T-LEVELS

Media, Broadcast and Production

T Level Media, Broadcast and Production – Core content changes

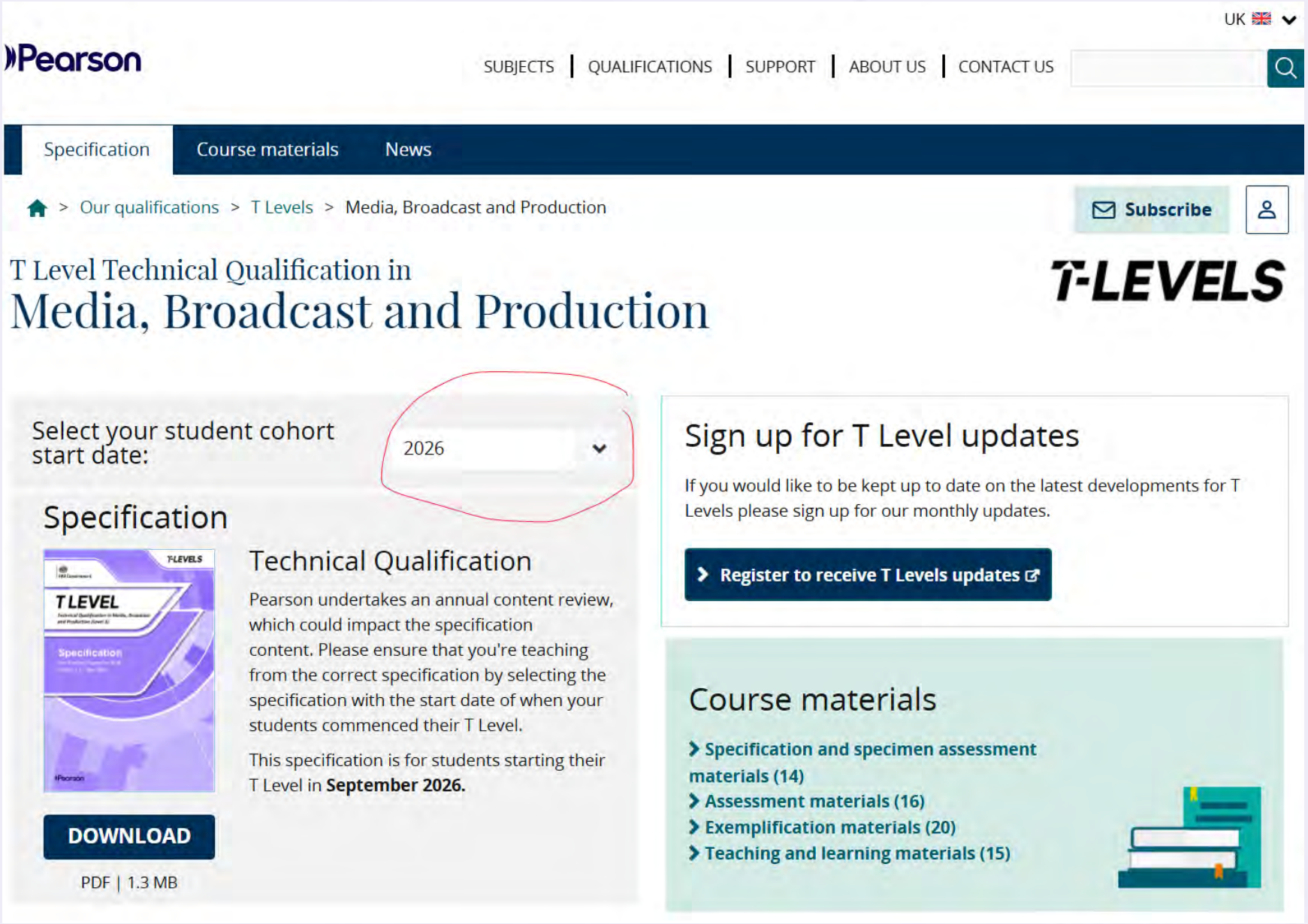


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The Core Content changes are in the **September 2026** specification which is available on the website

Use the drop-down menu to select September 2026.

This is for students starting in September 2026 and taking the Core Exam in Summer 2027.



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Changes only impact the Core Content assessed in the Core Exam Paper.

This is the content that starts on Page 16 of the specification.

Changes impact Content areas 1 through 10.

The ESP and the OS are not affected.



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NOTE:
This document describes the general changes and those with greater impact on teaching.

Detailed changes are given in the Summary of changes table at the front of the specification

If you are unsure about specific changes then refer to the summary of changes.

Summary of changes: Version 1.2	Section	Page number
The summary tables have been updated	Qualification Summary and Structure	6
An Administration section has been added to the Scheme of Assessment, this signposts the links to the assessment guidance for Providers	Scheme of Assessment (Core & Occupational Specialism)	42, 97, 161, 210
Core Examination Assessment Objective descriptions added to support the Assessment marks and weightings	Scheme of Assessment	42
The administration information from sections '5,6,7 and 8' has been extracted from this version of the Specification. This information has been compiled to form an 'Administration Support Guide for the specific Technical Qualification'. The guide is located on the Training and Admin Support webpage	5, 6, 7 and 8	
The following sections have been updated/relabelled: • Section 5 has been updated to contain the Command Word Taxonomy • Section 6 has been updated to contain the General Competency Frameworks for T Levels	5, 6	 213 214
Core content: • Revision of 'products, content and services' to just 'products' for clarity. • Changes throughout core content areas for 'students should be able to…' statements to clarify the scope of learning required.	3 Core Component - Content	14 – 40
Clarification of wording in Content Area 1: • CK1.1 Responsibilities and roles reworded as activities. • CK1.2 Freelancer and sole-trader removed. • CK1.3 Clarification supply chain and production process. • CK1.4 Inclusion of benefits and challenges. • CK1.6 Removal of European Broadcasting Union.	3 Core Component - Content	14 – 18

Why did we make changes?

Accessibility

Ensuring language was accessible for 16 – 18 year-olds and clarifying the meaning of some terms.



Deliverability

Clarifying the scope and depth of teaching for content areas.

Reducing the repetition of terms to help distinguish between content areas.



Sector relevance

More conventional terms were used that better aligned with the sector.



Corrections

Feedback indicated that some sections referred to processes or titles that were not in line with common industry conventions.



General changes throughout
Riders

Riders are the term used to describe the section at the start of each content area with:

'Students should be able to…'

Riders define:

- the type of question that can be asked in the exam
- the scope of teaching.

There are two general changes:

- Clarifying discuss responses, which changes 'interrelate' to 'connections'
- 'Product, content or service' revised to just 'products'.

2024 Specification – example

CK10.2	**The application of evolving developments and the wider impact within the creative industries** Students should be able to: • recall the features of evolving developments within the creative industries • demonstrate understanding of the benefits and drawbacks of evolving developments within the creative industries • apply knowledge and understanding of evolving developments and their wider impact within the creative industries to different contexts • consider different aspects of evolving developments, including how they interrelate, and make decisions about the use of evolving developments within the creative industries in different contexts.

CK1.3	**The creative supply chain** Students should be able to: • recall the supply chain of the creative economy, including the production process and factors that need to be considered for delivering a product, content or service

2026 Specification – example

CK10.2	**Technological developments and their impacts** Students should be able to: • recall the technological developments • demonstrate understanding of the impacts of technological development • apply knowledge and understanding of technological developments and their impact to different contexts • consider the connections between technological developments and their impacts and make decisions about their use in different contexts.

CK1.3	**The creative supply chain** Students should be able to • recall the parts of the supply chain of the creative economy, the stages and activities in the production process, and factors that need to be considered for delivering products

General changes throughout
Riders

More specific terms used to describe the coverage, for example, by replacing terms like:

- aspects
- factors
- features

2024 Specification – example

CK2.2	**Strategies for self-marketing in the creative industries** Students should be able to: • recall the strategies for self-marketing in the creative industries • demonstrate understanding of the benefits and challenges of self-marketing to individuals that operate within the creative industries • consider different aspects of strategies for self-marketing in the creative industries and how they interrelate.
CK7.1	**The equality and diversity factors to consider when undertaking workplace operations** Students should be able to: • recall the equality and diversity factors media practitioners need to consider when undertaking workplace operations
CK1.4	**The features of models used to monetise creative products and services in industry** Students should be able to: • recall the features of models used to monetise products and services in the creative industries

2026 Specification – example

CK2.2	**Strategies for self-promotion in the creative industries** Students should be able to: • recall the strategies for self-promotion • demonstrate understanding of the benefits and challenges of the strategies for self-promotion • consider the connections between the different strategies for self-promotion, their benefits and challenges.
CK7.1	**The equality and diversity factors affecting people at work** Students should be able to: • recall the protected characteristics, vulnerabilities and biases that affect people at work
CK1.4	**The models for monetising creative products and the approaches these take** Students should be able to: • recall models used to monetise products and their approaches

General changes throughout

Scope – riders and content

Scope of teaching exemplified, e.g. benefits and challenges. Where we have now included the scope of the benefits and challenges.

The same applies where we have used terms like 'ways', which are now generally listed.

2024 Specification – example

CK1.4	**The features of models used to monetise products and services in the creative industries** Students should be able to: • recall the features of models used to monetise products and services in the creative industries • demonstrate understanding of the benefits and challenges of different models used to monetise products and services in the creative industries • consider different aspects of the models used to monetise products and services in the creative industries and how they interrelate. 1.4.1 commissioned: • creation of a bespoke product, content or service on request of commissioner • commission may come from individuals, businesses or governments • financing may come from the commissioner, grants and match funding. 1.4.2 co-productions: • collaborations between different producers • financing is spread between producers, provides access to funding from different countries or regions and other benefits including tax concessions. 1.4.3 self-generated: • income that is solely generated from the actions of an individual or business • revenue comes from direct sales of a product, content or service or ownership of intellectual property rights (IPR). 1.4.4 subscription: • agreement to receive/use products or services at set increments • revenue comes from retention of paying subscribers for recurring consumption of products, services or content.

2026 Specification – example

CK1.4	**The models for monetising creative products and the approaches these take** Students should be able to: • recall models used to monetise products and their approaches • demonstrate understanding of the benefits and challenges of different models used to monetise products • consider the connections between the models, their approaches, the benefits and challenges. 1.4.1 commissioned model: • creation of a bespoke product, content or service on request of the client • commission may come from individuals, businesses or governments • financing may come from the commissioner, grants and match funding. 1.4.2 co-productions model: • collaborations between different producers • financing is spread between producers, provides access to funding from different countries or regions and other benefits including tax concessions. 1.4.3 self-generated model: • income that is solely generated from the actions of an individual or business • revenue comes from direct sales of a product, content or service or ownership of intellectual property rights (IPR). 1.4.4 subscription model: • agreement to receive/use products or services at set increments • revenue comes from retention of paying subscribers for recurring consumption. 1.4.5 benefits and challenges: • creative control • financial stability • risk.

General changes throughout

Language

Terminology has been revised throughout to plain English without impacting the scope of teaching – these are some examples, but there are more throughout.

2024 Specification – example

CK10.1	**The benefits of enhancing awareness of evolving developments within the creative industries** Students should be able to: • recall the benefits of enhancing awareness of evolving developments within the creative industries
CK2.6	**The importance of financial acumen in supporting operations within creative industries** Students should be able to: • recall the reasons why it is important for people working within the creative industries to have financial acumen
CK6.1	**The principles of professional codes and standards and how they are applied within the creative industries** Students should be able to: • recall the principles of professional codes and standards

2026 Specification – example

CK10.1	**The benefits of learning about developments within the creative industries** Students should be able to: • recall the benefits of learning about developments
CK2.6	**How financial knowledge and skills support business decisions in creative industries** Students should be able to: • recall the ways financial knowledge and skills support business decisions
CK6.1	**Professional standards and how they are applied within the creative industries** Students should be able to: • recall professional standards

General changes throughout

Interpreting riders

How the riders relate to exam questions.

You can determine the types of exam question that can be asked based on the language in the riders.

Rider example from CK 10.2 Technological developments and their impacts

Students should be able to:	Question type	Requires
recall the features of technological developments	Give, state, name, MCQ	Recall of one or more pieces of information
demonstrate understanding of the impacts of technological development	Explain	Identification of a point and linked justification of that point.
apply knowledge and understanding of technological developments and their impact to different contexts	Explain	Identification of a point and linked justification of that point that is specific to a context.
consider the **connections** between technological developments and their impacts and **make decisions** about their use in different contexts.	Discuss	Consider the factors that apply in relation to a specific context and give consideration to the aspects of an issue, situation, or a problem.
	Assess	Consider the factors that apply in a specific context and give consider which are the most significant, with a reasoned judgement.
	Evaluate	Consider the factors that apply in relation to a specific context and the characteristics such as pros and cons, leading to a reasoned judgement/conclusion.

Specific changes

Content Area 1

CK1.1 changes:

- Responsibilities and roles changes to activities

CK1.2.8 and 1.2.9 removed.

	2024 Specification	2026 Specification
CK1.1	**The different creative and non-creative industries that form part of the creative economy and the responsibilities of creative roles** Students should be able to recall the different creative and non-creative industries that form part of the creative economy and the responsibilities of roles within the creative industry. 1.1.1 creative industries that form part of the creative economy – film, television (TV), video, radio, audio, publishing, music and the performing arts, digital, crafts and design. 1.1.2 non-creative industries that form part of the creative economy – legal, financial, logistical, marketing and communications, human resources. 1.1.3 responsibilities of roles: • business – commissioning, fundraising, managing the workforce, budget and schedules, marketing, promotion and distribution	CK1.1 **The different creative and non-creative industries that form part of the creative economy** Students should be able to recall: • the creative and non-creative industries that form part of the creative economy • the activities that take place in the creative industries. 1.1.1 creative industries that form part of the creative economy – film, television (TV), video, radio, audio, publishing, music and the performing arts, digital, crafts and design. 1.1.2 non-creative industries that form part of the creative economy – legal, financial, logistical, marketing and communications, human resources. 1.1.3 activities: • business activities – commissioning, fundraising, managing the workforce, budget and schedules, marketing, promotion and distribution
	1.2.8 freelancer: • specialist self-employed individual contributing to and supporting a range of projects • not affiliated with a sole employer. 1.2.9 sole trader: • individual who runs and owns a company • can employ people to support with operations.	Removed as 1.2 are only organisations.

Specific changes

Content Area 1

CK1.3.2 changes:

- Much more familiar production process.

2024 Specification

1.3.2 production process:

- establishing the need for a product, content or service:
  - commissioning process
  - research and development stage
- ideation of the creative vision:
  - generation and development of ideas and concepts
  - gathering, processing and responding to initial feedback
  - presentation or pitching of ideas
- execute:
  - initial production planning
  - sourcing of funding
  - sourcing of materials, resources and services
- pre-production stage:
  - preparing materials and resources
  - testing equipment and resources
  - review of production schedule
  - review of production planning
  - planning human resources
- production and post-production stage.

2026 Specification

1.3.2 production process:

- pre-production stage activities:
  - research:
    - establishing the need for products
    - gathering and analysing feedback
  - ideation
  - planning
  - sourcing materials, equipment and resources
  - sourcing funding
  - development
- production stage activities:
  - preparing materials, equipment and resources
  - refinement
  - production
  - testing
  - quality assurance
- post-production stage activities:
  - finishing with corrections or improvements
  - quality assurance
  - delivery: exhibition, distribution or display.

1.6.2 regulatory bodies – sector-specific bodies outlining compliance guidelines and standards:

- Office of Communications (Ofcom)
- Advertising Standards Authority (ASA)
- Independent Press Standards Organisation (IPSO)
- British Board of Film Classification (BBFC)
- European Broadcasting Union (EBU).

Removed as not applicable.

Specific changes

Content Area 2

2.3 changes:

- Corrections to activities

	2024 Specification	2026 Specification

CK2.3	**Different roles in the creative industry**
	Students should be able to recall the different roles in the creative industry and the types of activity performed in the role.
	2.3.1 research/development roles:
	• generating and developing ideas/creative vision
	• winning the contract, securing funding.
	2.3.2 production roles:
	• detailed planning for a production:
	  ○ putting together the production team
	  ○ managing logistics
	  ○ compiling a budget
	  ○ crafting the look, feel and story of a production.
	2.3.3 technical roles:
	• capturing the action, artwork, animation, VFX and/or audio
	• managing and co-ordinating activities in a studio or location setting
	• maintaining equipment and resources.
	2.3.4 editorial roles:
	• putting the production together
	• creating different versions.
	2.3.5 sales and distribution roles:
	• getting the content to the audience.
	2.3.6 quality assurance roles:
	• checking for consistency, bugs, glitches, errors
	• editorial standards clearance.
		CK2.3	**Activities in research, planning, technical production, editing and distribution**
			Students should be able to recall the activities done in different areas of the production.
			2.3.1 research:
			• market research
			• research analysis.
			2.3.2 planning:
			• detailed planning for a production:
			  ○ putting together the production team
			  ○ managing logistics
			  ○ compiling a budget.
			2.3.3 technical production:
			• capturing the action, artwork, animation, VFX and/or audio
			• managing and co-ordinating activities in a studio or location setting
			• maintaining equipment and resources.
			2.3.4 editing:
			• montage/sequencing
			• rough cut/draft
			• creating different versions.
			2.3.5 distribution:
			• delivering the product to the audience.
			2.3.6 quality assurance:
			• checking for consistency, bugs, glitches, errors
			• standards clearance.

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Specific changes

Content Area 2

2.4 Changes:

- Clarity on OS roles.
- **Responsibilities and requirements** changed to **knowledge and skills** rather than splitting them up into discreet lists.

2024 Specification

CK2.4 **The responsibilities and requirements of specific job roles within media, broadcast and production**

Students should be able to:

- recall the key responsibilities and requirements of specific job roles within media, broadcast and production
- demonstrate understanding of how the responsibilities and requirements of specific job roles operate within media, broadcast and production.

2.4.1 creative media technician:

- key responsibilities:
  - creating and editing media assets in areas including videography, motion graphics, photography, 3D modelling, animation
  - sourcing media assets in line with copyright requirements
  - assisting other members of a production team to meet specific project requirements
  - storing, managing and transferring media assets
  - maintaining equipment and resources
  - diagnosing faults with equipment or media assets
- key requirements:
  - ability to use relevant equipment and software tools
  - working to the latest technical standards.

2026 Specification

CK2.4 **The knowledge and skills required for creative media technician, content creation and production, events technician and venues technician**

Students should be able to:

- recall the knowledge and skills required for a creative media technician, content creation and production, events technician and venues technician
- demonstrate understanding of the knowledge and skills required for a creative media technician, content creation and production, events technician and venues technician.

2.4.1 creative media technician:

- knowledge and skills required:
  - creating and editing media assets in areas including videography, motion graphics, photography, 3D modelling, animation
  - sourcing media assets in line with copyright requirements
  - assisting other members of a production team to meet specific project requirements
  - storing, managing and transferring media assets
  - maintaining equipment and resources
  - diagnosing faults with equipment or media assets
  - ability to use relevant equipment and software tools
  - working to the latest technical standards.

Specific changes

Content Area 2

2.7

Rationalised:

- Capital allowance
- Corporation tax
- National insurance

2024 Specification

CK2.7

The features of personal and business taxation

Students should be able to recall the features of personal and business taxation within the creative industries.

2.7.1 income tax:

- amount of tax paid dependent on personal income
- different tax bands:
  - personal allowance
  - basic rate
  - higher rate
  - additional rate.

2.7.2 tax year returns:

- annual period for reporting expenses and income
- self-assessment
- tax-deductible expenses
- capital allowance – claiming certain business development expenses against taxation:
  - premises
  - equipment
  - machinery.

2.7.3 corporation tax:

- paid on profits from doing business as:
  - a limited company
  - any foreign company with a UK branch or office
  - a club, co-operative or other unincorporated association
- tax relief for creative industries
- calculated and paid by filing company tax return.

2.7.4 National Insurance (NI) contributions – tax on earnings and self-employed profits:

- supports state benefits:
  - state pensions
  - jobseeker's allowance
  - parental leave
  - bereavement support payment.

2026 Specification

CK2.7

The features of personal and business taxation

Students should be able to recall the features of personal and business taxation within the creative industries.

2.7.1 income tax:

- amount of tax paid dependent on personal income
- different income tax bands:
  - personal allowance
  - basic rate
  - higher rate
  - additional rate.

2.7.2 tax year returns:

- annual period for reporting expenses and income
- self-assessment
- tax-deductible expenses
- capital allowance.

2.7.3 corporation tax:

- paid on profits from doing business
- tax relief for creative industries
- calculated and paid by filing company tax return.

2.7.4 National Insurance (NI) contributions:

- tax on earnings from employment and self-employed profits.

Specific changes Content Area 3

3.1 rationalised:

- Environmental
- Social and ethical
- Political
- Technological

2024 Specification

CK3.1 **The influence of external factors on the emergence and evolution of style, tastes and trends within the creative industries**

Students should be able to:

- recall the external factors that influence the emergence and evolution of style, tastes and trends within the creative industries
- demonstrate understanding of why different external factors influence the emergence and evolution of style, tastes and trends within the creative industries
- consider how the interrelationship between different external factors influences the emergence and evolution of style, tastes and trends within the creative industries.

3.1.1 economic factors:

- disposable income – results in increased spending power of customer
- cost of production – impacts affordability of products.

3.1.2 environmental factors:

- sustainability – impacts the materials, products and processes available.

3.1.3 social behavioural factors:

- equality, diversity and inclusion – contributes to freedom of expression and cultural expression
- influencers and endorsement – encourage individuals to buy particular products or services
- ethics – preferences and choices influenced by social acceptance and ethics
- national and global events and celebrations – event-specific merchandise.

3.1.4 political factors:

- changes in law and legislation – impacts on the use and control of prohibited materials and international trading
- changes in political agendas and campaigns – impacts on variety of materials that can be used.

3.1.5 technological factors:

- mass production – more choice and quantity of products
- accessibility – products and services being more readily available and accessible
- predicted algorithms – directs individuals to predicted choice patterns.

2026 Specification

CK3.1 **The influence of external factors on trends**

Students should be able to:

- recall the external factors that influence trends
- demonstrate understanding of the ways external factors influence trends
- consider the connections between external factors and changes in trends.

3.1.1 economic factors:

- disposable income
- cost of production.

3.1.2 sustainability factors:

- impacts of materials, products and processes
- climate
- environmental concerns of consumers.

3.1.3 social and ethical factors:

- equality, diversity, inclusion and representation
- influencers and endorsement
- national and global events and celebrations
- accessibility.

3.1.4 political factors:

- changes in law and legislation
- changes in political agendas and campaigns.

3.1.5 technological factors:

- proliferation of products, platforms and markets
- algorithms and content targeting
- artificial intelligence.

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Specific changes Content Area 3

Rationalised:

- **Codes and conventions** replaces **contextual vocabularies and storytelling.**

2024 Specification

CK3.3 **The contextual vocabularies used in the principles of storytelling**

Students should be able to:

- recall the contextual vocabularies and principles of storytelling
- demonstrate understanding of the benefits and challenges of how contextual vocabularies are used in the principles of storytelling
- apply knowledge and understanding of the contextual vocabularies used in the principles of storytelling to different contexts
- consider different aspects of the contextual vocabularies used in the principles of storytelling, including how they interrelate, and make decisions about the use of the contextual vocabularies used in the principles of storytelling in different contexts.

3.3.1 principles of storytelling:

- scripted
- unscripted
- genre – a style or category of created content

3.3.2 contextual vocabularies:

- sound:
  - diegetic – sound that is heard by the characters and audience
  - non-diegetic – music, voice or effects added to help tell the story that cannot be heard by the characters
  - atmospherics – used to create the environment and dictate tone or mood
  - ambient sound – sound used in immersive environments
  - frequency – range of sound
  - design: mono, stereo, surround sound
- image:
  - framing – composition of the image
  - shutter speed/angle – speed at which the camera shutter opens and closes

2026 Specification

CK3.3 **The codes and conventions used for communication in media**

Students should be able to:

- recall the codes and conventions of communication in media
- demonstrate understanding of the benefits and challenges of the ways codes and conventions are used in media
- apply knowledge and understanding of the ways codes and conventions are used in media in different contexts
- consider the connections between the codes and conventions and make decisions about their use in different contexts.

3.3.1 codes and conventions of storytelling:

- scripted
- unscripted
- genre – a style or category of created content

3.3.2 codes and conventions:

- sound:
  - diegetic – sound that is heard by the characters and audience
  - non-diegetic – music, voice or effects added to help tell the story that cannot be heard by the characters
  - atmospherics – used to create the environment and dictate tone or mood
  - ambient sound – sound used in immersive environments
  - frequency – range of sound
  - design: mono, stereo, surround sound
- image:
  - framing – composition of the image
  - shutter speed/angle – speed at which the camera shutter opens and closes

Specific changes Content Area 5

Note: Content Area 4 changes are mostly about readability.

5.1 changes:

- swaps **key features** for **regulates**
- Removed Digital Millenium Act
- Streamlines employment legislation

2024 Specification

CK5.1

Key features of legal and regulatory requirements affecting the creative industries and implications of non-compliance

Students should be able to:

- recall the key features of legal and regulatory requirements affecting the creative industries
- demonstrate understanding of the benefits and challenges of adhering to legal and regulatory requirements and the implications of non-compliance with legal and regulatory requirements affecting the creative industries.

5.1.1 Health and Safety at Work etc Act. 1974 (including The Work at Height Regulations 2005, The Manual Handling Operations Regulations 1992, The Management of Health and Safety at Work Regulations 1999, The Health and Safety (Display Screen Equipment) Regulations 1992):

- key features – employers are required to:
  - provide adequate training for staff
  - provide adequate welfare provision for staff at work

5.1.3 Digital Millennium Copyright Act 1998:

5.1.5 employment legislation ensures all employees are treated fairly including:

- termination of employment, unfair dismissal and redundancy payments
- protection of wages
- working hours: zero-hour contracts, Sunday working, flexible working
- trade union membership
- Acts include:
  - Employment Rights Act 1996: key legislation sets out the rights of employees
  - Employment Relations Act 1999: prevents discrimination against trade union members
  - Directive 2003/88/EC or Working Time Directive 2003: restricts number of hours an employee can be made to work and protects holiday rights
  - National Minimum Wage Act 1998: ensures employers pay minimum wage
  - The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000: ensures part-time employees are treated in the same way as full-time employees

2026 Specification

CK5.1

Legal and regulatory requirements affecting the creative industries and implications of non-compliance

Students should be able to:

- recall the legal acts, their regulations and requirements
- demonstrate understanding of the benefits and challenges of adhering to regulations and the implications of non-compliance with regulations.

5.1.1 Health and Safety at Work etc Act. 1974 (including The Work at Height Regulations 2005, The Manual Handling Operations Regulations 1992, The Management of Health and Safety at Work Regulations 1999, The Health and Safety (Display Screen Equipment) Regulations 1992):

- establish that employers are required to:
  - provide adequate training for staff
  - provide adequate welfare provision for staff at work

Removed as not applicable.

5.1.4 employment legislation (including Employments Rights Act 2025, National Minimum Wage Act 1998):

- establishes that employers are required to:
  - follow fair procedures for termination, dismissal and redundancy
  - pay at least national minimum wage
  - comply with rules on working hours
  - inform workers of their right to join a trade union
  - provide statutory leave and sick pay.

Specific changes

Content Area 5

5.1 Continued

Clarification of

- Environmental protections
- Safeguarding regulation

2024 Specification

5.1.6 Environmental Protection Act 1990:

- key features:
  - protects and improves environmental quality and reduces pollution
  - supports and promotes the management, protection and enhancement of the environment.

5.1.7 Safeguarding Vulnerable Groups Act 2006:

- key features:
  - individuals working with vulnerable groups must undergo a screening process
  - prevents people who are deemed unsuitable to work with children and vulnerable adults.

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5.1.4 Environmental Protection Act 1990:

- regulates:
  - waste management
  - pollution
  - hazardous substances.

5.1.5 Safeguarding Vulnerable Groups Act 2006:

- regulates who can work with children and vulnerable adults:
  - setting criteria of who can work with children and vulnerable adults based on suitability.
  - screening of those working with children and vulnerable adults.

Specific changes

Content Area 6

6.2 Changes:

- **Dilemmas** become **issues**
- Impacts are exemplified

	2024 Specification	2026 Specification
CK6.2	**Common ethical dilemmas individuals and organisations may face within the industry** Students should be able to: • recall common ethical dilemmas individuals and organisations may face within the creative industries • demonstrate understanding of the ways in which common ethical dilemmas can impact individuals and organisations within the creative industries • apply knowledge and understanding of common ethical dilemmas individuals and organisations may face within the creative industries to different contexts. 6.2.1 compromising on quality of a product, content or service. 6.2.2 misleading information regarding a product, content or service. 6.2.3 inclusion of bias within a product, content or service. 6.2.4 unethical market research. 6.2.5 plagiarism of others works.	CK6.2
		Common ethical issues individuals and organisations may face within the creative industries Students should be able to: • recall common ethical issues individuals and organisations may face • demonstrate understanding of the ways in which common ethical issues can impact individuals and organisations • apply knowledge and understanding of common ethical issues individuals and organisations may face to different contexts. 6.2.1 issues: • compromising on quality of a product • misleading information regarding a product • inclusion of bias within a product • unethical market research • plagiarism. 6.2.2 impacts: • health and safety • manipulation • deception • discrimination • unfair targeting • lack of informed consent • loss of income.

Specific changes

Content Area 7

7.1.3 changes:

- Bias arranged in type and cause

7.2 changes:

- Exemplification of impacts

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7.1.3 the presence of unconscious bias – stereotyped judgements made without conscious awareness:

- author/proprietary bias – unweighted opinions of the author
- confirmation bias – evidence selected to support a predetermined assumption
- selection bias – selection based on meeting specific criteria
- cultural bias – inherent assumptions based on societal norms.

CK7.2 **Barriers to equality and diversity within the creative industry**

Students should be able to:

- recall barriers to equality and diversity within the creative industry
- demonstrate understanding of barriers to equality and diversity within the creative industry and the ways in which barriers can affect equality and diversity in the creative industries.

7.2.1 lack of diverse representation in leadership.

7.2.2 inappropriate workplace culture:

- non-inclusive views and behaviours
- non-inclusive practices
- lack of organisational policies and frameworks.

7.2.3 stereotypical beliefs.

7.2.4 socioeconomic status.

7.2.5 limited access to education or training.

7.2.6 lack of exposure to diverse environments.

7.2.7 discrimination:

- positive
- negative.

2026 Specification

7.1.3 bias:

- types of bias:
  - conscious bias
  - unconscious bias
- causes of bias:
  - subjective opinion
  - confirmation
  - cultural
  - political.

CK7.2 **Barriers to equality and diversity within the creative industries**

Students should be able to:

- recall barriers to equality and diversity
- demonstrate understanding of ways people and employers can be impacted by the barriers to equality and diversity.

7.2.1 barriers:

- lack of diverse representation in leadership
- inappropriate workplace culture:
  - non-inclusive views and behaviours
  - non-inclusive practices
  - lack of organisational policies and frameworks.
- stereotypical beliefs
- socioeconomic status
- limited access to education or training
- lack of exposure to diverse environments
- discrimination:
  - positive
  - negative.

7.2.2 impacts:

- discrimination and unfair treatment
- reduced access to opportunities
- increased stress and poor mental wellbeing
- limited career progression
- underrepresentation of certain groups
- poor workplace or community relationships
- loss of talent.

Specific changes

Content Area 7

7.3.4 and 7.3.5 broader examples of adaptations

7.4 changes:

- ‘Reasons for importance’ becomes ‘benefits’
- Ways are now exemplified.

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	2024 Specification	2026 Specification

	7.3.4 reasonable adjustments to support users with cognitive, learning, neurological and neurodiverse conditions, including impairment in communication skills, social skills or mental function:
	• adapted screenings
	• relaxed performances
	• restrictions on content for photosensitive customers.
	7.3.5 reasonable adjustments to support motor impairments, including limited or no motor function:
	• infrastructure of the space or venue:
	  ○ ramps
	  ○ lifts
	  ○ viewing platforms
	  ○ virtual attendance options.
		7.3.4 reasonable adjustments for those with cognitive, learning, neurological and neurodiverse conditions:
		• adapted screenings
		• relaxed performances
		• restrictions on content for photosensitive customers
		• captions, transcripts and text-to-speech
		• predictable layouts
		• customisable settings.
		7.3.5 reasonable adjustments for those with physical disabilities, including limited or no motor function:
		• designated spaces
		• ramps/lifts/viewing platforms
		• virtual attendance options
		• adjustable design
		• alternative input options.

CK7.4	**The value of a diverse and inclusive working environment**
	Students should be able to:
	• recall the reasons why a diverse and inclusive working environment is important
	• demonstrate understanding of the benefits of a diverse and inclusive working environment and ways in which these benefits can be achieved.
	7.4.1 broader perspective in decision-making process.
	7.4.2 diverse ideas and approaches embedded throughout the creative process.
	7.4.3 opportunity for connections with underrepresented groups.
	7.4.4 increased awareness and organisational culture of diversity and inclusion.
	7.4.5 positive reputation for utilising inclusive approaches, including recruitment, promotion, training.
		CK7.4 **The benefits of a diverse and inclusive working environment**
		Students should be able to:
		• recall the benefits of a diverse and inclusive working environment and the ways diverse and inclusive working environments can be achieved
		• demonstrate understanding of the benefits of a diverse and inclusive working environment and the ways this can be achieved.
		7.4.1 benefits:
		• broader perspective in decision-making process
		• diverse ideas and approaches embedded throughout the creative process
		• opportunity for connections with underrepresented groups.
		• increased awareness and organisational culture of diversity and inclusion
		• positive reputation for utilising inclusive approaches, including recruitment, promotion, training.
		7.4.2 ways diverse and inclusive environments can be achieved:
		• diverse representation in leadership
		• positive workplace culture:
		  ○ inclusive practices and behaviour
		  ○ policies for equality and diversity
		• challenging stereotypical beliefs
		• access to education or training
		• positive action.

Specific changes

Content Area 8

8.1 changes:

- Removal of ‘features’
- Rationalised ways they can support

2024 Specification

CK8.1	**Common sources of knowledge** Students should be able to: • recall the features of common sources of knowledge • demonstrate understanding of the ways in which common sources of knowledge can be used to support research in the creative industries. 8.1.1 common sources: • academic publications – provide information on previous research, theories, observations, methodologies • galleries and exhibitions – curated visual displays and showcases of creative practice • trade fairs – exhibits from a range of organisations within a specific industry demonstrating their product, content or service • libraries – offer a breadth of resources in one place • internet/websites/social media – digitally accessed repositories providing global data and information • museums – display artefacts and other objects of artistic, cultural, historical or scientific importance • manufacturers’ websites/guides – provide information from manufacturers to support product, content or service • government documents – disseminate information from national and local government agencies • professional/peer networks – provide opportunities to share best practice • e-learning – online courses to support development.

2026 Specification

CK8.1	**Common sources of knowledge** Students should be able to: • recall common sources of knowledge • demonstrate understanding of the ways in which common sources of knowledge can be used to support research. 8.1.1 common sources: • academic publications • galleries and exhibitions • trade fairs • libraries • internet/websites/social media • museums • manufacturers’ websites/guides • government documents • professional/peer networks • e-learning. 8.1.2 ways they can support research: • providing reputable data • inspiring ideas • seeing what others are doing • sharing best practice • providing education and training • understanding the use or function of things • cross-referencing and fact checking • engaging with products or services.

Specific changes

Content Area 8

8.2 changes:

- Consistency between methods – each having purpose and techniques.

	2024 Specification	2026 Specification
CK8.2	**The purpose and application of research methods utilised within the creative industries** Students should be able to: • recall the research methods, techniques and the purpose of the research methods utilised within the creative industries • demonstrate understanding of the ways in which the research methods are applied in the creative industries and the benefits and drawbacks of the research methods. 8.2.1 qualitative method – research relating to the collection and analysis of non-numerical information: • used to understand opinions and concepts. 8.2.2 quantitative method – research relating to the collection and analysis of numerical information: • used to find patterns, make predictions and generalise results. 8.2.3 primary method – information collected directly from the source: • field research, including interviews, surveys, observations, questionnaires. 8.2.4 secondary method – research drawing upon pre-existing sources: • desk-based research, including government documents, published academic papers, historical records.	CK8.2	**The purpose and application of research methods used in the creative industries** Students should be able to: • recall the research methods, techniques and the purpose of the research methods • demonstrate understanding of the use of research methods and their benefits and challenge. 8.2.1 qualitative method: • for the purpose of understanding non-numerical information, thoughts and feelings • techniques including focus groups, open-ended questions, observations. 8.2.2 quantitative method: • for the purpose of understanding numerical information • techniques including closed-ended questions, tests, polls, observations. 8.2.3 primary method: • for the purpose of collecting information from the source • techniques including interviews, surveys, observations, questionnaires. 8.2.4 secondary method: • for the purpose of desk-based research drawing upon existing sources • techniques including drawing on government documents, academic papers, historical records, literature.

Specific changes Content Area 9

9.1 changes:

- **Requirements** becomes **activities**
- **Quality control** added.

9.2 changes:

- **Features** becomes **functions**
- Redefined as **project management tools**
- Removal of work breakdown software

	2024 Specification	2026 Specification
CK9.1	**The stages and requirements within a project lifecycle** Students should be able to: • recall the requirements of each stage within the project lifecycle • demonstrate understanding of the benefits and challenges of meeting the requirements at each stage and requirements within the project lifecycle and how meeting and not meeting these requirements can impact a project in the creative industries 9.1.3 execution stage: • create/produce • monitoring of quality outcomes and deliverables.	**The stages and activities within a project lifecycle** Students should be able to: • recall the activities of each stage within a project lifecycle • demonstrate understanding of the benefits and challenges of the activities in the project lifecycle and the drawbacks of not completing these 9.1.3 execution stage: • create/produce • testing • quality control.
CK9.2	**The common features and types of project tools applied to managing projects** Students should be able to: • recall the common features and types of project tools • demonstrate understanding of the benefits and challenges of using project tools and the ways in which project tools are applied when managing projects in the creative industries 9.2.2 types of project tools: • digital project management software – multi-feature software packages for tracking tasks and time • work breakdown structure software – used to detail tasks within a project, the sequence, dependencies and timescales • spreadsheets – store, manipulate and analyse data • dashboards – a way of visually displaying data, such as KPIs • customer relationship management (CRM) software – used to manage and record interactions with stakeholders.	**The common functions and types of project management tools** Students should be able to: • recall the common functions and types of project management tools • demonstrate understanding of the benefits and challenges of using project management tools 9.2.2 types of project management tool: • project management software – used to schedule, collaborate, plan, track and report • spreadsheets – used to store, manipulate and analyse data, including scheduling, tracking and budgeting • dashboards – used to visually display data, track progress, monitor performance • customer relationship management (CRM) software – used to manage and record interactions with stakeholders.

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Specific changes Content Area 9

9.4 changes:

- **Components** become **elements**
- Benefits and challenges exemplified

2024 Specification

CK9.4	**The key components of a project budget** Students should be able to: • recall the key components of a project budget • demonstrate understanding of the benefits and challenges of maintaining a project budget and the ways in which the components of a project budget can impact projects in the creative industries • consider different aspects of the key components of a project budget and how they interrelate. 9.4.1 forecast revenue – details the money that the project is expected to make. 9.4.2 fixed costs – details fixed regular expenditure during the project. 9.4.3 variable costs – details the costs for goods, services or materials that may fluctuate during the project. 9.4.4 one-time expenses – details one-off payments for products, goods or services during the project. 9.4.5 cash flow – details movement of money during the project. 9.4.6 profit – details the money remaining after all project deductions.

2026 Specification

CK9.4	**The key elements of a project budget** Students should be able to: • recall the elements of a project budget • demonstrate understanding of the benefits and challenges of maintaining an accurate project budget and the impacts of having inaccurate budget elements • consider the connections between different elements of a project budget. 9.4.1 forecast revenue – the money that the project is expected to make. 9.4.2 fixed costs – fixed regular expenditure during the project. 9.4.3 variable costs – the costs for products that may fluctuate during the project. 9.4.4 one-time expenses – one-off payments for products, goods or services during the project. 9.4.5 cash flow – movement of money during the project. 9.4.6 profit – the money remaining after all project deductions. 9.4.7 benefits of maintaining accurate project budgets: • financial control • resource planning • stakeholder confidence • risk reduction 9.4.8 challenges of maintaining accurate project budgets: • estimating • changes in the project • data collection • time-consuming.

Specific changes

Content Area 10

10.2 changes:

- Updating of impacts

2024 Specification

CK10.2 **The application of evolving developments and the wider impact within the creative industries**

Students should be able to:

- recall the features of evolving developments within the creative industries
- demonstrate understanding of the benefits and drawbacks of evolving developments within the creative industries
- apply knowledge and understanding of evolving developments and their wider impact within the creative industries to different contexts
- consider different aspects of evolving developments, including how they interrelate, and make decisions about the use of evolving developments within the creative industries in different contexts.

10.2.2 wider impact within the creative industries:

- reliable connectivity
- wider customer accessibility
- increased customer choices and options (for example, catch-up functions, watching content on mobile phones)
- drives efficiency and cost savings
- environmental sustainability.

2026 Specification

CK10.2 **Technological developments and their impacts**

Students should be able to:

- recall the technological developments
- demonstrate understanding of the impacts of technological development
- apply knowledge and understanding of technological developments and their impact to different contexts
- consider the connections between technological developments and their impacts and make decisions about their use in different contexts.

10.2.2 impacts:

- content creation – faster production, but may reduce originality and human creativity
- customer/audience experience – immersive, interactive and personalised content, but can lead to fatigue, over-personalisation or privacy issues
- collaboration and access – global teamwork and remote access but relies on energy-intensive infrastructure
- jobs and skills – may impact routine roles, but create demand for new technical and creative skills
- ethics – raises issues of misinformation, authenticity, oversaturation, bias, privacy, cultural insensitivity
- efficiency and cost – speeds up production and reduces operational costs, but data centres use energy, water and cause pollution
- monetisation and innovation – enables new revenue streams, experiences and experimental formats, but overreliance on technology can affect engagement.

Marks and mean average responses

Content area		Mark range permitted
1	The creative economy	11–13
2	The individual in the creative industries	15–17
3	Cultural context and vocabulary	19–21
4	Audience	19–21
5	Legislation/regulation	5–7
6	Professionalism and ethics	5–7
7	Equality, diversity and inclusion	5–7
8	Research skills	5–7
9	Project methodology and administration	11–13
10	Continued professional development	15–17

How will teaching be affected?

Benefits should outweigh any drawbacks because:

- There are clearer examples and scope
- Changes should only cause minor updates to your materials
- Less time clarifying language
- Feel more confident about what is being taught
- Simpler, more efficient delivery

Areas to consider:

Teaching	Change
Scheme of work	No change required to amount of time given to content areas– content areas have not increased or decreased.
Lesson plans	Quick check to see if terminology has changed
Handouts / Powerpoints	Check to see if lists or terminology has changed May want to include some of the new examplification, e.g. benefits and drawback exemplification.

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Actions:

- read through new spec
- update resources where necessary.



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