Pearson
BTEC Level 4
Higher National Certificate
in Interactive Media

Pearson
BTEC Level 5
Higher National Diploma
in Interactive Media

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.

Pearson BTEC Level 4 HNC Diploma in Interactive Media

Pearson BTEC Level 5 HND Diploma in Interactive Media

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 enrols 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

Contents

Qualification titles covered by this specification

Pearson BTEC Level 4 HNC Diploma in Interactive Media

Pearson BTEC Level 5 HND Diploma in Interactive Media

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:

500/9240/6   Pearson BTEC Level 4 HNC Diploma in Interactive Media

500/9227/3   Pearson BTEC Level 5 HND Diploma in Interactive Media.

Introduction

This specification contains the units and associated guidance for the Pearson BTEC Level 4 HNC in Interactive Media and the Pearson BTEC Level 4 HNC in Interactive Media.

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 Diploma in Interactive Media is a qualification with a minimum of 120 credits of which 60 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 Diploma in Interactive Media is a qualification with a minimum of 240 credits of which 80 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 Interactive Media

1   Qualification credit value: a minimum of 120 credits. (A maximum of 55 credits may be at level 5.)

2   Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.

3   Mandatory core unit credit: 60 credits.

4   Specialist unit credit: a minimum of 60 credits.

5   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.

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

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

Pearson BTEC Level 5 HND in Interactive Media

1   Qualification credit value: a minimum of 240 credits.

2   Minimum credit to be achieved at the level of the qualification (level 5) or above: 125 credits.

3   Mandatory core unit credit: 80 credits.

4   Specialist unit credit: a minimum of 160 credits.

5   The requirements of the HNC have to be met.

6   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.

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

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

Structure of the Pearson BTEC Level 4 HNC Diploma in Interactive Media

Unit number	Mandatory core units – all four units must be taken	Unit level	Unit credit
1	Visual Communication in Art and Design	4	15
2	Ideas Generation and Development in Art and Design	4	15
3	Contextual and Cultural Referencing in Art and Design	4	15
4	Professional Practice in Art and Design	5	15
	Specialist units Group A (minimum 30 credits)		
63	Interactive Media Design and Prototyping	4	15
64	Interactive Media Web Authoring	5	15
65	Animation Techniques for Interactivity in Art and Design	4	15
66	Interactive Media Presentation	5	15
67	Interactive Media Principles	4	15
68	Interactive Media Teamwork	5	15
69	3D Computer Modelling and Animation	5	15
70	Computer Interface Design Principles	5	15
71	Sound Production and Editing Using Interactive Media	4	15
72	Computer Programming Principles	4	15
73	Networks and Operating Systems	4	15
74	Computer Systems Requirements Analysis	5	15
75	Website Creation and Management	5	15
76	Interactive Media Technology	4	15
77	Audio Visual Techniques in Interactive Media	4	15
78	New Technologies in Interactive Media	5	15
79	Marketing Development Using Interactive Media	5	15
80	Professional Sound Production Using Interactive Media	5	15
81	Digital Video Post-Production and Editing	5	15
82	Computing Fundamentals	4	15

Unit number	Specialist units Group A (minimum 30 credits) *continued*	Unit level	Unit credit
83	Project Management for Learning Using Interactive Media	5	15
84	2D, 3D and Time-based Digital Applications	4	15
85	Video Production	5	15
86	Digital Media in Art and Design	4	15
104	Lens-based Recording Techniques in Art and Design	4	15
111	Digital Image Creation and Development	5	15
130	Drawing Techniques and Processes in Art and Design	4	15
	Specialist units Group B (no minimum credit)		
5	Project Design, Implementation and Evaluation	5	20
6	Critical Study in Art and Design	5	15
7	Professional Studies in Art and Design	5	15
8	Ideas in Context	5	15
9	Research Project	5	20
12	Personal and Professional Development	5	15
13	Managing a Creative Business	4	15
14	Business Practice in Art and Design	5	15
15	Work-based Experience	5	15
16	Employability Skills	5	15
22	References and Sources in Art and Design	5	15
23	Communication with Images in Art and Design	5	15
94	Visual and Personal Presentation	4	15

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

Structure of the Pearson BTEC Level 5 HND in Diploma in Interactive Media

Unit number	Mandatory core units – all five units must be taken	Unit level	Unit credit
1	Visual Communication in Art and Design	4	15
2	Ideas Generation and Development in Art and Design	4	15
3	Contextual and Cultural Referencing in Art and Design	4	15
4	Professional Practice in Art and Design	5	15
5	Project Design, Implementation and Evaluation	5	20
	Specialist units Group A (minimum 60 credits)		
63	Interactive Media Design and Prototyping	4	15
64	Interactive Media Web Authoring	5	15
65	Animation Techniques for Interactivity in Art and Design	4	15
66	Interactive Media Presentation	5	15
67	Interactive Media Principles	4	15
68	Interactive Media Teamwork	5	15
69	3D Computer Modelling and Animation	5	15
70	Computer Interface Design Principles	5	15
71	Sound Production and Editing Using Interactive Media	4	15
72	Computer Programming Principles	4	15
73	Networks and Operating Systems	4	15
74	Computer Systems Requirements Analysis	5	15
75	Website Creation and Management	5	15
76	Interactive Media Technology	4	15
77	Audio Visual Techniques in Interactive Media	4	15
78	New Technologies in Interactive Media	5	15
79	Marketing Development Using Interactive Media	5	15
80	Professional Sound Production Using Interactive Media	5	15
81	Digital Video Post-Production and Editing	5	15
82	Computing Fundamentals	4	15

Unit number	Specialist units Group A (minimum 60 credits) *continued*	Unit level	Unit credit
83	Project Management for Learning Using Interactive Media	5	15
84	2D, 3D and Time-based Digital Applications	4	15
85	Video Production	5	15
86	Digital Media in Art and Design	4	15
104	Lens-based Recording Techniques in Art and Design	4	15
111	Digital Image Creation and Development	5	15
130	Drawing Techniques and Processes in Art and Design	4	15
	Specialist units Group B (no minimum credit)		
6	Critical Study in Art and Design	5	15
7	Professional Studies in Art and Design	5	15
8	Ideas in Context	5	15
9	Research Project	5	20
12	Personal and Professional Development	5	15
13	Managing a Creative Business	4	15
14	Business Practice in Art and Design	5	15
15	Work-based Experience	5	15
16	Employability Skills	5	15
22	References and Sources in Art and Design	5	15
23	Communication with Images in Art and Design	5	15
94	Visual and Personal Presentation	4	15

The BTEC Level 5 HND 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.

They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment.

A key progression path for BTEC HNC and HND learners is to the second or third year of a degree or honours degree programme, depending on the match of the BTEC Higher National units to the degree programme in question.

The Pearson BTEC HNC and HND Diploma in Interactive Media offer a progression route to the professional qualifications offered by the Chartered Society of Designers.

Pearson BTEC Higher Nationals in Interactive Media have been developed to focus on:

- providing education and training for a range of careers in interactive media
- providing opportunities for interactive media learners to achieve a nationally recognised level 4/level 5 vocationally specific qualification
- providing opportunities for full-time learners to gain a nationally recognised vocationally specific qualification to enter employment in interactive media or progress to higher education vocational qualifications such as a full-time degree in interactive media or related area
- developing the knowledge, understanding and skills of learners in the field of interactive media
- providing opportunities for learners to focus on the development of higher-level skills in an interactive media context
- providing opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life
- develop learners' ability to manage themselves
- develop learners' critical awareness and their ability to research and synthesise complex information
- develop learners' skills in communication and presentation
- develop learners' ability to handle information.

Progression from the BTEC Level 4 HNC

The Pearson BTEC Level 4 HNC Diploma in Interactive Media provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the interactive 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 Diploma in Interactive Media offers a progression route for learners who are employed in the interactive media industry.

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 interactive media sector, either directly on achievement of the award or following further study to degree level.

The Pearson BTEC Level 5 HND Diploma in Interactive Media 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 interactive 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 interactive media 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 Diploma in Interactive Media offers a progression route for learners who are studying on a Pearson BTEC Level 4 HNC Diploma in Interactive Media.

Progression from this qualification may well be into or within employment in the interactive media sector where learners may work towards full membership of relevant professional associations, such as British Design Innovation (BDI), the Chartered Society of Designers, the Design Business Association, or Design and Art Direction (D&AD).

Professional body recognition

The Pearson BTEC Higher Nationals in Interactive Media have been developed with career progression and recognition by professional bodies in mind. It is essential that learners gain the maximum benefit from their programme of study.

Learners can apply for student membership of the Chartered Society of Designers. Learners can also apply for membership of the British Interactive Media Association and the Broadcasting Entertainment Cinematograph and Theatre Union.

National Occupational Standards

Pearson BTEC Higher Nationals in Interactive Media are designed to relate to the National Occupational Standards in the level 4 and level 5 developed by Skillset Sector skills Councils in the area of Interactive Media and Computer Games, which in turn form the basis of National Vocational Qualifications (NVQs). 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 individual units.

Annexe B contains mapping of the Higher National units in this specification against relevant Level 4 NVQs 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 Level 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 Interactive Media 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	• all learning outcomes and associated assessment criteria have been met
In order to achieve a **merit** in a unit	• pass requirements achieved • all merit grade descriptors achieved and all prescribed indicative characteristics.
In order to achieve a **distinction** in a unit	• pass and merit requirements achieved • all 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 Interactive Media (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 on the. 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 Interactive Media

- 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

The 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.

Professional body contact details

British Design Innovation
9 Pavilion Parade
Brighton BN2 1RA

Telephone: 01273 621 378
Website: www.britishdesigninnovation.org

British Interactive Media Association
49 Greek Street
London W1D 4EG

Telephone: 020 3538 6607
Website: www.bima.co.uk

Broadcasting Entertainment Cinematograph and Theatre Union (BECTU)
373-377 Clapham Road
London SW9 9BT

Telephone: 020 7346 0900
Website: www.bectu.org.uk

Chartered Society of Designers
1 Cedar Court,
Royal Oak Yard,
Bermondsey Street,
London SE1 3GA

Telephone: 020 7357 8088
Website: www.csd.org.uk

D&AD
96 Hanbury Street
London E1 5JL

Telephone: 020 7840 1111
Website: www.dandad.org

Design Business Association
35–39 Old Street
London EC1V 9HX

Telephone: 020 7251 9229
Website: www.dba.org.uk

How to obtain National Occupational Standards

The National Occupational Standards for Skillset can be obtained from:

Creative Skillset
1–3 Grosvenor Place
London
SW1X 7HJ

Telephone: 020 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 Interactive Media should be developed to focus on:

- providing education and training for a range of careers in interactive media

- providing opportunities for full-time learners to gain a nationally recognised vocationally specific qualification to enable them to enter employment in interactive media or progress to higher education vocational qualifications such as a full-time degree in interactive media or related area

- developing the knowledge, understanding and skills of learners in the field of interactive media

- providing opportunities for learners to focus on the development of higher-level skills in an interactive media context

- providing opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life

- developing learners' ability to manage themselves

- developing learners' critical awareness and their ability to research and synthesise complex information

- developing learners' skills in communication and presentation

- developing learners' ability to handle information.

Aims of the qualification

The BTEC Higher National Certificate and Diploma in Interactive Media should meet the needs of the above rationale by:

- equipping individuals with knowledge, understanding and skills for success in employment in the interactive media area

- enabling progression to an undergraduate degree or further professional qualification in interactive media or related area

- providing opportunities for specialist study relevant to individual vocations and contexts

- to support individuals employed, or entering employment, in the interactive media area

- developing the individual's ability in the interactive media area through effective use and combination of the knowledge and skills gained in different parts of the programme

- developing a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enable learners to make an immediate contribution to interactive media

- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development in the interactive media area.

Mandatory curriculum

Visual communication: learners should research and use a range of drawing and other visual communication techniques and approaches, and critically examine and develop techniques used in their own work.

Ideas generation: learners should develop their knowledge of visual language through the evaluation of the work of other artists, craftworkers and designers. They should interpret the meanings and messages in particular art and design movements and also in the work of individual artists, craftworkers and designers. Learners should experiment with a range of traditional and non-traditional materials and processes.

Context: learners should study cultural history that informs current thought and debate within art, craft and design. The emphasis should be on research and study skills and on learners acquiring source material and knowledge. Learners should be provided with the knowledge, skill and understanding necessary to define and research an historical context and relate it to the present. They should also demonstrate theoretical and practical knowledge of historical and contemporary ideas in their own work.

Professional practice: learners should relate practical studies in art, craft or design to a professional context. They should present and promote their work to professional standards.

Optional curriculum

Optional specialist routes through the qualification can be developed in the following contexts.

Website design: where learners will investigate interactive media design and authoring. They will design, produce and publish interactive web pages that have interactive media content. Learners should gain a broad understanding of the psychology, the principles and the practice of user interface design.

Editing and production: where learners will explore the post-production of digital sounds and images, employing a variety of editing and processing techniques. They should research the use of sound and image in contemporary media and explore techniques and technologies involved in digital recording, editing and processing.

Animation: where learners will explore the principles of 2D and 3D animation and investigate and use appropriate techniques and technologies. Learners should be able to visualise and design three-dimensional space and will have working knowledge of 3D computer modelling and animation software.

Programming: where learners should be able to produce well-defined, accurate design and code completed in an appropriate medium. They should also explore the advantages of using an object oriented approach to programming, in particular for coding software to be used in a graphical environment.

Links to National Occupational Standards

There is the opportunity for programmes in art and design to provide some of the underpinning knowledge, understanding and skills for the Level 4 NVQ Design Management.

Entry prerequisites

There are no particular entry requirements for this qualification. Learners who enter with at least one of the following are likely to benefit more readily from an art and design programme: a BTEC National in an art and design subject, a relevant GCE profile with appropriate supporting passes at GCSE, appropriate work experience.

Higher-level skills and abilities

Learners will be expected to develop the following skills during the programme of study:

- analysing, synthesising and summarising information critically
- the ability to read and use appropriate literature and contextual information with a full and critical understanding
- the ability to think independently and solve problems
- the ability to take responsibility for their own learning and recognise their own learning style
- obtaining and integrating several lines of subject-specific evidence to formulate and develop ideas
- applying subject knowledge and understanding to address familiar and unfamiliar problems
- recognising the moral and ethical issues of design-based enquiry and experimentation and appreciating the need for ethical standards and professional codes of conduct
- designing, planning, conducting and reporting on assignments
- undertaking studio practice in a responsible, safe and ethical manner
- developing an appreciation of the interdisciplinary nature of interactive media, and the capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists.

Annexe B

National Occupational Standards (NOS)

Mapping against National Occupational Standards

The grid below maps the knowledge covered in National Occupational Standards against the underpinning knowledge of the Pearson BTEC Higher Nationals in Interactive Media.

NOS suite title \ HNC/D titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 22	Unit 23	Unit 63	Unit 64
Animation	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Crafts	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
Design	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3
Fashion and Textiles	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		
Interactive Media	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Jewellery	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**			
Moving Image	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Photo Imaging	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	

HNC/D titles NOS suite title	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	Unit 81	Unit 82
Animation	3	3		3	3						3					3		
Crafts																		
Design	3	3			3						3	3						
Fashion and Textiles																		
Interactive Media	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Jewellery																		
Moving Image	3	3		3	3								3			3		
Photo Imaging	3	3																

HNC/D titles \ NOS suite title	Unit 83	Unit 84	Unit 85	Unit 86	Unit 94	Unit 104	Unit 111	Unit 130
Animation		3	3	3			3	3
Crafts				3	3			3
Design		3		3	3		3	3
Fashion and Textiles				3				3
Interactive Media	3	3	3	3			3	3
Jewellery								3
Moving Image		3	3	3			3	3
Photo Imaging		3	3	3		3	3	3

Annexe C

Grade descriptors

Pass grade

A **pass grade** is achieved by meeting all the requirements defined in the assessment criteria for 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:
• identify and apply strategies to find appropriate solutions	• 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
• select/design and apply appropriate methods/techniques	• relevant theories and techniques have been applied • a range of methods and techniques have 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
• present and communicate appropriate findings	• the appropriate structure and approach has been used • coherent, logical development of principles/concepts for the intended audience • a range of methods of presentation have 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:
• use critical reflection to evaluate own work and justify valid conclusions	• 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
• take responsibility for managing and organising activities	• 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
• demonstrate convergent/lateral/ creative thinking	• 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 in depth

The BTEC Higher National units in Interactive Media (specification start date 01/09/2010) are mapped against the 2003 BTEC Higher National units in Interactive Media (specification end date 31/08/2010).

2010 units		2003 units	Mapping/comments (new topics in italics)
Number	Name	Name	
1	Visual Communication in Art and Design	Visual Communication	Content in old unit is mapped fully to new unit
2	Ideas Generation and Development in Art and Design	Ideas Generation	Content in old unit is mapped fully to new unit
3	Contextual and Cultural Referencing in Art and Design	Historical and Contextual Referencing in Fine Art/Historical and Contextual Referencing/Ideas in Context	Content from old units has been merged into the new unit to allow application to specialist pathways
4	Professional Practice in Art and Design	Visual Arts Professional Practice/Professional Practice and Development/Interactive Media Professional Practice	Content from old units has been merged into the new unit to allow application to specialist pathways
5	Project Design, Implementation and Evaluation	–	The new unit is designed to be used in conjunction with specialist units to create a major project
6	Critical Study in Art and Design	Critical Study in Fine Art/Critical Study	Content from old units has been merged into the new unit

2010 units		2003 units	Mapping/comments (new topics in italics)
Number	**Name**	**Name**	
7	Professional Studies in Art and Design	Professional Studies	Content in old unit is mapped fully to new unit
8	Ideas in Context	Ideas in Context	Content in old unit is mapped fully to new unit
9	Research Project	–	The new unit is designed to be used in conjunction with specialist units to create a major project
12	Personal and Professional Development	Professional Practice and Development	The new can be applied to any specialist pathway
13	Managing a Creative Business	–	This is a new unit designed to be used in any specialist pathway
14	Business Practice in Art and Design	Business Practice	Content in old unit is mapped fully to new unit
15	Work-based Experience	–	This is a new unit designed to be used in any specialist pathway
16	Employability Skills	–	This is a new unit designed to be used in any specialist pathways
22	References and Sources in Art and Design	Referencing and Sources	Content in old unit is mapped fully to new unit
23	Communication with Images in Art and Design	Communicating with Images	Content in old unit is mapped fully to new unit
63	Interactive Media Design and Prototyping	Interactive Media Design and Authoring/Multimedia Design and Authoring	Content from old units has been updated and merged into the new unit to allow application to specialist pathways

2010 units		2003 units	Mapping/comments (new topics in italics)
Number	Name	Name	
64	Interactive Media Web Authoring	Interactive Media Web Authoring/Multimedia Web Authoring	Content from old units has been updated and merged into the new unit to allow application to specialist pathways
65	Animation Techniques for Interactivity in Art and Design	Animation Techniques	Content in old unit is mapped fully to new unit
66	Interactive Media Presentation	Multimedia Presentation	Content in old unit is mapped fully to new unit
67	Interactive Media Principles	Interactive Media Principles	Content in old unit is mapped fully to new unit
68	Interactive Media Teamwork	Interactive Media Professional Team Brief	Content in old unit is mapped fully to new unit
69	3D Computer Modelling and Animation	3D Computer Modelling and Animation	Content in old unit is mapped fully to new unit
70	Computer Interface Design Principles	Computer Interface Design Principles	Content in old unit is mapped fully to new unit
71	Sound Production and Editing Using Interactive Media	Sound Production and Editing using Interactive Media	Content in old unit is mapped fully to new unit
72	Computer Programming Principles	Computer Programming Principles	Content in old unit is mapped fully to new unit
73	Networks and Operating Systems	Network and Operating Systems	Content in old unit is mapped fully to new unit
74	Computer Systems Requirements Analysis	Computer Systems Requirements Analysis	Content in old unit is mapped fully to new unit
75	Website Creation and Management	Website Creation and Management	Content in old unit is mapped fully to new unit

2010 units		2003 units	Mapping/comments (new topics in italics)
Number	Name	Name	
76	Interactive Media Technology	Interactive Media Technology	Content in old unit is mapped fully to new unit
77	Audio Visual Techniques in Interactive Media	Audio Visual Techniques in Interactive Media	Content in old unit is mapped fully to new unit
78	New Technologies in Interactive Media	New Technologies in Interactive Media	Content in old unit is mapped fully to new unit
79	Marketing Development Using Interactive Media	Marketing Development Using Interactive Media	Content in old unit is mapped fully to new unit
80	Professional Sound Production Using Interactive Media	Professional Sound Production Using Interactive Media	Content in old unit is mapped fully to new unit
81	Digital Video Post Production and Editing	Digital and Video Post Production and Editing	Content in old unit is mapped fully to new unit
82	Computing Fundamentals	Computing Fundamentals	Content in old unit is mapped fully to new unit
83	Project Management for Learning Using Interactive Media	Project Management for Learning Using Interactive Media	Content in old unit is mapped fully to new unit
84	2D, 3D and Time-based Digital Applications	2D, 3D, 4D Digital Applications	Content in old unit is mapped fully to new unit
85	Video Production	Video Production	Content in old unit is mapped fully to new unit
86	Digital Media in Art and Design	Computers in Photography/Computer Applications in Art and Design/Electronic Communication Applications	Content from old units has been updated and merged into the new unit to allow application to specialist pathways
94	Visual and Personal Presentation	Visual and Personal Presentation	Content in old unit is mapped fully to new unit

2010 units		2003 units	Mapping/comments (new topics in italics)
Number	Name	Name	
104	Lens-based Recording Techniques in Art and Design	Lens-based Recording Techniques in Fine Art	Content in old unit is mapped fully to new unit
111	Digital Image Creation and Development	Digital Imaging in Fine Art/Digital Imaging/Creating Digital Images/ Image Manipulation Applications	Content from old units has been updated and merged into the new unit to allow application to specialist pathways
130	Drawing Techniques and Processes in Art and Design	Drawing Techniques and Approaches	Content in old unit is mapped fully to new unit

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 × 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		Count the points from level 5 units for the best 75 credits
Unit 2	Mandatory core unit	4	15	M	X		
Unit 3	Mandatory core unit	4	15	M	X		X these units are **below** the level of the HND Diploma so not counted for grading
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**	

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.