Pearson Edexcel Level 3 Diploma in Creative and Digital Media

Specification

NVQ/competence-based qualifications

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Issue 5

Edexcel, BTEC and LCCI qualifications

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Summary of Pearson Edexcel Level 3 Diploma in Creative and Digital Media specification Issue 5 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	6
Guided learning definition updated	36
QCF references removed from unit titles and unit levels in all units	39-227

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Further information and useful publications   192

Professional development and training   193

Annexe A: Quality assurance   194

Annexe B: Personal, learning and thinking skills   197

Annexe C: Assessment requirements   201

Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification title covered by this specification

This specification contains the information you need to offer the following qualification:

Qualification title

Qualification Number (QN)

Pearson Edexcel Level 3 Diploma in Creative and Digital Media   500/9561/4

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the QN when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification documentation. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key Features of the Pearson Edexcel Level 3 Diploma in Creative and Digital Media

This qualification:
- is nationally recognised
- is based on the Skillset National Occupational Standards (NOS)
- has been developed in collaboration with Skillset, the Sector Skills Council (SSC) for the creative media sector.

The Pearson Edexcel BTEC Level 3 Diploma in Creative and Digital Media has been approved as a component of the Creative and Digital Media Apprenticeship framework.

What is the purpose of this qualification?

This qualification forms the competence component of the Advanced Apprenticeship in Creative and Digital Media. The aim of the apprenticeship is to develop employees who are digitally multi-skilled and able to work cross-platform. This qualification gives learners the opportunity to develop the competence required for their intended progression route.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:
- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all learners wishing to access the qualification.

What are the potential job roles for those working towards this qualification?

- Advertising art director
- Advertising creative/copywriter/director
- Animator
- Broadcast journalist
- Computer games designer
- Internet/web professional
- Media researcher
- Multimedia designer
- Photographer
- Radio producer
- Sound engineer
- Sound technician
- TV/Film camera operator
- TV/Film director
- TV/Film editor

- TV/Film floor manager
- TV/Film producer
- TV/Film production assistant
- TV/Film runner

How is this qualification graded and assessed?

The overall grade for this qualification is a pass. To pass learners must achieve all the required units within the specified qualification structure.

Learners must provide evidence of their competence for each learning outcome. This evidence can be provided through products of learner work, observations, witness statements, simulation (where approved by the SSC), question and answers, expert witness statements.

Additional information on the assessment methodology for this qualification is given in the section *'What are the assessment requirements for this qualification?'*

What is the qualification structure for the Pearson Edexcel Level 3 Diploma in Creative and Digital Media?

Detailed information about individual units, including the credit value and unit level, can be found in the Units section of this specification.

The Total Qualification Time (TQT) for this qualification is 710.

The Guided Learning Hours for this qualification are 540.

1   Qualification credit value: a minimum of 71 credits.

2   Minimum credit to be achieved at the level of the qualification (level 3): 40 credits.

3   30 credits must be achieved from the Mandatory Group.

4   4 credits must be achieved from Optional Group 1.

5   2 credits must be achieved from Optional Group 2.

6   At least 35 credits must be achieved from Optional Group 3 (of which a maximum of 12 credits can be taken from the radio units).

Unit number	Unit title	Unit level	Unit credit
Mandatory Group			
1	Awareness of Employment in the Creative Media Sector	3	6
2	Communicating and Presenting Ideas in the Creative Media Sector	3	5
3	Awareness of Converging Digital Technology in the Creative Media Sector	3	6
4	Professional Behaviour in the Creative Media Sector	3	5
5	Contribute to Good Working Relationships	2	4
6	Ensure Your Own Actions Reduce Risks to Health and Safety	2	4
Optional Group 1: Creative Media Industry Awareness			
7	Creative Media Industry Awareness	2	4
8	Creative Media Industry Awareness	3	4
Optional Group 2: Awareness of Health and Safety			
9	Awareness of Health and Safety in the Creative Media Sector	2	2
10	Awareness of Health and Safety in the Creative Media Sector	3	2

Unit number	Unit title	Unit level	Unit credit
Optional Group 3: Competence Units			
11	Edit Audiovisual Journalistic Material	3	7
12	Record Audiovisual Journalistic Material	3	7
13	Rig And Manage Cables For Television And Video Production	2	6
14	Provide Assistance to the Camera Crew During a Multi-camera Shoot	2	9
15	Obtain, Prepare and Return Camera Equipment	2	6
16	Lay Basic Track For Camera Dollies	2	6
17	Prepare Camera Equipment for Each Day's Shoot	2	10
18	Strike Sets for Television and Video Production	2	8
19	Support Visual Preparation	2	6
20	Ingest Materials for Fast-Turnaround Programming	3	9
21	Monitor and Maintain Post-production Equipment and Environments	3	8
22	Transfer Materials to Non-broadcast Formats	3	6
23	Capture Pictures and Sound for Non-linear Editing	3	8
24	Manage and Market Own Freelance Services	3	6
25	Produce Copy for Interactive Media Products	3	7
26	Obtain Assets for Use In Interactive Media Products	3	5
27	Create 2D Animations for Interactive Media Products	3	10
28	Prepare Assets for Use in Interactive Media Products	3	9
29	Contribute Ideas for Productions	3	6
30	Clear Copyright Materials	3	4
31	Identify Sources of Information and Present Findings	3	5
32	Obtain Archive Material	3	8

Unit number	Unit title	Unit level	Unit credit
33	Contribute to Office-based Pre-production	3	9
34	Understand Legal and Ethical Requirements Relating to Photo Imaging	3	5
35	Undertake Technical Adjustment of Images	3	7
36	Prepare Image Output	3	6
37	Agree the Photo Imaging Brief	3	5
38	Undertake Colour Management Procedures	3	6
39	Undertake Image Asset Management	3	5
40	Plan and Organise the Photographic Assignment	3	7
41	Undertake the Photographic Assignment	3	10
67	Communicating using Digital Marketing/Sales Channels	3	4
Radio units			
42	Work Effectively in Radio	3	6
43	Research the Structure of the Radio Industry	3	4
44	Research Audiences for Radio	3	4
45	Contribute to the Creative Process in Radio	3	4
46	Originate and Develop Ideas for Radio Content	3	6
47	Undertake Research for Radio Content	3	6
48	Work to a Brief for Radio Content	3	3
49	Pitch Ideas for Radio Content	3	3
50	Evaluate Ideas for Radio Content	3	3
51	Write for Radio	3	6
52	Write for Multi-Platform Use in Radio	3	6
53	Manage Audio Material	3	6
54	Operate a Radio Studio	3	6
55	Record Audio on Location and in the Studio	3	6
56	Edit, Process and Mix Audio	3	6
57	Assist with Radio Productions	3	3
58	Know how to Produce Speech Content for Radio	3	3

Unit number	Unit title	Unit level	Unit credit
59	Produce Music Radio	3	3
60	Produce Radio Broadcasts	3	6
61	Know How to Produce Station Branding, Radio Trails and Commercials	3	4
62	Use and Develop the Voice for Radio	3	3
63	Present a Radio Programme	3	6
64	Prepare for and Conduct Radio Interviews	3	3
65	Comply with the Law when Working in Radio	3	6
66	Conduct Yourself Ethically when Working in Radio	3	4
68	Produce Multi-Platform Content for Radio	3	3

Qualification Structure for Pearson Edexcel Level 3 Diploma in Creative and Digital Media (Radio)?

The Total Qualification Time (TQT) for this qualification is 710.

The Guided Learning Hours for this qualification are 540.

1   Qualification credit value: a minimum of 71 credits.
2   Minimum credit to be achieved at the level of the qualification: 40 credits.
3   30 credits must be achieved from the Mandatory Group.
4   4 credits must be achieved from Optional Group 1.
5   2 credits must be achieved from Optional Group 2.
7   10 credits from the Mandatory Specialist Group (Radio).
8   A minimum of 25 credits must be achieved from Optional Group (Radio).

Unit number	Unit title	Unit level	Unit credit
Mandatory Group			
1	Awareness of Employment in the Creative Media Sector	3	6
2	Communicating and Presenting Ideas in the Creative Media Sector	3	5
3	Awareness of Converging Digital Technology in the Creative Media Sector	3	6
4	Professional Behaviour in the Creative Media Sector	3	5
5	Contribute to Good Working Relationships	2	4
6	Ensure Your Own Actions Reduce Risks to Health and Safety	2	4
Optional Group 1: Creative Media Industry Awareness			
7	Creative Media Industry Awareness	2	4
8	Creative Media Industry Awareness	3	4
Optional Group 2: Awareness of Health and Safety			
9	Awareness of Health and Safety in the Creative Media Sector	2	2
10	Awareness of Health and Safety in the Creative Media Sector	3	2
Mandatory Specialist Group (Radio)			
42	Work Effectively in Radio	3	6
43	Research the Structure of the Radio Industry	3	4

Unit number	Unit title	Unit level	Unit credit
Optional Group (Radio)			
44	Research Audiences for Radio	3	4
45	Contribute to the Creative Process in Radio	3	4
46	Originate and Develop Ideas for Radio Content	3	6
47	Undertake Research for Radio Content	3	6
48	Work to a Brief for Radio Content	3	3
49	Pitch Ideas for Radio Content	3	3
50	Evaluate Ideas for Radio Content	3	3
51	Write for Radio	3	6
52	Write for Multi-Platform Use in Radio	3	6
53	Manage Audio Material	3	6
54	Operate a Radio Studio	3	6
55	Record Audio on Location and in the Studio	3	6
56	Edit, Process and Mix Audio	3	6
57	Assist with Radio Productions	3	3
58	Know how to Produce Speech Content for Radio	3	3
59	Produce Music Radio	3	3
60	Produce Radio Broadcasts	3	6
61	Know How to Produce Station Branding, Radio Trails and Commercials	3	4
62	Use and Develop the Voice for Radio	3	3
63	Present a Radio Programme	3	6
64	Prepare for and Conduct Radio Interviews	3	3
65	Comply with the Law when Working in Radio	3	6
66	Conduct Yourself Ethically when Working in Radio	3	4
68	Produce Multi-Platform Content for Radio	3	3

Qualification Structure for Pearson Edexcel Level 3 Diploma in Creative and Digital Media (Radio Technical Production Pathway)?

The Total Qualification Time (TQT) for this qualification is 710.

The Guided Learning Hours for this qualification are 540.

1   Qualification credit value: a minimum of 73 credits.
2   Minimum credit to be achieved at the level of the qualification: 40 credits.
3   30 credits must be achieved from the Mandatory Group.
4   4 credits must be achieved from Optional Group 1.
5   2 credits must be achieved from Optional Group 2.
6   34 credits from the Mandatory Specialist Group (Radio Technical Production).
7   A minimum of 3 credits must be achieved from the Optional Group (Radio).

Unit number	Unit title	Unit level	Unit credit
Mandatory Group			
1	Awareness of Employment in the Creative Media Sector	3	6
2	Communicating and Presenting Ideas in the Creative Media Sector	3	5
3	Awareness of Converging Digital Technology in the Creative Media Sector	3	6
4	Professional Behaviour in the Creative Media Sector	3	5
5	Contribute to Good Working Relationships	2	4
6	Ensure Your Own Actions Reduce Risks to Health and Safety	2	4
Optional Group 1: Creative Media Industry Awareness			
7	Creative Media Industry Awareness	2	4
8	Creative Media Industry Awareness	3	4
Optional Group 2: Awareness of Health and Safety			
9	Awareness of Health and Safety in the Creative Media Sector	2	2
10	Awareness of Health and Safety in the Creative Media Sector	3	2

Unit number	Unit title	Unit level	Unit credit
Mandatory Specialist Group (Radio Technical Production)			
42	Work Effectively in Radio	3	6
43	Research the Structure of the Radio Industry	3	4
Unit number	**Unit title**	**Unit level**	**Unit credit**
53	Manage Audio Material	3	6
54	Operate a Radio Studio	3	6
55	Record Audio on Location and in the Studio	3	6
56	Edit, Process and Mix Audio	3	6
Optional Group (Radio)			
44	Research Audiences for Radio	3	4
45	Contribute to the Creative Process in Radio	3	4
46	Originate and Develop Ideas for Radio Content	3	6
47	Undertake Research for Radio Content	3	6
48	Work to a Brief for Radio Content	3	3
49	Pitch Ideas for Radio Content	3	3
50	Evaluate Ideas for Radio Content	3	3
51	Write for Radio	3	6
52	Write for Multi-Platform Use in Radio	3	6
57	Assist with Radio Productions	3	3
58	Know how to Produce Speech Content for Radio	3	3
59	Produce Music Radio	3	3
60	Produce Radio Broadcasts	3	6
61	Know How to Produce Station Branding, Radio Trails and Commercials	3	4
62	Use and Develop the Voice for Radio	3	3
63	Present a Radio Programme	3	6
64	Prepare for and Conduct Radio Interviews	3	3
65	Comply with the Law when Working in Radio	3	6

Unit number	Unit title	Unit level	Unit credit
66	Conduct Yourself Ethically when Working in Radio	3	4
68	Produce Multi-Platform Content for Radio	3	3

Qualification Structure for Pearson Edexcel Level 3 Diploma in Creative and Digital Media (Radio Content Pathway)?

The Total Qualification Time (TQT) for this qualification is 710.

The Guided Learning Hours for this qualification are 540.

1   Qualification credit value: a minimum of 71 credits.
2   Minimum credit to be achieved at the level of the qualification (level 3): 40 credits.
3   30 credits must be achieved from the Mandatory Group.
4   4 credits must be achieved from Optional Group 1.
5   2 credits must be achieved from Optional Group 2.
6   16 credits from the Mandatory Specialist Group (Radio).
7   A minimum of 19 credits must be achieved from Radio Content Group.

Unit number	Unit title	Unit level	Unit credit
Mandatory Group			
1	Awareness of Employment in the Creative Media Sector	3	6
2	Communicating and Presenting Ideas in the Creative Media Sector	3	5
3	Awareness of Converging Digital Technology in the Creative Media Sector	3	6
4	Professional Behaviour in the Creative Media Sector	3	5
5	Contribute to Good Working Relationships	2	4
6	Ensure Your Own Actions Reduce Risks to Health and Safety	2	4
Optional Group 1 : Creative Media Industry Awareness			
7	Creative Media Industry Awareness	2	4
8	Creative Media Industry Awareness	3	4
Optional Group 2 : Awareness of Health and Safety			
9	Awareness of Health and Safety in the Creative Media Sector	2	2
10	Awareness of Health and Safety in the Creative Media Sector	3	2
Mandatory Specialist Group (Radio)			
42	Work Effectively in Radio	3	6
43	Research the Structure of the Radio Industry	3	4

Unit number	Unit title	Unit level	Unit credit
46	Originate and Develop Ideas for Radio Content	3	6
Radio Content Group			
45	Contribute to the Creative Process in Radio	3	4
47	Undertake Research for Radio Content	3	6
48	Work to a Brief for Radio Content	3	3
49	Pitch Ideas for Radio Content	3	3
50	Evaluate Ideas for Radio Content	3	3
51	Write for Radio	3	6
52	Write for Multi-Platform Use in Radio	3	6

Qualification Structure for Pearson Edexcel Level 3 Diploma in Creative and Digital Media (Radio Production Pathway)?

The Total Qualification Time (TQT) for this qualification is 710.

The Guided Learning Hours for this qualification are 540.

1   Qualification credit value: a minimum of 71 credits.
2   Minimum credit to be achieved at the level of the qualification: 40 credits.
3   30 credits must be achieved from the Mandatory Group.
4   4 credits must be achieved from Optional Group 1.
5   2 credits must be achieved from Optional Group 2.
6   32 credits from the Mandatory Specialist Group (Radio Production).
8   A minimum of 3 credits must be achieved from Optional Group (Radio).

Unit number	Unit title	Unit level	Unit credit
Mandatory Group			
1	Awareness of Employment in the Creative Media Sector	3	6
2	Communicating and Presenting Ideas in the Creative Media Sector	3	5
3	Awareness of Converging Digital Technology in the Creative Media Sector	3	6
4	Professional Behaviour in the Creative Media Sector	3	5
5	Contribute to Good Working Relationships	2	4
6	Ensure Your Own Actions Reduce Risks to Health and Safety	2	4
Optional Group 1: Creative Media Industry Awareness			
7	Creative Media Industry Awareness	2	4
8	Creative Media Industry Awareness	3	4
Optional Group 2: Awareness of Health and Safety			
9	Awareness of Health and Safety in the Creative Media Sector	2	2
10	Awareness of Health and Safety in the Creative Media Sector	3	2

Unit number	Unit title	Unit level	Unit credit
Mandatory Specialist Group (Radio Production)			
42	Work Effectively in Radio	3	6
43	Research the Structure of the Radio Industry	3	4
57	Assist with Radio Productions	3	3
58	Know how to Produce Speech Content for Radio	3	3
59	Produce Music Radio	3	3
60	Produce Radio Broadcasts	3	6
61	Know How to Produce Station Branding, Radio Trails and Commercials	3	4
68	Produce Multi-Platform Content for Radio	3	3
Optional Group (Radio)			
44	Research Audiences for Radio	3	4
45	Contribute to the Creative Process in Radio	3	4
46	Originate and Develop Ideas for Radio Content	3	6
47	Undertake Research for Radio Content	3	6
48	Work to a Brief for Radio Content	3	3
49	Pitch Ideas for Radio Content	3	3
50	Evaluate Ideas for Radio Content	3	3
51	Write for Radio	3	6
52	Write for Multi-Platform Use in Radio	3	6
53	Manage Audio Material	3	6
54	Operate a Radio Studio	3	6
55	Record Audio on Location and in the Studio	3	6
56	Edit, Process and Mix Audio	3	6
62	Use and Develop the Voice for Radio	3	3
63	Present a Radio Programme	3	6
64	Prepare for and Conduct Radio Interviews	3	3
65	Comply with the Law when Working in Radio	3	6
66	Conduct Yourself Ethically when Working in Radio	3	4

Qualification Structure for Pearson Edexcel Level 3 Diploma in Creative and Digital Media (Radio Research Pathway)?

The Total Qualification Time (TQT) for this qualification is 710.

The Guided Learning Hours for this qualification are 540.

1   Qualification credit value: a minimum of 72 credits.
2   Minimum credit to be achieved at the level of the qualification:
     40 credits.
3   30 credits must be achieved from the Mandatory Group.
4   4 credits must be achieved from Optional Group 1.
5   2 credits must be achieved from Optional Group 2.
7   30 credits from the Mandatory Specialist Group (Radio Research).
9   A minimum of 6 credits must be achieved from Optional Group (Radio).

Unit number	Unit title	Unit level	Unit credit
Mandatory Group			
1	Awareness of Employment in the Creative Media Sector	3	6
2	Communicating and Presenting Ideas in the Creative Media Sector	3	5
3	Awareness of Converging Digital Technology in the Creative Media Sector	3	6
4	Professional Behaviour in the Creative Media Sector	3	5
5	Contribute to Good Working Relationships	2	4
6	Ensure your Own Actions Reduce Risks to Health and Safety	2	4
Optional Group 1: Creative Media Industry Awareness			
7	Creative Media Industry Awareness	2	4
8	Creative Media Industry Awareness	3	4
Optional Group 2: Awareness of Health and Safety			
9	Awareness of Health and Safety in the Creative Media Sector	2	2
10	Awareness of Health and Safety in the Creative Media Sector	3	2
Mandatory Specialist Group (Radio Research)			
42	Work Effectively in Radio	3	6

Unit number	Unit title	Unit level	Unit credit
43	Research the Structure of the Radio Industry	3	4
44	Research Audiences for Radio	3	4
47	Undertake Research for Radio Content	3	6
65	Comply with the Law when Working in Radio	3	6
66	Conduct Yourself Ethically when Working in Radio	3	4
Optional Group (Radio)			
45	Contribute to the Creative Process in Radio	3	4
46	Originate and Develop Ideas for Radio Content	3	6
48	Work to a Brief for Radio Content	3	3
49	Pitch Ideas for Radio Content	3	3
50	Evaluate Ideas for Radio Content	3	3
51	Write for Radio	3	6
52	Write for Multi-Platform Use in Radio	3	6
53	Manage Audio Material	3	6
54	Operate a Radio Studio	3	6
55	Record Audio on Location and in the Studio	3	6
56	Edit, Process and Mix Audio	3	6
57	Assist with Radio Productions	3	3
58	Know how to Produce Speech Content for Radio	3	3
59	Produce Music Radio	3	3
60	Produce Radio Broadcasts	3	6
61	Know How to Produce Station Branding, Radio Trails and Commercials	3	4
62	Use and Develop the Voice for Radio	3	3
63	Present a Radio Programme	3	6
64	Prepare for and Conduct Radio Interviews	3	3
68	Produce Multi-Platform Content for Radio	3	3

Qualification Structure for Pearson Edexcel Level 3 Diploma in Creative and Digital Media (Radio Image and Commercial Production)?

The Total Qualification Time (TQT) for this qualification is 710.

The Guided Learning Hours for this qualification are 540.

1   Qualification credit value: a minimum of 72 credits.
2   Minimum credit to be achieved at the level of the qualification: 40 credits.
3   30 credits must be achieved from the Mandatory Group.
4   4 credits must be achieved from Optional Group 1.
5   2 credits must be achieved from Optional Group 2.
6   30 credits from the Mandatory Specialist Group (Radio Image and Commercial Production).
7   A minimum of 6 credits must be achieved from Optional Group (Radio).

Unit number	Unit title	Unit level	Unit credit
Mandatory Group			
1	Awareness of Employment in the Creative Media Sector	3	6
2	Communicating and Presenting Ideas in the Creative Media Sector	3	5
3	Awareness of Converging Digital Technology in the Creative Media Sector	3	6
4	Professional Behaviour in the Creative Media Sector	3	5
5	Contribute to Good Working Relationships	2	4
6	Ensure Your Own Actions Reduce Risks to Health and Safety	2	4
Optional Group 1: Creative Media Industry Awareness			
7	Creative Media Industry Awareness	2	4
8	Creative Media Industry Awareness	3	4
Optional Group 2: Awareness of Health and Safety			
9	Awareness of Health and Safety in the Creative Media Sector	2	2
10	Awareness of Health and Safety in the Creative Media Sector	3	2

Unit number	Unit title	Unit level	Unit credit
Mandatory Specialist Group (Radio Image and Commercial Production)			
42	Work Effectively in Radio	3	6
43	Research the Structure of the Radio Industry	3	4
44	Research Audiences for Radio	3	4
49	Pitch Ideas for Radio Content	3	3
50	Evaluate Ideas for Radio Content	3	3
51	Write for Radio	3	6
61	Know How to Produce Station Branding, Radio Trails and Commercials	3	4
Optional Group (Radio)			
44	Research Audiences for Radio	3	4
45	Contribute to the Creative Process in Radio	3	4
46	Originate and Develop Ideas for Radio Content	3	6
47	Undertake Research for Radio Content	3	6
48	Work to a Brief for Radio Content	3	3
52	Write for Multi-Platform Use in Radio	3	6
53	Manage Audio Material	3	6
54	Operate a Radio Studio	3	6
55	Record Audio on Location and in the Studio	3	6
56	Edit, Process and Mix Audio	3	6
57	Assist with Radio Productions	3	3
58	Know how to Produce Speech Content for Radio	3	3
59	Produce Music Radio	3	3
60	Produce Radio Broadcasts	3	6
62	Use and Develop the Voice for Radio	3	3
63	Present a Radio Programme	3	6
64	Prepare for and Conduct Radio Interviews	3	3
65	Comply with the Law when Working in Radio	3	6

Unit number	Unit title	Unit level	Unit credit
66	Conduct yourself Ethically when Working in Radio	3	4
68	Produce Multi-Platform Content for Radio	3	3

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Qualification Structure for Pearson Edexcel Level 3 Diploma in Creative and Digital Media (Radio Presentation)?

The Total Qualification Time (TQT) for this qualification is 710.

The Guided Learning Hours for this qualification are 540.

1   Qualification credit value: a minimum of 71 credits.
2   Minimum credit to be achieved at the level of the qualification:
     40 credits.
3   30 credits must be achieved from the Mandatory Group.
4   4 credits must be achieved from Optional Group 1.
5   2 credits must be achieved from Optional Group 2.
7   28 credits from the Mandatory Specialist Group (Radio Presentation).
9   A minimum of 7 credits must be achieved from Optional Group (Radio).

Unit number	Unit title	Unit level	Unit credit
Mandatory Group			
1	Awareness of Employment in the Creative Media Sector	3	6
2	Communicating and Presenting Ideas in the Creative Media Sector	3	5
3	Awareness of Converging Digital Technology in the Creative Media Sector	3	6
4	Professional Behaviour in the Creative Media Sector	3	5
5	Contribute to Good Working Relationships	2	4
6	Ensure Your Own Actions Reduce Risks to Health and Safety	2	4
Optional Group 1: Creative Media Industry Awareness			
7	Creative Media Industry Awareness	2	4
8	Creative Media Industry Awareness	3	4
Optional Group 2: Awareness of Health and Safety			
9	Awareness of Health and Safety in the Creative Media Sector	2	2
10	Awareness of Health and Safety in the Creative Media Sector	3	2

Unit number	Unit title	Unit level	Unit credit
Mandatory Specialist Group (Radio Presentation)			
42	Work Effectively in Radio	3	6
43	Research the Structure of the Radio Industry	3	4
54	Operate a Radio Studio	3	6
62	Use and Develop the Voice for Radio	3	3
63	Present a Radio Programme	3	6
64	Prepare for and Conduct Radio Interviews	3	3
Optional Group (Radio)			
44	Research Audiences for Radio	3	4
45	Contribute to the Creative Process in Radio	3	4
46	Originate and Develop Ideas for Radio Content	3	6
47	Undertake Research for Radio Content	3	6
48	Work to a Brief for Radio Content	3	3
49	Pitch Ideas for Radio Content	3	3
50	Evaluate Ideas for Radio Content	3	3
51	Write for Radio	3	6
52	Write for Multi-Platform Use in Radio	3	6
53	Manage Audio Material	3	6
55	Record Audio on Location and in the Studio	3	6
56	Edit, Process and Mix Audio	3	6
57	Assist with Radio Productions	3	3
58	Know how to Produce Speech Content for Radio	3	3
59	Produce Music Radio	3	3
60	Produce Radio Broadcasts	3	6
61	Know How to Produce Station Branding, Radio Trails and Commercials	3	4
65	Comply with the Law when Working in Radio	3	6
66	Conduct Yourself Ethically when Working in Radio	3	4
68	Produce Multi-platform Content for Radio	3	3

What are the assessment requirements for this qualification?

To achieve a unit learners must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each
- provide evidence that it is their own work and sufficient to demonstrate that they have the knowledge, skills and understanding for each assessment criterion within the unit
- cross-reference evidence within and between units, where it is appropriate. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

This qualification is designed to be assessed in the workplace, or in conditions resembling the workplace, as specified in the assessment requirements for the sector (see *Annexe C: Assessment requirements)*. Learners should be assessed when they can consistently meet the standard required in the assessment criteria.

Learners must be able to demonstrate that they are competent in each assessment criterion within a unit. There will be instances when the learner is able to use one piece of evidence to prove their competence across different assessment criteria. There may also be evidence which is relevant across different units. It is therefore not necessary for the learner to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria that the evidence relates to.

Assessment requirements

The assessment requirements for this qualification are given in *Annexe C: Assessment requirements*. They have been developed by Skillset in partnership with employers, training providers, awarding organisations and the regulatory authorities. They include details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **recognition of prior learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning; they must submit sufficient, reliable and valid evidence for internal and standards verification purposes; RPL is acceptable for accrediting a unit, units or a whole qualification.

a **combination** of these.

It is important that the evidence is:

- **valid** – relevant to the standards for which competence is claimed
- **authentic** –produced by the learner
- **current** – sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
- **reliable** – indicates that the learner can consistently perform at this level
- **sufficient** – fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can include the following:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements, reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignments, projects, case studies
- authentic statements, witness testimony
- expert witness testimony
- evidence of recognition of prior learning.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

What does a centre need to offer this qualification?

Centre recognition

Centres that have not previously offered Pearson qualifications will need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is available in *Annexe A*.

What resources are required to deliver this qualification?

This qualification is designed to support learners working or preparing for work in the creative and digital media sector. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment requirements*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Programme design and delivery

Mode of delivery

Centres are free to offer this qualification using any mode of delivery (such as work based, part time, evening only, distance learning, full time) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

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

A wide range of delivery methods can be used to meet the needs of learners. This may include inviting employers to share their experiences of the sector with the learners. Alternatively, learners could arrange to visit different work environments to observe workers *in situ* and compare practice. The use of videos, CD ROMs or snapshots from popular television programmes can be used to give learners an insight into the workplace and stimulate discussion.

Individual tasks and group work can both be valuable tools for learners to gain a knowledge and understanding of the sector whilst gaining time management, organisational and team building skills.

Practical work is one of the most effective delivery methods for learners of all abilities. Role play and realistic scenario-based tasks can also be used to support learners through the learning process.

BTEC Apprenticeships

Apprenticeships are designed with the help of the employers in the sector, to offer a structured programme that takes the learner through the skills they need to carry out a job well.

Learners need to be 16 or over to apply for an apprenticeship.

Entry requirements will depend on what the learner wants to do. The three available levels are:

- apprenticeships (equivalent to five good GCSE passes)
- advanced Apprenticeships (equivalent to two A level passes)
- higher Apprenticeships (lead to qualifications at NVQ Level 4 or, in some cases, a Foundation Degree).

Depending on their grades in GCSE Mathematics and English, learners may need to take literacy and numeracy tests.

Learners must achieve specific qualifications that have been identified by the SSC including Functional Skills. They must also be able to demonstrate personal, learning and thinking skills and a knowledge and understanding of employee rights and responsibilities.

Personal, learning and thinking skills (PLTS)

Learners working towards an apprenticeship are required to demonstrate personal, learning and thinking skills. The PLTS framework comprises six groups of skills:

- independent enquiry
- creative thinking
- reflective learning
- team working
- self-management
- effective participation.

Achievement of PLTS is based on evidence that is subject to quality assurance. The development of a learner's personal, learning and thinking skills may be recorded on the form given in *Annexe B*. Alternatively, centres may use their own recording documentation.

Employee rights and responsibilities (ERR)

Learners working towards an apprenticeship must be formally assessed on their knowledge of employee rights and responsibilities (ERR). They need to know and understand:

- rights and responsibilities under employment law
- that employee rights can be affected by other legislation
- the procedures and documentation in their organisation which recognise and protect their relationship with their employer
- the range of sources of information and advice available to them on their employment rights and responsibilities

- the role played by their occupation within their organisation and industry
- career pathways open to them
- the type of representative bodies and their relevance to their industry and organisation
- where and how to get information and advice on their industry, occupation, training and career
- their organisation's principles and codes of practice
- issues of public concern that affect their organisation and industry.

Functional Skills and Essential Skills Wales

Functional Skills have been developed to provide young people and adults with the core transferable skills they need to help them adapt and learn thoroughly their working life and in a changing economy. Functional Skills replace key skills in all apprenticeship frameworks from September 2010. From September 2010 Level 2 apprenticeship frameworks require the apprentice to gain Functional Skills qualifications in mathematics and English at a minimum of level 1.

If learners have already achieved Level 1 Functional Skills English and/or Level 1 Functional Skills Mathematics the employer may allow the learner to study for a Functional Skills qualification at level 2 as part of the apprenticeship framework.

Edexcel is accredited to offer Essential Skills Wales Entry to Level 4 qualifications. The Essential Skills Wales suite of qualifications will replace the Key Skills and Basic Skills qualifications for learners in Wales. The suite is divided into the following subject areas:

- Communication
- Application of Number
- Information and Communication Technology (ICT).

Unit format

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Units

Unit 1: Awareness of Employment in the Creative Media Sector

Unit reference number: L/600/9037

Level: 3

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is to prepare the learner with an awareness of employment status and the employment market place within the Creative Media sector. The learner will also learn how to promote their CV and work to employers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Know about employment status in the Creative Media sector	1.1	Describe the main types of employment status within the Creative Media sector
		1.2	Describe the key legal and taxation differences between main types of employment status
		1.3	Explain the main implications of each employment status, in relation to job security, flexibility and working patterns
2	Understand the Creative Media employment market place	2.1	Describe a range of prospective employers and the profiles and products of these employers
		2.2	Explain how to choose an employer in terms of own personal interests, knowledge, skills and job requirements

Learning outcomes	Assessment criteria
3 Be able to promote self	3.1 Create and present a professional standard CV, with examples of own work, relevant to a specific job application
	3.2 Discuss strengths and weaknesses in relation to own work and a specific job application
	3.3 Describe and pitch a creative idea to an employer or commissioner

Unit 2: Communicating and Presenting Ideas in the Creative Media Sector

Unit reference number: R/600/9038

Level: 3

Credit value: 5

Guided learning hours: 30

Unit aim

The aim of this unit is to prepare the learner with an understanding of appropriate communication and presentation techniques relevant to the Creative Media workplace.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to communicate in the workplace	1.1 Describe several communication techniques and explain their appropriate application
	1.2 Compare a range of techniques used for influencing and persuading others and their application
	1.3 Describe how to give and receive constructive feedback
	1.4 Describe methods used to communicate technical and specialist issues within and across teams

Learning outcomes	Assessment criteria
2 Be able to present own ideas in different environments	2.1 Describe examples of effective presentation techniques
	2.2 Select and justify appropriate presentation techniques for a specific creative idea
	2.3 Present own creative ideas on a one-to-one basis; in a small group; to a large group
	2.4 Evaluate, with others, areas of strength and weakness, in relation to own presentation performance

Unit 3: Awareness of Converging Digital Technology in the Creative Media Sector

Unit reference number: Y/600/9039

Level: 3

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is for the learner to develop an awareness of the current use of digital technology and the implications of converging technology in the Creative Media sector. The learner will also learn how to exploit converging technology to reach new audiences and generate revenue.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the use of digital technology within the Creative Media sector	1.1	Describe the uses of digital technology within the Creative Media sector and the relationships this has created between industries in the sector
		1.2	Describe key Intellectual Property and copyright issues, related to digital technology and content creation
2	Understand the implications of converging technology on the workforce in a particular Creative Media industry	2.1	Explain what is meant by 'converging technology'
		2.2	Explain the impact of converging technology on the workforce within a specific Creative Media industry

Learning outcomes		Assessment criteria	
3	Know how converging technology has been exploited to reach new audiences and generate revenue	3.1	Describe the changing expectations of audiences and consumers within a chosen Creative Media industry
		3.2	Describe examples of how ideas for multi-platform content have been used to reach new audiences and generate revenue
		3.3	Describe examples of commissioning processes and funding opportunities in relation to converging technology
4	Be able to plan a research exercise to test an idea for exploiting converging technology	4.1	Explain opportunities for exploiting converging technology
		4.2	Research and plan a test for an identified opportunity
		4.3	Carry out planned test and evaluate and present the findings

Unit 4: Professional Behaviour in the Creative Media Sector

Unit reference number:	L/600/9040
Level:	3
Credit value:	5
Guided learning hours:	30

Unit aim

The aim of this unit is to prepare the learner with an understanding of appropriate behaviours and conduct in the workplace and how to plan to deliver effectively. The unit also assesses the learner's understanding of the importance of CPD.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the appropriate conduct for a particular Creative Media workplace	1.1 Describe and compare the cultures of different Creative Media workplaces
	1.2 Describe examples of challenging behaviours and issues in the workplace
	1.3 Explain the role of the key people to inform in relation to these examples
	1.4 Explain the impact of different behaviours and conduct in the workplace

Learning outcomes		Assessment criteria	
2	Know how to plan and manage workload	2.1	Describe effective time management skills needed to plan workload
		2.2	Describe how to specify and agree timescales, budgets and resources
		2.3	Explain how to construct a simple project plan
		2.4	Explain the use of a contingency plan
		2.5	Explain the importance of storing work, using version control and observing file naming conventions
3	Understand the importance of continuous professional development	3.1	Explain what is meant by 'continuous professional development'
		3.2	Create and justify a personal development plan
		3.3	Describe opportunities for training and development and explain the relevance of those choices

Unit 5: Contribute to Good Working Relationships

Unit reference number: R/600/9010

Level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

The unit aims to enable the learner to work effectively with others during the production process, including clarifying, agreeing and revising working arrangements and communicating effectively with colleagues.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to agree working arrangements	1.1 Identify key roles and tasks in the production process
	1.2 Outline how to clarify, agree and revise working arrangements in a way which promotes good working relationships

Learning outcomes		Assessment criteria	
2	Understand how to communicate effectively with colleagues	2.1	Explain the importance of balancing the needs of tasks and people
		2.2	Explain the importance of sharing information with colleagues
		2.3	Identify ways of tactfully requesting others to change working arrangements to improve own productivity
		2.4	Describe how to explain own decisions clearly and constructively
		2.5	Describe how to resolve conflict situations or dissatisfaction
		2.6	Explain the importance of liaison with colleagues to productivity
3	Be able to develop and maintain good working relationships during the production process	3.1	Clarify, agree and revise working arrangements, promoting good working relationships
		3.2	Communicate own decisions clearly and constructively
		3.3	Resolve any conflict situations or dissatisfaction as necessary
		3.4	Liaise with appropriate colleagues to ensure effective and productive working

Unit 6: Ensure Your Own Actions Reduce Risks to Health and Safety

Unit reference number:	Y/600/9011
Level:	2
Credit value:	4
Guided learning hours:	30

Unit aim

The unit will enable learners to ensure that their own personal presentation and behaviour meet the requirements of relevant instructions, procedures and legal requirements.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand hazards and risks in the workplace	1.1	Define hazards and risks
	1.2	Outline key hazards and risks in own workplace, describing safe working practices
	1.3	Outline key hazards and risks within own job role, describing precautions

Learning outcomes		Assessment criteria	
2	Understand own responsibilities for health and safety in the workplace	2.1	Identify own responsibilities for health and safety in own workplace and job role under health and safety legislation, explaining the importance of personal presentation and behaviour
		2.2	Describe procedures for dealing with risks outside the scope of own responsibility, identifying the appropriate personnel with whom to liaise in own workplace
3	Be able to evaluate hazards and risks in the workplace	3.1	Identify workplace instructions relevant to own job
		3.2	Identify any unsafe practices in own workplace and job role
		3.3	Check which potentially unsafe working practices present the highest risk to self and others
		3.4	Take action to address any hazards in accordance with workplace procedures and legal requirements
4	Be able to reduce risks to health and safety in the workplace	4.1	Work safely in accordance with own level of competence, relevant instructions and legal requirements, following environmentally friendly practices
		4.2	Manage any health and safety risks within own capability and responsibility
		4.3	Suggest ways of reducing risks to health and safety to the appropriate personnel
		4.4	Report any differences between workplace and suppliers' or manufacturers' instructions
		4.5	Ensure that own personal presentation and behaviour meets the requirements of relevant instructions, procedures and legal requirements

Unit 7: Creative Media Industry Awareness

Unit reference number: H/600/8508

Level: 2

Credit value: 4

Guided learning hours: 25

Unit aim

The aim of this unit is for the learner to develop an understanding of how the Creative Media sector is structured; the role of a specific team; and individual roles and responsibilities within a Creative Media life cycle.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Know how the Creative Media sector is structured	1.1	Identify the industries within the Creative Media sector
	1.2	Identify cross-industry ownership in the Creative Media sector
	1.3	Identify the relevant relationships between a range of industries within the Creative Media sector
2 Understand a specific Creative Media project life cycle	2.1	Outline the stages of a specific Creative Media project life cycle
	2.2	Identify teams and activities relevant to a specific project

Learning outcomes		Assessment criteria	
3	Understand the role of a specific team within the organisation of which it is part	3.1	Outline the aims of a specific Creative Media organisation
		3.2	Identify the role of a specific team within the organisation
		3.3	Outline the relationship between the specific team and others within the organisation
4	Understand individual team roles and responsibilities within a specific project life cycle	4.1	Identify the individual roles within a specific team
		4.2	Outline their responsibilities within a specific project life cycle

Unit 8: Creative Media Industry Awareness

Unit reference number: K/600/8509

Level: 3

Credit value: 4

Guided learning hours: 25

Unit aim

The aim of this unit is for the learner to develop understanding of how the Creative Media sector is structured; the role of a specific team; and individual roles and responsibilities within a Creative Media life cycle.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Know how the Creative Media sector is structured	1.1	Describe the industries within the Creative Media sector
	1.2	Describe cross-industry ownership in the Creative Media sector
	1.3	Explain the relevant relationships between a range of industries within the Creative Media sector
2 Understand a specific Creative Media project life cycle	2.1	Describe the stages of a specific Creative Media project life cycle
	2.2	Explain and justify resources required for a specific project

Learning outcomes		Assessment criteria	
3	Understand the role of a specific team within the organisation of which it is part	3.1	Describe the vision, mission and values of a specific Creative Media organisation
		3.2	Describe how a specific Creative Media organisation is funded, governed and regulated
		3.3	Explain the role of a specific team within the organisation
		3.4	Explain the relationship between the specific team and others within the organisation
4	Understand individual team roles and responsibilities within a specific project life cycle	4.1	Explain the individual roles within a specific team
		4.2	Explain their responsibilities and outputs within a specific project life cycle
		4.3	Describe examples of interdependence between team members

Unit 9: Awareness of Health and Safety in the Creative Media Sector

Unit reference number: D/600/8510

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to prepare the learner with an awareness of how to comply with relevant health and safety procedures and regulations in the Creative Media Sector.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the relevant health and safety regulations in the Creative Media sector	1.1	Identify key elements of health and safety regulations, relevant to working in the Creative Media sector
		1.2	Outline safe working practices in the Creative Media sector
		1.3	Identify the main employer responsibilities under the Health and Safety at Work Act
2	Be able to comply with relevant health and safety procedures	2.1	Outline the differences between hazards and risks
		2.2	Carry out a risk assessment
		2.3	Report identified hazards and risks to the appropriate parties

Unit 10: Awareness of Health and Safety in the Creative Media Sector

Unit reference number: H/600/8511

Level: 3

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to prepare the learner with an awareness of how to comply with relevant health and safety procedures and regulations in the Creative Media Sector.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the relevant health and safety regulations in the Creative Media sector	1.1	Describe key elements of health and safety regulations, relevant to working in the Creative Media sector
		1.2	Explain safe working practices for a specific job role in the Creative Media sector
		1.3	Describe the main employer responsibilities under the Health and Safety at Work Act

Learning outcomes		Assessment criteria	
2	Be able to comply with relevant health and safety procedures	2.1	Describe the differences between hazards and risks
		2.2	Carry out a risk assessment
		2.3	Report identified hazards and risks to the appropriate parties
		2.4	Suggest ways of reducing risks to health and safety in a specific Creative Media job role

Unit 11: Edit Audiovisual Journalistic Material

Unit reference number: R/600/8391

Level: 3

Credit value: 7

Guided learning hours: 60

Unit aim

The unit aims to enable the learner to use editing and sequencing skills to create an attractive, easily assimilated and unambiguous narrative and news story. It will enable them to show competence when using different editing systems and editing techniques. They will be able to simplify complex material, recognise technical and journalistic errors and the need for changes, and know how to carry them out.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Be able to obtain key contextual information relating to editing audio-visual material	1.1	Explain key elements of the editorial brief
		1.2	Identify the editorial requirements of the commissioning agent or channel
2	Be able to review recorded material	2.1	Review the sufficiency and quality of material recorded, indicating any impact on the brief
		2.2	Correct technical errors while retaining essential content

Learning outcomes		Assessment criteria	
3	Be able to use editing techniques and equipment to create a narrative	3.1	Select footage to meet the brief, identifying reasons for choice
		3.2	Work with relevant parties to resolve any problems which might impact on the proposed purpose, content or treatment of material
		3.3	Cut material to allocated durations
		3.4	Present complex material in a clear way
		3.5	Integrate material from different sources as appropriate
		3.6	Change the sequence of material as required, with due awareness of misrepresentation
		3.7	Remove any extraneous sounds and/or distortion using appropriate techniques and equipment
		3.8	Enhance the production as required through the addition of effects or extra material
4	Be able to evaluate own work	4.1	Review edited material to ensure appropriateness for the target audience, house style and time of broadcast
		4.2	Check that deadlines for edited material have been met
5	Be able to comply with relevant legal and regulatory requirements	5.1	Identify legal and other restrictions which might affect the editing of the story
		5.2	Investigate any identified legal or compliance issues

Unit 12: Record Audiovisual Journalistic Material

Unit reference number: L/600/8387

Level: 3

Credit value: 7

Guided learning hours: 60

Unit aim

The unit aims to enable learners to record effective audio and visual material, and to select and use the correct equipment and recording techniques whether in a studio or on location. They will be able to identify and deal with equipment failures and breakdown, and to ensure that equipment is always secure and available for use.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to obtain key contextual information relating to editing audio-visual material	1.1 Identify the house style of the commissioning agent, programme or channel
	1.2 Identify the intended target audience
	1.3 Identify the intended time and duration of transmission
	1.4 Identify key elements of the editorial brief
	1.5 Check the suitability of the location, indicating relevant factors for consideration
	1.6 Identify effective picture and audio and actuality possibilities as required, indicating relevant factors for consideration

Learning outcomes	Assessment criteria
2 Be able to use equipment and recording techniques appropriate to the task	2.1 Select suitable equipment for the task 2.2 Check that equipment is in good operational order before use 2.3 Use equipment to achieve the best possible technical quality of recordings 2.4 Identify any equipment failures and breakdowns, ensuring that these are resolved promptly 2.5 Keep recording equipment secure at all times
3 Be able to record audio-visual journalistic material	3.1 Brief relevant parties on the details of the story and the recording requirements 3.2 Brief interviewees accurately about recording arrangements and techniques 3.3 Conduct relevant interviews and vox-pops, recognising and responding to any unfolding events 3.4 Record commentary or voiceover, if required 3.5 Maintain adequate records to support the editing process
4 Be able to evaluate own work	4.1 Check the sufficiency and appropriateness of recorded footage to meet the editorial brief 4.2 Check that the type and variety of footage is sufficient to support the editing process 4.3 Review the footage gathered in the light of the brief to identify any changes required 4.4 Check that deadlines for recorded material have been met

Learning outcomes	Assessment criteria
5 Be able to comply with relevant legal and regulatory requirements	5.1 Comply with relevant health and safety requirements 5.2 Investigate relevant legal and compliance issues

Unit 13: Rig and Manage Cables for Television and Video Production

Unit reference number: D/600/9009

Level: 2

Credit value: 6

Guided learning hours: 40

Unit aim

The unit aims to enable learners to rig and manage cables for production. It involves camera operations which have significant cable management requirements. It includes identifying the correct cables and ensuring that they are available, and confirming that all the information regarding routing and connecting is understood and adequately disseminated. It involves positioning the cables to ensure that they are not damaged, and that they do not present safety risks. These activities will normally be supervised by a senior member of the crew.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to select cables for use on a production	1.1 Ensure that a sufficient supply of cables is available
	1.2 Carry out checks on cables to ensure they are ready for use
	1.3 Report any defects to the relevant parties

Learning outcomes	Assessment criteria
2 Be able to set up cables for use on a production	2.1 Organise cable points and runs to minimise crossovers, ensuring they are close to planned camera positions
	2.2 Position excess cable to avoid knotting or twisting during use
	2.3 Ensure that cables are wound to their natural bend
	2.4 Secure cables to avoid strain on plugs and sockets
	2.5 Secure any auxiliary cables along the length of the camera cables
	2.6 Sling or ramp cables to avoid blocking all access
	2.7 Check that cable points, cable runs and any patching comply with the information provided
3 Understand health and safety legislation to rigging and managing cables	3.1 Comply with relevant health and safety standards
	3.2 Check that rigging is safe for all parties

Unit 14: Provide Assistance to the Camera Crew During Multi-camera Shoot

Unit reference number: H/600/8959

Level: 2

Credit value: 9

Guided learning hours: 80

Unit aim

The unit aims to enable learners to provide assistance to the camera crew during a multi camera shoot. It includes cable handling, providing specific assistance to a camera operator to facilitate a particular shot, and obtaining and rigging any additional equipment which is required after the initial rigging period. It also includes obtaining materials, or providing other assistance, for camera operators who are unable to leave their operational positions. It involves providing general assistance to a camera crew during a multi-camera television shoot that is either broadcast live or recorded as though it were live.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand key factors relating to assisting the camera crew	1.1 Explain why it is important to be aware of camera shooting angles, tracking routes, artistes' eye lines, sight-lines and live sound when providing assistance
	1.2 Describe key techniques of camera operation, using accurate terminology

Learning outcomes		Assessment criteria	
2	Be able to handle cables to assist the camera crew	2.1	Keep cable routing tidy to ensure the safety of all parties and to avoid damage to cables or equipment
		2.2	Lay out cables to facilitate efficient movement and repositioning of cameras and other equipment
		2.3	Handle cables of moving cameras to facilitate smooth and safe operation and reduce noise levels
3	Be able to handle camera equipment to assist the camera crew	3.1	Check camera tracking routes to ensure that they are clear
		3.2	Assist with any repositioning, re-rigging and re-plugging of camera equipment as required
		3.3	Assist the camera operator with tasks relating to the camera mounting and camera equipment as required
4	Be able to handle ancillary equipment, materials and information to assist the camera crew	4.1	Obtain ancillary equipment and consumables for the camera operator as required
		4.2	Obtain information for the camera operator as required
		4.3	Obtain any additional equipment, rigging as required
		4.4	Ensure that any faulty equipment is replaced or repaired, ensuring that this is reported
		4.5	Collect all ancillary or additional equipment at the end of the shoot, ensuring that is returned
5	Understand legislation and business procedures relevant to assisting the camera crew	5.1	Comply with relevant health and safety legislation
		5.2	Follow all instructions for the camera equipment in use

Unit 15: Obtain, Prepare and Return Camera Equipment

Unit reference number: F/601/3005

Level: 2

Credit value: 6

Guided learning hours: 40

Unit aim

The unit aims to enable learners to obtain, prepare and return camera equipment. It involves ordering the equipment required for the shoot, testing the equipment and keeping adequate records. It also involves ensuring that appropriate packing and clear labelling and documentation methods are used. It includes checking the equipment and returning it after use and complying with relevant regulations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to obtain camera equipment	1.1 Identify the equipment requirements from the production brief
	1.2 Specify all requirements for the protection of equipment or stock in transit
	1.3 Produce legible paperwork which clearly states all requirements
	1.4 Place orders to allow deliveries in time to meet shooting schedules as required
	1.5 Organise collection or delivery at an agreed time and place

Learning outcomes		Assessment criteria	
2	Be able to prepare camera equipment for use	2.1	Label items accurately and legibly as required to enable identification
		2.2	Check that the equipment supplied matches documented requirements, seeking solutions if necessary
		2.3	Test equipment on delivery
		2.4	Make accurate reports of any loss or damage, passing them on to all relevant parties
		2.5	Use safe lifting and handling methods
		2.6	Store items safely, ensuring they are readily available for use
3	Be able to return camera equipment	3.1	Use suitable travelling cases and packaging materials
		3.2	Pack items to meet weight and other safety regulations
		3.3	Identify any equipment that is liable to affect the recording medium
		3.4	Label and record the content of each travelling case legibly, conforming to any regulatory requirements
		3.5	Check the equipment being returned, signing for it against a copy of the delivery documentation
		3.6	Notify all relevant parties when documentation is complete and equipment ready to travel
		3.7	Return the equipment promptly to avoid incurring extra costs

Unit 16: Lay Basic Track for Camera Dollies

Unit reference number:	Y/600/9008
Level:	2
Credit value:	6
Guided learning hours:	40

Unit aim

The unit aims to enable learners to lay basic track for camera dollies. It involves establishing the suitability of the surface that the track will be used on, and the type of track relative to the size and weights to be carried. It involves assessing any risks and preventing any damage to surfaces or track. These activities will normally be supervised by a senior member of the crew.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Be able to obtain key contextual information relating to laying basic track for camera dollies	1.1	Identify the direction and angle of the shots and the path of any action
	1.2	Establish where the track is to be laid, identifying the length required
	1.3	Establish the time available for assembly

Learning outcomes		Assessment criteria	
2	Be able to check the suitability of the track and supporting surface	2.1	Check the suitability of the track, identifying any obvious defects
		2.2	Check the supporting surface for the full length of the track
		2.3	Check above and to the sides of the track for any obstructions or hazards
3	Be able to set up basic track	3.1	Level the track, ensuring it is stable
		3.2	Provide end stops as required
4	Be able to comply with relevant procedures and legislation	4.1	Establish the nature and probability of potential risks to the stability of the track
		4.2	Check that any cables cannot be damaged or cause obstruction
		4.3	Follow all instructions for all equipment in use
		4.4	Comply with relevant health and safety legislation

Unit 17: Prepare Camera Equipment for Each Day's Shoot

Unit reference number: D/600/8961

Level: 2

Credit value: 10

Guided learning hours: 80

Unit aim

This unit aims to enable learners to identify relevant equipment, and understand how to handle, store, transport and care for it. Learners will test, transport and set up camera equipment in preparation for a shoot.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand relevant equipment, materials and related issues	1.1	Identify key characteristics of relevant equipment
	1.2	Use techniques for testing and handling relevant equipment and materials
	1.3	Identify the consequences of incorrect handling of relevant equipment and materials
	1.4	Describe how to store relevant equipment and materials safely and securely
	1.5	Describe procedures and products for cleaning and maintaining relevant equipment and materials
	1.6	Describe how to charge batteries safely
	1.7	Describe how to order relevant equipment, identifying sources
	1.8	Follow manufacturers' instructions for relevant equipment

Learning outcomes		Assessment criteria	
2	Be able to liaise with appropriate personnel	2.1	Liaise with appropriate parties to confirm specific requirements for a shoot
		2.2	Liaise with appropriate parties to check that equipment requirements for a shoot are met
3	Be able to select, prepare, organise and manage relevant equipment for a shoot	3.1	Interpret requirements of a call sheet prior to a shoot
		3.2	Test all relevant equipment prior to a shoot
		3.3	Assess the shooting environment at a shooting location
		3.4	Organise the working layout of a camera truck
		3.5	Prepare and manage equipment bags
		3.6	Establish an appropriate on set location for relevant equipment
		3.7	Transport all relevant equipment to a set
		3.8	Unload all relevant equipment on a set
		3.9	Select and acclimatise relevant glassware
4	Understand relevant health and safety issues and procedures	4.1	Identify key health and safety issues and procedures
		4.2	Identify any special requirements to ensure the safety and security of relevant equipment when unattended

Unit 18: Strike Sets for Television and Video Production

Unit reference number: A/600/8966

Level: 2

Credit value: 8

Guided learning hours: 50

Unit aim

The unit aims to enable learners to implement strike arrangements. They will be able to work to a programme of activities designed to make the strike tasks flow efficiently. They will be required to disassemble and pack set dressings and props, and to return them to the appropriate location or supplier. They will be able to maintain accurate records.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Be able to work to the programme of activities designed to make strike tasks flow efficiently	1.1	Identify typical strike tasks
		1.2	Identify timescales and deadlines required for striking sets
		1.3	Work to the programme of activities relevant to own work
		1.4	Carry out strike tasks in the correct sequence
2	Be able to disassemble the set	2.1	Identify types, characteristics and uses of set dressing and props
		2.2	Check props match property lists
		2.3	Disassemble set dressings, checking them against schedules
		2.4	Lay out disassembled set dressings in an order which allows clear identification and recording
		2.5	Establish whether damaged items can continue in the production, notifying relevant parties

Learning outcomes		Assessment criteria	
3	Be able to pack items	3.1	Obtain packing materials to meet strike deadlines
		3.2	Pack items to ensure safe and secure onwards transportation
		3.3	Pack items to meet production continuity schedules, following a logical sequence
		3.4	Ensure that items no longer required are returned to their correct location
4	Be able to maintain accurate records	4.1	Complete all required documentation accurately and legibly
5	Understand health and safety legislation relevant to striking sets	5.1	Comply with relevant health and safety standards

Unit 19:　　　　　Support Visual Preparation

Unit reference number:	T/600/8965
Level:	2
Credit value:	6
Guided learning hours:	40

Unit aim

The unit aims to enable learners to support the production of artwork by preparing straightforward representations and following instructions regarding combining and modifying materials to produce artwork. They will be required to ensure they understand the requirements of the drawings on which they are working, make adequate preparations and then prepare drawings which fulfil the creative intention. They will circulate the artwork to the appropriate people and know how to store items and information for potential future use.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Be able to make preparations to start drawing	1.1	Agree the requirements of the technical drawings with the relevant parties
	1.2	Identify and select resources and materials required to meet the needs of the production

Learning outcomes		Assessment criteria	
2	Be able to prepare drawings which fulfil the creative intention	2.1	Use techniques in drawings appropriate for the agreed style
		2.2	Ensure that drawings clearly show the visual effect intended at key stages during the scene
		2.3	Ensure drawings contain sufficient detail to meet the intended use
		2.4	Record amendments and additions to drawings clearly and accurately
		2.5	Handle drawings carefully to maintain production quality
		2.6	Circulate drawings to relevant parties as required
3	Be able to produce artwork that meets production style requirements	3.1	Follow instructions accurately with regard to the selection, combination and modification of materials for the production of artwork
		3.2	Record details about the selection of materials for the required visual image to inform the next stage
		3.3	Circulate the artwork and relevant supporting information to the relevant parties within deadlines
		3.4	Record agreed amendments and additions to the artwork clearly and accurately
4	Be able to store drawings and artwork for future use	4.1	Store drawings and artwork carefully to ensure ease of retrieval and to maintain production quality

Unit 20: Ingest Materials for Fast Turnaround Programming

Unit reference number: H/600/8458

Level: 3

Credit value: 9

Guided learning hours: 80

Unit aim

The unit aims to enable learners to intake material onto a broadcaster's system. It requires them to work quickly and accurately to acquire material from a number of local and outside sources. It involves making a judgement about prioritising the workload to reflect the transmission deadlines of the production teams. They will be able to capture the material correctly, ensuring that the picture, audio levels and aspect ratio or other format or standard are adjusted correctly and that accurate metadata is added.

This is a technical editing unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the operation of a digital newsroom system	1.1 Explain the importance of effective communication with the newsroom
	1.2 Explain how to prioritise tasks to fit with the news agenda and programme deadlines
	1.3 Identify the various broadcast and domestic formats to be acquired
	1.4 Explain how to line up the ingest terminal to make correct assessments of the technical quality
	1.5 Explain the importance of time code, identifying why 'time of day' code is vital to news and sport production processes
	1.6 Identify relevant parties to be consulted if material has to be deleted from the system

Learning outcomes	Assessment criteria
2 Be able to acquire material from local and outside sources	2.1 Select material correctly for ingesting onto a video server, using an appropriate format videotape deck
	2.2 Use a video router to select line fed outside sources correctly
	2.3 Communicate effectively with the operator feeding material from a remote location
	2.4 Advise if adjustments need to be made
3 Be able to capture materials correctly	3.1 Spot check incoming material, ensuring that video and audio levels are correctly set
	3.2 Ensure that audio tracks are correctly patched
	3.3 Ensure that the aspect ratio or other format/standard converter is set appropriately so that material is correctly adjusted
	3.4 Use the appropriate file naming convention to name the material accurately when starting to ingest material
	3.5 Suggest how to resolve faults in material being ingested
	3.6 Annotate sequence changes as the material is ingested, producing metadata to speed up the editing process
	3.7 Set up the timer recording function for regular daily recordings, assigning the correct record port, source and recording duration
	3.8 Use ingests housekeeping tools to interrogate the system, establishing the remaining storage available and deleting material if required

Unit 21: Monitor and Maintain Post-production Equipment and Environments

Unit reference number: D/600/8409

Level: 3

Credit value: 8

Guided learning hours: 50

Unit aim

The unit aims to enable learners to prepare, monitor and maintain post production equipment and environments. It involves checking what supplies and equipment are needed, making sure that the post-production environment is clean and safe for use and checking that equipment and controls are working. It requires accurate labelling of picture and sound materials, monitoring and keeping records of their storage and movement and ensuring that the post production environment is clean and ready for the next user. This is a technical editing unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to specify the supplies and equipment required for post-production	1.1 Identify the nature and purpose of different types of material and equipment needed for post-production
	1.2 Identify requirements for supplies and equipment from relevant information sources

Learning outcomes	Assessment criteria
2 Be able to comply with relevant health and safety requirements for post-production	2.1 Handle equipment and supplies correctly and safely in order to minimise risks to people, equipment and supplies
	2.2 Check that the post-production environment is clean and tidy prior to use to enable safe working practices
	2.3 Return post-production equipment and environments to a clean and tidy condition after use
3 Be able to check that equipment and controls are working correctly	3.1 Identify the different aspect ratios and formats or standards of source materials and their implications for the equipment
	3.2 Identify types of equipment faults, indicating how these can be resolved
	3.3 Check that equipment and controls are functioning effectively
	3.4 Check monitoring equipment, confirming that it is functioning accurately prior to line up
	3.5 Check equipment plug-ins and user settings, confirming these are correct
	3.6 Report serious faults or problems in equipment promptly and in sufficient detail to the relevant parties
	3.7 Withdraw dangerous and unusable equipment promptly, notifying the relevant parties
	3.8 Label any dangerous and unusable equipment clearly
	3.9 Return levels and settings to default positions

Learning outcomes		Assessment criteria	
4	Be able to store picture and sound materials correctly	4.1	Identify key factors to consider when storing materials
		4.2	Store picture and sound source materials safely and securely in appropriate storage conditions which are easily accessible during editing
		4.3	Place mastered materials in the appropriate place for storage, dispatch or use
		4.4	Return source materials to the appropriate place
5	Be able to keep accurate post-production records	5.1	Use labels which are accurate, legible, up-to-date, unambiguous and meet agreed standards
		5.2	Maintain complete and accurate paper based and computer based records of all materials in use
		5.3	File records in the appropriate manner and place
		5.4	Record accurately the movement of materials to and from the post-production environment
		5.5	Back up editing decisions completely and accurately in the appropriate manner and form

Unit 22: Transfer Materials to Non-broadcast Formats

Unit reference number: K/600/8414

Level: 3

Credit value: 6

Guided learning hours: 40

Unit aim

The unit aims to enable learners to develop the skills to transfer the content of tapes or digital material onto non-broadcast formats. They will be able to find source materials, check they are in the right format and identify the transferring and/or file conversion required. They will be required to prepare, handle and operate machines safely. They will be required to record the correct source material and assess the completed copies for technical quality and accuracy.

This is a technical editing unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand key information required for transferring materials to non-broadcast formats	1.1 Identify required paperwork or electronic information, stating how it can be obtained
	1.2 Identify different broadcast and non-broadcast formats and standards

Learning outcomes		Assessment criteria	
2	Be able to prepare source materials for transfer	2.1	Identify and locate source materials which are in the correct format for the equipment
		2.2	Protect materials in all formats from potential damage
		2.3	Check that the required aspect ratio or other format or standard is selected
		2.4	Suggest alternative solutions if source materials are not in the correct format for the equipment to be used
		2.5	Identify correct transfer and/or file conversion requirements
3	Be able to operate machines competently and safely	3.1	Check that the equipment is in good working order, confirming that settings have been returned to default positions
		3.2	Use equipment and materials safely, correctly and without damaging them
4	Be able to transfer materials using the correct sequence	4.1	Ensure that sufficient supplies of recording materials of the required format and capacity are available and ready for use
		4.2	Select the appropriate vision source to the record machine input
		4.3	Select appropriate sound sources to the correct sound track inputs
		4.4	Load source materials correctly, adjusting parameters as required
		4.5	Select time code in-vision, and LTC, VITC or BITC correctly to the inputs of record machines
		4.6	Assist in the assessment of completed recordings to identify any faults
		4.7	Suggest appropriate remedial action to resolve any errors or faults identified
		4.8	Make the required number of copies in the required format within the specified timescale
		4.9	Maintain full and accurate records of work undertaken as required

Learning outcomes	Assessment criteria
5 Be able to liaise with relevant parties	5.1 Inform relevant parties promptly if source materials are not in the correct format for the equipment to be used
	5.2 Check any unclear or ambiguous requirements promptly with relevant parties
	5.3 Report problems in completing the work to specification accurately and promptly to relevant parties

Unit 23: Capture Pictures and Sound for Non-linear Editing

Unit reference number: D/600/8457

Level: 3

Credit value: 8

Guided learning hours: 50

Unit aim

The unit aims to enable learners to capture pictures, graphics and sound from various formats, in preparation for non-linear editing. It involves finding out what source materials to use and what has to be captured, obtaining the materials needed and assessing their technical quality. They will be able to check that the system and equipment are ready for the work, and to line up picture and sound. It also involves identifying and storing captures materials, monitoring technical quality and dealing with any problems that may arise.

This is a technical editing unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand key issues relating to capturing pictures and sound	1.1	Identify the function of capturing equipment
	1.2	Explain the reasons why materials are captured
	1.3	Describe different formats of logs, explaining how they are used
	1.4	Explain how to deal with copyright protected materials

Learning outcomes	Assessment criteria
	1.5 Explain how considerations of picture and sound levels, format, aspect ratio and compression differ when material is for on-line or off-line use
	1.6 Identify problems involved in working with high definition materials
	1.7 Explain how to capture standard definition materials onto high definition projects
2 Be able to prepare the source materials required	2.1 Obtain relevant information on source materials and outcomes required
	2.2 Identify and locate specified materials from written and verbal specifications
	2.3 Log format changes required
	2.4 Use aspect ratio or other format/standard conversion to rectify any problems
	2.5 Provide sufficient supplies of working materials which are ready for use
	2.6 Implement arrangements for source materials in unsuitable formats to be transferred to the correct format
	2.7 Assess accurately the technical quality of source materials, taking any required remedial action

Learning outcomes		Assessment criteria	
3	Be able to operate the system and equipment competently	3.1	Select an appropriate resolution and storage location, ensuring there is sufficient storage available at the required resolution
		3.2	Ensure the line up is correct and to the required technical standards
		3.3	Take remedial action if equipment problems occur
		3.4	Check and line up correctly picture and sound levels and audio format as required
4	Be able to capture materials	4.1	Input accurate information about source materials during capture
		4.2	Select correct time code source during capture
		4.3	Select specified tracks accurately for capturing from source materials
		4.4	Monitor the technical quality to identify any problems during the capturing process
		4.5	Store captured materials as required, ensuring that they are labelled accurately and unambiguously
		4.6	Maintain accurate records in the required format
5	Be able to liaise with relevant parties	5.1	Check unclear or ambiguous requirements promptly with the relevant parties
		5.2	Report technical quality problems to the relevant parties
		5.3	Report equipment problems to the relevant parties

Unit 24: Manage and Market Own Freelance Services

Unit reference number: T/600/8948

Level: 3

Credit value: 6

Guided learning hours: 60

Unit aim

The unit aims to enable learners to manage and market themselves as a freelancer in the multi-media industry. It includes promoting own achievements and keeping own reputation and knowledge up-do-date. It also includes, seeking and finding work and negotiating own contracts. It involves a range of business related skills including self-promotion and knowledge of IT, budgeting and legal requirements.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to market own services	1.1 Identify relevant business contacts within the industry
	1.2 Maintain established business contacts within the industry
	1.3 Participate within relevant networks and expert organisations to support own freelance activity
	1.4 Use appropriate strategies and tools to enhance own professional reputation and promote own services
	1.5 Implement systems to enable early identification of work opportunities
	1.6 Identify potential agents or other representatives

Learning outcomes		Assessment criteria	
2	Be able to manage own performance	2.1	Identify own development needs drawing on a range of relevant sources
		2.2	Seek constructive feedback from relevant parties about own performance
		2.3	Set, monitor and review realistic objectives for own training and development needs, performance and business targets
		2.4	Work flexibly, adapting to the requirements of others as appropriate whilst maintaining own personal work ethic and reputation
		2.5	Make appropriate business decisions
3	Be able to manage own systems, accounts and records	3.1	Implement effective systems for managing budgets, finance and documentation
		3.2	Maintain appropriate, accurate and up-to date accounts and records
		3.3	Implement effective support services
		3.4	Plan ahead to maintain a viable work and cash flow

Learning outcomes	Assessment criteria
4 Be able to manage own contracts	4.1 Negotiate contracts that meet legal and industry requirements
	4.2 Agree realistic fee rates, schedule and other expenses
	4.3 Establish clear performance outcomes
	4.4 Ensure that contracts include all relevant details, checking that these match agreements
	4.5 Communicate the obligations of all parties clearly
	4.6 Store a written copy of the final signed contract securely

Unit 25: Produce Copy for Interactive Media Products

Unit reference number:	F/600/8323
Level:	3
Credit value:	7
Guided learning hours:	40

Unit aim

The unit aims to enable learners to write and or edit text based material for an interactive media product. It requires understanding of the target medium or platform for communicating with text, writing, editing and checking text-based material and an understanding of relevant legislation.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the target medium/platform for communicating with text	1.1	Identify relevant constraints, possibilities and opportunities offered by the selected target medium/platform
	1.2	Identify key constraints or considerations arising from the use of an online content management system

Learning outcomes	Assessment criteria
2 Be able to produce text-based material for an interactive media product	2.1 Identify a style that is suitable for the target audience and purpose of the communication 2.2 Maintain a consistent style both within texts and between related texts 2.3 Ensure that grammar, punctuation and spelling are accurate and appropriate 2.4 Structure the text-based content for readability and accessibility 2.5 Identify search engine optimisation techniques as appropriate 2.6 Format copy, following relevant writing conventions, style guides and policies 2.7 Produce appropriate captions or descriptions to accompany content 2.8 Provide clear, consistent and accessible hyperlinks 2.9 Produce and embed metadata
3 Be able to check the accuracy of text-based material for an interactive media product	3.1 Proofread copy to check for any errors 3.2 Check the accuracy of any facts and figures quoted, seeking advice as required
4 Understand legal and ethical considerations relevant to producing copy for interactive media products	4.1 Review the content against any legal and ethical considerations 4.2 Make any necessary changes to comply with relevant legislation

Unit 26: Obtain Assets for Use in Interactive Media Products

Unit reference number: F/600/8287

Level: 3

Credit value: 5

Guided learning hours: 30

Unit aim

The unit aims to enable learners to obtain assets for use in interactive media products. It requires the ability to obtain any assets required for the productions. It involves working with other relevant parties as required.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand contextual information relating to a range of assets in different media formats for use in interactive media products	1.1 Establish the parameters of the project, identifying key constraints according to platform and distribution methods
	1.2 Identify the types, properties and formats of assets required for use
	1.3 Establish the requirements and expectations of others who will use the obtained assets

Learning outcomes		Assessment criteria	
2	Be able to obtain assets and clearances required for the production	2.1	Research appropriate sources of assets
		2.2	Locate appropriate assets
		2.3	Negotiate with relevant parties as required to obtain assets
		2.4	Obtain clearances and permissions for use
		2.5	Prepare a specification for the creation of original content
3	Be able to organise obtained assets	3.1	Use appropriate filing and naming conventions to organise assets to ensure that they can be easily identified and located by other relevant parties
		3.2	Maintain accurate written records of key information about the obtained assets

Unit 27: Create 2D Animations for Interactive Media Products

Unit reference number: T/600/8383

Level: 3

Credit value: 10

Guided learning hours: 60

Unit aim

The unit aims to enable learners to create two-dimensional animations for use as part of an interactive media product. It assumes the learner has the necessary skills to create animations and focuses on the application of these skills in an interactive media context.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand key issues relating to creating animations for interactive media products	1.1	Explain the use of computer animation in interactive products
		1.2	Explain the key techniques used in computer animation
2	Understand key contextual information relating to creating 2D animations for interactive media products	2.1	Identify the requirements of the specification/brief
		2.2	Identify the purpose of the product
		2.3	Identify the expectations and requirements of target users for the product
		2.4	Identify the events or user interactions that will trigger the animations created
		2.5	Identify how animation will be used in the product

Learning outcomes	Assessment criteria
3 Be able to create 2D animations for use as part of an interactive media product	3.1 Design animations within specified style guidelines and within specified parameters and constraints relating to the target platform 3.2 Create animations that meet the specification/brief
4 Be able to liaise with relevant parties	4.1 Provide clear instructions as required for other parties to incorporate animations into the product 4.2 Liaise with relevant parties to ensure own animations are appropriate and meet requirements
5 Be able to store 2D animations for use as part of an interactive media product	5.1 Save animations in appropriate formats to facilitate incorporation into the product 5.2 Organise animations using appropriate filing and naming conventions to facilitate access by others

Unit 28: Prepare Assets for Use in Interactive Media Products

Unit reference number: K/600/8297

Level: 3

Credit value: 9

Guided learning hours: 60

Unit aim

The unit aims to enable learners to prepare assets for use in interactive media products. It requires the ability to ensure that the media assets provided are in the most appropriate format for use in the product. This involves digitising assets where necessary, manipulating assets to ensure they meet product requirements, balancing asset quality against file size and other parameters, saving assets in appropriate file formats and providing assets in an appropriate manner to enable easy use by others.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand contextual information relating to the preparation of a range of assets in different media formats	1.1 Establish the parameters of the project, identifying key constraints according to platform and distribution methods
	1.2 Identify the types, properties and formats of assets required for use
	1.3 Establish the requirements and expectations of others who will use the obtained assets

Learning outcomes	Assessment criteria
2 Understand issues relating to the preparation and manipulation of assets	2.1 Explain the relationship between static image colour depth, resolution and dimensions, and file size 2.2 Explain the relationship between moving image frame rate and frame dimensions, and file size and data transfer times 2.3 Explain the relationship between audio sampling-rates and bit depth, and file size and data transfer times 2.4 Identify constraints that might influence choices relating to asset manipulation, file formats, compression techniques and any other tasks to be performed on static image, moving image and audio
3 Be able to prepare assets using industry-standard software	3.1 Scan images, saving them in an appropriate format 3.2 Crop, edit and resize static images, saving in an appropriate format 3.3 Import digital video, saving in an appropriate format 3.4 Cut, edit and caption digital video, exporting in an appropriate format 3.5 Import audio, saving in an appropriate format 3.6 Cut, edit and optimise audio, saving in an appropriate format 3.7 Compress digital assets, balancing quality against file-size, data-transfer times and any other constraints

Unit 29: Contribute Ideas for Productions

Unit reference number: J/600/8257

Level: 3

Credit value: 6

Guided learning hours: 40

Unit aim

The unit aims to enable learners to originate, develop and present ideas for productions, drawing on their knowledge and understanding of industry requirements. They will be able to initiate ideas and develop existing ones by suggesting improvements, and will understand how ideas are realised within different media and formats.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Be able to propose ideas for productions	1.1	Identify sources of ideas for productions, explaining how these can be accessed
		1.2	Suggest ideas for format, style, budget and potential audience for a specific production
		1.3	Identify strengths and limitations of own ideas

Learning outcomes		Assessment criteria	
2	Be able to develop ideas for productions	2.1	Review ideas to confirm whether there is adequate content to make a workable programme
		2.2	Review ideas to ensure that they contribute towards achieving organisation objectives
		2.3	Identify any changes needed to meet production requirements and editorial policy
3	Be able to present ideas for productions	3.1	Write realistic and clear outline proposals
		3.2	Write realistic and clear detailed treatments, to meet schedule and budget requirements
		3.3	Suggest named presenters, performers or contributors to be used for the production
		3.4	Present ideas clearly and cogently to relevant parties
4	Understand legal and regulatory issues relevant to contributing ideas for production	4.1	Identify key legal and ethical implications which affect the use of information in productions
		4.2	Comply with relevant legal and regulatory requirements

Unit 30: Clear Copyright Materials

Unit reference number: H/600/8279

Level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

The unit aims to enable learners to develop the skills to research and contact copyright owners and obtain clearances as directed by the producer. It also involves carrying out negative checks and maintaining accurate records of all agreements.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand copyright requirements	1.1 Explain different types of copyright, indicating the materials to which they apply
	1.2 Explain how copyright regulations affect the use of materials
	1.3 Identify the rights and territories which must be cleared for broadcasters, co-funders and other relevant parties

Learning outcomes	Assessment criteria
2 Be able to obtain information on copyright materials	2.1 Identify the materials which need to be cleared, explaining all relevant details and the context in which they are to be used 2.2 Identify the timing and all relevant information for each musical item 2.3 Obtain terms and conditions, extent of use and likely costs from the relevant copyright owners and licence holders 2.4 Obtain information and advice from specialist sources as required
3 Be able to obtain clearances for copyright materials	3.1 Obtain clearances and permissions on behalf of the producer for all audio and visual materials 3.2 Undertake negative checks on all relevant details 3.3 Provide relevant parties with accurate records of clearances, contracts and negative checks

Unit 31: Identify Sources of Information and Present Findings

Unit reference number: J/600/8260

Level: 3

Credit value: 5

Guided learning hours: 30

Unit aim

The unit aims to enable learners to identify relevant information and people in order to fulfil the research brief. They will be able to find suitable people to assist in the process, keeping contact lists up to date. They will collate and assess information from various sources and take legal, compliance and copyright considerations into account. They will be expected to present research findings clearly to decision makers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Be able to identify sources of information	1.1	Identify different types of research resource available, explaining their suitability for particular productions
		1.2	Identify potential sources of information relevant to the research brief
		1.3	Establish initial contact with relevant parties to identify their potential to contribute to the brief
		1.4	Maintain accurate, comprehensive and up to date records of all information sources

Learning outcomes		Assessment criteria	
2	Be able to obtain information from identified sources	2.1	Gather appropriate information from written and/or online sources
		2.2	Devise relevant questions based on research findings
		2.3	Use appropriate methods of questioning to elicit the required information from relevant personnel
		2.4	Explain where any additional information required may be found
		2.5	Check any inconsistent or contradictory information
3	Be able to present findings	3.1	Review the suitability of information gathered, selecting material relevant to the research brief
		3.2	Present findings clearly and succinctly using an agreed format and within stated deadlines
4	Understand legal and regulatory issues relevant to identifying sources of information	4.1	Identify and comply with commercial, legal and ethical considerations which apply when contacting relevant parties
		4.2	Explain and comply with codes of practice, copyright and other relevant regulations

Unit 32:   Obtain Archive Material

Unit reference number: M/600/8267

Level: 3

Credit value: 8

Guided learning hours: 50

Unit aim

The unit aims to enable learners to develop the skills to select archive footage, still pictures and audio material for productions within time and cost limits. They will also be able to present their recommendations and arrange for the material to be included in the production, obtaining necessary permissions and licences and ensuring that material is transferred in an appropriate format.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to select archive material for use in productions	1.1 Justify the need to use archive material, comparing its use with alternative ways of meeting the production brief
	1.2 Identify materials needed to meet the production brief, working within agreed parameters
	1.3 Explain relevant editorial guidelines
	1.4 Identify sources for the required material, explaining how they can be accessed

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Learning outcomes	Assessment criteria
	1.5 Make recommendations on realistic alternatives when required material is unavailable
	1.6 Explain how to ensure that the format of material obtained meets the needs of the production
	1.7 Identify costs and limitations on the use of identified material
	1.8 Select materials to meet the production brief within time and budget constraints
	1.9 Specify requirements clearly and concisely
2 Be able to arrange for archive material to be included in the production	2.1 Obtain all necessary permissions to use identified material
	2.2 Order the final selection of material promptly in the correct technical format and in time to meet production deadlines
	2.3 Use correct form of licence agreement, ensuring it is confirmed in writing
	2.4 Maintain accurate records, including the movement of material and copyright details
	2.5 Credit sources in line with editorial policy
	2.6 Prepare full and accurate supporting documentation for the transfer of materials
	2.7 Arrange delivery of transferred material to the edit suite within agreed deadlines
	2.8 Identify any problems that arise, noting their implications

Learning outcomes		Assessment criteria	
3	Be able to liaise with relevant parties on the use of archive material	3.1	Liaise with decision makers to agree realistic alternatives when required material is unavailable
		3.2	Seek feedback from relevant production personnel on selected material
		3.3	Negotiate with suppliers to agree costs and other associated charges
		3.4	Notify decision makers of costs, limitations and any legal constraints on selected material
		3.5	Liaise with operators and decision makers to resolve identified problems, taking into account their implications
4	Understand legal and regulatory issues relevant to the use of archive material	4.1	Identify legal and ethical constraints affecting the use of archive material in productions
		4.2	Explain types of copyright, indicating the materials to which they apply
		4.3	Explain how the use of material from and in different countries may affect copyright regulations
		4.4	Identify legal constraints on the use of identified material

Unit 33: Contribute to Office-based Pre-production

Unit reference number:	J/600/8274
Level:	3
Credit value:	9
Guided learning hours:	60

Unit aim

The unit aims to provide learners with the skills to coordinate pre-production activities within the production office. They will be able to understand priorities and know how to deal with contingencies. They will be able to make various arrangements, communicate with relevant personnel and suppliers and liaise with the appropriate authorities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to undertake administrative arrangements for pre-production activities	1.1 Identify equipment and facilities required for the production
	1.2 Maintain accurate and legible records of orders for necessary equipment and facilities, including confirmation of receipt
	1.3 Identify factors which may affect the time-tabling of activities, explaining the importance of meeting deadlines
	1.4 Develop contingency plans to cope with factors which may cause delays
	1.5 Prepare relevant production documentation

Learning outcomes	Assessment criteria
2 Be able to liaise with relevant parties	2.1 Liaise with suppliers to order necessary equipment and facilities
	2.2 Liaise as required concerning personnel and resource requirements
	2.3 Provide support to senior personnel with responsibility for the planning and scheduling of production activities
	2.4 Distribute schedules and scripts to relevant parties
	2.5 Distribute all required production documentation to relevant parties
3 Be able to liaise with the relevant authorities	3.1 Implement arrangements for medicals as required
	3.2 Implement arrangements for insurance as required
	3.3 Prepare music copyright clearances
	3.4 Explain special requirements for foreign filming and carnets
	3.5 Explain arrangements for UK work permits for cast and technicians, implementing these as required

Unit 34: Understand Legal and Ethical Requirements Relating to Photo Imaging

Unit reference number: L/600/8969

Level: 3

Credit value: 5

Guided learning hours: 40

Unit aim

The unit aims to enable learners to understand and apply the laws relevant to their work and their rights relating to production, usage and ownership of images. It covers negotiating rights and dealing with any infringements, and with licensing and assigning their work to others.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand legal, regulatory and ethical requirements relating to work in the photo imaging industry	1.1	Identify key aspects of current legislation on contracts, copyright, intellectual property and rights and permissions relating to photo imaging
		1.2	Identify key aspects of laws relating to the photography of people, property and protected subjects
		1.3	Identify key aspects of laws relating to trademarks, logos, money stamps and other copyright material
		1.4	Identify how laws relating to photo imaging can differ in other countries/territories

Learning outcomes		Assessment criteria	
		1.5	Identify aspects of codes of ethics/conduct relevant to own work
		1.6	Identify sources of information to update own knowledge of legislative requirements
		1.7	Identify potential moral issues and dilemmas relating to professional practice in photo imaging
2	Understand legislation relating to own photographic work	2.1	Identify all necessary permissions, indemnities and insurances before commencing photographic work
		2.2	Identify procedures for assigning copyright in own work
		2.3	Explain the importance of licences and terms of use for own work
		2.4	Ensure that copyright is embedded in image files
		2.5	Identify procedures to monitor usage of own/organisation's images
		2.6	Identify appropriate action to take when rights are infringed
3	Understand legislation relating to the use of intellectual property	3.1	Explain how and where images can be used without permission
		3.2	Negotiate terms and conditions of usage with the client/supplier
		3.3	Ensure that the intended usage of the images does not breach relevant legislation
		3.4	Identify appropriate action to resolve infringements of copyright
4	Understand how to maintain accurate records	4.1	Identify procedures for recording picture number, caption and credit in image files
		4.2	Explain the importance of confirming licence agreements in writing

Unit 35:   Undertake Technical Adjustment of Images

Unit reference number: M/600/8995

Level: 3

Credit value: 7

Guided learning hours: 60

Unit aim

The unit aims to enable learners to undertake technical adjustment of images. It includes the development of the editing approach and the production of image files to meet the client's requirements. It requires understanding of relevant legal and regulatory issues.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand key issues relating to technical adjustment of images	1.1	Explain the principles of colour theory, colour mode and colour management
	1.2	Explain the importance of technical compatibility in images with specified requirements
	1.3	Explain the effect of image pixel dimensions, resolution and bit depth on file size
	1.4	Explain the importance of having accurate technical and descriptive metadata
	1.5	Identify the relative merits of appropriate equipment, software, methods and material for different imaging requirements
	1.6	Explain the reasons for using different file formats for digital images, identifying the differences between them

Learning outcomes	Assessment criteria
2 Be able to develop an editing approach to the technical adjustment of images	2.1 Agree with relevant parties the image editing workflow and procedures 2.2 Select the most suitable hardware and software for the image editing 2.3 Retrieve all relevant material from image sources as required 2.4 Import retrieved images into the editing software 2.5 Check the visual and technical compatibility of the elements to be combined in the editing process 2.6 Identify how to treat incompatible elements, following workplace procedures and relevant guidelines
3 Be able to produce image files to meet the client's requirements	3.1 Produce appropriate edited images to meet all the client's requirements and workplace standards 3.2 Produce preliminary proofs, discussing and agreeing any further editing with the client 3.3 Liaise with colleagues and/or clients as necessary to resolve any identified problems 3.4 Carry out any further editing to produce final image files
4 Be able to save and store image files	4.1 Append image metadata in accordance with workplace systems and copyright legislation 4.2 Save the edited image files in the correct format ready for outputting or storage

Learning outcomes	Assessment criteria	
5 Understand legislation, ethics and business requirements relevant to technical adjustment of images	5.1	Identify key aspects of legislation relevant to technical adjustment of images
	5.2	Identify relevant aspects of health and safety legislation
	5.3	Take appropriate action to minimise potential risks and hazards
	5.4	Identify aspects of codes of ethics/conduct relevant to technical adjustment of images
	5.5	Recognise any potential legal issues arising from the nature of the images to be produced
	5.6	Attribute intellectual property and copyright credits in accordance with copyright legislation
	5.7	Maintain the confidentiality of photographic material as required
	5.8	Comply with all business/ organisation systems and procedures

Unit 36: Prepare Image Output

Unit reference number: F/600/8998

Level: 3

Credit value: 6

Guided learning hours: 50

Unit aim

The unit aims to enable learners to prepare image output. It involves producing different forms of output using different devices and materials. It includes reviewing output and discussing issues with relevant parties.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand key issues relating to the preparation of image output	1.1	Explain the principles of colour theory, colour mode and colour management
	1.2	Explain how and why image profiles are used
	1.3	Identify relevant sources of information to assist with keeping own knowledge and skills up-to-date
	1.4	Explain the importance of having accurate technical and descriptive metadata
	1.5	Identify the relative merits of appropriate equipment, software, methods and material for different imaging requirements
	1.6	Explain the reasons for using different file formats for digital images, identifying the differences between them

Learning outcomes	Assessment criteria
2 Be able to prepare image output for screen use	2.1 Check that the image files are in the correct format and carry an embedded profile for the required form of output
	2.2 Load the image data files for output on to the computer
	2.3 Optimise files for the specified output
	2.4 Select an appropriate medium for storing the image output files
	2.5 Check that the output format meets the client's requirements
	2.6 Store the files on the digital medium so that they can be accessed by the client
	2.7 Set up the output device and file to be used
	2.8 Check that the output medium is of sufficient capacity
3 Be able to prepare image output for print	3.1 Check that the image files are in the correct format and carry an embedded profile for the required form of output
	3.2 Load the image data files for output on to the computer
	3.3 Optimise files for the specified output
	3.4 Check that the capacity of the print medium is sufficient
	3.5 Check that the output device is properly calibrated for the medium to be used
	3.6 Set up the output device to print
	3.7 Check that the output device is loaded with sufficient output material and ready to receive the image file

Learning outcomes	Assessment criteria
4 Be able to produce different forms of image output to meet requirements	4.1 Produce any required image proofs
	4.2 Check the content and quality of image proofs against client requirements and workplace standards
	4.3 Explain the importance of image proofs signed off by all relevant parties
	4.4 Take appropriate action to resolve any problems with image proofs following discussions with all relevant parties
	4.5 Select the appropriate computer from which to produce the final output
	4.6 Send the image data file to the selected output device to produce the required image output, ensuring that manufacturer's instructions are followed
	4.7 Produce the final output within workplace wastage limits
	4.8 Check the content and quality of final output against client requirements and workplace standards
	4.9 Forward acceptable output for delivery, collection or further production as required
	4.10 Maintain the confidentiality of client material in line with workplace procedures
	4.11 Record all data relating to the content of the output in line with business/organisation requirements

Learning outcomes	Assessment criteria
5 Understand legislation, ethics and business requirements relevant to the preparation of image output	5.1 Identify key aspects of legislation relevant to the preparation of image output 5.2 Take appropriate action to minimise potential risks and hazards 5.3 Identify aspects of codes of ethics/conduct relevant to image output 5.4 Comply with all business/ organisation systems and procedures

Unit 37: Agree the Photo Imaging Brief

Unit reference number: Y/600/8974

Level: 3

Credit value: 5

Guided learning hours: 40

Unit aim

The unit aims to enable learners to cover all aspects of the brief. They will be required to discuss client requirements in detail, recognise the possibilities presented and gather information necessary to develop and ultimately agree the brief. It will require them to evaluate possible approaches, following their creative values, and to negotiate and secure client agreement on the work to be done, making all necessary administrative arrangements for the work.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Be able to use information relevant to the photo imaging brief to generate ideas	1.1	Identify client requirements relating to photographic content and deliverables
		1.2	Identify any hazards and risks relevant to the photo imaging brief
		1.3	Identify capabilities and limitations of own business or organisation's resources in relation to the clients' requirements
		1.4	Use the information gathered to generate ideas for the proposed work

Learning outcomes		Assessment criteria	
2	Be able to liaise with clients regarding the photo imaging brief	2.1	Negotiate and agree with clients the purpose, deadline and budget
		2.2	Present selected approach clearly to clients
		2.3	Agree the contract for services with clients
		2.4	Inform clients of intellectual property and copyright policy
		2.5	Maintain a professional manner when dealing with clients
3	Be able to evaluate performance in relation to the photo imaging brief	3.1	Reflect on own work, identifying any potential improvements
		3.2	Identify relevant sources of information to update knowledge and skills relevant to own work
4	Understand legal and regulatory requirements which impact on the photo imaging	4.1	Identify key aspects of legislation relevant to the photo imaging brief
		4.2	Explain requirements for personal and professional identification in photo imaging assignments

Unit 38:   Undertake Colour Management Procedures

Unit reference number: M/600/9001

Level: 3

Credit value: 6

Guided learning hours: 50

Unit aim

The unit aims to enable learners to undertake colour management procedures. It involves calibrating and profiling hardware to maintain colour accuracy from image capture to output and is likely to include using a range of technology and equipment including, digital cameras, scanners, monitors, proofing devices and printers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand key issues relating to undertaking colour management procedures	1.1	Explain the principles of colour theory, colour mode and colour profiles
		1.2	Explain the process of a colour managed workflow from image capture to image output
2	Be able to manage and calibrate hardware to maintain colour accuracy	2.1	Identify the hardware devices in a digital workflow that require calibration
		2.2	Identify equipment used for colour calibration

Learning outcomes	Assessment criteria
	2.3 Explain the importance of controlling the environment of the digital workplace
	2.4 Obtain standard reference material and test cards as required
	2.5 Calibrate the hardware devices of the system
	2.6 Create and store hardware colour profiles
	2.7 Check that the colour calibration profiles are used in a colour managed digital workflow
	2.8 Explain the need to monitor the digital output against the relevant reference material at specified intervals
3 Be able to manage embedded image colour profiles	3.1 Establish whether an image has an embedded colour profile
	3.2 Assign and/or convert embedded colour profiles to image as required by business/organisation requirements
	3.3 Save an image with an appropriate embedded profile for screen use
	3.4 Select an appropriate printer profile for use with image printing
4 Be able to store images/files for future use	4.1 Identify the intended future use of images
	4.2 Record and store information relating to the calibration and profiles in the digital workflow
	4.3 Retain a master copy of images in an appropriate format
5 Understand health and safety and business requirements relating to undertaking colour management procedures	5.1 Identify relevant aspects of health and safety legislation
	5.2 Take appropriate action to minimise potential risks and hazards
	5.3 Check that all business procedures are followed

Unit 39: Undertake Image Asset Management

Unit reference number: F/600/9004

Level: 3

Credit value: 5

Guided learning hours: 40

Unit aim

The unit aims to enable learners to undertake image asset management. It includes electronic and manual methods of archiving, conservation, storage, preservation, security, access, retrieval, and the monitoring and control of the use of images. It also involves the application of colour management techniques as well as the resources required and available.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand key issues relating to image asset management	1.1	Explain the organisational procedures used in capturing and downloading images
		1.2	Identify key principles of colour management, explaining how and why image profiles are used
		1.3	Identify key methods for storing master copies of original work
		1.4	Explain how other aspects of a business interrelate with image asset management

Learning outcomes	Assessment criteria
2 Be able to prepare images for archiving	2.1 Check that images and the media on which they are stored are protected from physical damage during work processes
	2.2 Carry out any adjustments and/or processing required, ensuring that image integrity is retained
	2.3 Check that colour management procedures have been carried out correctly and in line with business requirements
	2.4 Assign or convert embedded colour profiles to images in line with business requirements.
	2.5 Rate and organise images as appropriate to identify quality and fitness for purpose before archiving
	2.6 Keyword and caption images as required
	2.7 Append copyright information and other metadata to images
3 Be able to archive, store and preserve images	3.1 Identify procedures to monitor and control the use of images
	3.2 Archive images using the appropriate procedures
	3.3 Identify procedures to ensure that archived images are preserved by environmental and security protection systems
	3.4 Store backup copies in a separate, safe and secure location
	3.5 Record all data relating to the management of assets in line with business requirements

Learning outcomes	Assessment criteria
4 Understand legislation, ethics and business requirements relevant to image asset management	4.1 Identify key aspects of legislation relevant to image asset management
	4.2 Identify relevant aspects of health and safety legislation
	4.3 Carry out risk assessments as required to minimise the potential for accidental damage, illegal activity and loss of images
	4.4 Take appropriate action to minimise potential risks and hazards
	4.5 Check that all business systems and procedures are followed
	4.6 Check before archiving or using images that they do not infringe current laws and guidelines, obtaining any releases and permissions as required
	4.7 Identify aspects of codes of ethics/conduct relevant to image asset management

Unit 40: Plan and Organise the Photographic Assignment

Unit reference number: M/600/8978

Level: 3

Credit value: 7

Guided learning hours: 50

Unit aim

The unit aims to enable learners to prepare for photographic assignments. It covers the administrative activities involved in setting up and carrying these out, finding a location, hiring equipment and materials, and relevant legal and ethical issues.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Be able to maintain good business practice when planning photographic assignments	1.1	Identify good environmental practice relevant to the assignment
		1.2	Identify potential problems relevant to the assignment
2	Be able to carry out administrative arrangements for the photographic assignment	2.1	Arrange activities in order of priority, to fulfil the photographic assignment
		2.2	Identify possibilities and constraints presented by non-studio locations
		2.3	Obtain relevant permissions to take photographs
		2.4	Identify insurance requirements and conditions for photographic equipment and location
		2.5	Identify the photographic equipment needed to complete the assignment
		2.6	Make arrangements to acquire any equipment or material required, complying with organisational policies
		2.7	Maintain records for all aspects of the assignment

Learning outcomes	Assessment criteria
3 Be able to liaise with relevant parties	3.1 Work with relevant parties to resolve any questions about the assignments
	3.2 Identify the relevant dress code, behaviour and language for the assignment
	3.3 Agree with relevant parties the arrangements for working together
	3.4 Notify relevant parties in good time if it proves impossible to undertake assignments or resolve problems
	3.5 Maintain a professional approach with clients and other relevant parties
4 Understand legislation, ethics and business requirements relevant to the photographic assignment	4.1 Identify key aspects of legislation relevant to the photographic assignment
	4.2 Identify aspects of codes of ethics/conduct relevant to planning and organising the photographic assignment
	4.3 Address any potential legal and ethical issues arising from the nature of the assignment
5 Understand health and safety requirements relevant to photographic assignments	5.1 Identify key aspects of health and safety legislation and regulations relevant to own work environment
	5.2 Identify appropriate action to minimise potential risks and hazards involved in the assignments

Unit 41: Undertake the Photographic Assignment

Unit reference number: F/600/8984

Level: 3

Credit value: 10

Guided learning hours: 60

Unit aim

The unit aims to enable learners to take images under a variety of circumstances including portrait, still life and for specified shoots. It covers small, medium and large-format cameras, working in indoor and outdoor locations, with people or objects, and where applicable, following instructions to ensure that images produced are fit for purpose.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Be able to prepare for undertaking photographic assignments	1.1	Identify the types and purpose of photography required
	1.2	I Justify selection of a conventional or digital approach
	1.3	Identify file formats for digital images, the differences between them and the reasons for using them
	1.4	Identify appropriate camera settings and colour space
	1.5	Identify the subject, composition and lighting required

Learning outcomes	Assessment criteria
	1.6 Check that permissions or permits have been acquired in advance, as necessary
	1.7 Amend the agreed approach to take account of the circumstances of the assignment as required
	1.8 Comply with the relevant organisation's dress code, behaviour and language
	1.9 Maintain a professional manner when undertaking photographic assignments
2 Be able to take images for photographic assignments	2.1 Assemble, secure, position and set up the equipment safely
	2.2 Connect lights correctly to their power sources as required
	2.3 Adjust camera settings and lighting to meet the requirements of the assignment
	2.4 Resolve identified problems with equipment where possible
	2.5 Compose the images to fulfil the assignment
	2.6 Take appropriate and sufficient photographs
	2.7 Unload film safely or download digital images, as appropriate
	2.8 Store images safely and securely
	2.9 Record supporting information for the photographs as required
	2.10 Dismantle the equipment safely

Learning outcomes	Assessment criteria
3 Be able to evaluate performance in relation to photographic assignments	3.1 Obtain feedback from the client about the product and services 3.2 Identify relevant sources of information to update knowledge and skills relevant to own work
4 Understand legislation, ethics and business requirements relevant to undertaking photographic assignments	4.1 Identify key aspects of legislation relevant to undertaking photographic assignments 4.2 Identify aspects of codes of ethics/conduct relevant to completing the photographic assignment 4.3 Comply with own organisation's business requirements
5 Be able to comply with relevant health and safety requirements	5.1 Identify aspects of health and safety legislation and regulations relevant to work environment 5.2 Take appropriate action to minimise potential risks and hazards involved in the assignments

Unit 42: Work Effectively in Radio

Unit reference number:	D/601/2637
Level:	3
Credit value:	6
Guided learning hours:	50

Unit aim

The aim of this unit is to introduce learners to the key responsibilities and skills required to function creatively and effectively as a member of a team in the radio industry. Learners will develop a broad understanding of the medium of radio and its future position in a world of converging media, including the legal and regulatory framework within which the industry operates. Technical competence in operating current industry standard equipment will also be a focus, along with general IT skills and the ability to manage self-development.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand key issues relating to the medium of radio	1.1	Explain what makes the medium of radio distinctive
	1.2	Explain the creative and technical possibilities of radio
	1.3	Describe current innovations in radio
	1.4	Explain the role of radio within the converging media landscape
	1.5	Describe different genres in music and/or speech radio
	1.6	Describe programme formats and/or station styles in music and/or speech radio
	1.7	Explain how own role/anticipated role relates to other roles in radio

Learning outcomes	Assessment criteria
2 Be able to work creatively and effectively in radio as part of a team	2.1 Propose different ideas for radio and related multi-platform content, identifying the key strengths and limitations
	2.2 Work collaboratively with colleagues, sharing knowledge and ideas
	2.3 Conduct discussions and negotiations in a way that promotes co-operation and goodwill
	2.4 Seek and respond constructively to advice or feedback from other relevant parties on aspects of own work
	2.5 Adapt own work and/or behaviour in response to feedback from other relevant parties
	2.6 Operate current industry standard equipment and software competently and safely
	2.7 Use appropriate conventions for naming and storing digital data to facilitate identification and access by self and others
	2.8 Produce work of the required standard, balancing creative needs with time and budgetary constraints
	2.9 Devise contingency plans for potential setbacks affecting own ability to deliver the work on time
	2.10 Implement contingency plans as required

Learning outcomes	Assessment criteria
3 Understand ways of maintaining the currency of own skills and knowledge	3.1 Identify relevant sources of information to keep own skills and knowledge up to date 3.2 Maintain up-to-date awareness of market developments, new technologies, creative ideas and techniques, and best practice
4 Understand the legal and regulatory environments in which the radio industry operates	4.1 Identify key aspects of laws and regulations relating to the radio industry 4.2 Identify key aspects of industry standards and guidelines relating to best practice in the radio industry 4.3 Comply with all relevant laws and regulations governing the radio industry as a whole 4.4 Comply with specific codes of conduct in own organisation

Unit 43: Research the Structure of the Radio Industry

Unit reference number: T/601/2658

Level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to provide learners with an understanding of the structure, characteristics and funding methodologies of the UK radio industry. They will become familiar with a range of job roles and employment opportunities in the radio industry and will consider the impact of changing technologies on content for multi-platform distribution.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1　Understand key issues relating to the medium of radio	1.1　Explain the overall structure of the contemporary radio industry, identifying the characteristics of its sub sectors
	1.2　Explain key differences between different sub sectors of the radio industry
	1.3　Explain the implications of different business models and sources of funding in the radio industry
	1.4　Explain the roles of a range of key stakeholders in the radio industry

Learning outcomes		Assessment criteria	
2	Understand job roles and opportunities in the radio industry	2.1	Explain key functions and jobs in the radio industry
		2.2	Explain the need for and expectations of multi-skilling in different roles in the radio industry
3	Understand the impact of key changes in the radio industry	3.1	Explain the impact of changing digital technologies on the radio industry
		3.2	Explain the implications of multi-platform distribution of audio content identifying a range of different broadcast platforms

Unit 44: Research Audiences for Radio

Unit reference number: A/601/2662

Level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to enable learners to identify the demographic of radio audiences and analyse their consumption of specific content and use of different distribution platforms. Using appropriate data learners will then develop radio programme content to match target audiences and platforms.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1. Understand how to identify a target radio audience	1.1 Explain, how, why and where people listen to the radio or access audio content on different platforms
	1.2 Explain key principles of audience research techniques, identifying strengths and limitations
	1.3 Explain key principles of demographics and market segmentation, identifying distinct audience groups with shared characteristics

Learning outcomes	Assessment criteria
	1.4 Explain how and why particular radio content and its means of distribution is intended to appeal to different target audiences
	1.5 Explain the role of Radio Joint Audience Research (RAJAR) in collecting, providing and defining audience information
	1.6 Interpret relevant sources of information about audiences and their behaviour to identify the target audience for a specific station or specific programme content
	1.7 Describe the key characteristics of the identified target audience
2 Be able to develop material for an identified target radio audience	2.1 Develop a station style for the identified target audience explaining the reason(s) for choice
	2.2 Develop programme content for an identified target audience explaining the reason(s) for choice
	2.3 Identify the distribution platform for an identified target audience explaining the reason(s) for choice

Unit 45: Contribute to the Creative Process in Radio

Unit reference number: F/601/2663

Level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to develop learner understanding of how creative thinking in the use of different formats, structures, choice of genre, application of storytelling principles and other key concepts can be applied to the creative programme making process in radio. Learners will then develop and present their own creative ideas.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1. Understand key aspects of the creative process in radio	1.1 Compare creativity and creative thinking in different genres of radio
	1.2 Define the concepts of format and structure in radio station output
	1.3 Define the concepts of format and structure in radio programmes
	1.4 Describe creative opportunities of existing and emerging forms of multi-platform distribution, identifying limitations
	1.5 Identify techniques used to generate ideas and stimulate creative thinking
	1.6 Explain how to apply key principles of storytelling to the creation of effective radio content
	1.7 Explain the benefits of collaborative working and knowledge sharing
	1.8 Explain how to take acceptable risks to create, innovate and improve own practice

Learning outcomes	Assessment criteria
2 Be able to contribute to the creative process in radio	2.1 Identify the creative possibilities in different genres of radio
	2.2 Identify different platforms for distribution of audio content
	2.3 Develop creative content using appropriate format and structure
	2.4 Use a range of creative thinking techniques to generate ideas
	2.5 identify practical ways to overcome potential barriers to creativity
	2.6 Present own ideas to others to gain their support
	2.7 Respond constructively to the ideas of others

Unit 46: Originate and Develop Ideas for Radio Content

Unit reference number: J/601/2664

Level: 3

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is to develop learner ability and understanding of the factors that influence the creative content production process. Through an understanding of different types of radio station, associated audiences and their specific programming requirements, the learners will develop original ideas into proposals to meet the programming needs of particular stations. Through collaborative working learners will develop their ideas into creative content.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand station or programme requirements	1.1	Identify the station or programme at which a particular idea is aimed
	1.2	Describe key characteristics of the target audience(s) of the station or programme
	1.3	Explain the requirements of the station or programme
	1.4	Identify the expectations of commissioning decision-makers for the station or programme
	1.5	Explain how relevant aspects of law, regulation or editorial policy should be addressed

Learning outcomes		Assessment criteria	
2	Understand how to originate and develop realistic proposals to meet station or programme requirements	2.1	Use appropriate research methods to originate and develop ideas with the potential to meet production requirements drawing on relevant sources of specialist knowledge
		2.2	Work collaboratively with others to discuss and test initial ideas developing considered proposals for radio content
		2.3	Develop the detail of ideas to demonstrate the potential for achievement within available resources/budget and timescale
		2.4	Explain how factors that have determined the success or failure of past programmes have been taken into account in developing particular ideas
		2.5	Use available and accessible sources to verify the originality of ideas
		2.6	Identify appropriate opportunities to exploit an idea across various platforms to create interactive content
3	Be able to develop creative content to meet station or programme requirements	3.1	Develop creative content for an identified target audience
		3.2	Explain how and why a particular idea is likely to appeal to the identified target audience

Unit 47: Undertake Research for Radio Content

Unit reference number: L/601/2665

Level: 3

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is to provide learners with an understanding of the uses and purpose of radio programme content research. Having learned how to plan research tasks, taking into consideration relevant legal and ethical issues, learners will undertake the collection, recording, validation and analysis of specific data for the production of radio programme content.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the purpose and use of research for radio content	1.1 Identify areas for research relevant to the programme or content brief
	1.2 Explain how the purpose of an identified research proposal relates to key characteristics of the radio programme or content and its target audience
2 Understand how to plan research for radio content	2.1 Understand how to plan research for radio content
	2.2 Identify key parameters for radio content and the related research proposal
	2.3 Itemise the practical research tasks involved in a research proposal
	2.4 Identify different sources of potential information, agreeing the use of specialist sources

Learning outcomes		Assessment criteria	
3	Understand how to collect and record relevant information	3.1	Explain the importance of keeping clear, detailed, accurate and up-to-date records
		3.2	Maintain clear, detailed, accurate and up-to-date records, storing them securely
		3.3	Devise questions and questioning techniques as relevant to the research brief
		3.4	Explain how individuals will be approached for information
		3.5	Explain how to undertake effective internet research
		3.6	Collect relevant, authentic and accurate information from individuals and other sources, ensuring the information is sufficient to enable judgements of its value to be made
4	Understand how to analyse relevant information	4.1	Explain why the sources of information used are reliable
		4.2	Identify any inconsistent or contradictory information
		4.3	Review all information to select the material most suitable for realisation of the research brief
		4.4	Use information from research to produce coherent and concise briefing notes for the end-user

Learning outcomes	Assessment criteria
5 Understand legal and ethical issues relevant to radio content research	5.1 Explain legal and ethical considerations which affect the use of information
	5.2 Explain restrictions and conditions attached to information use
	5.3 Explain the implications of using copyright material
	5.4 Explain potential legal risks, factual errors and breaches of codes of conduct involved in using material from internet sources
	5.5 Identify potential legally contentious areas in own research, obtaining appropriate advice as required

Unit 48:   Work to a Brief for Radio Content

Unit reference number:	Y/601/2670
Level:	3
Credit value:	3
Guided learning hours:	20

Unit aim

The aim of this unit is to give learners an understanding of the requirements of working to a brief when producing content for radio programming. The learners will interpret a brief, identify the context and assess the competition. Contingency plans, communication with relevant parties, negotiable elements, budget and target audience will also be emphasised as the learners respond to a specific brief for radio programme content within a given timeframe.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand key issues relating to working to a brief for radio content	1.1 Explain the background context for the commission, identifying whether it is competitive
	1.2 Summarise different ways of responding to the brief
	1.3 Explain how to factor in contingencies in response to potential problems
2 Be able to interpret a brief for radio content	2.1 Communicate effectively about the brief with all relevant parties
	2.2 Identify which elements of the brief are fixed or negotiable
	2.3 Identify the budget, deadlines, resources, target audience and objectives of the brief

Learning outcomes	Assessment criteria
3 Be able to respond to a brief for radio content	3.1 Write up the brief as necessary in an appropriate format, identifying agreed areas of responsibility
	3.2 Respond effectively to problems and changing circumstances as required, keeping relevant parties informed
	3.3 Deliver the content to the commissioner within agreed parameters

Unit 49: Pitch Ideas for Radio Content

Unit reference number: H/601/2672

Level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to acquire pitching skills when presenting ideas for radio programme content. Learners will consider audience, station style, market characteristics, costs, technical and logistical implications when presenting their proposals. Relevant legal, ethical and regulatory issues, including copyright and broadcasting codes of practice, will also be considered.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand key issues relating to presenting ideas for radio content	1.1	Describe key characteristics of the potential audience and market for radio content
		1.2	Describe key characteristics of the station style or programme format for radio content
		1.3	Explain how to demonstrate that an idea or script is original and meets production requirements
		1.4	Explain how to estimate production costs
		1.5	Explain how ideas are realised in different environments, identifying associated costs and technical and logistical implications

Learning outcomes	Assessment criteria
2　Be able to present ideas for radio content	2.1　Include sufficient, relevant and accurate background information to support own proposal(s) 2.2　Make proposals within timescales and budget, identifying key elements of the production clearly and accurately 2.3　Present own proposal(s) clearly in an appropriate format, making a compelling and succinct case for the idea(s) 2.4　Respond confidently and positively to questions and criticisms as required 2.5　Adapt own proposal(s) as required in response to feedback from others
3　Understand legal, ethical and regulatory issues relevant to pitching ideas for radio content	3.1　Identify legal and ethical issues which affect the use of information 3.2　Identify relevant copyright restrictions 3.3　Identify relevant aspects of current broadcasting codes of practice 3.4　Ensure that own ideas are compatible with legal and copyright restrictions and current broadcasting codes of practice

Unit 50: Evaluate Ideas for Radio Content

Unit reference number:	T/601/2675
Level:	3
Credit value:	3
Guided learning hours:	20

Unit aim

The aim of this unit is for learners to develop an understanding of how to judge ideas for radio content against specific criteria, taking into account station requirements, cost, technical and logistical implications and audience. Learners will then select and develop an idea for radio content whilst recognising relevant legal, regulatory and organisational limitations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand how to select ideas for radio content	1.1	Identify programme and station requirements against which ideas are to be judged
	1.2	Describe key characteristics of potential audiences
	1.3	Identify the specific criteria for judging and selecting ideas
	1.4	Explain key strengths and limitations of ideas for radio content in relation to the specific selection criteria

Learning outcomes		Assessment criteria	
		1.5	Identify levels of acceptable creative risk in the pursuit of new and original ideas
		1.6	Select ideas that have the greatest potential for meeting programme requirements
		1.7	Explain clearly the reasons for selecting and rejecting ideas
		1.8	Provide constructive feedback to others about their ideas
2	Understand how to develop an idea for radio content	2.1	Identify the cost, technical and logistical implications of realising an idea
		2.2	Define the concepts of format and structure as relevant to the development of an idea for radio content
		2.3	Explain how the development of an idea meets programme requirements
		2.4	Provide sufficient opportunities for other relevant parties to contribute to the development of an idea
3	Understand legal, regulatory and organisational requirements relevant to evaluating ideas for radio content	3.1	Identify key aspects of laws, industry regulations and organisational guidelines relevant to an idea
		3.2	Ensure that own practice complies with relevant laws, industry regulations and organisational guidelines

Unit 51:   Write For Radio

Unit reference number: A/601/2676

Level: 3

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is to develop an understanding of how to write radio content for a range of purposes. Learners will be able to vary language and style to suit different genres, formats and target audiences, working to agreed deadlines and taking into consideration relevant legal and regulatory requirements.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Demonstrate how to vary language, content and style to suit different genres, formats and target audiences	1.1 Explain key techniques of writing for the ear to address the individual listener clearly and directly
	1.2 Explain the importance of varying language, content and style to suit different stations, programmes or programme content in order to engage with the target audience
	1.3 Write clearly and accurately in a conversational and readable style, avoiding use of jargon and cliché and using phonetics when required
	1.4 Write the script, varying language, content and approach to suit the requirements of the genre, format and target audience
	1.5 Check the accuracy of the script content

Learning outcomes		Assessment criteria	
2	Understand writing for different purposes	2.1	Identify the purpose and intended use for a specific script
		2.2	Explain how to write scripts to suit the vocal style of a presenter or performer
		2.3	Write the script using relevant layout and annotation as required by the genre and purpose
		2.4	Write appropriate intros, cues, outros or back announcements, avoiding duplication between cue and script
		2.5	Explain when to add script to natural sound to enhance story telling
3	Be able to work to agreed deadlines	3.1	Agree the timescales, deadlines and length of the required script
		3.2	Deliver scripts to agreed lengths and deadlines, informing relevant colleagues promptly if any difficulties arise
4	Understand legal and regulatory requirements relevant to writing for radio	4.1	Identify key aspects of relevant laws, industry regulations and organisational guidelines
		4.2	Ensure that own practice complies with relevant laws, industry regulations and organisational guidelines

Unit 52:   Write for Multi-Platform use in Radio

Unit reference number: F/601/2677

Level: 3

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is to understand how to vary programme language, content and style to suit a chosen target audience. Learners will be able to write text for a specific platform and purpose including digital media, working to negotiated deadlines in consideration of relevant legal and regulatory requirements.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand how to vary language, content and style to suit the target audience	1.1	Explain the importance of varying language, content and style to engage with different target audiences
	1.2	Identify the target audience for a specific text
	1.3	Write clearly and accurately in simple sentences, avoiding use of jargon and cliché
	1.4	Write text based content using a style suitable for the target audience
	1.5	Maintain a consistent style within written texts
	1.6	Check the accuracy of all text(s)

Learning outcomes		Assessment criteria	
2	Be able to write text for a specific platform and purpose	2.1	Identify the purpose of and platform for a specific text
		2.2	Write in a style suitable for the purpose and platform
3	Understand how to write for digital media	3.1	Structure the text-based content to suit the target audience and delivery medium, ensuring that it is easy to read and navigate
		3.2	Produce appropriate captions or descriptions to accompany different assets
		3.3	Provide clear, consistent and accessible wording for any hyperlinks
		3.4	Resolve any identified problems where possible, seeking assistance as necessary
4	Be able to work to agreed deadlines	4.1	Agree the timescales, deadlines and length of the required script
		4.2	Deliver scripts to agreed lengths and deadlines, informing relevant colleagues promptly if any difficulties arise
5	Understand legal and regulatory requirements relevant to writing for multi-platform use in radio	5.1	Identify key aspects of relevant laws and industry regulations
		5.2	Ensure that own script content complies with relevant laws and industry regulations

Unit 53:   Manage Audio Material

Unit reference number: L/601/2679

Level: 3

Credit value: 6

Guided learning hours: 50

Unit aim

The aim of this unit is to give learners an understanding of relevant audio equipment to enable the management of digital audio material. Learners will become familiar with the use of different file formats for storing digital audio and will be able to transfer audio material between formats.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand issues relating to the management of digital audio	1.1	Explain the key differences between analogue and digital audio
		1.2	Explain the key differences between mono and stereo audio, identifying the implications
2	Understand relevant audio equipment	2.1	Describe the key characteristics of microphones, accessories and applications
		2.2	Describe the operating characteristics of digital recorders
3	Be able to transfer audio material	3.1	Import audio from different sources into a digital workstation using the most appropriate methods for the technology used

Learning outcomes	Assessment criteria
	3.2 Transfer audio between different audio workstations and applications using the most appropriate method for the technology used
	3.3 Use an appropriate interface between source and destination when transferring audio
	3.4 Confirm that the sound material is in the desired format at the required level and has the appropriate dynamic range
	3.5 Export audio files to a range of media
	3.6 Find alternative solutions for importing and exporting digital audio as required
	3.7 Maintain the integrity of digital audio throughout its use within a digital audio workstation
	3.8 Complete recording within agreed timescales
	3.9 Resolve any technical problems as required

Learning outcomes		Assessment criteria	
4	Understand the use of different file formats for storing digital audio	4.1	Explain the difference between uncompressed and compressed file formats, identifying implications for use
		4.2	Explain different forms of compression, identifying implications for use
		4.3	Explain how the key characteristics of audio files are connected, identifying implications for use
		4.4	Explain how a file's audio characteristics will affect its size when stored on a digital audio workstation
		4.5	Explain which file formats are most appropriate to specific platforms and applications
		4.6	Save digital files securely in a format appropriate to the situation following best practice

Unit 54: Operate a Radio Studio

Unit reference number:	F/601/2680
Level:	3
Credit value:	6
Guided learning hours:	50

Unit aim

The aim of this unit is to give learners an understanding of technical operations and logistical issues applicable to radio studio operation for live and pre-recorded programmes. They will be able to liaise with appropriate personnel and become familiar with health and safety legislation and procedures relevant to operating a radio studio.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand key issues relating to radio studio operation	1.1	Explain key differences between self-op and tech-op studios
	1.2	Explain the roles, responsibilities and hierarchies of studio production teams
	1.3	Explain key differences between studio operations for live or recorded programming
	1.4	Describe the different technical formats and technologies used to link studios
	1.5	Identify the range of potential remote sound sources
	1.6	Explain the importance of good studio discipline
	1.7	Identify the key characteristics of different digital playout systems

Learning outcomes		Assessment criteria	
2	Be able to operate a radio studio	2.1	Operate studio equipment competently and safely
		2.2	Simultaneously select sound sources, use the mixing desk and operate the playout system
		2.3	Maintain an organised approach to studio operations, preparing for any potential problems
		2.4	Deal with information or direction given via headphones and talkback without interrupting the flow of a live broadcast
		2.5	Resolve any problems without distracting the audience where possible
3	Be able to liaise with appropriate personnel	3.1	Work effectively with other members of the production team as required
		3.2	Contact suitably qualified personnel to resolve any technical problems as required
4	Understand health and safety legislation and procedures relevant to operating a radio studio	4.1	Identify the requirements of relevant health and safety legislation and procedures
		4.2	Ensure that own practice complies with relevant health and safety legislation and procedures

Unit 55: Record Audio on Location and in the Studio

Unit reference number:	J/601/2681
Level:	3
Credit value:	6
Guided learning hours:	50

Unit aim

The aim of this unit is to give learners an understanding of key technical and logistical issues relating to recording audio from a variety of sources. Learners will be able to resolve related problems and name, label and store audio recordings.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand key issues relating to recording audio	1.1	Explain key factors for consideration in recording audio from different sources
	1.2	Explain the implications of recording material to be edited or recorded for 'as live' transmission
	1.3	Describe the key characteristics and limitations of relevant equipment
	1.4	Explain the difference between automatic and manual level control, identifying the implications in different situations

Learning outcomes		Assessment criteria	
2	Be able to record audio from a variety of sources	2.1	Test equipment to ensure it is working correctly
		2.2	Select appropriate microphones for given conditions, allowing for the particular characteristics of individual microphones when recording
		2.3	Ensure that the audio volume is appropriate by checking recording levels and monitor inputs
		2.4	Record audio on to the appropriate medium and format, taking account of the amount of original recorded material likely to be used in the final product
		2.5	Ensure there is sufficient and suitable audio material to make the editing process as straightforward as possible, taking account of any issues arising during recording
		2.6	Complete the recording within agreed timescales
		2.7	Ensure that own actions do not present a safety hazard to others
3	Be able to resolve problems related to recording audio	3.1	Identify the acoustic characteristics of the studio or location to be used
		3.2	Check a location for its suitability for recording, making provision to minimise any noise
		3.3	Rectify any sound defects, system failures or mechanical breakdowns seeking appropriate assistance as required
4	Be able to name, label and store audio recordings	4.1	Name audio materials, labelling accurately according to organisational protocols
		4.2	Store audio materials securely according to organisational protocols

Unit 56: Edit, Process and Mix Audio

Unit reference number: R/601/2683

Level: 3

Credit value: 6

Guided learning hours: 50

Unit aim

The aim of this unit is to develop understanding of the main aspects of audio processing and editing. Learners will develop skills in destructive and non-destructive editing of material. Further skills will be developed in the mixing and balancing of pre-recorded audio material from a range of sources. Learners will also become competent in completing the appropriate documentation.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand key issues relating to editing audio	1.1	Explain key elements of audio editing
	1.2	Explain the difference between destructive and non-destructive editing
	1.3	Identify the timescales and available budget for the edit
2 Be able to edit and process audio material	2.1	Identify the editorial intent, required artistic effect and target audience
	2.2	Establish how the edited material will be used

Learning outcomes	Assessment criteria
	2.3 Select the most appropriate audio editing software of technique for specific situations
	2.4 Select clips and structure audio in a way which tells a story clearly, accurately and fairly
	2.5 Select clips and structure audio in a way which reflects the key content of an interview without altering its meaning
	2.6 Select clips and structure audio in a way which preserves the integrity of an original musical performance
	2.7 Select edit points which create a smooth transition in the material to achieve the required effects
	2.8 Use digital audio files to carry out basic timeline-based editing operations to meet the requirements of the brief
3 Be able to mix audio material	3.1 Use sound effects and acoustic effects appropriately
	3.3 Confirm that sources of sound have suitable acoustic qualities and appropriate dynamic range
	3.4 Create a sound mix, ensuring that the position and blend of sound sources achieve the required artistic effect
	3.5 Balance all elements of the audio material to meet the requirements of the target audience
	3.6 Confirm that transitions between sound sources are technically accurate
	3.7 Suggest practical solutions to any problems with the sound mix
4 Be able to complete relevant documentation	4.1 Label audio materials accurately following organisational protocols
	4.2 Complete documentation clearly and accurately, ensuring it is up-to-date, accessible and in approved organisational formats

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Unit 57: Assist with Radio Productions

Unit reference number: Y/601/2684

Level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit is to provide learners with an understanding of the assistant's role on radio productions. Learners will achieve competency in administrative duties that are associated with the production of radio programmes including maintaining the supply of resources, maintaining records of copyright, regulatory and other compliance documentation and the management of guests and contributors to radio programmes.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to undertake administrative duties relating to radio productions	1.1 Acknowledge instructions promptly and accurately
	1.2 Carry out instructions promptly and accurately
	1.3 Ensure that producers' requirements are met prior to and during production
	1.4 Locate relevant sources of information, checking its accuracy

Learning outcomes	Assessment criteria
	1.5 Deal promptly with all related correspondence
	1.6 Check that equipment and materials are in a satisfactory condition for re-use
	1.7 Order replacement equipment and materials as required
	1.8 Establish the need for any licences, clearances, permissions and performance fees, taking account of any copyright and music licensing issues
	1.9 Maintain accurate and up-to-date records and documentation, ensuring compliance with relevant reporting requirements
	1.10 Contribute to the smooth recording of programmes or items, responding to any requests for assistance
	1.11 Carry out all duties within the limits of own authority and in accordance with managers' expectations
2 Be able to deal with guests and contributors	2.1 Conduct fact-finding conversations with potential contributors, summarising the outcome for each production
	2.2 Invite selected contributors to attend studios or locations at a mutually convenient time
	2.3 Greet guests and contributors courteously on arrival, informing them of health and safety requirements and studio/location practices
	2.4 Accompany guests and contributors to designated areas

Learning outcomes	Assessment criteria	
	2.5	Introduce guests and contributors to relevant production personnel
	2.6	Inform the studio promptly if contributors are late
	2.7	Ensure that contracts are arranged for artistes and contributors as required

Unit 58: Know how to Produce Speech Content for Radio

Unit reference number:	D/601/2685
Level:	3
Credit value:	3
Guided learning hours:	20

Unit aim

The aim of this unit is give learners the skills to enable them to specify, source, evaluate and assemble speech content for the production of specific radio programmes, with due regard to appropriate legal, regulatory and institutional requirements of the radio station concerned.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to identify, obtain and assemble speech content to meet production requirements	1.1 Identify the purpose and requirements of a production
	1.2 Identify the type of speech content needed to meet production requirements
	1.3 Select options for the speech content and its treatment which have the greatest potential to meet production requirements
	1.4 Confirm the availability of existing speech content material which matches the options selected
	1.5 Identify the need for any original speech content which may be required

Learning outcomes	Assessment criteria
	1.6 Specify the format in which the speech content is required, checking its availability
	1.7 Explain the requirements for speech content clearly to colleagues and/or external suppliers
	1.8 Identify appropriate alternative speech content as required
	1.9 Compare the costs of content with available budgets, taking prompt action to address identified budget overruns
	1.10 Sequence speech content in its final running order ensuring it offers the greatest potential to meet production requirements
2 Be able to evaluate obtained speech content	2.1 Check speech content on delivery to confirm that it meets production requirements
	2.2 Reject any material which fails to meet requirements and cannot be modified
	2.3 Encourage colleagues to evaluate and give feedback on the selected content
3 Understand legal, regulatory and organisational requirements relevant to producing speech content	3.1 Identify any licences, clearances and permissions which might be required
	3.2 Obtain all required licences, clearances and permissions to protect the interests of all relevant parties
	3.3 Identify potentially sensitive or contentions material, confirming that its use is within legal, regulatory and organisational requirements
	3.4 Ensure that the use of any music or copyright material is recorded and reported accurately

Unit 59:   Produce Music Radio

Unit reference number: H/601/2686

Level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit is to enable learners to understand the purpose, context and requirements of music radio. Learners will develop skills so they can obtain music appropriate for a specific programme, assemble it into a running order, work within agreed budget constraints and have knowledge of the legal and regulatory issues pertaining to its broadcast.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand key contextual information relating to the production of music radio	1.1	Identify the purpose and requirements of a specific production/radio station format
		1.2	Describe the key characteristics of the target audience for a specific production/radio station format
		1.3	Identify the formats of music content required
		1.4	Identify the key requirements for recorded music content, drawing on production information
		1.5	Identify the differences between live, pre-recorded or automated programming, explaining the implications in relation to key requirements

Learning outcomes	Assessment criteria
2 Be able to obtain music to meet production requirements	2.1 Access identified sources for the music content as required
	2.2 Confirm the availability of the required music content with identified supply sources
	2.3 Identify appropriate alternative music content as required
	2.4 Check the music content on delivery to establish that it meets standards and requirements
3 Be able to assemble music content in its production order	3.1 Devise suitable music categories and clocks for input into standard scheduling systems, taking account of key principles of file management, evaluation of tracks and scheduling
	3.2 Assemble the recorded music content in its running order
	3.3 Confirm that the assembled music content is ready for transmission
	3.4 Confirm that materials meet the requirements for content, duration and consistency of quality
	3.5 Perform relevant and valid tests to confirm that material meet the required standards
	3.6 Confirm that the final running order offers the greatest potential for meeting production requirements
	3.7 Seek feedback from colleagues on the selected music content
	3.8 Keep accurate records of the details and duration of music used for clearance purposes
4 Be able to work within agreed budgets	4.1 Identify the budgets available for music content
	4.2 Compare the costs of content with available budgets
	4.3 Take prompt action to remedy any identified budget over-runs

Learning outcomes	Assessment criteria
5 Understand legal and regulatory issues relevant to producing music radio	5.1 Identify key aspects of current broadcasting standards and industry codes of practice
	5.2 Obtain any licences, clearances and permissions as required
	5.3 Ensure that arrangements for obtaining licences, clearances and permissions are sufficient to protect the interests of all relevant parties
	5.4 Confirm that the use of any potentially sensitive or contentious material is within broadcasting standards, rejecting materials which do not meet requirements or standards and which cannot be modified

Unit 60: Produce Radio Broadcasts

Unit reference number: T/601/2689

Level: 3

Credit value: 6

Guided learning hours: 50

Unit aim

The aim of this unit is to enable learners to understand the context and content of radio broadcasts. The learners will develop skills in briefing presenters and contributors prior to broadcast, managing the activities of radio studio staff and monitoring programme and item timings, while working within appropriate legal and regulatory frameworks.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand key contextual information relating to the production of live radio broadcasts	1.1 Identify the purpose, intended outcome, content and structure of a specific programme
	1.2 Identify the running order, cues, links, inserts and timings for programme content
	1.3 Identify the intended role of each contributor
	1.4 Identify the date, time and location of each contributor's participation
2 Be able to brief presenters and contributors	2.1 Identify the key characteristics and preferences of each presenter and contributor

Learning outcomes		Assessment criteria	
		2.2	Brief presenters clearly on the requirements of their role, allowing adequate opportunities for queries and clarification
		2.3	Provide contributors with clear and concise information on their roles and responsibilities, explaining the intended outcomes and structure of the programme(s)
		2.4	Give constructive and realistic feedback to presenters as required
3	Be able to manage the activities of studio teams	3.1	Direct studio teams to achieve production plans, ensuring that instructions to production team members are clear, accurate and concise
		3.2	Monitor all activities of studio teams to identify any actual or potential deviations from schedules, standards and plans
		3.3	Communicate any changes to agreed plans promptly to the relevant parties
4	Be able to monitor programme timings	4.1	Calculate the duration of each programme and sequence accurately
		4.2	Compare actual timings to estimates
		4.3	Check sequence timings throughout the programme, making appropriate adjustments to any variations which affect programme running order and duration
		4.4	Identify rehearsal timings, remedying any significant discrepancies as required
		4.5	Recalculate timings as required where changes are made to programme content and running order
		4.6	Count pre-recorded inserts in and out accurately

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Learning outcomes	Assessment criteria	
	4.7	Monitor the performance against the script accurately
	4.8	Take appropriate action to maintain the editorial integrity of the programme in relation to any identified discrepancies between actual and scripted performance
5 Understand legal and regulatory issues relevant to producing radio broadcasts	5.1	Identify key aspects of current broadcasting standards and industry codes of practice
	5.2	Identify appropriate actions to take to avoid potential problems arising from legal or ethical issues related to the subject matter or treatment
	5.3	Identify licences, clearances and permissions which might be required
	5.4	Explain how to obtain licences, clearances and permissions
	5.5	Explain the reporting requirements for the use of music and copyright materials
	5.6	Identify appropriate action to deal with breaches of the law or codes of practice as required
	5.7	Ensure that the use of any music or copyright material is recorded accurately

Unit 61: Know how to Produce Station Branding, Radio Trails and Commercials

Unit reference number:		T/601/2692	
Level:		3	
Credit value:		4	
Guided learning hours:		30	

Unit aim

The aim of this unit is to enable learners to produce appropriate branding, trails and commercials for radio. Learners will develop the ability to interpret a production brief and produce appropriate content, including music, voice-overs and sound mixes, within a fixed budget and set timescale. Learners will also gain an understanding of relevant regulatory and legal requirements in relation to licences and copyright.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand key contextual information relating to the production of station branding, radio trails and commercials	1.1 Confirm the requirements of a specific brief for the production of radio material
2 Be able to interpret a brief for the production of radio material	2.1 Write a script for a radio trail to meet the requirements of the brief 2.2 Write a commercial to meet the requirements of the brief

Learning outcomes		Assessment criteria	
3	Be able to produce station branding, trails and commercials	3.1	Select appropriate music and sound effects
		3.2	Commission especially recorded music as required
		3.3	Produce and record artistically effective voice-overs of good technical quality
		3.4	Edit voices and sound effects effectively
		3.5	Transfer recorded sounds for digital editing, labelling appropriately
		3.6	Create appropriate sound mixes that are artistically and technically accurate
		3.7	Complete the end products within the set timescale as agreed with the client
		3.8	Work within the budget set by the client
		3.9	Maintain accurate documentation
4	Understand legal and regulatory issues relevant to producing station branding, radio trails and commercials	4.1	Check/obtain licences for the use of music and sound effects
		4.2	Describe the limitations on the use of certain music
		4.3	Explain how to obtain licences for the use of pre-recorded sound effects
		4.4	Describe the compliance arrangements relevant to the production of commercials

Unit 62:   Use and Develop the Voice for Radio

Unit reference number: F/601/2694

Level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit is to provide the learner with the skills to train their own voice and use it effectively in radio production. Learners will gain an understanding of how the human voice works, learning how to care for it and recognise when it is sensitive to damage. From this learners will develop the ability to use their voice appropriately in terms of tone, pitch, volume and pace when broadcasting on radio.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand how the human voice works	1.1	Explain the relationship between breathing and voice production
	1.2	Explain the benefits of maintaining an easy, balanced and safe posture for voice production
	1.3	Summarise the effects of different tones and styles of delivery, identifying their impact on listeners

Learning outcomes	Assessment criteria
2 Understand how to take care of the human voice	2.1 Explain how to take care of the voice to keep it healthy
	2.2 Explain how to recognise the warning signs of problems with and/or damage to the voice
	2.3 Explain how to manage problems with and/or damage to the voice
3 Be able to use own voice effectively on radio	3.1 Manage breath efficiently and unobtrusively in spoken delivery, allowing voice to flow freely
	3.2 Read and speak clearly, adopting an easy, balanced and safe posture
	3.3 Use a tone of voice and style of delivery appropriate to the subject matter, programme format, time of day and target audience
	3.4 Articulate words clearly and accurately, varying pace, pitch, volume, power and mood while communicating the intention effectively to listeners
	3.5 Read aloud with assurance and clarity
	3.6 Adapt delivery according to various acoustic environments, different types of broadcasts and recording equipment

Unit 63:   Present a Radio Programme

Unit reference number: L/601/2696

Level: 3

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is to give learners skills to present radio programmes. From an understanding of the key issues around target audience, programme style and genre, learners will develop the ability to present radio programmes in compliance with relevant legal and regulatory requirements. They will review their presentation skills through a process of self reflection and peer evaluation.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand key issues relating to the presentation of a radio programme	1.1 Identify the context and purpose of own particular role as a presenter
	1.2 Identify the key characteristics of the intended target audiences
	1.3 Describe the range of station styles, programme genres and formats in radio, identifying the different presentation roles each demands
	1.4 Summarise the presentation disciplines relevant to different programme genres
	1.5 Identify sources of audience information that are specific to particular target audiences
	1.6 Explain the importance of using language that is appropriate for all listeners

Learning outcomes		Assessment criteria	
2	Be able to present a radio programme	2.1	Draw on own knowledge of an audience to build a rapport
		2.2	Present material, demonstrating engagement with and understanding of the content
		2.3	Use own knowledge of the subject matter and content to build credibility with an audience
		2.4	Undertake commentary on a range of events in an appropriate style, following adequate preparation and research
		2.5	Operate recording and other relevant equipment as required
		2.6	Work within production requirements, observing the disciplines of the production process
		2.7	Ensure that own personal presentation and appearance is appropriate when working in a face-to-face situation
3	Be able to review own performance on radio	3.1	Listen to own output to learn from experience
		3.2	Reflect on listener feedback, contributing to any responses as required
		3.3	Obtain regular feedback on own performance from relevant personnel
		3.4	Obtain regular feedback on own performance from relevant personnel
4	Be able to comply with legal and regulatory requirements relevant to present a radio programme	4.1	Comply with relevant laws and regulations governing the radio industry

Unit 64: Prepare for and Conduct Radio Interviews

Unit reference number: R/601/2697

Level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit is to prepare learners for the role of interviewer for a range of radio programmes. Learners will develop an understanding of the contextual issues relating to radio interviewing. Learners will be able to plan radio interviews, participate in the briefing prior to an interview and conduct radio interviews that meet appropriate production requirements.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand key contextual information relating to radio interviews	1.1	Identify the purpose and focus of radio interviews
		1.2	Explain key features and requirements of different types of radio interviews
		1.3	Explain key differences between planned and spontaneous interviews
		1.4	Explain key factors relating to the house style of the station or programme
2	Understand key issues when planning radio interviews	2.1	Agree the brief for each interview, identifying whether live or recorded and target audience

Learning outcomes	Assessment criteria
	2.2 Locate appropriate interviewees taking account of a need for balance and a mix of views as required
	2.4 Confirm the relevance and authority of interviewees, drawing on background facts and personal details
	2.5 Explain the use of release and consent forms
	2.6 Describe the relevant dress code for specific occasions and locations
3 Carry out briefings for radio interviews	3.1 Brief interviewees clearly, fully and accurately, identifying all requirements and expectations for their contribution(s)
	3.2 Check the understanding of interviewees, responding sensitively to any questions
	3.3 Explain how to prepare to be interviewed, clarifying how to anticipate questions and prepare answers in advance
	3.4 Brief all relevant personnel as required, liaising closely with production and technical team members

Learning outcomes		Assessment criteria	
4	Conduct radio interviews to meet production requirements	4.1	Adopt an interviewing style that is appropriate to own objectives
		4.2	Use questioning that sounds spontaneous and encourages the required responses from each interviewee
		4.3	Listen carefully to each interviewee, following up on answers as required
		4.4	Maintain appropriate non-verbal communication
		4.5	Close interviews naturally and neatly, with appropriate editorial impact
		4.6	Ensure that release and consent forms are signed, as appropriate
		4.7	Ensure that the views of interviewees are reflected fairly and accurately when interviews are edited
		4.8	Identify interviewees clearly during programmes as required
		4.9	Offer clarification for audiences in relation to any instances of assumed knowledge or use of specialist terminology in the interview
		4.10	Work within available resource and budget limitations

Unit 65: Comply with the Law when Working in Radio

Unit reference number:	J/601/2700
Level:	3
Credit value:	6
Guided learning hours:	50

Unit aim

The aim of this unit is ensure that learners are conversant with the need to comply with the law when working in the radio industry. This includes understanding copyright law and how it affects radio content, the workings of the Freedom of Information Act in respect of broadcasting and the ability to evaluate the legality of radio content prior to broadcast.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the general principles of defamation	1.1	Explain what constitutes a defamatory statement, identifying who can sue and who can be sued
	1.2	Explain the scope and requirements of the defences available to broadcasters for use in defamation cases
	1.3	Identify potential instances of defamation in different types of radio content

Learning outcomes		Assessment criteria	
2	Understand copyright law and its relevance to radio content	2.1	Explain what is protected by copyright
		2.2	Explain the role of the Performing Right Society (PRS) for Music in respect of radio content
		2.3	Explain the role of the Public Performance Licence (PPL) in respect of radio content
		2.4	Ensure that own radio content has required information in respect of ownership and usage of copyrighted material
3	Understand information gathering and reporting in the context of broadcast radio	3.1	Identify rights of access to information under UK and European freedom of information legislation and the legal limitations on such access
		3.2	Explain the concept of open justice and the rights, responsibilities and restrictions involved in court reporting, publication, access to information and freedom of expression in the context of broadcast radio
		3.3	Explain how injunctions may be used to constrain broadcasters in order to prevent invasion of privacy or harassment, and in what circumstances these can be overturned
		3.4	Identify any reporting restrictions to protect the legal process when reporting active criminal cases
		3.5	Identify any reporting restrictions to protect the identity of juveniles and victims of crime

Learning outcomes	Assessment criteria
4 Be able to evaluate the legality of radio content	4.1 Comply with any legal restrictions attached to court reporting
	4.2 Exercise legal rights to access information and know what challenges can be made against any efforts to limit that access
	4.3 Ensure that source information is relevant and reliable, especially where there are consequences for ongoing investigations and/or criminal cases
	4.4 Ensure that research undertaken does not breach any legislation governing public order, prevention of terrorism, race relations and/or protection of children
	4.5 Refer issues for expert advice in any instance where legality is uncertain

Unit 66:   Conduct Yourself Ethically When Working in Radio

Unit reference number:	R/601/2702
Level:	3
Credit value:	4
Guided learning hours:	30

Unit aim

The aim of this unit is ensure that learners are conversant with issues of ethics in broadcasting. Learners will understand the regulatory framework within which the UK broadcasting industry operates and the implications of radio station codes of conduct. Through this, learners will ensure that their own radio content complies with broadcasting regulations and legislation.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the regulatory framework that governs UK broadcasting	1.1	Explain the role of Ofcom and the content of the Ofcom Broadcasting Code as it applies to radio
		1.2	Explain the role of the BBC Trust and the content of the BBC's Editorial Guidelines as they apply to radio
		1.3	Explain the role of the Broadcast Committee of Advertising Practice (BCAP) and the content of the Radio Advertising Standards Code
		1.4	Explain the role of PhonePayPlus and the content of its Code of Practice for premium rate phone services

Learning outcomes		Assessment criteria	
2	Understand relevant radio station codes of conduct, policies and procedures	2.1	Identify key aspect of policies on running competitions and handling complaints
		2.2	Ensure adherence to the principles of fair play and the use of explicit selection criteria in all forms of competition
		2.3	Respond in a timely fashion to programme complaints in line with legal obligations and organisation's own code of conduct
3	Be able to ensure own radio content meets required regulatory standards	3.1	Ensure radio content complies with relevant regulatory requirements and industry codes of conduct
		3.2	Ensure the due impartiality and accuracy of any news items featured in radio content
		3.3	Ensure that any individuals and organisations featuring in radio content are treated fairly
		3.4	Ensure that any material which may cause offence is justified by the context
		3.5	Identify and declare any potential conflicts of interest in terms of the subject matter of own radio content
		3.6	Consider issues of health and safety and equality and diversity in relation to own radio content
		3.7	Identify when it is necessary to seek editorial and/or legal advice
		3.8	Seek the advice of appropriately qualified and experience people in any instance of ethical uncertainty

Learning outcomes		Assessment criteria	
4	Understand legal and regulatory issues relevant to ethical conduct	4.1	Identify the organisations responsible for developing and regulating health and safety in the workplace
		4.2	Identify key aspects of health and safety legislation relevant to radio broadcasting
		4.3	Identify the organisation(s) responsible for developing and regulating equality and diversity in the workplace
		4.4	Identify key aspects of equality and diversity legislation relevant to radio broadcasting

Unit 67: Communicating Using Digital Marketing/Sales Channels

Unit reference number: T/502/8624

Level: 3

Credit value: 4

Guided learning hours: 26

Unit aim

The aim of this unit is to enable learners to develop an understanding of planning procedures when using digital media to communicate a specific message. Learners will plan how to target specific audiences with a particular message, ensuring that the message can be accessed by the recipient(s), monitoring and evaluating the response to digital activity and effecting corrective action where appropriate.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand how to plan the use of digital media for a specific message, audience and recipients	1.1	Explain the selection of the organisation's targeted customers
	1.2	Describe expected target audience responses to different electronic media communication methods
	1.3	Describe the characteristics, advantages and disadvantages of different software packages for presenting marketing information
	1.4	Explain the requirements of using multiple digital marketing technologies

Learning outcomes		Assessment criteria	
2	Be able to plan the use of digital media for a specific message, audience and recipients	2.1	Confirm the sales and marketing objectives for the digital communication, including response rates and sales generated return on investment
		2.2	Identify the criteria to be used in selecting recipients in target audience
		2.3	Source and acquire targeted lists and databases of recipients in accordance with the plan
		2.4	Confirm the range of electronic media best suited to communicating to the target audience in line with the sales and marketing objectives
		2.5	Agree with relevant people the marketing communications message designed to engage the customer and which is appropriate for the media selected
3	Be able to check the digital message can be accessed and/or delivered	3.1	Check any links, keywords, and supporting attachments allow access by recipients to further information
		3.2	Identify any risks that the message might be labelled as 'spam' and take action to minimise such risks
		3.3	Enable click-through tracking in digital messages in accordance with the plan
		3.4	Send messages to targeted customers in accordance with the plan
		3.5	Set up reporting system for 'undeliverables' in accordance with organisational procedures

Learning outcomes	Assessment criteria
4 Be able to monitor and evaluate the response to digital activity and take any corrective action	4.1 Record undelivered messages in accordance with reporting system 4.2 Identify repeat communications requirements in line with the sales and marketing objectives 4.3 Monitor and evaluate the responses to digital marketing against agreed criteria 4.4 Report the findings of the evaluation in accordance with organisational procedures

Unit 68: Produce Multi-Platform Content for Radio

Unit reference number:	M/601/2688	
Level:	3	
Credit value:	3	
Guided learning hours:	20	

Unit aim

The aim of this unit is to ensure that learners understand the context in which multi-platform radio programme content is produced. This includes being competent to produce multi-platform content to meet production requirements within relevant regulatory and legal constraints.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand key contextual information relating to the production of multi-platform content for radio	1.1	Identify the practical uses and creative potential of the available technology
	1.2	Identify the relative importance of the types of platform available
	1.3	Describe the key characteristics and expectations of the intended target audience(s)
	1.4	Identify the context and purpose of the multi-platform content

Learning outcomes	Assessment criteria
2 Be able to produce multi-platform content to meet production requirements	2.1 Specify the resources required to maintain the content throughout its duration
	2.2 Provide content for online use in a suitable format for the intended target audience
	2.3 Prepare audio for on-line use, using appropriate software
	2.4 Upload audio content, making it available as required
	2.5 Select visual material from appropriate sources to promote and visually explain on-line content
	2.6 Prepare suitable visual images and video for on-line use
	2.7 Work within agreed budgets and timescales
3 Understand legal and regulatory requirements relevant to producing multi-platform content for radio	3.1 Identify licences, clearances and permissions which might be required
	3.2 Explain how to obtain licences, clearances and permissions
	3.3 Explain the reporting requirements for the use of music and copyright materials
	3.4 Ensure that the use of any music or copyright material is recorded accurately

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

To obtain the National Occupational Standards for the qualification in this specification please go to:

- www.ukstandards.org.uk
- www.skillset.org

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a recognised centre and must have approval for qualifications or groups of qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

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

The learning outcomes and assessment criteria within this specification set out the standard to be achieved by each learner in order to gain the qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for Quality Review and Development of overarching processes and quality standards. Quality Review and Development visits will be conducted by an Pearson Quality Development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for this qualification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details. qualifications.pearson.com

Annexe B: Personal, learning and thinking skills

PLTS performance indicator (suggested recording sheet)

Name:					Date	
	Level of success 1 = low, 5 = high					
Independent enquirers						
Identify questions to answer and problems to solve	1	2	3	4	5	
Plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5	
Explore issues, events or problems from different perspectives	1	2	3	4	5	
Analyse and evaluate information, judging its relevance and value	1	2	3	4	5	
Consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5	
Support conclusions, using reasoned arguments and evidence	1	2	3	4	5	
Creative thinkers						
Generate ideas and explore possibilities	1	2	3	4	5	
Ask questions to extend their thinking	1	2	3	4	5	
Connect their own and others' ideas and experience in inventive ways	1	2	3	4	5	
Question their own and others' assumptions	1	2	3	4	5	
Try out alternatives or new solutions and follow ideas through	1	2	3	4	5	
Reflective learners						
Assess themselves and others, identifying opportunities and achievements	1	2	3	4	5	
Set goals with success criteria for their development and work	1	2	3	4	5	
Review progress, acting on the outcomes	1	2	3	4	5	
Invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5	
Evaluate experiences and learning to inform future progress	1	2	3	4	5	
Communicate their learning in relevant ways for different audiences	1	2	3	4	5	

Name:	Date				
	Level of success 1 = low, 5 = high				
Team workers					
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
Self-managers					
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Manage their emotions, and build and maintain relationships	1	2	3	4	5
Effective participators					
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

Note to learner: The circled number represents an indication of your PLTS performance so far.

Note to assessor: Indicate the level of success by circling the appropriate number during your feedback with the learner.

Annexe C: Assessment requirements

Additional requirements for competence units

Purpose

1   To provide submitting organisations with a reference tool they must signpost in the additional information section of any unit which has an aim of assessing competence.

2   To provide awarding organisations with a set of requirements that must be used to ensure that 'competence' units are assessed and verified in accordance with the needs of employers and practitioners in the creative and media industries.

3   To reduce bureaucracy, whilst maintaining integrity and quality assurance of assessment and verification of achievement.

Definition of competence

The 'proven/demonstrated' – and individual – capacity to use know-how, skills, qualifications or knowledge in order to meet usual – and changing – occupational situations and requirements. The notion of competence may include formal qualifications as well as elements such as the capacity to transfer skills and knowledge to a new occupational situation, or the capacity to innovate. The level or kind of competence may be assessed by evaluating the individual's ability to use his or her skills. Competences can be specialised (such as the control of computerised processes), methodological (ability to think and decide, and capacity to innovate), or social (language and communication skills, and teamwork)[1].

Background

Qualifications are not used as a licence to practice in the creative media industries. However, in certain occupational areas, employers and practitioners support formal recognition of the demonstration of competence in the workplace in the interests of health and safety[2].

There have been relatively few occupational competence qualifications developed in the sector but those which have, have been a meaningful and valuable solution to associated employers and practitioners. Until the introduction of the QCF, such qualifications had been developed as NVQs, based entirely and explicitly on the originating suites of National Occupational Standards (NOS) and NVQ Code of Practice.

NVQs are just one way of assessing and demonstrating occupational competence.

This document is targeted at the assessment at unit level, rather than qualification level. (A qualification given a purpose of demonstrating competence may consist of a mixture of units, including other knowledge and skills, as agreed with Skillset.)

All units used to demonstrate competence should be based entirely and explicitly on relevant NOS. Within each unit's additional information section, this assessment requirements document must be signposted.

Assessment requirements

1 Units that are used to assess competence within the must be assessed and quality assured in accordance with the following requirements.

2 When units are used to assess competence, awarding organisations are required to make sure their recognised assessment centres understand how learners will be assessed.

3 Awarding organisations' own assessment methodologies must meet Skillset's additional requirements.

4 Learners must complete real work activities in order to produce evidence to demonstrate they have met the units (and therefore NOS) and are occupationally competent.

5 When a learner cannot complete a real work activity, simulation is allowed. Unless otherwise indicated it is a general principle that evidence from simulations should only be employed under the following circumstances:

   • a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise (for example, the use of prosthetics in make-up)

   • a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation

   • the safety of a learner and/or resources would be put at risk (for example, during the evacuation of a studio following detection of a fire).

6 When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.

7 Units that must not be assessed by simulation must be identified in the assessment methodologies for the qualification or family of qualifications, as agreed with Skillset.

8   Learners must be assessed by assessors who:

- are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment methodology for that qualification

- must hold or be working towards a suitable assessor qualification[3] to confirm they understand assessment and how to assess learners, unless a recognised assessment centre can demonstrate their training and development activity for assessors maps 100% to the NOS on which these qualifications are based. If this is the case, the mapping process must be agreed by the awarding organisation as providing the equivalent level of rigour as the achievement of the unit qualification

- are fully conversant with the unit(s) against which the assessments and verification are to be undertaken.

9   All assessors must carry out assessment to the standards specified in the relevant Learning and Development NOS.

10   All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.

11   Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

Quality assurance requirements

12   When a unit is used to demonstrate competence, awarding organisations are required to make sure their recognised assessment centres understand how the qualification is quality assured.

13   Units that assess competence must be verified:

- internally by an internal verifier, who is accountable to the assessment centre

- externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.

14   With reference to internal verification, internal verifiers must:

- hold or be working towards a suitable internal verifier qualification[4] to confirm they understand how to internally verify assessments

- have sufficient and relevant technical/occupational familiarity in the unit(s) being verified

- be fully conversant with the standards and assessment criteria in the units to be assessed

- understand the awarding organisation's quality assurance systems and requirements for this qualification.

15 Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.

16 With reference to external verification, external verifiers must:

- hold or be working towards a suitable external verification qualification5 to confirm they understand and are able to carry out external verification

- have no connections with the assessment centre, in order to maintain objectivity

- have sufficient and relevant technical/occupational understanding of the unit(s) being verified

- be fully conversant with the standards and performance criteria in the units to be assessed

- understand the awarding organisation's quality assurance systems for this qualification.

17 Trainee external verifiers must have a plan, overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

18 Awarding organisations must decide on the frequency of external monitoring activities, which must be based on the risks associated with a qualification of this type, and an assessment of the centre's performance and previous record.

19 In agreement with the appropriate SSC, awarding organisations can develop suitably constituted audit processes, when quality assurance and monitoring systems already exist in workplace assessment environments.

Equality and Diversity

20 Awarding organisations and their assessment centre staff must ensure no learner is discriminated against either directly or indirectly on the grounds of race, colour, nationality, ethnic or national origin, sex, marital status, gender reassignment, sexual orientation, social status, religious belief, political opinion, language (only in relation to the Welsh language and the legal requirements of the Welsh Language Act), disability, long-standing or debilitating disease or age.

Changes to the A and V qualifications

21   The current A1, A2, V1 and V2 qualifications expire on the 31st December 2010 and will be replaced by new qualifications for assessing and assuring the quality of assessment at levels 3 and 4.

The *Additional requirements for competence units in the Qualifications Framework* document is also available on the Skillset website at: www.skillset.org/requirements.

1   glossary of terms, 2009

2   page 5, Skillset's SQS 2008

3   Currently an assessor could hold qualification A1 and/or qualification A2, mapped to the Learning and Development NOS (or from the past unit D32 and/or unit D33). SSCs may also identify other suitable equivalent qualifications.

4   Currently an internal verifier needs to hold qualification V1 (or from the past unit D34.) SSCs also identify other suitable equivalent qualifications.

5   Currently an external verifier needs to hold qualification V2 (or from the past unit D35.)1