Pearson BTEC
**Level 2** in
# Creative Media Skills

**L2**

# Specification

*First teaching from September 2020*

**Issue 1**

**Edexcel, BTEC and LCCI qualifications**

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# CONTENTS

# INTRODUCTION TO BTEC LEVEL 2 QUALIFICATIONS IN CREATIVE MEDIA SKILLS



Welcome to your new specification for the Pearson BTEC Level 2 in Creative Media Skills qualifications. These qualifications bring you the best of the BTEC tradition of developing independent, vocationally aware learners through the right balance between teaching/learning and assessment. The qualifications have been designed around holistic, explorative and integrated creative teaching approaches that are conducive to deep learning and skills development.

These qualifications support a curriculum where learners continually revisit their skills, adding levels of refinement, sophistication and precision as they progress.

# KEY FEATURES

- **100% internally set and assessed** – all assessments are set and assessed by you and verified by Pearson.

- **Multidisciplinary practice** – there are no specialist pathways in these qualifications. This is in order to enable and encourage multidisciplinary practice and integration of the relevant skills that learners want to develop. Practical skills have been expressed through the following categories to allow for development and integration of skills across practices, including skills used across art, design and media (teachers delivering pathway-specific programmes can select the technical skills relevant to their specialism in or across these categories):

  - moving image
  - games
  - interactive
  - sound
  - graphic and publishing.

- **Simple structure** – four assessment units across the specification, two in the Certificate, three in the Extended Certificate and all four in the Diploma.

- **Grades weighted to reflect development** – in the Diploma the grade will be weighted towards the final assessment to ensure that achievement reflects the stage when learners have had maximum opportunity to develop their skills and to apply their full potential.

- **Compensation in grading** – grading is compensatory in assessment units and across qualifications, rewarding learners for their exceptional performance in some areas, without requiring it in all areas. For more information on grading see *Section 7: Understanding the qualification grade.*

- **Highly practical** – all assessment is holistic, based on portfolios of work. Evidence is generated through practical projects, briefs and workshops.

- **Common assessment criteria** – the same five common assessment criteria are used to assess all work produced throughout the qualifications. This simplifies assessment and means that it is clear what learners are expected to do to achieve the criteria.

- **Content areas match assessment criteria** – content for each unit is divided into five areas, which link directly to the assessment criteria.

# MANDATORY CONTENT

To deepen and refine their skills over time, learners need access to teaching and learning approaches that challenge them. This is supported by five mandatory content areas that reflect the fundamental creative skills running through all teaching and learning, and which are developed to give learners valuable transferable skills. These five content areas are:

- investigation
- communication
- practical skills
- development
- approach.

Within the scope of the areas of content, the specific skills and practices listed in each area should be taught as they apply to learners' interests, ideas and career or progression ambitions across Creative Media.

The five key areas of content allow for the simple and consistent presentation of requirements. It recognises the need for integration of skills for any Creative Media project, ensuring that teachers can identify the most relevant methods of delivery to engage each learner.

## ASSESSMENT UNITS

Each assessment unit is highly practical and based on assignments set internally by the teacher. The number of assessment units within each qualification are:

- Pearson BTEC Level 2 Certificate in Creative Media Skills – two assessment units
- Pearson BTEC Level 2 Extended Certificate in Creative Media Skills – three assessment units
- Pearson BTEC Level 2 Diploma in Creative Media Skills – four assessment units.

You will assess learners using a single set of criteria that covers all assessment units. Grades awarded for each criteria correspond to a point value and points accumulate to establish the overall qualification grade.

Quality assurance

Quality assurance processes follow well-defined BTEC approaches designed to support you simply and effectively. We have refined our approach to supporting these unique creative qualifications to take account of the simplified teaching and assessment structure. For more information see Section 6: Quality assurance.

## QUALIFICATIONS IN THE SECTOR

The qualifications included in this specification are:

- Pearson BTEC Level 2 Certificate in Creative Media Skills (180 GLH) (603/5545/1)
- Pearson BTEC Level 2 Extended Certificate in Creative Media Skills (240 GLH) (603/5546/3)
- Pearson BTEC Level 2 Diploma in Creative Media Skills (360 GLH) (603/5548/7).

These qualifications have been designed to meet learner needs flexibly and they do not include external assessment. Therefore, they are not recognised on performance tables.

# 1
# QUALIFICATION
# PURPOSE

In this section, you will find information on the purposes of the:

- **Pearson BTEC Level 2 Certificate in Creative Media Skills**
- **Pearson BTEC Level 2 Extended Certificate in Creative Media Skills**
- **Pearson BTEC Level 2 Diploma in Creative Media Skills.**

We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice as to the size of qualification that is suitable at recruitment.

These qualifications have been designed to provide post-16 learners with the skills, knowledge and understanding necessary to progress to further education or training in related subject areas or to gain fundamental creative skills that are valued in other subject areas. As such, underpinning skills for progression within creative sector education, and for working productively within any educational or working environment, have been embedded throughout each qualification. These skills include creative investigation and ideas generation, communication, using creative development processes, developing and applying practical skills and using productive working skills and practice.

The structures of these qualifications have been designed to allow time for skills development and large-scale projects to be carried out. The number and nature of assessments within each qualification have been devised to be undertaken at key points in learners' progression through the programme, reflecting the culmination of skills development and ability. This allows teachers to provide a holistic learning experience that balances development of skills with personal growth and intentions. The breadth of study in each qualification gives learners opportunities to consider their practice in the context of vocational practice with work, from inception of ideas to completion.

Inclusivity is a key objective of these qualifications. Assessments do not prescribe the types of evidence required, allowing each learner to access the full range of achievement using the methods of working best suited to them. Core technical skills development that covers all specialisms has been combined into shared mandatory units. This means that all learners will demonstrate the level of their skills through the same units, regardless of individual accessibility needs, which enhances inclusivity and parity of assessment.

# PEARSON BTEC LEVEL 2 CERTIFICATE IN CREATIVE MEDIA SKILLS

The 180-GLH Certificate, equivalent to 1.5 GCSEs, is for learners who are looking to study creative media as part of a one-year course alongside other areas of study. If taken as part of a programme of study that includes other BTECs or GCSEs, it supports progression to Level 3 study in creative media or can provide fundamental creative skills that are valued in other subject areas such as art, design, engineering, business or marketing. It could also support progression to an apprenticeship in creative media or a related sector.

## WHAT DOES THIS QUALIFICATION COVER?

The content of this qualification has been developed in consultation with teachers and industry professionals to ensure that it supports progression to further study or training at Level 3. These consultants have ensured that the content is appropriate for study at Level 2, and consistent with current industry practice, providing learners with a foundation in the skills needed to progress to further education with an understanding of industry and the roles and opportunities available to them.

Learners taking this qualification will study one mandatory learning and teaching module:

· Exploring and Developing Creative Media Skills.

## WHAT COULD THIS QUALIFICATION LEAD TO?

Learners who complete this qualification alongside other Level 2 qualifications may progress to further learning at Level 3, for example the Pearson BTEC National Extended Diploma in Creative Media Practice or a 540-GLH Diploma in Creative Media alongside another diploma in a complementary sector.

This qualification gives learners the opportunity to develop their technical Creative Media skills through a process of self-evaluation, practice and review. In addition to the sector-specific content available in this qualification, the requirements mean that learners develop the transferable skills needed to progress to further education and ultimately higher education and employment, for example communication, planning and managing projects and creative problem solving. The qualification also supports learners in becoming more confident in taking ownership of and responsibility for their own direction, work and choices.

# PEARSON BTEC LEVEL 2 EXTENDED CERTIFICATE IN CREATIVE MEDIA SKILLS

The 240-GLH Extended Certificate, equivalent to two GCSEs, is for learners who are looking to study creative media as part of a one-year course alongside other areas of study. If taken as part of a programme of study that includes other BTECs or GCSEs, it supports progression to Level 3 study in Creative Media or can provide fundamental creative skills that are valued in other subject areas such as art, design, engineering, business or marketing. It could also support progression to an apprenticeship in creative media or a related sector.

## WHAT DOES THIS QUALIFICATION COVER?

The content of this qualification has been developed in consultation with teachers and industry professionals to ensure that it supports progression to further study or training at Level 3. These consultants have ensured that the content is appropriate for study at Level 2, and consistent with current industry practice, providing learners with a foundation in the skills needed to progress to further education with an understanding of industry and the roles and opportunities available to them.

Learners taking this qualification will study two mandatory learning and teaching modules:

- Exploring and Developing Creative Media Skills
- Personal Development.

## WHAT COULD THIS QUALIFICATION LEAD TO?

Learners who complete this qualification alongside other Level 2 qualifications may progress to further learning at Level 3, for example the Pearson BTEC National Extended Diploma in Creative Media Practice or a 540-GLH Diploma in Creative Media alongside another diploma in a complementary sector.

This qualification gives learners the opportunity to develop their technical Creative Media skills through a process of self-evaluation, practice and review. In addition to the sector-specific content available in this qualification, the requirements mean that learners develop the transferable skills needed to progress to further education and ultimately higher education and employment, for example communication, planning and managing projects and creative problem solving. The qualification also supports learners in becoming more confident in taking ownership of and responsibility for their own direction, work and choices.

# PEARSON BTEC LEVEL 2 DIPLOMA IN CREATIVE MEDIA SKILLS

The 360-GLH Diploma, equivalent to three GCSEs, is for learners who are looking to study creative media as a one-year, full-time course and for those who wish to take it alongside another complementary area study as part of a one-year, full-time study programme. If taken as part of a programme of study that includes other BTECs or GCSEs, it supports progression to Level 3 study in creative media. It can also provide fundamental creative skills that are valued in other subject areas such as art, design, engineering, business or marketing, or support progression to an apprenticeship in creative media or a related sector.

## WHAT DOES THIS QUALIFICATION COVER?

The content of this qualification has been developed in consultation with teachers and industry professionals to ensure that it supports progression to further study or training at Level 3. These consultants have ensured that the content is appropriate for study at Level 2, and consistent with current industry practice, providing learners with a foundation in the skills needed to progress to further education with an understanding of industry and the roles and opportunities available to them.

Learners taking this qualification will study three mandatory learning and teaching modules:

- Exploring and Developing Creative Media Skills
- Personal Development
- Responding to a Creative Brief.

## WHAT COULD THIS QUALIFICATION LEAD TO?

Learners who complete this qualification may progress to further learning at Level 3, for example the Pearson BTEC National Extended Diploma in Creative Media Practice or a 540-GLH Diploma in Creative Media alongside another diploma in a complementary sector.

This qualification gives learners the opportunity to develop their technical creative media skills through a process of self-evaluation, practice and review. In addition to the sector-specific content available in this qualification, the requirements mean that learners develop the transferable skills needed to progress to further education and ultimately higher education and employment, for example communication, planning and managing projects and creative problem solving. The qualification also supports learners in becoming more confident in taking ownership of and responsibility for their own direction, work and choices.

# HOW DO THESE QUALIFICATIONS PROVIDE TRANSFERABLE KNOWLEDGE AND SKILLS FOR FURTHER STUDY?

All BTEC qualifications provide transferable knowledge and skills that prepare learners for progression to further study. The transferable skills that enable learners to progress include:

- the ability to learn independently
- the ability to actively investigate and problem solve
- practical and personal communication skills.

BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections between learning and teaching modules and assessment units and select areas of interest for detailed study. BTEC qualifications provide a vocational context in which learners can develop the knowledge and skills required for further study at Level 3, such as:

- teamwork
- project work
- presentation skills
- analytical skills
- creative development
- developing and monitoring progress towards personal aims.
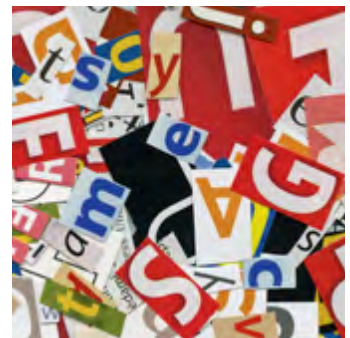
# 2
# STRUCTURE

# STRUCTURE OF THE QUALIFICATIONS

**Pearson BTEC Level 2 Certificate in Creative Media Skills** - Learners must complete two assessment units and achieve a Pass grade for each assessment criterion.

**Pearson BTEC Level 2 Extended Certificate in Creative Media Skills** - Learners must complete three assessment units and achieve a Pass grade for each assessment criterion.

**Pearson BTEC Level 2 Diploma in Creative Media Skills** - Learners must complete four assessment units and achieve a Pass grade for each assessment criterion.

This table shows all the learning and teaching modules, related assessment units and the qualifications to which they contribute.

| Qualifications | Learning and teaching modules | Related assessment units |
|---|---|---|
| **180 Certificate** | A Exploring and Developing Creative Media Skills | A1 Skills Development (120 GLH) <br> A2 Creative Media Project (60 GLH) |
| **240 Extended Certificate** | A Exploring and Developing Creative Media Skills <br><br> B Personal Development | A1 Skills Development (120 GLH) <br> A2 Creative Media Project (60 GLH) <br> B1 Personal Development (60 GLH) |
| **360 Diploma** | A Exploring and Developing Creative Media Skills <br><br> B Personal Development <br> C Responding to a Creative Brief | A1 Skills Development (120 GLH) <br> A2 Creative Media Project (60 GLH) <br> B1 Personal Development (60 GLH) <br> C1 Responding to a Creative Brief (120 GLH) |

# ASSESSMENT

## SYNOPTIC ASSESSMENT

Synoptic assessment requires learners to apply learning from across the qualification to the completion of defined vocational tasks. These qualifications have been designed to promote iterative and integrated assessment through learning and teaching modules, providing a strong basis for synoptic assessment.

The synoptic assessment in the Certificate and the Extended Certificate is related to Assessment Unit A2: *Creative Media Project*. In this assessment unit, learners apply their learning synoptically to complete a project in response to a vocationally relevant brief. The unit assesses learners' ability to use their skills in an integrated way to produce a response that meets the requirements of a brief, applying a range of skills covering all assessment criteria.

In the Diploma, learners build on all three prior assessment modules by responding to a creative brief in the final Assessment Unit C1: *Responding to a Creative Brief*. This draws on the range of skills developed throughout the qualification, assessing learners' ability to interpret and respond to a creative vocational brief covering all assessment criteria.

The assessments will benefit learners who want to progress to Level 3 qualifications as they assess learner skills in areas required in further education, such as organisational skills, creative thinking, problem solving and productive working skills.

## LANGUAGE OF ASSESSMENT

Assessment of the units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

For information on reasonable adjustments see *Section 5: Administrative arrangements.*

# TOTAL QUALIFICATION TIME

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within 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 teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete assessment under supervised conditions.

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

BTEC qualifications have been designed around the number of guided learning hours expected. Each assessment unit has a given GLH value. There is then a total GLH value for each qualification.

The qualifications in this specification have the following TQT values:

- Pearson BTEC Level 2 Certificate in Creative Media Skills - 225 TQT
- Pearson BTEC Level 2 Extended Certificate in Creative Media Skills - 300 TQT
- Pearson BTEC Level 2 Diploma in Creative Media Skills - 450 TQT.

# GRADING IN THESE QUALIFICATIONS

- The Pearson BTEC Level 2 Certificate in Creative Media Skills is graded P to D.
- The Pearson BTEC Level 2 Extended Certificate in Creative Media Skills is graded PP to DD.
- The Pearson BTEC Level 2 Diploma in Creative Media Skills is graded PP to DD.

Each learning and teaching module defines the range of content that learners will cover. The assessment evidence produced is presented and assessed against assessment units. Assessment units are each assessed against five criteria, which are graded on a scale of Distinction, Merit, Pass and Unclassified. In order to be awarded a qualification, learners must achieve a minimum of Pass in all assessment criteria in each assessment unit. See *Section 7: Understanding the qualification grade*, for more information on grading and the proportionate weighting of assessment units towards overall qualification grades.

# QUALIFICATION DESIGN

## How the assessment units work

| 5 assessment objectives | 5 areas of teaching content | 5 assessment criteria |

To simplify the qualification, all teaching and learning content and assessment have been designed around five fundamental skills areas. Each module has a straightforward structure that clearly connects the assessment objectives, teaching content and assessment criteria:

- Five assessment objectives
- Five areas of teaching content
- Five assessment criteria:
    1. Investigation
    2. Communication
    3. Practical Skills
    4. Development
    5. Approach

# THE 5 EQUAL ASSESSMENT CRITERIA

The assessment criteria are not a series of tasks that are done separately. Learners, and creative practitioners, will use these five skills areas in combination when developing their work. As such, the criteria are all equally weighted, meaning they should be given equal importance in a learners' development and in assessment.

**AC5: Approach**
Engagement in productive ways of working, both independently and with others.

**AC4: Development**
Use of creative development processes to review and refine work and personal skills



**AC1: Investigation**
Research, exploration and experimentation to inform understanding of practice and development of ideas and work as it progresses

**AC2: Communication**
Communicating ideas, intentions and development through practical work and presentation methods

**AC3: Practical Skills**
Selection and manipulation of media, materials, techniques and processes to produce and present work

# GUIDE TO THE MODULES AND HOW THE ASSESSMENT OBJECTIVES RELATE DIRECTLY TO CONTENT AND ASSESSMENT CRITERIA:

**Assessment objectives for Assessment Units A1 and A2**

**A1.1** Explore investigation skills for media production

**A1.2** Explore communication skills for media production

**A1.3 Explore practical media production skills**

**A1.4** Explore development processes for media production

**A1.5** Explore productive approaches to working in media production

**A2.1** Carry out investigation for a creative media project

**A2.2** Use communication skills for a creative media project

**A2.3 Use practical skills for a creative media project**

**A2.4** Carry out development of a creative media project

**A2.5** Use productive approaches to working for a creative media project

1. Assessment objectives are statements indicating the scope of learning for the assessment unit and relate directly to the assessment criteria.

## PRACTICAL SKILLS (AO A1.3 AND A2.3)

All practical skills content in this section is indicative and not exhaustive or exclusive.

Learners will explore and develop practical skills in using a range of tools/equipment, techniques and processes relevant to work. Learners may use and integrate any content in and/or across the areas of practical skills below; there is no requirement to address all the content in any given area of practical skills.

**Moving image**

Learners will explore the technical skills related to areas such as film, television, video, animation, motion graphics, VFX.

· Hardware and software.

· Film and video production, e.g. shot types, framing and composition, viewpoints, focus, movement, camera settings, stabilisation.

· Sound, e.g. capture, creation, levels, microphones.

· Animation, e.g. stop frame, armatures, claymation, cel, 2D and 3D, keyframes and tweening.

· Lighting, e.g. placement and positioning, natural, artificial, gels and filters, high key/low key, colour.

· Constructing narrative, e.g. continuity, composition, rhythm, pace, movement.

· Editing techniques, e.g. rough cut, transitions, effects, titles, audio, montage, speed up/slow down, continuity editing (continuity - shot-reverse-shot, cutaways, eyeline matching, 180 degree rule).

· Exporting and optimisation.

2. Teaching content is divided into key areas, which correspond to the assessment objectives.

**BTEC Level 2 Qualifications in Creative Media Skills**

In order to be awarded a qualification, learners must achieve a minimum of Pass in all the criteria for each assessment unit. See Appendix 2 for larger version.

| Assessment criteria | U Limited/insufficient/tentative | Pass Basic/generally/partial | Merit Competent/clear most | Distinction Assured/thorough/sustained |
|---|---|---|---|---|
| **AC1: Investigation** | Limited investigation, research, exploration and experimentation that tentatively informs understanding, ideas, and practice. | Basic investigation, using generally relevant research, exploration and experimentation during some stages of development to partially inform understanding, ideas and practice. | Competent investigation, clearly using relevant research, exploration and experimentation during most stages of development to inform understanding, ideas, and practice. | Thorough investigation, using relevant research, exploration and experimentation throughout development to securely inform understanding, ideas and practice.. |
| **AC2: Communication** | Lack of clarity in communication of intentions, development and ideas. Arbitrary use of presentation methods and conventions in relation to audience and type of work. | Basic communication of intentions, development and ideas. Presentation methods and conventions used are generally appropriate in relation to audience and nature of work. | Competent communication of intentions, development and ideas. Presentation methods and conventions used are appropriate in relation to audience and nature of work. | Assured communication of intentions, development and ideas. Presentation methods and conventions used are considered in relation to audience and enhance the qualities of work. |
| **AC3: Practical skills** | **Limited or insufficient evidence of ability to select and apply media, materials, techniques and processes to produce and present work, showing tentative awareness of how they can be used to realise intentions.** | **Basic selection and application of media, materials, techniques and processes to produce and present work, showing some awareness of how they can be used to realise intentions.** | **Competent selection and application of media, materials, techniques and processes to produce and present work, showing clear understanding of how they can be used to realise intentions.** | **Assured selection and manipulation of media, materials, techniques and processes to produce and present work, showing thorough understanding of how to exploit them to realise intentions.** |
| **AC4: Development** | Limited use of development processes to generate and progress ideas, work and skills, which are tentatively linked to creative intentions and personal aims. | Basic use of development processes to generate and progress ideas, work and skills, which generally support meeting creative intentions and personal aims. | Competent use of development processes to generate, review and refine ideas, work and skills, which support meeting creative intentions and personal aims. | Thorough and sustained use of development processes to generate, review and refine ideas, work and skills, enabling creative intentions and personal aims to be met securely. |
| **AC5: Approach** | Limited engagement in productive approaches to working shown in creative processes, when working independently and interacting with others. | Basic engagement in productive approaches to working shown through some creative processes, when working independently and interacting with others. | Clear engagement in productive approaches to working shown throughout most creative processes, when working independently and interacting with others. | Thorough and proactive engagement in productive approaches to working that are sustained throughout creative processes, when working independently and interacting with others. |

3. Assessment criteria are qualitative descriptors that set out the standard for Pass, Merit and Distinction level achievement for each corresponding assessment objective.

# UNDERSTANDING YOUR LEARNING AND TEACHING MODULES AND ASSESSMENT UNITS

This section sets out the required teaching and learning content areas and how they should be delivered.

Each learning and teaching module include five content areas, which:

- set out the content to be covered
- set out how it can be approached for effective teaching and learning.

All main areas of content are mandatory. Within the scope of these mandatory areas of content, you will be able to select and deliver specific content covering practical skills relevant to learners' interests and ambitions across evolving creative media disciplines. Content following 'e.g.' statements shows indicative content within a topic and is not mandatory, nor is it an exhaustive list of what should or could be covered.

Learners should take assessments after the content has been covered.

Teaching of content can continue after assignment briefs have been released and integrated into your delivery model, as long assessment tasks contained within assignment briefs are completed independently by the learner.

A brief explanation is given below of how the learning and teaching modules are set out. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme read and take note of this section.

**Certification:** certificates will include the title of the learning and teaching module, the related assessment units, and the grades achieved for each criterion in the assessment units, for example *Exploring and Developing Creative Media Skills,* and the grades achieved for each criterion in the related assessment units.

**Assessment summary:** this section summarises the scope and type of learning that will be assessed throughout the module through assessment objectives. The assessment objectives use verbs such as 'apply', 'demonstrate', 'explore' and 'carry out' to define the basic requirements for the skills and abilities that learners will need to evidence. You can find out more about the verbs used in the assessment objectives in *Appendix 1.*

**Essential information for assessment:** this section provides information on how to carry out the assessment, the materials required and the required evidence.

# 3
# LEARNING AND TEACHING MODULES
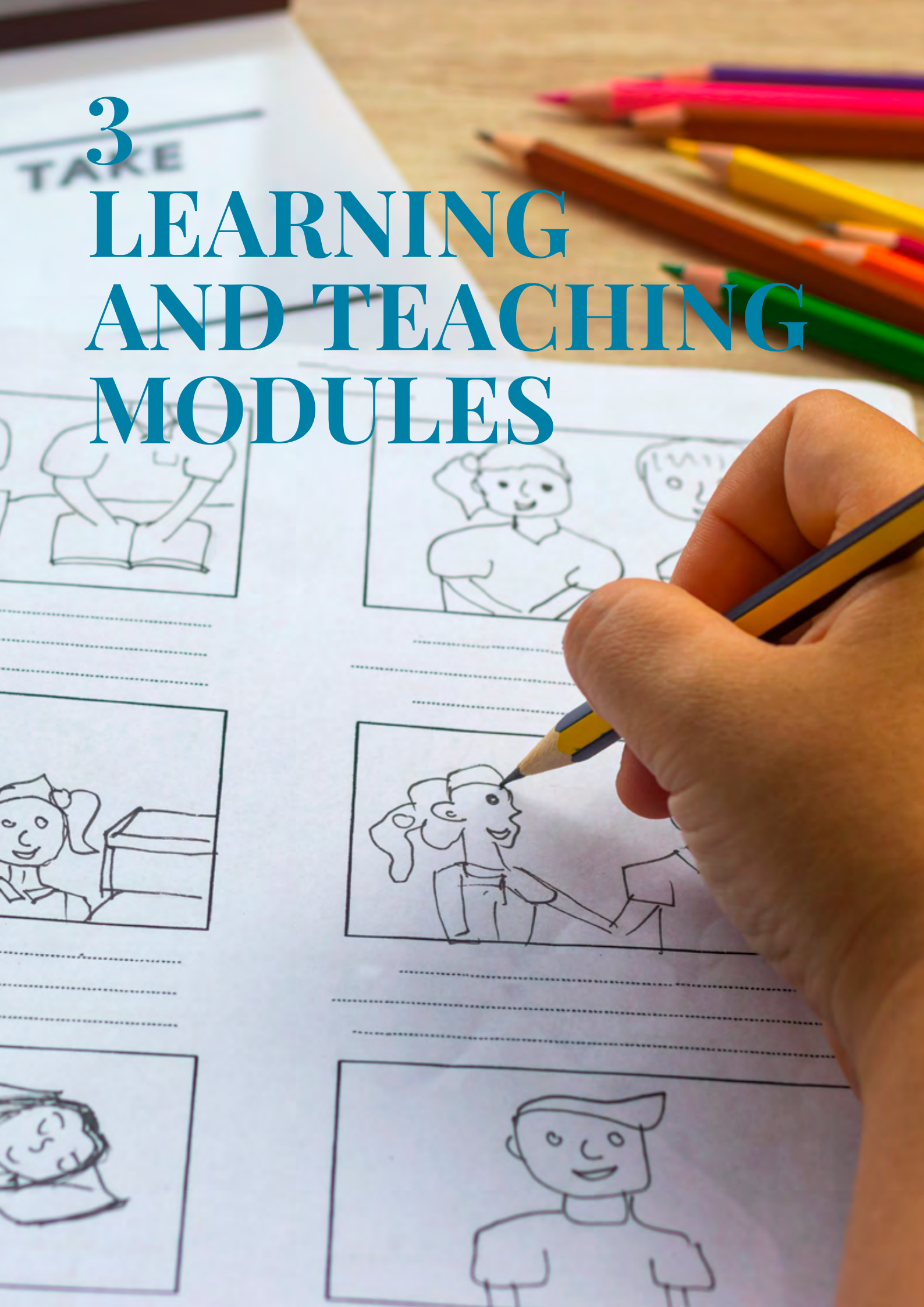
# MODULE A:

## EXPLORING AND DEVELOPING MEDIA PRODUCTION SKILLS

Level: **2**

Type: **Internal**

Guided learning hours: **180 (A1 120 GLH, A2 60 GLH)**

Learners on the Certificate, Extended Certificate and Diploma will be taught this module and assessed through Assessment Units A1 and A2

## INTRODUCTION

Media practitioners can incorporate a range of techniques and processes across different disciplines within their work or focus on a single discipline or skill set. The learning and teaching content in this module will allow you to explore and develop skills within any of the areas below, or in combination working broadly across different areas of media:

- Moving image
- Games
- Interactive
- Sound
- Graphic and publishing.

# ASSESSMENT SUMMARY

For Assessment Unit *A1: Skills development,* learners will explore key fundamentals of creative media practice, learning how skills are integrated to create work. They will learn about creative investigation, communicating ideas, practical skills and productive approaches to working. Outcomes do not need to be finished products as long as learners evidence development of skills through a range of work (within or across the areas listed above).

*For* Assessment Unit *A2: Creative Media Project,* learners will carry out the development of a full Creative media project, using creative practices including investigation, ideas communication, practical skills and development using working skills.

The assessment objectives use verbs such as 'explore', 'carry out' 'use' and 'demonstrate' to define the basic requirements for the skills and abilities that learners will need to evidence. You can find out more about the verbs used in the assessment objectives in *Appendix 1.*

Learners receive a separate grade for each assessment objective using the assessment criteria on page 45. In order to be awarded a qualification, learners must complete each assessment objective for both assessment units and achieve a minimum of Pass in all five related assessment criteria.

## Assessment objectives for Assessment Units A1 and A2

**A1.1** Explore investigation skills for media production

**A1.2** Explore communication skills for media production

**A1.3** Explore practical media production skills

**A1.4** Explore development processes for media production

**A1.5** Explore productive approaches to working in media production

**A2.1** Carry out investigation for a creative media project

**A2.2** Use communication skills for a creative media project

**A2.3** Use practical skills for a creative media project

**A2.4** Carry out development of a creative media project

**A2.5** Use productive approaches to working for a creative media project

# LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must undertake the following content before assessment. The content is designed to allow learners to explore, develop and apply skills in practical vocational contexts and can be applied to any area of media production.

Content statements are not explicitly assessed but will inform and enhance learner ability to approach any creative assignment or project. Content following 'e.g.' statements shows indicative areas within a topic and is not mandatory, nor is it an exhaustive list of what could be covered.

## Delivery approaches to the content

A diverse approach to teaching, learning and practise of the content is encouraged to support inclusion, deep understanding, experimental development and differentiation. A range of teaching methods for the content is not limited to any or all of the following:

- Workshops
- Lectures
- Critiques
- Discussions
- Masterclasses
- Mentoring
- Presentations
- Demonstrations
- Short or long projects
- Self-directed work
- Visits and field trips
- Collaboration

# INVESTIGATION (AO A1.1 AND A2.1)

Learners will explore and develop investigation skills to inform ideas for creative media responses by:

- Conducting research, including:
  - using primary and secondary sources of information
  - identifying key information
  - determining current trends
  - identifying different markets for products, e.g. mainstream and niche
  - recording and collating findings
  - referencing sources.
- Establishing and targeting audiences, including:
  - identifying target audiences, including primary and secondary audiences, passive and active audiences
  - targeting audience demographics.
- Reading media products and language, exploring:
  - genre, style and narrative
  - codes and conventions
  - representation
  - production techniques
  - design principles
  - relationships to own work.
- Generating ideas by:
  - using research to inform ideas
  - applying creative thinking methods, e.g. brainstorming, mind mapping, moodboards, rapid prototyping, breaking down problems and challenging assumptions, exploring ideas through experimentation, combining and comparing ideas.
- Experimenting with:
  - the characteristics and applications of media/materials
  - techniques and processes
  - concepts, ideas, meaning and function
  - combining materials, techniques and processes in different ways and for different purposes.
- Conducting production research, including:
  - constraints, e.g. format, size/duration, resources, timescales
  - legal and ethical considerations, e.g. copyright, representation
  - assets and resources, e.g. third-party content, copy, audio, images, code, props, location.

# COMMUNICATION (AO A1.2 AND A2.2)

Learners will use different methods of recording and presenting their work and ideas in appropriate forms, developing communication skills in:

- Visualising ideas using methods such as:
  - outlines, proposals, treatments, concepts
  - moodboards
  - storyboards
  - scripts
  - mock-ups
  - concept arts
  - animatics
  - wireframes, e.g. interface, map, flow diagrams, UI, UX
  - prototypes.
- Communicating through work:
  - purpose and intentions of work, e.g. entertain, inform, persuade, provoke, enable, facilitate, inspire
  - codes and conventions
  - design principles such as balance, emphasis, repetition, movement
  - visual hierarchy such as scale, colour, contrast, alignment, proximity
  - creating meaning and impact, e.g. mood, atmosphere, humour, shock, emotion, behaviour, intrigue
  - manipulating a message, e.g. bias, subjectivity, manipulating information to deliberately misrepresent
  - building relationships with audiences/clients, e.g. engaging the audience, selling the idea, creating a cohesive product, clarity and simplicity, usability and accessibility, communicating USP.
- Presenting work:
  - considering the audience, e.g. clients, peers, teachers, target audiences
  - presenting ideas, concepts, USPs
  - format, e.g. portfolios, presentation boards, journal, log, blog, vlog, sketchbooks
  - organising information
  - using verbal and non-verbal communication, e.g. tone, language and body language.

# PRACTICAL SKILLS (AO A1.3 AND A2.3)

All practical skills content in this section is indicative and not exhaustive or exclusive.

Learners will explore and develop practical skills in using a range of tools/equipment, techniques and processes relevant to work. Learners may use and integrate any content in and/or across the areas of practical skills below; there is no requirement to address all the content in any given area of practical skills.

## Moving image

Learners will explore the technical skills related to areas such as film, television, video, animation, motion graphics, VFX.

- Hardware and software.
- Film and video production, e.g. shot types, framing and composition, viewpoints, focus, movement, camera settings, stabilisation.
- Sound, e.g. capture, creation, levels, microphones.
- Animation, e.g. stop frame, armatures, claymation, cel, 2D and 3D, keyframes and tweening.
- Lighting, e.g. placement and positioning, natural, artificial, gels and filters, high key/low key, colour.
- Constructing narrative, e.g. continuity, composition, rhythm, pace, movement.
- Editing techniques, e.g. rough cut, transitions, effects, titles, audio, montage, speed up/slow down, continuity editing (continuity - shot-reverse-shot, cutaways, eyeline matching, 180 degree rule).
- Exporting and optimisation.

## Games

Learners will explore the technical skills relating to areas such as consoles and mobile phones.,

- Hardware and software.
- 2D asset production, e.g. sprites, backgrounds, vector graphics, bitmap graphics, editing assets, exporting for games engine.
- 3D asset production, e.g. models, (polygons, primitives, meshes), environments, editing geometry, texturing, rendering, exporting for games engine.
- Designing narrative and gameplay, e.g. content, story, objectives, goals, challenges, reward.
- Games engines, e.g. importing assets, level maps, lighting, atmospheric effects, sound.
- Interface design, e.g. layout, information, asset placement, viewpoint (first/third person, camera and character placement), consideration of input device.
- Interaction, e.g. scripts, triggers, buttons, actions, colliders, game mechanics, pickups.
- Publishing and optimisation.

## Interactive

Learners will explore the technical skills related to areas such as web, app, interface and social media.

- Hardware and software.
- Design techniques, e.g. layout, composition, grids, negative space, colour, responsive layout.
- Image, e.g. creating graphics/icons, image manipulation, processing.
- Type, e.g. typography, style, font, weight, spacing.
- Using assets, e.g. images, videos, sounds, asset management.
- Animation, e.g. transitions, easing, timing.
- Interaction, e.g. buttons, menus, slideshows, accordions, tabbed content, check boxes, radio buttons, hyperlinks, adding scripts, static or dynamic, forms, validation.
- Exporting and optimisation.

## Sound

Learners will explore the technical skills related to areas such as radio, podcast, and sound for other media.

- Hardware and software.
- Capture, e.g. microphone types, placement, recording equipment, levels, quality, sound check.
- Creation, e.g. foley, sound effects, voiceover, diegetic/nondiegetic sound.
- Types, e.g. synthesised, real, human, music, ambient.
- Production, e.g. editing, adjusting levels, balancing, sequencing, mixing, effects, fades and transitions, multitrack, fit to running time, storage.
- Synchronising, e.g. with images, video, lip synching.
- Exporting and optimisation.

## Graphics and publishing

Learners will explore uses such as graphic design, print, photography.

- Hardware and software.
- Photography, e.g. composition, viewpoint, light, studio, location.
- Image manipulation, e.g. layers, selections, image adjustments, image transformations, filters, effects.
- Graphics, e.g. vector, lines, shapes, transforming objects.
- Design and layout, e.g. composition, grids, alignment, margins, columns, guides, space, hierarchy of information.
- Type, e.g. font, style, weight, colour, alignment and justification, paragraph and character styles.
- Print and publish, e.g. colour space (RGB/CMYK), print processes, output (online/printed), file types, resolution, formats.
- Exporting and optimisation.

# DEVELOPMENT (AO A1.4 AND A2.4)

Learners will explore creative processes in order to develop and refine work:

- • Creative process in stages of production:
  - generating ideas from investigation
  - pre-production planning
  - production, e.g. building/developing/editing/combining/capturing
  - testing and reviewing
  - refining, e.g. repeating parts of the creative process for further exploration

o releasing/distributing/broadcasting/delivering.

- Testing, review and refinement throughout the creative process, e.g.:
  - proofreading, checking phases, bugs, hyperlinks, ensuring accessibility, testing across different devices
  - using feedback, e.g. focus groups, surveys, peers, users, clients
  - quality of ideas, processes and outcomes
  - comparison to existing work
  - addressing client and/or audience needs
  - measuring impact or success
  - strengths and areas for development
  - planning next steps
  - amendments and revision.
- Documenting the creative process:
  - using different methods and formats, e.g. vlogs, blogs, journals, production diaries, photographs, video/audio commentaries
  - key development and production stages, actions, choices and decisions.

# APPROACH (AO A1.5 AND A2.5)

Learners will engage in productive approaches to working through their work and processes by:

- Managing the creative production process:
  - self-direction and reliability
  - planning and organisation, e.g. equipment, materials, resources, costs, locations, contributors, logistics, file/asset management, contingency planning
  - time management, punctuality, setting targets, meeting deadlines.
- Working safely and ethically:
  - health and safety: assessing and reporting risk and issues, wearing protective gear, safe operation of equipment
  - legal and ethical considerations: copyright and plagiarism, sustainability, accessibility and inclusivity.
- Working with others, e.g.:
  - clients, audiences, team members, peers, contributors
  - using modes of communications such as verbal, written, visual, audio, digital, physical, experiential
  - giving and accepting feedback
  - collaboration and teamwork: participating, contributing, undertaking or leading in specific roles.

# ESSENTIAL INFORMATION FOR ASSESSMENT

Each assessment unit requires a unique set of evidence.

## Assessment Unit A1: Skills Development

**Recommended evidence**

The body of work generated through the exploration and development of skills and related projects and assignments should be used to produce **a selection** of evidence for assessment against the assessment criteria on page 45. For assessment of this unit, outcomes do not need to be finished products.

Selected work must be clearly recorded, organised and prepared for assessment.

It should be presented in the most appropriate format to reflect the qualities of the work in either a physical or digital/online portfolio. Portfolios of work and outcomes may also be presented in a final exhibition, show or display.

Types of evidence include:

- physical work/artefacts (physical outcomes should be presented where relevant, especially where they are large-scale, three-dimensional and/or require interaction)
- scans and photographs
- written annotation/commentary
- audio recordings
- video files/clips
- planning and research documents/files and links.

## Assessment Unit A2: Creative Media Project

**Recommended evidence**

The body of work generated for the creative project should be used to produce **a selection** of evidence for assessment against the assessment criteria on page 45.

- Selected work must be clearly recorded, organised and prepared for assessment. It should be presented in the most appropriate format to reflect the qualities of the work in either a physical or digital/online portfolio. Portfolios of work and outcomes may also be presented in a final exhibition, show or display.

Types of evidence could include:

- physical work/artefacts (physical outcomes should be presented where relevant, especially where they are large-scale, three-dimensional and/or require interaction)
- scans and photographs
- written annotation/commentary
- audio recordings
- video files/clips
- planning and research documents/files and links.

SCENE | TAKE | ROLL

DATE | SOUND

PROD.CO.

DIRECTOR

CAMERAMAN

# MODULE B:
## PERSONAL DEVELOPMENT

Level: **2**

Type: **Internal**

Guided learning hours: **60 GLH**

Learners on the Extended Certificate and Diploma will be taught this module and assessed through Assessment Unit B1.

# INTRODUCTION

Gaining a broad understanding of opportunities within the creative media sector and the type of skills needed to work in particular roles allows you to contextualise and focus you own creative development. This module allows you to investigate roles in the sector, identify areas for personal skills development and advance your skills relating to your personal aims and interests.

# ASSESSMENT SUMMARY

For Assessment Unit B1: *Personal Development*, learners will explore a range of opportunities within the creative media sector, establish personal aims for progression, and further develop the skills needed to progress towards their aims. They will record the development of these skills to compile a portfolio of evidence for assessment.

The assessment objectives use the verbs 'use', 'carry out' 'advance' and 'demonstrate' to define the basic requirements for the skills and abilities that learners need to evidence. You can find out more about the verbs used in the assessment objectives in *Appendix 1*.

Learners receive a separate grade for each assessment objective using the assessment criteria on page 45. In order to be awarded a qualification, learners must complete each assessment objective for both assessment units and achieve a minimum of Pass in all five related assessment criteria.

### Assessment objectives for Assessment Unit B1

**B1.1** Carry out investigation for personal development

**B1.2** Use communication skills for personal development

**B1.3** Advance practical skills in relation to personal development

**B1.4** Carry out development processes for personal progression

**B1.5** Engage in productive approaches to working for personal development

# LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners on the Extended Certificate and Diploma must undertake the following content before assessment. The content is designed to allow learners to explore and work towards personal development aims relating to roles within the sector and can be applied to any area of media practice. As learners develop their understanding of roles within the creative media sector, they will be able to apply this understanding to the development of their own skills.

Content statements are not explicitly assessed but will inform and enhance learner ability to approach any creative assignment or project. Content following 'e.g.' statements shows indicative areas within a topic and is not mandatory, nor is it an exhaustive list of what could be covered.

## Delivery approaches to the content

A diverse approach to teaching, learning and practise of the content is encouraged to support inclusion, deep understanding, experimental development and differentiation. A range of teaching methods for the content is not limited to any or all of the following:

- Workshops
- Lectures
- Critiques
- Discussions
- Masterclasses
- Mentoring
- Presentations
- Demonstrations
- Short or long projects
- Self-directed work
- Visits and field trips
- Collaboration

# INVESTIGATION (AO B1.1)

Learners will gain an awareness of creative media sectors and, based on their own interests, identify personal skills development aims by investigating and exploring:

- Sectors, e.g. film, television, radio, animation, interactive media, publishing, press, computer games, advertising and marketing.
- Sources of information, e.g. employers, teachers, national/local press, adverts, job sites, tutorials, training, workshops.
- Jobs roles and types, e.g. producers, directors, camera operators, sound recordists, editors, writers, designers, photographers, lighting, journalists, graphic designers, runners, concept artists, digital developers, programmers, animators.
- Types of employment, including permanent, temporary, freelance.
- Routes to employment, e.g. entry-level positions, further and higher education, apprenticeships, work experience, internships, volunteering, agencies.
- Methods of showcasing work in relation to sector/role, e.g. portfolio, showreel, web/social media space.

# COMMUNICATION (AO B1.2)

Learners will explore ways of communicating the development of their ideas, work and skills relating to personal development aims by:

- Producing material and information to support and explain decisions, work, aims and progress, e.g. personal statements, annotations, logs, presentations, research information.
- Using verbal and written communication skills when presenting and discussing work and aims to ensure:
  - a concise message and expression of ideas/concepts
  - the use of appropriate language and accurate terminology.
- Organising and presenting development work:
  - selecting key stages of progression throughout skills development
  - logical sequencing of work to reflect development
  - clarity and presentation of recorded/documented work, e.g. photographs/images, video, audio, legibility, readability, physical and/or digital editing/cleaning/tidying
  - appropriate formats, e.g. portfolio, showreel, web/social media space, file formats.

# PRACTICAL SKILLS (AO B1.3)

Learners will advance their existing and acquire additional practical skills in relation to their personal development aims.

- Advancing existing skills, e.g. enhancing technical proficiency, practising and refining techniques and processes.
- Acquiring and developing additional practical skills, e.g. use of new applications, techniques, processes, technologies, formats.
- Recording skills development and materials for progression, e.g. capturing/recording and editing own work in an appropriate format.

# DEVELOPMENT (AO B1.4)

Learners will identify and set personal development aims, plan how they will advance and acquire skills in line with these aims and monitor their progress, by:

- Identifying skills gaps:
  - skills audit, SWOT
  - employer/industry expectations, e.g. technical skills requirements, qualifications, working methods and behaviours.
- Evaluating own practical work, considering strengths and areas for development.
- Identifying personal development aims and setting targets for skills development.
- Monitoring progress towards skills development.
- Using sources for development, e.g. tutorials, training, personal projects.

# APPROACH (AO B1.5)

Learners will engage in productive approaches to working towards personal development through:

- Self-management, self-motivation, working independently, reliability, responsibility.
- Working with others - teamwork, participation, giving and following instructions.
- Planning, project organisation and preparation.
- Time management.
- Providing and responding to constructive feedback.
- Reflecting on progress for future development.

# ESSENTIAL INFORMATION FOR ASSESSMENT

Each assessment unit requires a unique set of evidence.

## Assessment Unit B1 – Personal Development

### Recommended Evidence

The research, exploration and practical work generated in relation to personal development should be used to produce **a selection** of evidence for assessment against the assessment criteria on page 45. Work should be presented as either a physical or digital/online portfolio demonstrating development toward personal development aims.

Selected work must be clearly recorded, organised and prepared for assessment.

Types of evidence could include:

- planning and research documents/files and links
- personal development materials, e.g. skills audits, SWOT, development plans, personal statements, logs, portfolios, feedback on communication skills and working practice
- scans and photographs
- written annotation/commentary
- presentations
- audio recordings
- video files/clips
- physical work.

# MODULE C:

## RESPONDING TO A CREATIVE BRIEF

Level: **2**

Type: **Internal**

Guided learning hours: **120 GLH**

Only learners on the Diploma will be taught this module and assessed through Assessment Unit C1.

## INTRODUCTION

This module allows you to apply the skills you have learned throughout the programme and progress your creative skills through the development and production of an extended response to a creative brief. You will do this by investigating all aspects of the brief, proposing your ideas and plans and applying an ongoing process of creative development, review and refinement to realise your creative intentions and present finished outcomes.

## ASSESSMENT SUMMARY

For Assessment Unit C1: *Responding to a Creative Brief,* learners will apply the skills they have developed throughout the programme to produce a proposal and practical response to a creative brief that demonstrates their ability to manage a creative project, from inception to communication of outcomes.

The assessment objectives use the verb 'apply' to define the basic requirements for the skills and abilities that learners need to evidence. You can find out more about the verbs used in the assessment objectives in *Appendix 1.*

Learners receive a separate grade for each Assessment Objective using the assessment criteria on page 45 . In order to be awarded a qualification, learners must complete each assessment objective for both assessment units and achieve a minimum of Pass in all five related assessment criteria.

### Assessment objectives for Assessment Unit C1

**C1.1** Apply investigation skills in response to a creative brief

**C1.2** Apply communication skills in response to a creative brief

**C1.3** Apply practical media production skills in response to a creative brief

**C1.4** Apply development skills in response to a creative brief

**C1.5** Apply productive approaches to working in response to a creative brief

# LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must undertake the following content before assessment. The content is designed to allow learners to explore, develop and apply skills in practical vocational contexts and can be applied to any area of creative media practice.

Content statements are not explicitly assessed but will inform and enhance learner ability to approach any creative assignment or project. Content following 'e.g.' statements shows indicative areas within a topic and is not mandatory, nor is it an exhaustive list of what could be covered.

## Delivery approaches to the content

A diverse approach to teaching, learning and practise of the content is encouraged to support inclusion, deep understanding, experimental development and differentiation. A range of teaching methods for the content is not limited to any or all of the following:

- Workshops
- Lectures
- Critiques
- Discussions
- Masterclasses
- Mentoring
- Presentations
- Demonstrations
- Short or long projects
- Self-directed work
- Visits and field trips
- Collaboration

# INVESTIGATION (AO C1.1)

## Understanding a creative brief

Learners will analyse the creative brief to establish the context for the project and identify essential information, including:

- The aim, purpose, theme or context of the project.
- Information about the client.
- Information about the target audience, intended audience(s), market position, house style, product intentions.
- Requirements, clarifying the specifics of the brief, e.g. style, content, strategy, budget, legal considerations, technical information, potential opportunities and potential challenges.
- Interpreting the information contained within the brief to devise a possible strategy or approach to the project, USP.

## Selecting and using information

Learners will explore ways to use stimulus information, such as imagery, context, ideas and data, including:

- Interpreting information to help establish the context of the project.
- Defining key contextual areas for research, e.g. artists, designers, related media products, industry, professional bodies, organisations, manufacturers, historical and contemporary sources.
- Selecting key information to provide a possible focus for the project.
- Justifying selection of ideas, concepts and material based on the creative brief.
- Considering factors affecting the work, such as audience, purpose of project; cultural factors, world issues, social factors, technological advances.
- Combining and synthesising primary and secondary research to enhance personal ideas and themes.

## Generating ideas

Learners will generate ideas in response to a creative brief, applying creative thinking methods such as:

- Brainstorming, mind mapping, moodboards, rapid prototyping.
- Breaking down problems.
- Discussions and challenging assumptions.
- Exploring ideas through experimentation.
- Expressing ideas in different ways.
- Combining and comparing ideas.
- Evaluating the results of experimentation.

# COMMUNICATION (AO C1.2)

## Writing a proposal for a creative media product

Learners will need to provide a clear idea of their proposed product, its purpose and audience through a proposal, including:

- Conventions of a media proposal:
  - use of headings, subheadings, bullet points, tables, images, diagrams, illustrations, footnotes
  - consistency – structure, fonts, use of language, specialist terminology.
- Key elements of a media proposal:
  - working title
  - product outline – a short description of the nature of the proposed product and its purpose
  - target audience/user
  - rationale – summary of research findings
  - timescale – scheduling
  - technical considerations – format, size/duration, resources.
- Overview of content and style, e.g.:
  - moving image – synopsis, treatment, structure, style, conflict and resolution
  - audio – synopsis, presenters, delivery style, items, features
  - digital – publishing, e.g. flat plans, articles, interactivity, images, house style
  - interactive – interactivity, features, assets, images
  - games – outline, levels, rules, interactivity, features
  - photography - journalism, advertising, social media.
- Legal and ethical considerations, e.g. copyright, access, accessibility, representation, sustainability.

## Communicating with the audience and client

Learners will develop skills in communicating ideas through creative work and presentation:

- Purpose and intention of work.
- Engagement with audience/client directly and/or through work.
- Presenting or exhibiting work in relevant forms, e.g.:
  - digital portfolios, showreels, journals, blogs, vlogs, web/social media space
  - organising information.
- Use of different/mixed forms of communication, e.g. verbal, written, visual, audio, digital, physical, experiential.

# PRACTICAL SKILLS (AO C1.3)

Learners will apply practical skills in response to a creative brief using tools, materials, techniques and processes relevant to their area of practice.

- Producing practical work through:
  - selection and application of production techniques, equipment, technologies and applications appropriate to creative intentions
  - use of pre-production and experimental work to inform production
  - generating media assets, e.g. capturing photographs, film footage, audio, making character, prior to combining
  - combining different media, techniques and processes
  - using key features and qualities of media towards intentions
  - working within limitations of media
  - using features of software and equipment.
- Editing and presenting work using practical skills, e.g.:
  - publishing, optimising, exporting to appropriate formats
  - preparing and producing digital/physical space
  - personal website/online presence development and maintenance
  - selecting and organising material
  - layout, styling, incorporating supporting information.

# DEVELOPMENT (AO C1.4)

Learners will develop work using ongoing creative processes, reviewing, refining and documenting throughout.

- Applying an ongoing creative process:
  - ideas generation through investigation
  - problem solving, e.g. experimenting, conducting further investigation, developing alternative approaches
  - production/build/development
  - testing and feedback
  - review and refinement
  - release/distribute/broadcast/deliver.
- Documenting the creative process:
  - using different methods and formats
  - key development and production stages, actions and decisions.

# APPROACH (AO C1.5)

Learners will apply productive approaches to working when responding to a creative brief, including:

- Managing the creative process:
  - self-direction and reliability
  - resilience: responding to challenges, adapting to changes, contingency planning
  - organisation, e.g. equipment, materials, resources, costs
  - time management, setting targets, monitoring progress
  - health and safety
  - legal and ethical responsibilities.
- Developing and maintaining positive relationships with others, e.g.:
  - communicating changes/amendments
  - negotiating deadlines/timescales
  - responding to feedback and critique, making changes and amendments
  - giving and accepting feedback.

# ESSENTIAL INFORMATION FOR ASSESSMENT

Each assessment unit requires a unique set of evidence.

## Assessment Unit C1: Responding to a Client Brief

**Recommended Evidence**

The body of work generated for the creative project should be used to produce **a selection** of evidence for assessment against the assessment criteria on page 45.

Selected work must be clearly recorded, organised and prepared for assessment. It should be presented in the most appropriate format to reflect the qualities of the work in either a physical or digital/online portfolio. Portfolios of work and outcomes may also be presented in a final exhibition, show or display.

Types of evidence could include:

- scans and photographs
- written annotation/commentary
- audio recordings
- video files/clips
- planning and research documents/files and links
- physical work/artefacts (physical outcomes should be presented where relevant, especially where they are large-scale, three-dimensional and/or require interaction).

# ASSESSMENT CRITERIA AND AMPLIFICATION FOR DECISIONS

The following assessment criteria must be used to make assessment decisions for all assessment units. Each assessment criterion (AC) relates to the corresponding assessment objective from each assessment unit.

A decision of Pass, Merit or Distinction should be made and recorded for each criterion in each assessment unit. An assessment record sheet can be downloaded from the Pearson website.

| Assessment criteria | Assessment objectives | | | |
| --- | --- | --- | --- | --- |
| | Assessment Unit A1 | Assessment Unit A2 | Assessment Unit B1 | Assessment Unit C1 |
| **AC1: Investigation** | A1.1 | A2.1 | B1.1 | C1.1 |
| **AC2: Communication** | A1.2 | A2.2 | B1.2 | C1.2 |
| **AC3: Practical skills** | A1.3 | A2.3 | B1.3 | C1.3 |
| **AC4: Development** | A1.4 | A2.4 | B1.4 | C1.4 |
| **AC5: Approach** | A1.5 | A2.5 | B1.5 | C1.5 |

## Making secure assessment decisions

A 'best-fit' approach should be used when deciding which grade descriptor most closely describes the quality of the evidence being assessed. Where evidence displays characteristics from more than one grade descriptor for an assessment criterion, you must use your professional judgement to decide which level is most appropriate. Each descriptor covers a number of related skills. It is important to consider all the skills equally when determining the most appropriate grade.

# BTEC Level 2 Qualifications in Creative Media Skills

In order to be awarded a qualification, learners must achieve a minimum of Pass in all the criteria for each assessment unit. See Appendix 2 for larger version.

| Assessment Criteria | U<br>Limited/insufficient/tentative | Pass<br>Basic/generally/partial | Merit<br>Competent/clear most | Distinction<br>Assured/thorough/sustained |
|---|---|---|---|---|
| **AC1:**<br>**Investigation** | Limited investigation, research, exploration and experimentation that tentatively informs understanding, ideas, and practice. | Generally competent research and iBasic investigation, using generally relevant research, exploration and experimentation during some stages of development to partially inform understanding, ideas and practice. | Competent investigation, clearly using relevant research, exploration and experimentation during most stages of development to inform understanding, ideas, and practice. | Thorough investigation, using relevant research, exploration and experimentation throughout development to securely inform understanding, ideas and practice. |
| **AC2:**<br>**Communicationg** | Lack of clarity in communication of intentions, development and ideas. Arbitrary use of presentation methods and conventions in relation to audience and type of work. | Basic communication of intentions, development and ideas. Presentation methods and conventions used are generally appropriate in relation to audience and nature of work. | Competent communication of intentions, development and ideas. Presentation methods and conventions used are appropriate in relation to audience and nature of work. | Assured communication of intentions, development and ideas. Presentation methods and conventions used are considered in relation to audience and enhance the qualities of work. |
| **AC3:**<br>**Practical skills** | Limited or insufficient evidence of ability to select and apply media, materials, techniques and processes to produce and present work, showing tentative awareness of how they can be used to realise intentions. | Basic selection and application of media, materials, techniques and processes to produce and present work, showing some awareness of how they can be used to realise intentions. | Competent selection and application of media, materials, techniques and processes to produce and present work, showing clear understanding of how they can be used to realise intentions. | Assured selection and manipulation of media, materials, techniques and processes to produce and present work, showing thorough understanding of how to exploit them to realise intentions. |
| **AC4:**<br>**Development** | Limited use of development processes to generate and progress ideas, work and skills, which are tentatively linked to creative intentions and personal aims. | Basic use of development processes to generate and progress ideas, work and skills, which generally support meeting creative intentions and personal aims. | Competent use of development processes to generate, review and refine ideas, work and skills, which support meeting creative intentions and personal aims. | Thorough and sustained use of development processes to generate, review and refine ideas, work and skills, enabling creative intentions and personal aims to be met securely. |
| **AC5:**<br>**Approach** | Limited engagement in productive approaches to working shown in creative processes, when working independently and interacting with others. | Basic engagement in productive approaches to working shown through some creative processes, when working independently and interacting with others. | Clear engagement in productive approaches to working shown throughout most creative processes, when working independently and interacting with others. | Thorough and proactive engagement in productive approaches to working that are sustained throughout creative processes, when working independently and interacting with others. |

# 4
# PLANNING YOUR PROGRAMME

# HOW DO I CHOOSE THE RIGHT BTEC QUALIFICATION FOR MY LEARNERS?

BTEC Level 2 qualifications come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme.

Some learners are sure of the sector they want to work in and aim to progress into that sector via further education. These learners should be directed to the Diploma as the most suitable qualification.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

## IS THERE A LEARNER ENTRY REQUIREMENT?

There are no formal entry requirements. However, as a centre, it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme.

Learners may demonstrate ability to succeed in various ways, such as through examples of work, discussions about experience and progression intentions or practical diagnostic tasks.

## WHAT LEVEL OF SECTOR KNOWLEDGE IS NEEDED TO TEACH THESE QUALIFICATIONS?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

## WHAT RESOURCES ARE REQUIRED TO DELIVER THESE QUALIFICATIONS?

As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC Level 2 qualifications. For some learning and teaching modules, specific resources are required. Learners must have access to:

- a creative media studio
- storage for work in progress
- a range of creative media materials, tools and facilities with respective safety equipment
- a library and internet resources for research.

## HOW CAN MYBTEC HELP WITH PLANNING FOR THESE QUALIFICATIONS?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, creating assignment briefs and creating assessment plans. For further information see *Section 8: Resources and support.*

## WHICH MODES OF DELIVERY CAN BE USED FOR THESE QUALIFICATIONS?

You are free to deliver the qualification using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

## WHAT ARE THE RECOMMENDATIONS FOR COMMUNITY AND EMPLOYER INVOLVEMENT?

BTECs are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them for progression.

Employer involvement in the delivery and/or assessment of this qualification provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry.

You should aim to provide learners with opportunities to undertake meaningful activity involving employers during their course. Examples of 'meaningful activity' could include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/ industry
- projects, exercises and/or assessments set with input from industry practitioners
- units delivered or co-delivered by an industry practitioner – this could take the form of masterclasses or guest lectures
- industry practitioners operating as 'expert witnesses' who contribute to the assessment of a learner's work or practice – this may be a specific project, exercise or all assessments for a qualification.

Meaningful employer involvement, as defined above, should be with employers related to the creative media sector or a related creative industry.

# WHAT SUPPORT IS AVAILABLE?

## Support materials

We provide a wealth of support materials, including industry-relevant or set example assignment briefs, delivery guides including curriculum plans, and examples of marked learner work.

## Training

There will be extensive training programmes as well as support from our Subject Advisory team. For further details, see Section 8: Resources and support.

# HOW WILL MY LEARNERS BECOME MORE EMPLOYABLE THROUGH THESE QUALIFICATIONS?

Skills that enhance employability, such as communication, problem solving, entrepreneurialism and practical hands-on skills, have been built into the design of the assessment objectives and content.

As they progress through their qualification, learners will develop increasing self-direction and the ability to synthesise understanding and technical skills to develop individual approaches to their practice. They will also develop an ability to respond creatively to unfamiliar industry contexts and the demands of creative briefs, using a variety of skills to communicate personal ideas and intentions while recognising and meeting audience needs.

The focus on employability skills gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that ultimately equips them for employment, following further study.

# 5
# ASSESSMENT STRUCTURE

Before you assess, you will need to become an approved centre, if you are not one already. The full requirements and operational information are given in the *BTEC Quality Assurance Handbook,* available on our website. All members of the assessment team need to refer to this document.

We have taken great care to ensure that the assessment method chosen is appropriate to the teaching content and in line with requirements from further education and industry. To ensure this, the content, structure and assessment of these qualifications have been developed in consultation with teachers, employers, professional bodies and academics to ensure that the qualifications support progression to further education and are appropriate and consistent with current practice, should learners choose to enter employment directly.

# ASSESSMENT UNITS

All assessment units are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each learning and teaching module, generating evidence for each assessment unit. You will need to prepare to assess using the guidance in this section.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the learning and teaching module. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

· respond to industry-related and supported briefs

· carry out projects for which they have choice over the direction and outcomes

· use collaborative skills and communicate with others

· use case studies to explore complex or unfamiliar situations.

# MAKING VALID ASSESSMENT DECISIONS

Assessment decisions for each assessment unit are based on the common assessment criteria set out on page 45. When a learner has completed all the assessment units for a learning and teaching module, the assessment team will assess the evidence submitted and record a grade of Pass, Merit, Distinction or Unclassified for each assessment criterion within each assessment unit.

Assessors must make records of how they have reached their decisions using the assessment criteria. Assessors should use the descriptors in the assessment criteria along with the Lead IV and assessment team's collective experience, supported by the standardisation materials we provide, to make secure and defendable assessment decisions.

Learners who do not satisfy all the Pass criteria should be reported as Unclassified.

Once an assessment decision has been reached, it is formally recorded.

The information given:

· must show the formal decision and indicate where criteria have been met

· may show where attainment against criteria has not been demonstrated

· must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

# AUTHENTICITY OF LEARNER WORK

Assessors must ensure that evidence is authentic to a learner through setting valid assessments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved. Learners must work independently.

It is typical for teaching and learning to continue throughout the programme, even during the delivery of an assessment. This might include off site visits for primary source and/or contextual research, workshops on or off site, time spent with visiting practitioners and/or technician support setting up equipment and specialist facilities. This does not impact on the authenticity of the learner work.

Learners can accumulate evidence, which may take many different forms, for example a portfolio, showreel, website/social media space, blog or digital presentations. These are all valid. Centres should feel empowered to integrate learning as a continuum to support the development of creative skills, creative knowledge and creative thinking. Assessments should be completed independently, but this is entirely possible within an integrated approach.

An assessor must assess only learner work that is authentic, i.e. the learner's own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work. Assessors must complete a declaration that:

• the evidence submitted for this assessment is the learner's own

• the learner has clearly referenced any sources used in the work

• they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication. During assessment, an assessor may suspect that some or all the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 5: Administrative arrangements.*

# RESUBMISSION OF IMPROVED EVIDENCE FOR ASSESSMENT UNITS

The final assessment of evidence for the relevant assessment objectives is normally the final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assessment.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected

- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners

- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year. However, we recognise that there are circumstances where the resubmission period may fall outside of the 15-day limit, such as a lack of resources being available, or where learners may need to access specialist equipment. Where it is practical to do so, resubmission should remain within the normal 15-day period.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assessment tasks by the planned deadline or by an authorised extension deadline (if one was given for specific circumstances) may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assessment task by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in one or more assessment criteria **after resubmission** of an assessment may be offered a single retake opportunity using a new assessment task/brief. When retaking the assessment, the highest mark that can be awarded for the relevant assessment criteria in the assessment unit is Pass. All other assessment criteria that are not being retaken will not be affected and will remain as originally assessed.

The Lead IV must authorise a retake with a new assessment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity please refer to the *BTEC Centre Guide to Internal Assessment* available on our website.
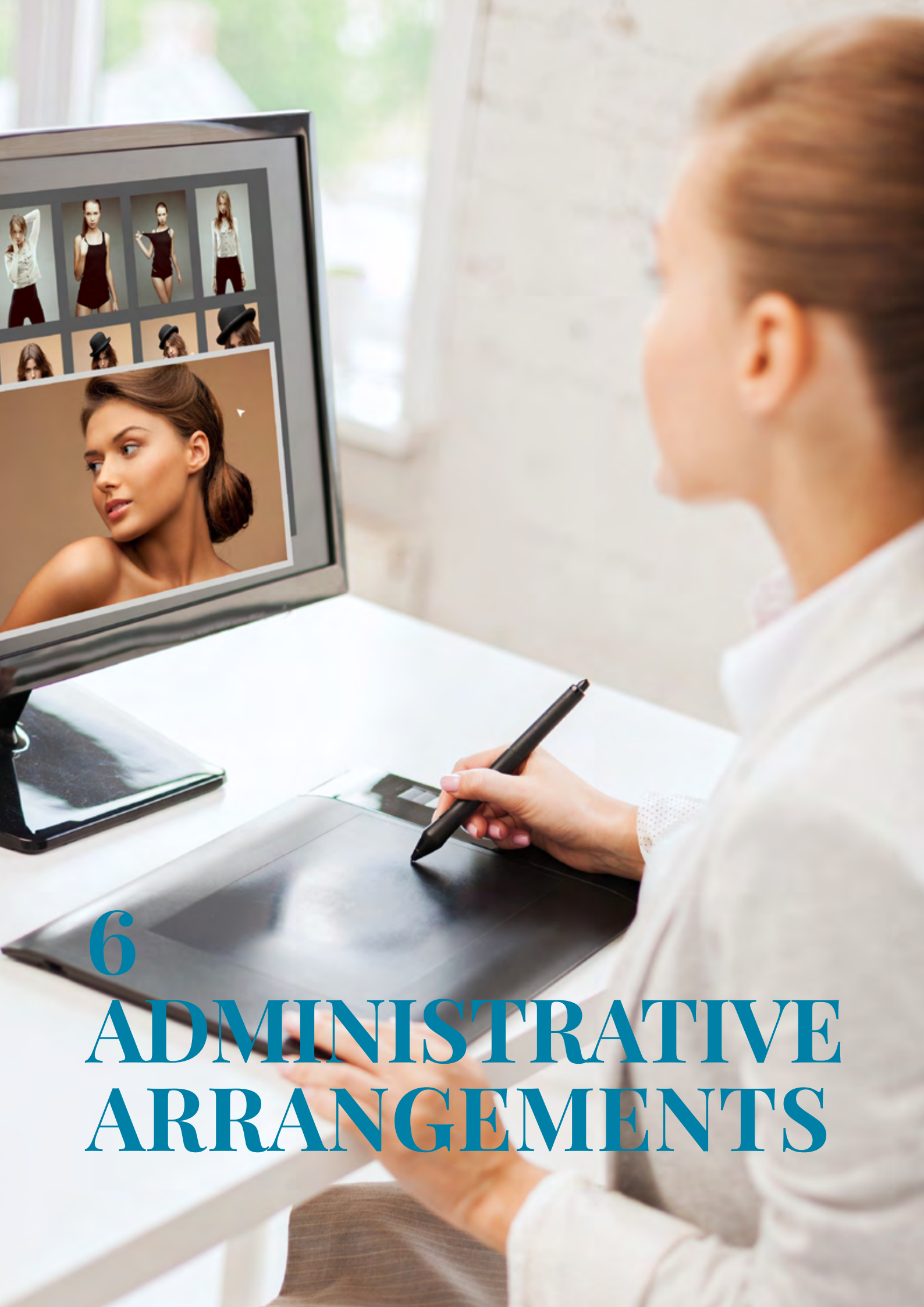
# 6
# ADMINISTRATIVE ARRANGEMENTS

# INTRODUCTION

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

# LEARNER REGISTRATION AND ENTRY

Centres are advised to recruit with integrity to ensure that potential barriers to achievement are addressed. Prior to entry on the programme, centres should clarify with learners the types of activities, equipment and facilities that will be used and discuss any barriers there may be to learning, so that learners can make informed choices and centres can prepare for any reasonable adjustments that may be required.

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

# ACCESS TO ASSESSMENT

Internal assessments need to be administered Internal assessments need to be administered carefully to ensure that all learners are treated fairly, and that results, and certification are issued on time to allow learners to progress to their chosen opportunities. These qualifications have been developed to allow learners to demonstrate their skills through a range of evidence types, formats and methods of communication, which they can select as relevant to their own working practice to best reflect their abilities. In this way, the qualifications are accessible to learners and assessments are adaptable to their regular ways of working. Features of the qualifications' design that reflect their inclusivity are:

- adaptable evidence and assessment methods, ensuring that tutors an assess in a way that is relevant to the learner's abilities and characteristics

- assessment criteria that have been developed to provide opportunities for demonstration of knowledge and understanding through practical work

- core technical and practical skills development, covering all practices, have been combined into shared mandatory assessment units, which means that all learners will demonstrate the level of their skills through the same assessment units, regardless of individual accessibility needs, enhancing inclusivity

- fewer assessment units across the qualifications gives the space for learners to develop and improve skills to their full potential and explore opportunities for producing evidence within their abilities.

Our Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not disadvantaged in comparison to learners who do not share that characteristic when undertaking one of our qualifications

- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications.*

# ADMINISTRATIVE ARRANGEMENTS FOR ASSESSMENT

## RECORDS

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *Information Manual.* We may ask to audit your records so they must be retained as specified.

## REASONABLE ADJUSTMENTS TO ASSESSMENT

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to adjust internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in our document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units.*

## SPECIAL CONSIDERATION

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in an assessment unit or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

## APPEALS AGAINST ASSESSMENT

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy.*

# DEALING WITH MALPRACTICE

Malpractice refers to acts that undermine the integrity and validity of assessment, or the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven in accordance with the *JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures* (www.jcq.org.uk).

Malpractice may arise or be suspected in relation to any assessment unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see the *Centre Guidance: Dealing with Malpractice,* available on our website.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

## ASSESSMENT UNITS

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document provides further information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples of malpractice and details the penalties and sanctions that may be imposed.

## CERTIFICATION AND RESULTS

Once a learner has completed all the required assessment units for a qualification the centre can claim certification for the learner, provided that quality assurance has been completed successfully. For the relevant procedures please refer to our *Information Manual.* You can use the information provided on qualification grading to check overall qualification grades.

## POST-ASSESSMENT SERVICES

Once results are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. *The Information Manual* gives further information.

# ADDITIONAL DOCUMENTS TO SUPPORT CENTRE ADMINISTRATION

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook:* this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.

- *Information Manual:* this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.

- *Regulatory policies:* our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive, and a full list of our regulatory policies can be found on our website.

# 7
# QUALITY ASSURANCE

## CENTRE AND QUALIFICATION APPROVAL

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, studios, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.

- Staff involved in the assessment process must have relevant expertise and/or occupational experience relating to how they are delivering the qualification (for example, by giving it a focus on a specialism within creative media areas).

- There must be systems in place to ensure continuing professional development for staff delivering the qualification.

- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.

- Centres must deliver the qualification in accordance with current equality legislation.

# CONTINUING QUALITY ASSURANCE AND STANDARDS VERIFICATION

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for the programmes or groups of programmes that it is delivering

- the centre agrees, as part of gaining approval, 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, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment

- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality assurance processes, where practicable. We work to support centres and seek to make sure that our quality assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 2 include:

- making sure that all centres complete appropriate declarations at the time of approval

- undertaking approval visits to centres

- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment

- working with centres through support visits to advise on areas such as:
  - curriculum and assessment planning best practice
  - preparing assignment briefs and advising on employer engagement and vocational learning
  - application of assessment criteria to make grading decisions
  - clarifying the rules of internal assessment and how they are best applied in a creative subject, such as identifying and gathering evidence
  - supporting effective internal verification
  - what to expect and how to prepare for standards verification

- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation

- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 2 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.
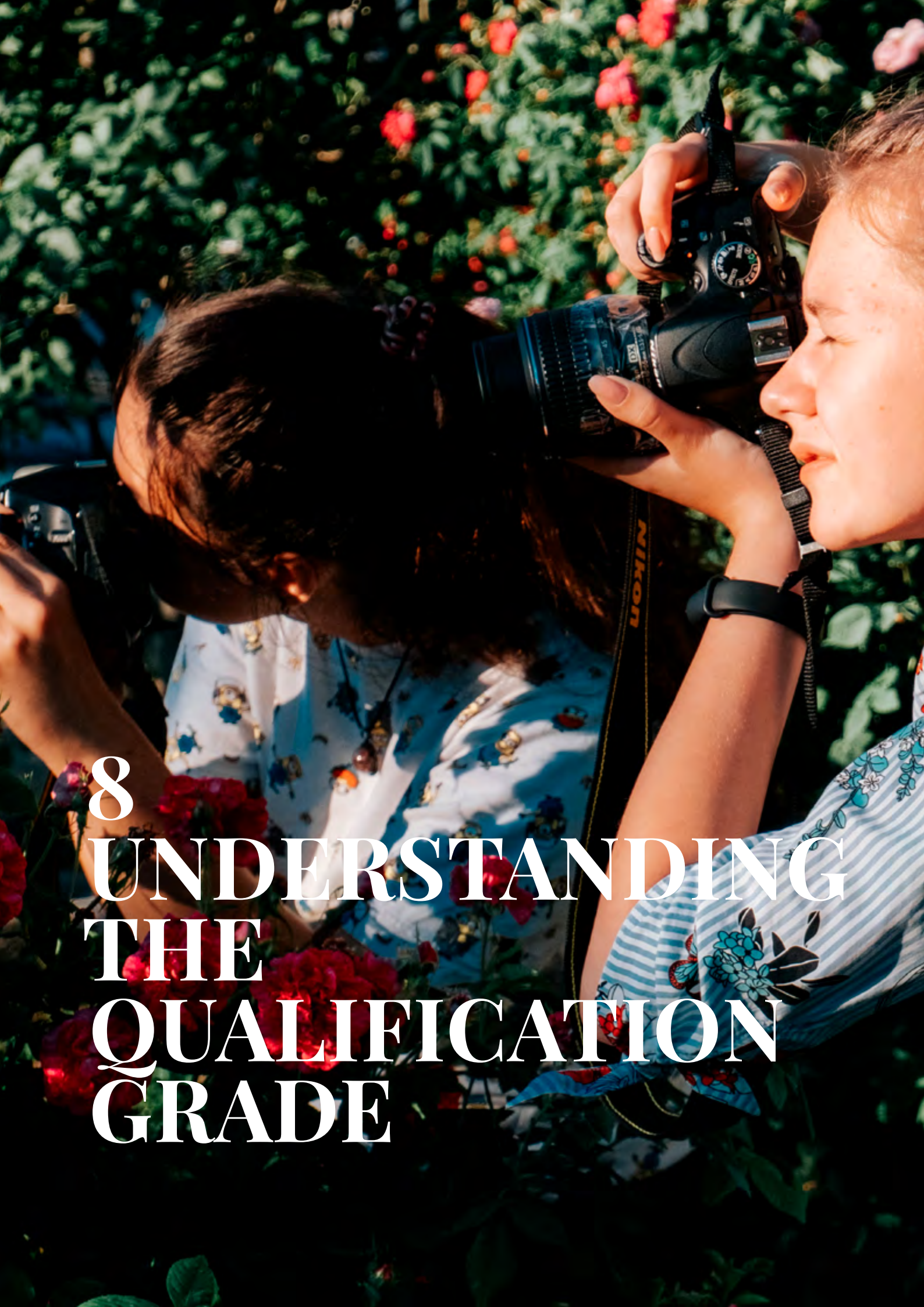
# 8
# UNDERSTANDING THE QUALIFICATION GRADE

## AWARDING AND REPORTING FOR THE QUALIFICATION

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

## ELIGIBILITY FOR AN AWARD

In order to be awarded a qualification, a learner must complete all assessment units and achieve a Pass or above in all assessment criteria for all assessment units. Individual assessment units do not receive an overall grade. Grades at criterion level are used to calculate the overall qualification grade. Please refer to the structure in *Section 2: Structure* for more information.

To achieve any qualification grade, learners must:

- complete **all assessment units** required in the qualification
- achieve **all assessment criteria at Pass or above** for each assessment criterion in each assessment unit in the qualification, as shown in *Section 2 Structure*
- achieve the **minimum number of points** at a grade threshold.

Learners who do not achieve sufficient points for the Diploma qualification or who do not achieve all the required assessment units may be eligible to achieve the Certificate or the Extended Certificate in the same suite, provided they have completed and achieved the correct assessment units and met the appropriate qualification grade points threshold.

# UNIT WEIGHTING TOWARDS THE QUALIFICATION GRADE

Weighting has been applied to the contribution of units towards the overall grade within each qualification to best reflect learner skills as they progress. Weighting is applied through the points value given to each grade in an assessment unit. The weighting reflects the importance of each assessment unit as part of the overall achievement of qualifications rather than the amount of time spent developing skills towards each assessment. For this reason, weightings do not directly reflect the GLH of the units.

Assessment units are equally weighted in the Certificate and the Extended Certificate.

Within the Diploma, the final grade will be weighted towards the final assessment unit to ensure that achievement reflects the stage when learners have had maximum opportunity to develop and apply the full potential of their skills.

The following table shows the weighting of assessment units in each qualification.

| Qualification | Assessment units | GLH | Weighting towards qualification grade |
|---|---|---|---|
| **180 Certificate** | A1 Skills Development | 120 | **50%** |
| | A2 Creative Media Project | 60 | **50%** |
| **240 Extended Certificate** | A1 Skills Development | 120 | **33.3%** |
| | A2 Creative Media Project | 60 | **33.3%** |
| | B1 Personal Development | 60 | **33.3%** |
| **360 Diploma** | A1 Skills Development | 120 | **20%** |
| | A2 Creative Media Project | 60 | **20%** |
| | B1 Personal Development | 60 | **20%** |
| | C1 Responding to a Creative Brief | 120 | **40%** |

# CALCULATION OF THE QUALIFICATION GRADE

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is compensation in that a higher performance in some assessment units may be balanced by a lower outcome in others. For example, a Distinction can be achieved through a combination of Pass, Merit and Distinction grades across assessment criteria.

These qualifications are awarded at the grade ranges shown in the table below.

| Qualification | Available grade range |
| --- | --- |
| Certificate | P to D |
| Extended Certificate | PP to DD |
| Diploma | PP to DD |

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualifications. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual assessment units. The *Information Manual* gives full information.

### Assessment unit grade points

The table below shows the number of **points** available for each assessment criterion within the assessment units. For each assessment unit, points are allocated depending on the grade awarded for each assessment criterion.

**Points per assessment criterion**

| | Assessment units A1, A2 and B1 | Assessment unit C1 |
|---|---|---|
| U | 0 | 0 |
| Pass | 1 | 2 |
| Merit | 2 | 4 |
| Distinction | 3 | 6 |

# CLAIMING THE QUALIFICATION GRADE

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal assessment grades are submitted for each assessment criterion and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of qualification grade* table for the cohort.

# CALCULATION OF QUALIFICATION GRADE

Applicable for registration from 1 September 2020.

| Certificate 180 GLH | | Extended Certificate 240 GLH | | Extended Diploma 360 GLH | |
|---|---|---|---|---|---|
| Grade | Points threshold | Grade | Points threshold | Grade | Points threshold |
| U | 0 | U | 0 | U | 0 |
| P | 10 | PP | 15 | PP | 25 |
|  |  | MP | 20 | MP | 33 |
| M | 17 | MM | 25 | MM | 42 |
|  |  | DM | 33 | DM | 54 |
| D | 24 | DD | 40 | DD | 66 |

The table, along with the process for points allocation, is subject to review over the lifetime of the qualification. The most up-to-date table will be issued on our website.

## EXAMPLES OF 180 CERTIFICATE GRADE CALCULATIONS BASED ON THE TABLE APPLICABLE TO REGISTRATIONS FROM SEPTEMBER 2020

### Example 1: 180 Certificate with a U grade

The learner has sufficient points for a P grade but has not achieved the required minimum of Pass in all ACs to achieve a qualification grade.

| Assessment unit | Assessment criteria grade (and point value) | Total unit points |
|---|---|---|
| A1 | AC1 – P (1) | 5 |
| | AC2 - P (1) | |
| | AC3 - M (2) | |
| | AC4 – U (0) | |
| | AC5 - P (1) | |
| A2 | AC1 – P (1) | 5 |
| | AC2 - P (1) | |
| | AC3 - P (1) | |
| | AC4 - P (1) | |
| | AC5 - P (1) | |
| **Qualification grade: U** | | **10** |

### Example 2: achievement of a 180 Certificate with a P grade

TThe learner has sufficient points for a P grade.
The learner has achieved the required minimum of Pass in all ACs to achieve a qualification grade.

| Assessment unit | Assessment criteria grade (and point value) | Total unit points |
|---|---|---|
| A1 | AC1 – P (1) | 5 |
| | AC2 - P (1) | |
| | AC3 - P (1) | |
| | AC4 – P (1) | |
| | AC5 - P (1) | |
| A2 | AC1 – P (1) | 5 |
| | AC2 - P (1) | |
| | AC3 - P (1) | |
| | AC4 - P (1) | |
| | AC5 - P (1) | |
| **Qualification grade: P** | | **10** |

### Example 3: achievement of a 180 Certificate with an M grade

The learner has sufficient points for an M grade.

| Assessment unit | Assessment criteria grade (and point value) | Total unit points |
|---|---|---|
| A1 | AC1 – P (1) | 5 |
| | AC2 - M (2) | |
| | AC3 - M (2) | |
| | AC4 – P (1) | |
| | AC5 – M (2) | |
| A2 | AC1 – M (2) | 10 |
| | AC2 - M (2) | |
| | AC3 - M (2) | |
| | AC4 – M (2) | |
| | AC5 – M (2) | |
| **Qualification grade: M** | | **18** |

### Example 4: achievement of a 180 Certificate with a D grade

The learner has sufficient points for a D grade.

| Assessment unit | Assessment criteria grade (and point value) | Total unit points |
|---|---|---|
| A1 | AC1 – M (2) | 11 |
| | AC2 - M (2) | |
| | AC3 - M (2) | |
| | AC4 – D (3) | |
| | AC5 – M (2) | |
| A2 | AC1 – D (3) | 13 |
| | AC2 - M (2) | |
| | AC3 - D (3) | |
| | AC4 – D (3) | |
| | AC5 – M (2) | |
| **Qualification grade: D** | | **24** |

# EXAMPLES OF 240 EXTENDED CERTIFICATE GRADE CALCULATIONS BASED ON THE TABLE APPLICABLE TO REGISTRATIONS FROM SEPTEMBER 2020

## Example 1: 240 Extended Certificate with a U grade

The learner has sufficient points for a PP grade but has not achieved the required minimum of Pass in all ACs to achieve a qualification grade.

| Assessment unit | Assessment criteria grade (and point value) | Total unit points |
|---|---|---|
| A1 | AC1 – P (1) | 4 |
| | AC2 - P (1) | |
| | AC3 - P (1) | |
| | AC4 – U (0) | |
| | AC5 - P (1) | |
| A2 | AC1 – P (1) | 5 |
| | AC2 - P (1) | |
| | AC3 - P (1) | |
| | AC4 – P (1) | |
| | AC5 - P (1) | |
| B1 | AC1 – P (1) | 6 |
| | AC2 - P (1) | |
| | AC3 - M (2) | |
| | AC4 - P (1) | |
| | AC5 - P (1) | |
| **Qualification grade: U** | | **15** |

## Example 2: achievement of a 240 Extended Certificate with a PP grade

The learner has sufficient points for a PP grade.
The learner has achieved the required minimum of Pass in all ACs to achieve a qualification grade.

| Assessment unit | Assessment criteria grade (and point value) | Total unit points |
|---|---|---|
| A1 | AC1 – P (1) | 5 |
| | AC2 - P (1) | |
| | AC3 - P (1) | |
| | AC4 – P (1) | |
| | AC5 - P (1) | |
| A2 | AC1 – P (1) | 5 |
| | AC2 - P (1) | |
| | AC3 - P (1) | |
| | AC4 – P (1) | |
| | AC5 - P (1) | |
| B1 | AC1 – P (1) | 5 |
| | AC2 - P (1) | |
| | AC3 - P (1) | |
| | AC4 – P (1) | |
| | AC5 - P (1) | |
| **Qualification grade: PP** | | **15** |

## Example 3: achievement of a 240 Extended Certificate with an MM grade

The learner has sufficient points for an MM grade.

| Assessment unit | Assessment criteria grade (and point value) | Total unit points |
|---|---|---|
| A1 | AC1 – P (1) | 7 |
| | AC2 - P (1) | |
| | AC3 - M (2) | |
| | AC4 – P (1) | |
| | AC5 - M (2) | |
| A2 | AC1 – M (2) | 9 |
| | AC2 - M (2) | |
| | AC3 - M (2) | |
| | AC4 – P (1) | |
| | AC5 - M (2) | |
| B1 | AC1 – M (2) | 9 |
| | AC2 - P (1) | |
| | AC3 - M (2) | |
| | AC4 – M (2) | |
| | AC5 - M (2) | |
| **Qualification grade: MM** | | **25** |

**Example 4: achievement of a 240 Extended Certificate with a DD grade**

The learner has sufficient points for a DD grade.

| Assessment unit | Assessment criteria grade (and point value) | Total unit points |
|---|---|---|
| A1 | AC1 – M (2) | 11 |
| | AC2 - P (1) | |
| | AC3 – D (3) | |
| | AC4 – D (3) | |
| | AC5 - M (2) | |
| A2 | AC1 – D (3) | 14 |
| | AC2 - M (2) | |
| | AC3 – D (3) | |
| | AC4 – D (3) | |
| | AC5 - D (3) | |
| B1 | AC1 - D (3) | 15 |
| | AC2 - D (3) | |
| | AC3 - D (3) | |
| | AC4 - D (3) | |
| | AC5 - D (3) | |
| **Qualification grade: DD** | | **40** |

# EXAMPLES OF 360 DIPLOMA GRADE CALCULATIONS BASED ON THE TABLE APPLICABLE TO REGISTRATIONS FROM SEPTEMBER 2020

## Example 1: achievement of a 360 Diploma with a U grade

The learner has sufficient points for a PP grade but has not achieved the required minimum of Pass in all ACs to achieve a qualification grade.

| Assessment unit | Assessment criteria grade (and point value) | Total unit points |
|---|---|---|
| A1 | AC1 – P (1) | 4 |
| | AC2 - U (0) | |
| | AC3 - P (1) | |
| | AC4 – P (1) | |
| | AC5 - P (1) | |
| A2 | AC1 – P (1) | 5 |
| | AC2 - P (1) | |
| | AC3 - P (1) | |
| | AC4 – P (1) | |
| | AC5 - P (1) | |
| B1 | AC1 – P (1) | 5 |
| | AC2 - P (1) | |
| | AC3 - P (1) | |
| | AC4 – P (1) | |
| | AC5 - P (1) | |
| C1 | AC1 – P (2) | 12 |
| | AC2 - P (2) | |
| | AC3 - P (2) | |
| | AC4 – M (4) | |
| | AC5 - P (2) | |
| **Totals** | **Qualification grade: U** | **26** |

## Example 2: achievement of a 360 Diploma with a PP grade

The learner has sufficient points for a PP grade.
The learner has achieved the required minimum of Pass in all ACs to achieve a qualification grade.

| Assessment unit | Assessment criteria grade (and point value) | Total unit points |
|---|---|---|
| A1 | AC1 – P (1) | 5 |
| | AC2 - P (1) | |
| | AC3 - P (1) | |
| | AC4 – P (1) | |
| | AC5 - P (1) | |
| A2 | AC1 – P (1) | 5 |
| | AC2 - P (1) | |
| | AC3 - P (1) | |
| | AC4 – P (1) | |
| | AC5 - P (1) | |
| B1 | AC1 – P (1) | 5 |
| | AC2 - P (1) | |
| | AC3 - P (1) | |
| | AC4 – P (1) | |
| | AC5 - P (1) | |
| C1 | AC1 - P (2) | 10 |
| | AC2 - P (2) | |
| | AC3 - P (2) | |
| | AC4 - P (2) | |
| | AC5 - P (2) | |
| **Totals** | **Qualification grade: PP** | **25** |

**Example 3: achievement of a 360 Diploma with an MM grade**

The learner has sufficient points for an MM grade.

| Assessment unit | Assessment criteria grade (and point value) | Total unit points |
|---|---|---|
| A1 | AC1 – P (1) | 6 |
| | AC2 - P (1) | |
| | AC3 - P (1) | |
| | AC4 – M (2) | |
| | AC5 - P (1) | |
| A2 | AC1 – M (2) | 8 |
| | AC2 - P (1) | |
| | AC3 - M (2) | |
| | AC4 – M (2) | |
| | AC5 - P (1) | |
| B1 | AC1 – M (2) | 10 |
| | AC2 - M (2) | |
| | AC3 - M (2) | |
| | AC4 – M (2) | |
| | AC5 - M (2) | |
| C1 | AC1 - P (2) | 18 |
| | AC2 – M (4) | |
| | AC3 – M (4) | |
| | AC4 - M (4) | |
| | AC5 - M (4) | |
| **Totals** | **Qualification grade: MM** | **42** |

**Example 4: achievement of a 360 Diploma with a DD grade**

The learner has sufficient points for a DD grade.

| Assessment unit | Assessment criteria grade (and point value) | Total unit points |
|---|---|---|
| A1 | AC1 – P (1) | 9 |
| | AC2 - M (2) | |
| | AC3 - M (2) | |
| | AC4 – M (2) | |
| | AC5 - M (2) | |
| A2 | AC1 – M (2) | 14 |
| | AC2 - D (3) | |
| | AC3 - D (3) | |
| | AC4 – D (3) | |
| | AC5 - D (3) | |
| B1 | AC1 – D (3) | 14 |
| | AC2 - D (3) | |
| | AC3 - D (3) | |
| | AC4 – D (3) | |
| | AC5 - M (2) | |
| C1 | AC1 – D (6) | 26 |
| | AC2 – M (4) | |
| | AC3 – D (6) | |
| | AC4 – D (6) | |
| | AC5 - M (4) | |
| **Totals** | **Qualification grade: DD** | **66** |

# 9
# RESOURCES
# AND SUPPORT

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC Level 2 qualifications with confidence. On our website you will find a list of resources to support teaching and learning as well as professional development.

# SUPPORT FOR SETTING UP YOUR COURSE AND PREPARING TO TEACH

## SPECIFICATION

This **specification** (for teaching from September 2020) includes details on the administration of qualifications and information on all the learning and teaching modules for the qualification.

## DELIVERY GUIDE

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Level 2 qualifications (for example, employer involvement and employability skills). It also gives guidance on assessment and quality assurance. The guide tells you where you can find further support and gives detailed guidance on all learning and teaching modules. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

## CURRICULUM MODELS

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

## STUDY SKILLS ACTIVITIES

A range of case studies and activities is provided; they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word™ format for easy customisation.

## MYBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC Level 2 in Creative Media Skills to myBTEC as soon as possible.

# SUPPORT FOR ASSESSMENT

## SAMPLE ASSESSMENT MATERIALS FOR INTERNALLY-ASSESSED UNITS

We do not prescribe the assessments for internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences, and to link with your local employment profile where relevant.

We do provide a service in the form of Example Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available for free via the Pearson website or myBTEC.
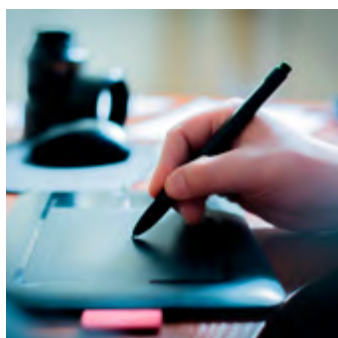
## SAMPLE MARKED LEARNER WORK

To support you in understanding the expectation of the standard at each grade, examples of marked learner work are provided on the Pearson website.

# TRAINING AND SUPPORT FROM PEARSON

## PEOPLE TO TALK TO

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC qualifications. These include:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment

- Standards Verifiers – they will support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and preparing learner work and providing quality assurance through sampling

- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events

- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

## TRAINING AND PROFESSIONAL DEVELOPMENT

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

### 'Getting started: ways to teach and assess'

These events are designed to get teachers ready for delivery of the BTEC qualifications. They include an overview of the qualifications' structures, planning and preparation for assessment, and quality assurance.

### Enhancing delivery

There are also opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

# APPENDIX 1

## GLOSSARY OF TERMS USED IN LEARNING AND TEACHING MODULES

This is a summary of the key terms used to define the requirements in the learning and teaching modules and assessment criteria.

| TERM | DEFINITION |
|---|---|
| **Advance** | Show progress within a defined skill. |
| **Analyse** | Outcome of methodical and detailed examination breaking down a topic to interpret and study the interrelationships between the parts. |
| **Apply/Carry out/ Use/ Demonstrate** | Show application of knowledge, understanding and/or skills. |
| **Appropriate** | Clearly suitable for the purpose, context and/or circumstances. |
| **Arbitrary** | Lacking clear reasoning or planning |
| **Assured** | Showing skill and confidence. |
| **Basic** | Simplistic or minimal. |
| **Clear** | Unambiguous, creating a positive effect on the process or outcome. |
| **Competent** | Showing a sufficient standard of capability. |
| **Considered** | Showing careful thought in relation to all aspects/factors. |
| **Conventions** | A common system, form or method of practice. |
| **Engagement** | Active involvement and participation. |
| **Exploration** | Thorough practical and/or theoretical examination of a subject. |
| **Generally** | Broadly and/or in some cases. |
| **Limited** | Insufficient and/or small in amount. |
| **Practice** | Application of idea or method. |
| **Present** | To exhibit material to an audience, either live or through other mediums. |
| **Realise** | Produce work to meet intended outcome(s). |

| TERM | DEFINITION |
|------|------------|
| **Reflect** | Appraise an action, outcome or process and consider strengths and weaknesses. |
| **Review** | Formal assessment with the intention of making changes. |
| **Select** | Choose the best or most suitable option to meet intentions or address needs. |
| **Sustained** | Maintained consistently throughout. |
| **Tentative** | Uncertain or unclear. |
| **Thorough** | Full and complete in relation to all aspects/factors. |
| **Understanding** | Knowledge, awareness and comprehension of a subject or set of subjects. |

# APPENDIX 2

## BTEC LEVEL 2 QUALIFICATIONS IN CREATIVE MEDIA SKILLS

In order to be awarded a qualification, learners must achieve a minimum of Pass in all criteria for each assessment unit .

| Assessment Criteria | U Limited/insufficient/tentative | Pass Basic/generally/partial |
|---|---|---|
| **AC1: Investigation** | Limited investigation, research, exploration and experimentation that tentatively informs understanding, ideas, and practice. | Generally competent research and iBasic investigation, using generally relevant research, exploration and experimentation during some stages of development to partially inform understanding, ideas and practice. |
| **AC2: Communicationg** | Lack of clarity in communication of intentions, development and ideas. Arbitrary use of presentation methods and conventions in relation to audience and type of work. | Basic communication of intentions, development and ideas. Presentation methods and conventions used are generally appropriate in relation to audience and nature of work. |
| **AC3: Practical skills** | Limited or insufficient evidence of ability to select and apply media, materials, techniques and processes to produce and present work, showing tentative awareness of how they can be used to realise intentions. | Basic selection and application of media, materials, techniques and processes to produce and present work, showing some awareness of how they can be used to realise intentions. |
| **AC4: Development** | Limited use of development processes to generate and progress ideas, work and skills, which are tentatively linked to creative intentions and personal aims. | Basic use of development processes to generate and progress ideas, work and skills, which generally support meeting creative intentions and personal aims. |
| **AC5: Approach** | Limited engagement in productive approaches to working shown in creative processes, when working independently and interacting with others. | Basic engagement in productive approaches to working shown through some creative processes, when working independently and interacting with others. |

| **Merit**<br>**Competent/clear most** | **Distinction**<br>**Assured/thorough/sustained** |
|---|---|
| Competent investigation, clearly using relevant research, exploration and experimentation during most stages of development to inform understanding, ideas, and practice. | Thorough investigation, using relevant research, exploration and experimentation throughout development to securely inform understanding, ideas and practice. |
| Competent communication of intentions, development and ideas. Presentation methods and conventions used are appropriate in relation to audience and nature of work. | Assured communication of intentions, development and ideas. Presentation methods and conventions used are considered in relation to audience and enhance the qualities of work. |
| Competent selection and application of media, materials, techniques and processes to produce and present work, showing clear understanding of how they can be used to realise intentions. | Assured selection and manipulation of media, materials, techniques and processes to produce and present work, showing thorough understanding of how to exploit them to realise intentions. |
| Competent use of development processes to generate, review and refine ideas, work and skills, which support meeting creative intentions and personal aims. | Thorough and sustained use of development processes to generate, review and refine ideas, work and skills, enabling creative intentions and personal aims to be met securely. |
| Clear engagement in productive approaches to working shown throughout most creative processes, when working independently and interacting with others. | Thorough and proactive engagement in productive approaches to working that are sustained throughout creative processes, when working independently and interacting with others. |

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