Pearson BTEC Level 1 Award in Interactive Media

Specification

BTEC Specialist qualification

For first teaching September 2010
Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson BTEC Level 1 Award in Interactive Media (QCF)

The QN remains the same.

Summary of Pearson BTEC Level 1 Award in Interactive Media specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	4
Guided learning definition updated	11
QCF references removed from unit titles and unit levels in all units	14-49
The Level 1 Certificate and Diploma and the Level 2, Award, Certificate and Diploma in Interactive Media have been removed from the specification as they are no longer available.	

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

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

Welcome to the BTEC Level 1 Award in Interactive Media

This document contains the units and associated guidance for the Pearson BTEC Level 1 Award in Interactive Media.

This qualification is designed to meet a range of different needs. It offers:

- the opportunity to certificate smaller blocks of learning, which are designed to motivate learners and encourage widening participation in education and training
- a course that relate to the particular training and employment patterns in the Interactive Media industry
- the opportunity to use a range of teaching methods
- opportunities for learners to develop skills that support career and professional development
- a programme that can enable progression either to higher levels of study or to other courses at the same level of study.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — in this case Creative and Cultural Skills, the Sector Skills Council for crafts, cultural heritage, design, literature, music, performing, and visual arts, the Design Council, and Skillset, the Sector Skills Council for the creative media industries. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications

- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence

- explanations of the content's relationship with the learning outcomes

- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, Pearson specify 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). The TQT value indicates the size of a qualification.

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

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

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

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

BTEC Specialist qualifications are generally available in the following sizes:

* Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

* Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

* Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Key features of the Pearson BTEC Level1 Award in Interactive Media

At Level 1 the focus is on the basic skills and knowledge required to work in the interactive media industry.

The Pearson BTEC Level1 Award in Interactive Media has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques in Interactive Media, and the personal skills and attributes essential for successful performance in working life

- achieve a nationally recognised Level 1 vocationally related qualification in Interactive Media

- possibly progress to employment in an Interactive Media-related job

- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson BTEC Level 1 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level I qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Edexcel BTEC Level 1 Award in Interactive Media relate to the following National Occupational Standards:

Skillset

Animation

Camera

Design for the Moving Image

Editing

Interactive Media and Computer Games

Photo Imaging

Sound

Creative and Cultural Skills

Design

BTEC Specialist qualification title covered by this specification

Pearson BTEC Level 1 Award in Interactive Media

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

The Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit code.

The qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number for the qualification in this publication is:

Pearson BTEC Level 1 Award in Interactive Media   501/0573/5

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded.

Rules of combination

When combining units for the Pearson BTEC Level 1 Award in Interactive Media, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 1 2 Award in Interactive Media

1. The Total Qualification Time (TQT) for this qualification is 100.

2. The Guided Learning Hours (GLH) for this qualification is 60.

3. Qualification credit value: a minimum of 10 credits.

4. Minimum credit to be achieved at, or above, the level of the qualification: 10 credits.

Pearson BTEC Level 1 Award in Interactive Media

The Pearson BTEC Level 1 Award in Interactive Media is a 10-credit and 60-guided-learning-hour (GLH) qualification.

To achieve the whole qualification, a learner must successfully complete 10 credits from the following specialist optional units.

Pearson BTEC Level 1 Award in Interactive Media			
Unit	Specialist optional units	Credit	Level
1	Interactive Media Production	10	1
2	Video Production, Processes and Techniques	10	1
3	Editing Audio and Video for Interactive Media Products	10	1
4	Web Page Concepts and Creation	10	1
5	Sound Recording Techniques and Technology	10	1
6	Animation Processes and Techniques	10	1

Assessment

All units within this qualification are internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment criteria and grading criteria which must be used. A summative unit grade can be awarded at pass, merit or distinction:

- To achieve a 'pass' a learner must have successfully completed **all** the assessment criteria

- To achieve a 'merit' a learner must **additionally** have successfully completed **all** the merit grading criteria

- To achieve a 'distinction' a learner must **additionally** have successfully completed **all** the distinction grading criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and

- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues

- local, ie to reflect the employment context of the delivering centre

- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Pearson BTEC Level 1 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time

- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC Level 1 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Pearson BTEC Level 1 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications

- approval for the Pearson BTEC Level 1 qualifications and units

- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system

- quality review of the centre verification practice

- centre risk assessment by Pearson of overarching processes and quality standards

- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

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

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for Pearson BTEC Level 1 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

pEARSON does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- linking with company-based/workplace training programmes

- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC Level 1 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 1 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 1 Award in Interactive Media are accredited for learners aged 14 and above.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com

Unit format

All units in Pearson BTEC Level 1 and 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

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

Unit reference number

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

Level

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

Credit value

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

Guided learning hours

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

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria and grading grid

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.

- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of content which must be covered in the delivery of the unit.

- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

- *Indicative resources* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Interactive Media Production

Unit reference number: J/602/1008

Level: 1

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to explore techniques associated with the production of an interactive media product.

Unit introduction

This unit involves the use of software and the creative integration of audio and visual techniques to produce ideas and materials for an interactive media context such as a web page, the internet, an intranet, an audio-visual presentation, or a display within an exhibition or museum. It could also include sound and vision used in environments such as still or moving image projections and sound at a fashion show.

At this level it is not necessary for the learner to produce a complete final project but ideas and materials for an interactive media product. Whilst design and layout are important it is essential that the final intended outcome be focused on the needs of the user.

Learners will show how they have addressed the needs of the intended users, and develop a commentary on the strengths and weaknesses in their work.

Learning outcomes

To achieve this unit a learner must:

1   Understand interactive media, materials, techniques and processes

2   Be able to develop ideas for interactive media designs

3   Be able to produce interactive media work

4   Be able to comment on own interactive media work.

Unit content

1 Understand interactive media, materials, techniques and processes

Input devices: eg video, scanners, digital photography, mobile phones

Software: eg image manipulation, video-editing, uploading

Audio: recording; sampling; editing

Buttons: link frames; start actions eg sound files, video clips, animation sequences

Design techniques: formats eg sketches, drawings, storyboards, diagrams, prototypes

Health and safety: workshop practice; elimination of risk to self and others; thinking and working safely within a studio environment; COSHH guidance on materials

2 Be able to develop ideas for interactive media designs

Interactive media design: products eg websites, CD ROMs, DVDs, film, advertisements, interactive presentations; purpose eg information, education, entertainment; target audience; planning eg sketches, flowcharts, storyboards, ideas worksheets, notes, technical plans

Idea selection: considerations eg message, audience, equipment, processes; limitations eg resources, time, budget, deadlines; brainstorming; development exercises eg sketches, flowcharts, storyboards, ideas worksheets

Input devices: eg video, scanners and digital photography

Software tools: eg image manipulation, video-editing

Sound and music: eg recording, sampling, editing

3 Be able to produce interactive media work

Planning: developments; selecting final design; choosing processes; techniques; fitness for purpose; meeting deadlines

Graphic-based: eg materials, techniques, research recording; text; image; layout; colour

Digital multimedia: identify digital equipment eg computer, video, cameras, input devices; recording eg developing, refining, adapting; downloading eg scanning images, image and sound manipulation, capture; using software eg editing, compressing, burning discs, sequencing, linking frames

4 Be able to comment on own interactive media work

Format: eg sketchbook annotations, written notes, audio or video diaries, oral presentations

Product: eg formal elements, techniques, strengths, weaknesses, suitability for audience

Use of media: eg software, methods, visuals, audio, graphics

Focus: strengths and weaknesses; future work; improvements

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 outline interactive media materials, techniques and processes	**M1** describe a range of interactive media materials, techniques and processes	**D1** describe with some detail a wide range of interactive media materials, techniques and processes
P2 develop ideas for interactive media designs	**M2** develop effective ideas for interactive media designs	**D2** develop imaginative ideas for interactive media designs
P3 produce appropriate interactive media work	**M3** produce effective interactive media work	**D3** produce imaginative interactive media work
P4 identify strengths and weaknesses of own interactive media work.	**M4** comment on the strengths and weaknesses of own interactive media work.	**D4** comment with some detail on the strengths and weaknesses of own interactive media work.

Essential guidance

Delivery

This unit is designed to enable learners to develop the basic skills needed for multimedia design work. Learners need the opportunity and freedom to explore multimedia design techniques, equipment and materials at this introductory stage.

Tutors should design the teaching of the unit so that learners work to a carefully structured, simple brief. A range of media contexts should be used for developing learners' understanding of multimedia techniques and processes, visual language and communication skills.

Learners will also need to learn how to comment on the progress of their development and make basic evaluations of their final work.

Assessment

The focus of the assessment is on how learners have used multimedia design methods, techniques and research processes to generate and develop ideas for a multimedia design outcome. Evidence for assessment will include research materials and notes, practical work and records of evaluation. Learners must evaluate the multimedia work they have produced. This might include a critical self-assessment of finished work through individual or group critiques.

Employer engagement and vocational contexts

Centres should develop links with practising interactive media designers in order to develop assignments for learners or to provide work experience. A lecture or visit by a designer can provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk

- business and finance advice, and local business links – www.businesslink.gov.uk.

Creative and Cultural Skills, the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for the creative media sector, provides details on its website about careers and the industry (www.skillset.org) and has a regularly updated news and events page.

Essential resources

Learners will require access to computers and printers, software for the manipulation of digital images, image and sound editing equipment and digital cameras or flatbed scanners. They will also require traditional media such as drawing pens, sprays, stencils, gouache, masking fluid, and a basic digital single lens reflex camera.

Indicative resources

Textbooks

Beaird J — *The Principles of Beautiful Web Design* (Sitepoint, 2007)
ISBN 978-0975841969

Krug S — *Don't Make Me Think! A Common Sense Approach to Web Usability* (New Riders, 2005) ISBN 978-0321344755

McKernan B and Rice J — *Creating Digital Content: A Video Production Guide for Web, Broadcast and Cinema* (McGraw-Hill Inc, 2001) ISBN 978-0071377447

McNeil P — *The Web Designer's Idea Book: The Ultimate Guide To Themes, Trends and Styles In Website Design* (How Books, 2008) ISBN 978-1600610646

Vaughan T — *Multimedia: Making it Work, 7th Edition* (McGraw-Hill Osborne, 2007)
ISBN 978-0072264517

Journals

Creative review

Design Week

Websites

www.apple.com/startpage	Apple iTunes
www.designcouncil.org.uk	the Design Council
www.disney.go.com/disneyinteractivestudios	Disney Interactive

Unit 2: Video Production, Processes and Techniques

Unit reference number: R/602/0427

Level: 1

Credit value: 10

Guided learning hours: 60

Unit aim

This unit aims to develop learners' skills in, and knowledge of, the processes involved in video production work.

Unit introduction

This unit introduces learners to the basic techniques and technology of video-based production work. After an initial investigation of video production techniques, learners should work through the three stages of pre-production, production and post-production to create a video production outcome.

Learners should be encouraged to explore creative approaches to using cameras, based on an understanding of technical requirements at a basic level.

Learners will review their application of the production processes and comment on the choices of equipment and techniques in relation to their creative intention.

Learning outcomes

To achieve this unit a learner must:

1   Know about video production technology

2   Be able to apply video pre-production techniques

3   Be able to undertake video production and post-production work

4   Be able to comment on own video production work.

Unit content

1 Know about video production technology

Video and audio equipment: video eg digital video, HD, handy cams, mobile phones; audio eg handheld microphones, in-camera microphones, radio microphones, mini disc

Editing systems: video eg timelines, clips, projects, settings, project media, transitions, titles; audio eg soundtrack, voiceover, dubbing, synchronisation

2 Be able to apply video pre-production techniques

Research: applications eg advertising, news, drama, documentary; generate ideas eg visual references, drawings, thumbnail sketches

Pre-production: script; storyboard eg hand-drawn, digital photos; shot list; timelines; equipment lists; location recces; crew; talent

3 Be able to undertake video production and post-production work

Camera set-ups: eg tripod, camera microphones, white balance, iris settings, battery levels, boom microphones

Filming: eg framing, shot type (close-up, low angle, pan), shot length

Editing techniques: eg capture, editing, soundtrack, titles, in camera

Health and safety: work safely eg computers, video cameras, digital editing equipment, on location

4 Be able to comment on own video production work

Working processes: pre-production process; production process; post-production process; use of equipment; application of techniques; skills development; ideas development; team-work

Comment: format eg sketchbook annotations, written notes, blog, video diary, illustrations, presentations, technical logs; content eg strengths and weaknesses, improvements, future work

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 outline video production technology	**M1** describe video production techniques and technology	**D1** describe video production techniques and technology with some detail
P2 use basic pre-production techniques	**M2** use pre-production techniques effectively	**D2** use pre-production techniques confidently
P3 undertake basic production and post-production work	**M3** undertake production and post-production work effectively	**D3** undertake production and post-production work confidently
P4 identify strengths and weaknesses of own video production work.	**M4** comment on the strengths and weaknesses of own video production work.	**D4** comment with some detail on the strengths and weaknesses of own video production work.

Essential guidance

Delivery

The learning programme for this unit should be balanced to allow for technical input, such as camera usage, compositional elements of the shot and editing time to give learners an opportunity to experiment with different techniques and technology.

Investigation into professional practice should include visual enquiry and practical exploration. Learners can then generate ideas for their own video material using their investigation into professional work as a starting point. For example, learners could be asked to explore a variety of camera angles or composition that they have seen in professional work to storyboard and shoot a simple one-scene script.

Owing to the nature of video production, some work for this unit can be team-based.

Assessment

Evidence for assessment of learning outcome 1could be in the form of presentations, class notes, ideas generation in sketchbooks, storyboards and technical information such as shot lists. Pre-production, production and post-production work should be presented with all documentation and footage, and justification of editing decisions, though a full edit decision list is not required at this level. For assessment of learning outcome 4 learners could discuss their work through verbal presentations in addition to providing written evidence.

Employer engagement and vocational contexts

Centres should develop links with practising video workers in order to develop assignments for learners or to provide work experience. A lecture or visit by a camera operator or editor can provide useful and pertinent information on working practice.

- Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk

business and finance advice, and local business links – www.businesslink.gov.uk.

Creative and Cultural Skills, the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for the creative media sector, provides details on its website about careers and the industry (www.skillset.org) and has a regularly updated news and events page.

Essential resources

Resources should be available for learners to watch and evaluate video programmes either in a group or individual context. Appropriate filming equipment such as handy cams or semi-professional cameras should be a minimum requirement for the production and pre-production process. Digital editing facilities should be available for the completion of the post-production process.

Indicative resources

Textbooks

Millerson G and Owens J — *Video Production Handbook* (Focal Press, 2008) ISBN 978-0240520803

Thurlow C — *Making Short Films: The Complete Guide from Script to Screen* (Berg Publishers, 2008) ISBN 978-1845208042

VideoMaker — *Guide to Video Production* (Focal Press, 2007) ISBN 978-0240809687

Wells P — *Digital Camcorder Techniques: A User's Guide* (The Crowood Press Ltd, 2006) ISBN 978-1861268112

Websites

www.bfi.org.uk	the British Film Institute
www.mediauk.com	media features and industry news
www.nationalmediamuseum.org.uk	National Media Museum, film section

Unit 3: Editing Audio and Video for Interactive Media Products

Unit reference number: L/602/1012

Level: 1

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to develop the skills and techniques required to produce basic edits of both audio and video for use in interactive productions.

Unit introduction

Learners will develop an awareness of a range of audio and video editing techniques and technology.

Learners will be expected to plan and undertake editing using appropriate tape-based or digital editing systems.

Learning outcomes

To achieve this unit a learner must:

1   Be able to investigate examples of audio and video materials edited for interactive media products

2   Be able to select audio and video materials to be edited for interactive media products

3   Be able to edit audio and video materials for interactive media products

4   Be able to comment on own editing for interactive media products.

Unit content

1 Be able to investigate examples of audio and video materials edited for interactive media products

Investigate: editing techniques eg picture, sound, imagery; message eg meaning, story

Audio material: spoken word eg radio, audio newspapers; music

Audio-visual material: eg television, film, internet content, music videos, trailers

2 Be able to select audio and video materials to be edited for interactive media products

Pre-recorded and found: eg CD, MP3, tape, MiniDisc, video, live recordings, music television, television, radio recordings, photographs

Self-generated: eg tape, video, digital photography, CD

3 Be able to edit audio and video materials for interactive media products

Equipment: formats eg VHS, digital video, Hi-8 video, DVC, MiniDisc, DAT, cassette tape, MP3

Edit: systems eg analogue, digital, linear, non-linear, time-based, reel to reel audio, digital audio, DAW; assemble material; organise material; determine order; first edit, review; refine

4 Be able to comment on own editing for interactive media products

Format: eg sketchbook annotations, written notes, audio or video diaries, oral presentations

Product: eg formal elements, techniques, strengths, weaknesses, suitability for audience

Use of media: eg software, methods

Focus: strengths and weaknesses; future work; improvements

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 outline examples of audio and video materials edited for interactive media products	**M1** describe a range of examples of audio and video materials edited for interactive media products	**D1** describe with some detail a wide range of examples of audio and video materials edited for interactive media products
P2 select audio and video material to be edited for interactive media products	**M2** thoughtfully select audio and video material to be edited for interactive media products	**D2** confidently select audio and video material to be edited for interactive media products
P3 edit audio and video materials for interactive media products	**M3** effectively edit audio and video materials for interactive media products	**D3** confidently edit audio and video materials for interactive media products
P4 identify strengths and weaknesses of own editing for interactive media products.	**M4** comment on the strengths and weaknesses of own editing for interactive media products.	**D4** comment with some detail on the strengths and weaknesses of own editing for interactive media products.

Essential guidance

Delivery

This unit is designed as an introduction to the processes and practices of editing and should give the learner a basic understanding of professional practice whilst encouraging them to develop an interest through experimentation.

The unit requires learners to think about and select ideas using investigation into professional work as a starting point, and then planning and producing edited material. The programme should be balanced to allow for technical input and workshop time to give all learners an opportunity to experiment with different techniques and technology.

When working as part of a group it is important that learners understand their individual roles and that work is structured in such as way as to allow individual achievement to be accurately assessed.

Set briefs and topics should be set for learners and may include creating film trailers or editing vox pops for a news item.

Assessment

Learners should also be given the opportunity to demonstrate their knowledge, skills and understanding through briefs that mirror genuine professional practice.

The focus of assessment should be on the demonstration of creativity rather than professional finished quality.

Employer engagement and vocational contexts

Centres should develop links with practising interactive media professionals in order to develop assignments for learners or to provide work experience. A lecture or visit by a professional can provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk

- business and finance advice, and local business links – www.businesslink.gov.uk.

Creative and Cultural Skills, the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for the creative media sector, provides details on its website about careers and the industry (www.skillset.org) and has a regularly updated news and events page.

Essential resources

Sufficient resources, work and storage space should be available for learners to explore the range of materials and techniques identified in this unit.

The following types of traditional equipment would be appropriate at this level: drawing pens, sprays, stencils, gouache, masking fluid, basic 35mm single lens reflex camera.

The following digital equipment is also required for this unit:

- computers and printers

- software for the manipulation of digital images

- image and sound editing

- digital cameras or flatbed scanners.

Indicative resources

Textbooks

Evans R — *Practical DV Film Making* (Focal Press, 2002) ISBN 978-0240516578

McLeish R — *The Technique of Radio Production* (Focal Press, 1998)
ISBN 978-0240512662

Millerson G and Owens J — *Video Production Handbook* (Focal Press, 2008)
ISBN 978-0240520803

Musburger R — *Single-Camera Video Production* (Focal Press, 2002)
ISBN 978-0240804767

Journals

Creative Review

Empire

Total Film

Websites

www.artoftheguillotine.com	an online film community for film editors
www.gbfte.org	an association of editors in the British film and television industries
www.ukfilmcouncil.org.uk	home of the UK council supporting the film industry

Unit 4: Web Page Concepts and Creation

Unit reference number: H/602/1016

Level: 1

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to develop their initial skills in web page creation.

Unit introduction

In this unit learners will research and explore the characteristics of websites and web page design. The knowledge gained will then be applied to developing their own design ideas for web pages. Learners will create basic web pages using software that incorporates links, and publish these.

Learners will comment on the creative and technical requirements of their pages and identify how they approached these aspects of their web design work.

Learning outcomes

To achieve this unit a learner must:

1   Know how to access the worldwide web

2   Be able to use simple web page creation software

3   Be able to produce a home page with links

4   Be able to comment on own web page creation work.

Unit content

1 Know how to access the worldwide web

Features: websites; email; interactivity; hyperlinks; home pages; entertainment; search engines

Functions: search; browse; login; save; social interaction; retail; information; business; public services

2 Be able to use simple web page creation software

Design elements: text; placing eg image files, clip art

Software: import text; insert graphics eg borders, simple text, graphic elements; links eg create, insert

3 Be able to produce a home page with links

Home page: hyperlinked page; simple text

Design process: ideas; development; choices

Paper-based: content eg layouts, graphic elements; editing; managing printing eg web pages

4 Be able to comment on own web page creation work

Format: eg sketchbook annotations, written notes, audio or video diaries, oral presentations

Product: eg formal elements, techniques, strengths, weaknesses, suitability for audience

Use of media: eg software, methods, visuals, graphics

Focus: strengths and weaknesses; future work; improvements

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 outline examples of websites on the worldwide web	**M1** describe a range of examples of websites on the worldwide web	**D1** describe with some detail a wide range of examples of websites on the worldwide web
P2 use simple web page creation software	**M2** competently use simple web page creation software	**D2** confidently use simple web page creation software
P3 produce basic home pages that utilise links	**M3** produce effective home pages that utilise links consistently	**D3** produce imaginative home pages that utilise links fluently
P4 identify strengths and weaknesses of own web page creation work.	**M4** comment on strengths and weaknesses of own contribution to web page creation.	**D4** comment with some detail on strengths and weaknesses of own contribution to web page creation.

Essential guidance

Delivery

Learners' explorations should begin with research into the variety of sites and information available on the worldwide web to help develop their understanding of web design.

At this stage in the learners' development it is not necessary for them to use dedicated web authoring software; it will be sufficient for learners to create simple web pages using more familiar programs such as Word or Dreamweaver. These might be produced for an intranet rather than internet site.

Learners must be taught to evaluate their own work and comment on the strengths and weaknesses in that work.

Assessment

Learners may submit evidence for this unit in the form of presentations supported by research notes, a diary or journal, practical design work and web pages. Design ideas and rough visuals should be included in the submission of practical work.

Learners may elect to demonstrate their completed pages and links as part of a presentation at the close of the unit, where tutors can use observation forms to record their assessment.

Employer engagement and vocational contexts

Centres should develop links with practising interactive media designers in order to develop assignments for learners or to provide work experience. A lecture or visit by a designer can provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk

- business and finance advice, and local business links – www.businesslink.gov.uk.

Creative and Cultural Skills, the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for the creative media sector, provides details on its website about careers and the industry (www.skillset.org) and has a regularly updated news and events page.

Essential resources

Learners will require access to general purpose studios and digital studios with appropriate software for basic web page creation. They should be able to review web sites at regular intervals in the unit, and refer to these as their own work progresses. They will also need web space to publish their finished work.

Indicative resources

Textbooks

Beaird J — *The Principles of Beautiful Web Design* (Sitepoint, 2007)
ISBN 978-0975841969

Krug S — *Don't Make Me Think! A Common Sense Approach to Web Usability*
(New Riders, 2005) ISBN 978-0321344755

Maciuba-Koppel D — *The Web Writer's Guide* (Focal Press, 2003)
ISBN 978-0240804811

McNeil P — *The Web Designer's Idea Book: The Ultimate Guide To Themes, Trends
and Styles In Website Design* (How Books, 2008) ISBN 978-1600610646

Journals

Creative review

Design Week

Websites

www.apple.com/startpage	Apple iTunes
www.designcouncil.org.uk	the Design Council
www.disney.go.com/disneyinteractivestudios	Disney Interactive

Unit 5: Sound Recording Techniques and Technology

Unit reference number: M/602/1018

Level: **1**

Credit value: **10**

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to use basic sound recording techniques and sound recording technology.

Unit introduction

By following this unit learners should develop a basic knowledge of sound recording through investigation and experimentation.

They will develop a basic knowledge of various styles, techniques and technologies, as well as of broadcast audio production.

In creating their own audio product learners will develop basic skills in sound recording, audio editing and mixing.

Learning outcomes

To achieve this unit a learner must:

1   Know about broadcast audio products

2   Be able to use technology to record audio material

3   Be able to use technology to edit audio products

4   Be able to comment on own contribution to audio production work.

Unit content

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1 Know about broadcast audio products

Audio products: eg news, commercials, drama, outside broadcasts, podcasts, audiobooks, music; broadcast requirements eg structures, scheduling, audience

Audio delivery formats: digital eg CD, MiniDisc, DAT, MP3; analogue eg magnetic tape, videotape

2 Be able to use technology to record audio material

Technology: eg studio, portable, outside broadcast, domestic equipment, professional equipment, equipment for music, equipment for speech

Techniques: microphone choice; microphone placement; logging recordings; selecting material for edit; structures eg introduction, middle and end

Audio capture: considerations eg indoor broadcast, outdoor broadcast, interviews, atmosphere, dialogue, group debate; recording; monitoring levels

Pre-recorded sources: eg CD, tape, MiniDisc, library material

3 Be able to use technology to edit audio products

Technical considerations: recording formats; playback formats; effects

Post-production: storing material; selecting material; mixing; edit list; first edit; review and revise; final edit

4 Be able to comment on own contribution to audio production work

Format: eg written notes, audio or video diaries, oral presentations

Product: eg formal elements, techniques, strengths, weaknesses, suitability for audience

Focus: strengths and weaknesses; future work; improvements

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 outline examples of broadcast audio products	**M1** describe a range of broadcast audio products	**D1** describe with some detail a wide range of broadcast audio products
P2 use technology to record audio material	**M2** use technology effectively to record audio material	**D2** use technology confidently to record audio material
P3 use technology to edit an audio product	**M3** use technology effectively to edit an audio product	**D3** use technology confidently to edit an audio product
P4 identify strengths and weaknesses of own audio production work.	**M4** comment on the strengths and weaknesses of own audio production work.	**D4** comment with some detail on the strengths and weaknesses of own audio production work.

Essential guidance

Delivery

This unit has been designed to provide an opportunity for learners to undertake focused projects in the specialist area of audio recording. By basing the unit around radio broadcast the intention is to focus learners' attention on the wide-ranging opportunities provided by the medium. This in turn will inform their use of other mediums and technology associated with audio production such as video and music recording.

Assessment

Learners should be assessed on their use of the technology, the techniques they deploy and their creative response to the material they record. Evidence for assessment will include technical logs and notes, recorded and edited work. Learners must evaluate the work they have produced. This might include a critical self-assessment of finished work through individual or group critiques.

Employer engagement and vocational contexts

Centres should develop links with practising professionals in order to develop assignments for learners or to provide work experience. A lecture or visit by an audio editor can provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk

- business and finance advice, and local business links – www.businesslink.gov.uk.

Skillset, the Sector Skills Council for the creative media sector, provides details on its website about careers and the industry (www.skillset.org) and has a regularly updated news and events page.

Essential resources

Learners need access to a range of facilities that may include portable recording equipment, studio facilities, a range of microphones with varying pick up patterns, non-linear or analogue editing facilities and mixing desks or computers with multi-track mixing facilities. Examples of professional recordings and scripts should be made available to learners.

Indicative resources

Textbooks

Kinnaird M — *Sounds Like a Good Idea* (Continuum, 2008) ISBN 978-1855394483

McLeish R — *Radio Production*, *5th Edition* (Focal Press, 2005)
ISBN 978-0240519722

Journals

Broadcast

Radio Magazine

Studio Sound

Websites

www.musictank.co.uk   sound and audio business ideas

Unit 6: Animation Processes and Techniques

Unit reference number: R/602/0475

Level: **1**

Credit value: **10**

Guided learning hours: 60

Unit aim

This unit aims to introduce learners to the practical processes of animation and to enable them to develop a basic understanding of animation techniques.

Unit introduction

This unit has been designed as a basic introduction to animation. Learners should be introduced to different examples of animation techniques and consider how these have been applied in fields such as advertising, film and animation itself. Learners should develop materials that are appropriate for a short animated sequence, including visual and sound. They may choose to focus on one specific technique for the production of an animation sequence. Within the framework of this unit it is not necessary for learners to produce a complete final animation.

Learning outcomes

To achieve this unit a learner must:

1 Know the work of selected animators and animation studios

2 Be able to develop initial ideas for an animated sequence

3 Be able to produce materials for an animated sequence

4 Be able to comment on own animation work.

Unit content

1 Know the work of selected animators and animation studios

Animators and animation studios: animators eg Svankmajer, Burton; studios eg Pixar, DreamWorks, Aardman, Disney; styles; content

Techniques: eg stop frame, flip book, filmstrip, time-lapse photography, sequential photographs, movement, drawing, collage, index cards, cut-out animation, cel animation, mark-making on film, collage

2 Be able to develop initial ideas for an animated sequence

Storyline: content eg plot, narrative, purpose, message, audience needs; genre eg comic, dramatic, children's, fairytale adaptation

Character: type eg human, non-human, animal; roles; behaviour; voice

Preparation: artwork eg cut-out shapes, designs, characters, backgrounds; storyboard; sources, references

3 Be able to produce materials for an animated sequence

Materials: visual eg cut-outs, drawings, paintings, mixed media, digital photography, photocopied; technology eg software, cameras, lighting, sound, music, voiceover, Chromakey

4 Be able to comment on own animation work

Format: eg sketchbook, mounted work, annotations, written notes, video diary, illustrated oral presentations

Work: eg strengths, weaknesses, processes, technical issues, skills development, future improvements, suitability for intended purpose, impact, aesthetics

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 outline examples of the work of others in the field of animation	**M1** describe a range of examples of the work of others in the field of animation	**D1** describe with some detail a wide range of the work of others in field of animation
P2 develop simple initial ideas for an animated sequence	**M2** effectively develop initial ideas for an animated sequence	**D2** develop imaginative ideas for an animated sequence
P3 produce materials for an animated sequence	**M3** produce effective materials for an animated sequence	**D3** produce sophisticated creative materials for an animated sequence
P4 identify strengths and weaknesses of own animation work.	**M4** comment on the strengths and weaknesses of own animation work.	**D4** comment with some detail on the strengths and weaknesses of own animation work.

Essential guidance

Delivery

The unit is intended as an introduction to animation and to encourage creative expression. Short introductory practical exercises might include the production of storyboards, cut-outs and simple flip-books. Discussion of animation techniques can be supported with screenings of examples in advertising, music videos and from major studios such as Disney, Aardman and DreamWorks.

At this level it is not considered necessary for the learner to produce a fully animated sequence but rather materials in preparation for animation such as a storyboard or a series of digital photographs. However, simple animation could be achieved via software programs such as PowerPoint in which cells from a storyboard or a digital photographic sequence could be imported and sounds added.

Assessment

Evidence for assessment of learning outcome 1could be in the form of presentations, or written reports. For learning outcomes 2 and 3 learners need to produce a range of outcomes for assessment. This may include sketchbooks with annotations, written notes, photographs, tape or video recordings, and witness statements. For learning outcome 4 they will need to be taught how to comment on their work and working processes.

Employer engagement and vocational contexts

Centres should develop links with practising animators in order to develop assignments for learners or to provide work experience. A lecture or visit by a practising animator can provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk

- business and finance advice, and local business links – www.businesslink.gov.uk.

Creative and Cultural Skills, the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for the creative media sector, provides details on its website about careers and the industry (www.skillset.org) and has a regularly updated news and events page.

Essential resources

Learners should have access to adequate production equipment. This may take the form of a traditional rostrum with film or video recording and suitable audio facility or of appropriate computer software packages. For this introductory unit it is not essential to offer professional levels of equipment.

Indicative resources

Textbooks

Furniss M — *The Animation Bible: A Guide to Everything — from Flipbooks to Flash* (Laurence King, 2008) ISBN 978-1856695503

Lord P and Sibley B — *Cracking Animation: The Aardman Book of 3D Animation* (Thames & Hudson, 2004) ISBN 978-0500511909

Webster C — *Animation: The Mechanics of Motion — Focal Press Visual Effects and Animation* (Focal Press, 2005) ISBN 978-0240516660

Journals

Creative review

Design Week

Websites

www.aardman.com	Aardman Animations
www.awn.com	Animation World Network
www.pixar.com	Pixar
www.wbanimation.warnerbros.com	Warner Brothers

Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

How to obtain National Occupational Standards

Creative and Cultural Skills
Lafone House
The Leathermarket
Weston Street
London SE1 3HN

Telephone: 020 7015 1800
Fax: 020 7015 1847
Email: info@ccskills.org.uk
Website: www.ccskills.org.uk

Skillset
Focus Point
21 Caledonian Road
London N1 9GB

Telephone: 020 7713 9800
Fax: 020 7713 9801
Email: info@skillset.org
Website: www.skillset.org

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing learner-centred learning and teaching approaches

- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert

- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

- Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson qualification framework for the Art and Design sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
8				
7				
6				
5		BTEC Level 5 HND Diploma in Art and Design/Fashion and Textiles/Fine Art/Graphic Design/Interactive Media/ Interactive Media/3D Design		
4		BTEC Level 4 Foundation Diploma in Art and Design

BTEC Level 4 HNC Diploma in Art and Design/Fashion and Textiles/Fine Art/Graphic Design/Interactive Media/ Interactive Media/3D Design | | Level 4 NVQ Design Management |

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
3	GCE AS in Art and Design GCE Advanced in Art and Design AS in Applied Art and Design Advanced in Applied Art and Design	BTEC Level 3 Foundation Diploma in Art and Design BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Art and Design/Art and Design (Textiles)/Art and Design (Graphic Design)/Art and Design (3D Design)/Art and Design (Fine Art)/Art and Design (Design Crafts)/Art and Design (Fashion and Clothing)/Art and Design (Interactive Media)/Art and Design (Interactive Media)	BTEC Level 3 Award, Certificate and Diploma in Interactive Media/ 3D Design/Design Crafts/Textiles/Graphic Design/Interactive Media/Fashion and Clothing/Fine Art	Level 3 NVQ Design
2	GCSE in Art and Design GCSE Short Course in Art and Design	BTEC Level 2 Certificate, Extended Certificate and Diploma in Art and Design	BTEC Level 2 Award, Certificate and Diploma in Interactive Media/ 3D Design/Textiles/ Graphics/Interactive Media /Fashion and Clothing/Fine Art BTEC Level 2 Subsidiary Certificate, Certificate and Diploma in Design	Level 2 NVQ Design Support

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
1	GCSE in Art and Design GCSE Short Course in Art and Design	BTEC Level 1 Award/Certificate/Diploma in Art and Design	BTEC Level 1 Award, Certificate and Diploma in Interactive Media/3D Design/ Textiles/Graphic Design/ Interactive Media /Fashion and Clothing/Fine Art	
Entry		BTEC Entry Level Award in Art and Design (Entry 3)		

Annexe B

Wider curriculum mapping

Study of Pearson BTEC Level 1 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds or rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards mapping

The grid below maps the knowledge covered in the Pearson BTEC Level 1 Award Specialist qualification in Interactive Media against the general categories of the Skillset and Creative and Cultural Skills National Occupational Standards.

KEY

\#   indicates partial coverage of the specified category of National Occupational Standards

     a blank space indicates no coverage.

Level 1

National Occupational Standards						
Skillset	**1**	**2**	**3**	**4**	**5**	**6**
Animation	#		#	#		#
Camera		#				
Interactive Media and Computer Games	#		#	#		#
Photo Imaging	#		#	#		#
Sound					#	
CCSkills						
Design	#		#	#		#