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Pearson

Higher Nationals in

Creative Media Production

GUIDANCE DOCUMENT

UNIT: 1 Individual Project (Pearson-set)

For use with the Higher National Certificate and
Higher National Diploma in Creative Media Production
First teaching from September 2018

Issue 1



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Unit Planning

The aim of this unit is to offer students an opportunity to demonstrate the skills required for managing and implementing a project. They will undertake independent research and investigation for carrying out and executing a business project which meets appropriate business aims and objectives.

The project brief will be set by the centre, based on a theme and topics provided by Pearson (this will change annually). The chosen topic, within the theme, will enable students to explore and examine a relevant and current topical aspect of business in the context of the business environment.

Centres should consider the best way to deliver the unit according to the needs of the students. Possible delivery methods include whole-class teaching, small group teaching or e-learning. Deliverers could be tutors, appropriate members of the community or representatives from relevant employment sectors.

The unit should be taught in the way(s) most appropriate to the students and the centre. Some suggestions include:

- A block of lessons at the start of the course
- Lessons throughout the course
- Small-group teaching, focusing on relevant aspects
- Teaching of, or seminars on, project management and/or subject-specific skills delivered by external experts.

Delivery should include the development of:

- Project management skills
- Research skills
- Writing, investigative, field study, performance or production skills, or appropriate presentation skills.

The Role of the Tutor

All students should have initial guidance in planning their work and regular monitoring meetings. However, when reviewing drafts of students' work, tutors should ensure they use their professional judgement and do not give excessive guidance. The student should meet individually with their tutor to monitor the project and ensure it is progressing in an appropriate direction and at a pace which will enable the student to meet the assessment requirements. Interim reviews should be held as necessary and documented by the student in the logbook. Students will perform best if some time is allocated within the normal centre timetable for working on the project. The tutor must be able to authenticate the work as the student's own, which can be done by regular monitoring of progress and conducting interim reviews.

Milestones and interim feedback

The purpose of milestones is to monitor the progress of the project and to maintain momentum, making it more likely that the project will succeed. Each milestone should be a clear, achievable activity that the student aims to achieve by a particular time. Students should agree at least two milestones with their tutor. Examples of milestones include:

- Producing a first draft of findings
- Completing all primary research.

At each milestone, the tutor liaises with the student to check whether it has been achieved. They may need to redirect the student if necessary.

Authentication of a project

Centres are to provide confirmation of the authenticity of a project. It is important that students are made aware of the issue of plagiarism. Students are required to sign a declaration stating that the work they are submitting is their own.

Guidance for Tutors

- Project briefs for this unit must be based on a theme and topics released by Pearson in the first week of June of every year.
- On the following pages, there is an example of a project brief. You will set the topic based on the theme and the type of project to be undertaken. All students must complete the project for the chosen topic to complete learning outcomes for this unit.
- The topic and type of project chosen must be appropriate for small-scale research. The project must balance the duration of time committed to delivering input to support the student's research and the time necessary to conduct the project.
- The project topic and type of project should be verified by the Programme Leader as part of the internal verification process.
- Group work is *not* appropriate for this project. Student work must be individual.
- Teaching delivery must include how the student should go about planning, researching, conducting, recording and reflecting on the project.

- It is good practice for your scheme of work to include individual student support appointments to support and monitor completion of the project, and project workshops to give students the opportunity to complete each stage of the project.
- Encourage students to keep notes of their progress in a logbook, as this is a mandatory requirement for this unit.
- Students will need to reflect on the success of their project and their own performance in a personal performance review at the end of the project. This is a written reflection of 500 words (students will not be penalised if they exceed this word limit). It is advisable to provide students with an appropriate structure for this reflection (see the Performance Review template below).
- The project could take the following forms but these are not exclusive:

Types	Examples
Research projects	Contextual/historic research report Theoretical research project Practice-based research project Creative industries business report
Sound media projects	Script for radio/podcast Radio programme <ul style="list-style-type: none"> • News • Magazine/feature • Music Podcast episode <ul style="list-style-type: none"> • Interview • Drama • Documentary
Film/TV project	Short film (drama, documentary, etc.) Script for film/TV Animated film TV commercial TV episode
Journalism	News story <ul style="list-style-type: none"> • Written (print/online) • Audio • Television

	Specialist content <ul style="list-style-type: none"> • Technical • Food • Science
Web/app development	Website Web service Mobile app
Motion graphics	Television ident Film/TV title sequence Film/TV credits Animated advertisement
Visual effects	VFX sequence <ul style="list-style-type: none"> • for film/TV • for games 3D models for VFX VFX assets
Game development	Game prototype Mobile game 3D models for game development Game development assets

Templates for Evidence Collection

The logbook template and performance review questions are examples of what can be used, but tutors can devise or use other appropriate resources if they wish to do so.

Project logbook template

Name:
Project title:
Date:
Update on weekly research/tasks achieved
Points to consider: <ul style="list-style-type: none">• What have you completed?• Did you fulfil task requirements?• Are you on track and within deadlines set?• Did you need to make any changes to your project management plan?
Any risks and/or issues identified?
Points to consider: <ul style="list-style-type: none">• Did you identify risks/issues with a lack of skills required for undertaking research/tasks?• Did you identify any additional risks/issues that have an impact on the project management plan?
Problems encountered
Points to consider: <ul style="list-style-type: none">• What barriers did you face?• How did you overcome them?

New ideas and change of project direction

What have you learned about yourself this week?

Points to consider:

- How did you feel when you had to deal with tasks/problems?
- Did you find it useful to complete the tasks?
- How well have you performed? What did you contribute?
- What can you improve on next week?
- How might this learning apply in the future?

Tasks planned for next week

Points to consider:

- Which tasks should you prioritise?
- Have you set aside sufficient time for completion?

**Project plan status to date
(on, ahead, behind)**

Supervisor comments to address

Performance review template

Performance review

- What was the project supposed to accomplish?
- Did the project succeed in its aims? How do you know? Specifically, please outline any evaluation and assessment undertaken.
- What things do you think worked well and why? Evaluate all aspects of the project (e.g. initial inception, project activities and project outcomes) from a range of perspectives.
- What problems emerged during the project and how were they tackled? Was there timely identification of issues and resolution during the project process?
- What did you learn from undertaking the project?
- How would you rate your performance as project manager?
- What strengths and weaknesses of your performance did you identify?
- How will this inform and support your continuous professional development?

Guidance for students

You should read this information before starting on your project. You should refer to these instructions as you complete work for this unit.

- Read the project brief and think about what it is asking.
- Research what the project brief is asking. How can you approach the problem, opportunity, hypothesis and requirements being posed?
- Apply a range of secondary research sources to plan/scope and support the project and its findings. Secondary research sources may include textbooks, journal articles, newspapers and magazine articles (not factual accounts).
- Develop your project plan based on the deliverables of the project, the constraints of the project and the assumptions made.
- Conduct your project according to your stated project plan and meet with your tutor to receive a sign-off at each stage of the project process.
- Primary research sources may include original first-hand accounts, legal and historical documents, results of experiments and market research data collection. Apply both qualitative and quantitative research methods to evaluate data collected from primary research.

- Keep notes of your progress throughout the project in your logbook. This is an important record of your work and must be used to record the development of your ideas and your progress through the project. The logbook should include:
 - A record of what you did, when and what you were thinking
 - A record of where things went wrong and what you did to overcome any unexpected results.
- You will be asked to reflect on the success of your project and your own performance in a personal performance review at the end of the project. This is a written reflection of around 500 words.
- An example of a project brief is set out below. Your centre will set the topic for the brief based on a theme released by Pearson in the first week of June of every year.
- You must complete the project to complete your work for this unit.

Project Brief

Your tutor will provide you with the scenario and type of project to be completed based on a topic related to the theme.

- Establish your aims and objectives for the project. Outline objectives and timeframes based on the scenario set by your tutor.
- Produce an appropriate project management plan that includes relevant actions to meet objectives and timeframes.
- Conduct research to generate knowledge which will form the basis for analysis of the scenario posed in the brief.
- Analyse your findings and draw conclusions to form the basis for recommendations.
- Present and produce your project in an appropriate manner for the intended audience.
- Communicate your recommendations in an appropriate manner for the intended audience.
- Complete a performance review that addresses the following:
 - The success of the project and its effectiveness in addressing the issues identified in the Pearson-set theme and topic
 - Your own performance.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the specialisms within creative media production, based on research into historic and contemporary precedents		LO1 LO2 D1 Plan and manage an independent project, informed by historical and contemporary contexts, through experimentation
P1 Research historical and contemporary creative media production related to own area of specialism P2 Analyse research findings to reach coherent conclusions	M1 Evaluate research to inform creative media production experimentation	
LO2 Develop individual creative solutions in response to a given brief		
P3 Evaluate a brief to identify areas for exploration P4 Develop alternative solutions, through experimentation and testing, in response to a given theme and topic	M2 Assess alternative solutions in order to develop a final proposition	
LO3 Present a resolved proposition to an identified audience		LO3 LO4 D2 Reflect upon own performance in managing a project, highlighting areas of good practice and for improvement
P5 Present a resolved project outcome to an audience P6 Use industry-standard presentation software	M3 Justify creative media production outcomes through discourse and debate	
LO4 Evaluate a resolved proposition in response to audience feedback and personal reflection		
P7 Explore how own work relates to historical and contemporary precedents P8 Evaluate audience feedback in relation to own reflection	M4 Analyse the relationship between own techniques and processes and those of precedents	

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EXAMPLE ASSESSMENT BRIEF

Unit: 2 Creative Media Industry

For use with the Higher National Certificate and
Higher National Diploma in Creative Media Production

Example Assessment Brief Number: 1

First teaching from September 2018

Issue 1



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Please note that this Example Assessment Brief is **NOT** an authorised assignment brief. It is provided as a reference only.

Centres must develop assignments and assessment materials that meet the needs of their students and align with their curriculum planning. This Example Assessment Brief may be used as a starting point for the development of an assignment, however Centres are expected to modify and revise the Example Assessment Brief to meet the specific needs of their students and curriculum. All assessment briefs must be Internally Verified.

Higher National Certificate/Diploma in Creative Media Production

Example Assessment Brief

Student Name/ID Number	
Unit Number and Title	Unit 2: Creative Media Industry
Academic Year	
Unit Tutor	
Assignment Title	'Where's the Money Going?'
Issue Date	
Submission Date	
IV Name & Date	

Submission Format

A market appraisal of no more than 3000 words. This should be presented as a PDF file, in a standard format (e.g. A4).

Unit Learning Outcomes

- LO1** Discuss the relationship between creative media production and the creative industries, based on historic and contemporary precedents
- LO2** Explain the different forms of company and employment within the creative industries
- LO3** Evaluate the roles and relationships within a specific area of creative media production
- LO4** Analyse factors that may affect the future development of a specific area of creative media production

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Assessment Brief and Guidance

*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

You work for a market analysis company. The company has been approached by an ethical venture capital trust that wants to invest in local media companies in your county or borough. The venture capital trust does not expect rapid or vast profits as its investors are keen to provide social funding for small start-ups and media companies to ensure they are sustainable. Prior to investing, they want to conduct a market appraisal of the media industry in your area. This can cover a general media industry report or focus on one of the following areas:

- Web and app
- Sound media
- Film and television
- Journalism
- Motion graphics
- Visual effects
- Games development.

To decide on whether to progress with further studies the initial appraisal should include:

- A market appraisal that:
 - Explores the current state of the local industry with company types, structures and market focus
 - Looks at employment roles, their context and employment status
 - Outlines recent developments and major changes in the industry
 - Provides analysis of future developments, growth or changes in employment status and company types based on external influences: economy, politics, technology or social factors.

All of the above are to be made available to the client via a digital platform. Through this, the client should be able to read reports, view and test prototypes and leave comments.

Instructions and Guidance to Candidates:

- More specific areas to address within the appraisal can be negotiated with your tutor.

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- While you will not be penalised for exceeding the word count, you should keep in mind that precision and clarity are features of professional writing. Documents that are too long reflect a lack of professionalism.
- Research should include both primary and secondary sources.
- The appraisal should be structured in a standard report format with:
 - Executive summary
 - Terms of reference
 - Abstract and executive summary
 - Contents
 - Introduction
 - Methods involved in study
 - Results
 - Discussion
 - Conclusion
 - Appendix.

Note: All information sources and resources, including websites used to complete this assignment, must be stated and correctly referenced. No credit will be given for wholesale copying from information sources and checks for plagiarism may be made on your submitted report.

*Please access HN Global for additional resources support and reading for this unit. For further guidance and support on report writing please refer to the Study Skills Unit on HN Global www.highnationals.com

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Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
LO1 Discuss the relationship between creative media production and the creative industries, based on historic and contemporary precedents		D1 Analyse the economic impact of the creative industries in relation to the national economy for a specific geographic location
P1 Examine what is meant by the creative industries, in relation to subject areas and economic sectors P2 Explain the relationship between creative media production and the creative industries	M1 Evaluate the economic value of the creative industries for a specific geographic context	
LO2 Explain the different forms of company and employment within the creative industries		D2 Evaluate how roles within creative media production may change based on the form of company or employment
P3 Explain the different forms of company that practise within the creative industries P4 Evaluate forms of employment in the creative industries	M2 Discuss the benefits and challenges of self-employment within the creative industries	
LO3 Evaluate the roles and relationships within a specific area of creative media production		
P5 Describe the different roles associated with practice within a specific area of creative media production P6 Evaluate the way in which roles and relationships differ	M3 Assess the workflow relationships that enable effective development of work within a specific area of creative media production	

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between media production contexts		
LO4 Analyse factors that may affect the future development of a specific area of creative media production		
<p>P7 Discuss the factors that influence the creative industries and creative media production</p> <p>P8 Analyse the way that factors may influence the future development of creative media production</p>	<p>M4 Evaluate the connection between factors that influence the development of creative media production</p>	<p>D4 Assess the ways in which government policy may have a positive or negative effect on the future development of creative media production</p>