books and Newspapers	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
23	Music Sequence Production for Radio	20	Music Programme Production	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.

2010 units		2003 units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
24	Multi-track Recording for Radio Production	21	Multi-track Recording	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
25	Radio Features Production	-	New unit	New unit.
26	Script Writing for Factual Radio	-	New unit	New unit.
27	Interview and Presentation Techniques for Radio	-	New unit	New unit.
28	Producing Multi-platform Radio Programmes	-	New unit	New unit.
29	Radio Studio Technology	-	New unit	New unit.
30	Camera and Lighting Techniques for Moving Image Production	26	Camera and Lighting Workshop	Learning outcomes and assessment criteria of the 2003 units have been substantially revised; content has been adjusted accordingly and updated where appropriate.
31	Development and Techniques of Film and Video Editing	27	Video Editing	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly, added to and updated where appropriate.
32	Promotional Video Production	30	Promotional Video Production	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
33	Fiction Production for the Moving Image	31	Film and Television Drama Production	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.

2010 units		2003 units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
34	Television Studio Production	33	Television Studio Production	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
35	Animation Techniques	36	Animation Techniques (Claymation)	Learning outcomes and assessment criteria of the 2003 units have been substantially revised to extend beyond claymation; content has been adjusted accordingly, added to and updated where appropriate.
36	Music Video Production	-	New unit	New unit.
37	Advertisement Production for Television	-	New unit	New unit.
38	DVD Menu Design and Authoring	-	New unit	New unit.
39	Interview and Presentation Techniques for Television	-	New unit	New unit.
40	News Journalism for Print	39	News Journalism for Print	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
41	Page Design and Layout for Newspapers and Magazines	42	Page Design and Layout for Newspapers and Magazines	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly, added to and updated where appropriate.
42	Radio Journalism	12	Radio Journalism	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.

2010 units		2003 units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
43	Shorthand for Journalists	44	Shorthand for Journalists	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
44	Law for Journalists	45	Law for Journalists	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly, added to and updated where appropriate.
45	Drawing Techniques for Computer Game Concept Art	-	New unit	New unit.
46	2D Digital Graphics for Computer Games	-	New unit	New unit.
47	2D Digital Animation for Computer Games	-	New unit	New unit.
48	Computer Game Platform Fundamentals	-	New unit	New unit.
49	3D Computer Game Engines	-	New unit	New unit.
50	Music and Sound for Computer Games	-	New unit	New unit.
51	Computer Game Storytelling Techniques	-	New unit	New unit.
52	Ideas Generation for Computer Games	-	New unit	New unit.
53	Radio Documentary Production	13	Radio Documentary	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.

2010 units		2003 units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
54	Script Writing for Radio Fiction	15	Script Writing (Fiction) for Audio	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly, added to and updated where appropriate.
55	Radio Quizzes and Light Entertainment	16	Radio Quizzes and Light Entertainment	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
56	Radio Drama Production	22	Audio Drama Production	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
57	Radio Station Management	23	Radio Station Management	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
58	Sound Design for Moving Image Production	25	Sound for the Moving Image	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
59	Producer for Moving Image Production	28	Producer (Moving Image)	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly, added to and updated where appropriate.
60	Director for Moving Image Production	29	Director (Moving Image)	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
61	Moving Image Documentary Production	32	Film and Television Documentary	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.

2010 units		2003 units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
62	Television News	34	News and Current Affairs for Television	Learning outcomes and assessment criteria of the 2003 units have been revised and current affairs has been subsumed into news; content has been adjusted accordingly and updated where appropriate.
63	Script Writing for Moving Image Fiction	35	Script Writing (Fiction) for Television and Film	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
64	Politics for Journalists	46	Politics for Journalists	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
65	Photojournalism	47	Photojournalism	Learning outcomes and assessment criteria of the 2003 units have been substantially revised; content has been adjusted accordingly and updated where appropriate.
66	Feature Writing for Newspapers and Magazines	40	Features for Print	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
67	Writing for Specialist Publications	41	Writing for Specialist Publications	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.
68	Convergent Journalism	-	New unit	New unit.
69	3D Modelling for Computer Games	-	New unit	New unit.
70	3D Environments for Computer Games	-	New unit	New unit.

2010 units		2003 units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
71	3D Animation for Computer Games	-	New unit	New unit.
72	CGI Rendering and Lighting for Computer Games Animation	-	New unit	New unit.
73	3D Character Animation for Computer Games	-	New unit	New unit.
74	Production Techniques for Computer Games	-	New unit	New unit.
75	Computer Game Design	-	New unit	New unit.
76	Level Design for Computer Games	-	New unit	New unit.
77	Scripting for Computer Game Design	-	New unit	New unit.
78	Quality Assurance for Computer Games	-	New unit	New unit.
79	Human-Computer Interfaces for Computer Games	-	New unit	New unit.
80	Work Experience in the Creative Media Sector	49	Work Experience in the Media Industries	Learning outcomes and assessment criteria of the 2003 units have been revised; content has been adjusted accordingly and updated where appropriate.

Annexe E

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 section *Rules of combination for BTEC Levels 4 and 5 Higher National qualifications*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. **The graded section of both qualifications is based on the learner's best performance in units at the level or above of the qualification to the value of 75 credits.**

The number of points available is dependent on the unit grade achieved and the credit size of the unit (as shown in the table below).

Points available per credit at specified unit grades

Points per credit		
Pass	Merit	Distinction
0	1	2

So a 15 credit unit awarded a merit grade will gain 15 points.

Qualification grades

BTEC Level 4 HNC

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

BTEC Level 5 HND

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

These are some examples of how the HNC Diploma grades are calculated:

Example 1: Achievement of a BTEC HNC Diploma with Pass grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	0	
Unit 2	Mandatory core unit	4	15	P	0	
Unit 3	Mandatory core unit	4	15	M	1	15
Unit 4	Mandatory core unit	4	15	M	1	15
Unit 15	Specialist unit	5	15	P	0	
Unit 17	Specialist unit	5	15	P	0	
Unit 18	Specialist unit	4	15	M	1	15
Unit 12	Specialist unit	4	15	M	1	15
Unit 14	Specialist unit	4	10	D	2	20
	Qualification total requirement 120		130			60

Unit 14 is not included as it is an additional unit on top of the 120 credit qualification

The learner can only include the points from the best 75 out of 120 credits in a valid combination.

Example 2: Achievement of a BTEC HNC Diploma with Merit grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	M	1	15
Unit 2	Mandatory core unit	4	15	P	0	
Unit 3	Mandatory core unit	4	15	M	1	15
Unit 4	Mandatory core unit	4	15	P	0	
Unit 15	Specialist unit	5	15	P	0	
Unit 9	Specialist unit	4	15	M	1	15
Unit 18	Specialist unit	4	15	M	1	15
Unit 12	specialist unit	4	15	M	1	15
	Qualification total requirement 120		120			75

The best 75 credits include both core and optional units.

The learner has sufficient points for a merit.

Example 3: Achievement of an HNC Diploma with Distinction grade

		Level	Credit	Grade	Grade points	Points per unit (weighting x credit points)
Unit 1	Mandatory core unit	4	15	M	1	(15)
Unit 2	Mandatory core unit	4	15	P	0	
Unit 3	Mandatory core unit	4	15	D	2	30
Unit 4	Mandatory core unit	4	15	P	0	
Unit 15	Specialist unit	4	15	D	2	30
Unit 17	Specialist unit	4	15	D	2	30
Unit 9	Specialist unit	4	15	D	2	30
Unit 12	Specialist unit	4	15	D	2	30
Qualification total requirement- 120			120			150

The learner has grade points in more than 75 credits. The best performance is used to calculate the grade. These can be level 4/5 for the HNC

The learner has enough points for a Distinction from 75 credits.

Examples for the HND Diploma:

The tables below give examples of how the overall grade is determined.

Only points from units at or above the level of the qualification can be counted towards the grade.

Examples used are for illustrative purposes only. Other unit combinations are possible.

Example 1: Achievement of an HND Diploma with a pass grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	M	X	
Unit 4	Mandatory core unit	4	15	M	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	P	0	
Unit 7	Mandatory core unit	5	15	M	1	15
Unit 8	Mandatory core unit	5	20	P	0	
Unit 20	Specialist unit	5	15	M	1	15
Unit 21	Specialist unit	5	15	P	0	
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	15
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	15
	Qualification grade totals	Min 125 at level 5	245			60

Count the points from level 5 units for the best 75 credits
 X these units are **below** the level of the HND Diploma so not counted for grading

The learner has sufficient points for a pass grade.

Example 2

Achievement of an HND Diploma with a Merit grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	M	X	
Unit 4	Mandatory core unit	4	15	M	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	M	1	15
Unit 7	Mandatory core unit	5	15	D	2	30
Unit 8	Mandatory core unit	5	20	D	2	40
Unit 20	Specialist unit	5	15	M	1	15
Unit 21	Specialist unit	5	15	M	1	(15)
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	(15)
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	(15)
Unit 36	Specialist unit	5	10	D	2	20
Qualification grade totals		Min 125 at level 5	255			120

The learner can be considered for a merit: only count the points from **the best 75** credits from a valid combination of 240 credits

X these units are **below** the level of the qualification so **cannot** be counted for grading

The best 75 credits include both mandatory core and optional units

() these units are not counted in the overall score

The learner has sufficient points for a merit grade.

Example 3

Achievement of an HND Diploma with a distinction grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	D	X	
Unit 4	Mandatory core unit	4	15	D	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	D	2	30
Unit 7	Mandatory core unit	5	15	D	2	30
Unit 8	Mandatory core unit	5	20	D	2	30
Unit 20	Specialist unit	5	15	D	2	30
Unit 21	Specialist unit	5	15	D	2	30
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	(15)
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	(15)
Unit 36	Specialist unit	4	15	P	X	
Qualification grade totals		Min 125 at level 5	245			150

The learner can be considered for a distinction: only count the points from level 5 units for the best 75 credits from a valid combination of **240** credits
 () these units are not counted in the overall score
 X not counted as **below the** level of the qualification.

The learner has sufficient points for a distinction grade.

October 2016

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