Pearson BTEC

Delivering BTEC
during Coronavirus (COVID-19)

September 2020 to August 2021

Creative Media

Guidance for BTEC Nationals, Firsts, Tech Awards, Level 2 Technicals, Skills qualifications and QCF Level 1

Teaching and learning guidance

Last updated 25 January 2021

Introduction

It is expected that COVID-19 will continue to impact upon teaching, learning and assessment through the academic year, impacting those learners who are part-way through their qualifications and those who are commencing this academic year. We are committed to ensuring that learners continue to benefit from the breadth of content of BTEC qualifications through adaptations in teaching and learning.

This document is intended to provide you with guidance for how you **might adapt delivery** for the sector's BTEC qualifications in the academic year of 2020-2021.

We continue to work with our regulators and relevant sector bodies on any possible adaptations or accommodations in line with the OFQUAL and DfE consultations.

Key aspects such as social distancing, safety, lost teaching time, subject content and practical activities have been considered from a sector perspective for your reference. However, it should be noted that all of the guidance provided here must only be followed within the context of the guidance issued by your own centre, relevant governing and industry bodies, local and national government.

For further advice and guidance, please refer to the Teaching, Learning and Assessment pages on Pearson's website or contact us via the Customer Support portal.

We look forward to continuing to support you and your learners throughout this challenging time and wish you well for the coming year.

Last updated 25 January 2021

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Overview

Adaptations to Assessments in 2021

Please refer to the assessment section on the **2020/2021 Teaching and Assessment page**, for adaptations to assessments and qualifications for the 2021 Academic Year. Here you will find:

- External Assessment Adaptations
- Tech Award Assessment Evidence Adaptations
- Work Experience and Employer Engagement
- Exam timetables
- FAQs

Please note that not all qualifications will be adapted, and it is important that you refer to the relevant adaptation guidance for 2021.

Some qualifications will not be adapted for one of the following reasons:

- An adaptation would impact the reliability and validity of the qualification
- The qualification is a licence to practice or primary purpose is progression to the workplace

Please note all adaptations apply to assessments completed by 31 July 2021.

Creative sectors update 25 January 2021

We recognise that circumstances have become increasingly challenging within the creative sectors since these guides were last updated and that access to resources and specialist facilities has been, and continues to be, significantly impacted. This update confirms further reductions to assessment workloads as detailed within the Reduced Assessment Guide and provides more specific detail for the BTEC L3 career-focused qualifications and BTEC L2 Skills qualifications.

We understand and appreciate that you will be adapting learning, teaching and assessment activities to allow as much work as possible to take place at home. However, we also acknowledge that learner evidence is likely to be more limited in terms of the amount of exploration, range, depth and technical quality, for example, than might normally be expected and learners should not be penalised for these limitations.

We would like to reassure you that we are continuing to monitor the situation and review the adaptations necessary in consultation with Ofqual.

Social Distance / Safety

Equipment (accessing the equipment realistically, for example, to clean it): For TV & Film and Sound production there is a lot of portable equipment that needs to be used for recording footage, studio set ups and studio recordings. All of this equipment is electrical and would be sensitive to any ingress of fluids such as alcohol wipes etc. cleaning of equipment must be carried out carefully and professionally by technical staff, especially studio equipment or anything plugged directly into electrical outlets. For Games and Interactive Media much work is undertaken on computers and keyboards etc. these would need to be cleaned according to best practice protocols.

Social distancing would be required in studios and possibly some focus on PPE. If shooting, studio-based footage crew would not need to be in close proximity but studio access e.g. sound mixing and recording decks, should be limited to minimal personnel.

Lost time teaching

Courses most likely to be affected by lost teaching time are those that run long and thin such as the smaller size RQF Nationals, the Firsts and Tech Award; those traditionally taken in schools with fewer units that are run over a number of years. Frequently the first year is given over to skills building and information exchange, learners would have been able to access information and some remote teaching and learning. Practical skills which require studio/computer and teacher facing demonstrations will have suffered the most and these skills are likely to be lacking for many learners. The biggest deficit is likely to be in the Games and Interactive suites as so much of the work undertaken is dependent on complex technical skills and knowledge, as well as access to near industry standard equipment and software.

Flexibility of delivery

The focus on technical skills must be retained, especially for Level 3 learners that are looking to develop further into either the industry or higher education, and again for those qualifications requiring developed technical skills such as Games and Interactive Media. Pearson have already produced resources for centres which outline possible substitutions for technical equipment and software and it is envisioned that there will need to be some acceptance of lower quality outcomes due to limited access to industry standard equipment. Consideration will also have to be given to learners that are unable to access appropriate

software and hardware. Where possible any access to classroom time should allow learners to make use of practical outcomes and technical equipment which will allow for skills building in these areas. Theoretical units are more suited to remote teaching and learning for which tasks, research etc can be set and written submissions would be viable forms of assessment evidence.

Delivery methodologies.

There are opportunities for online delivery of numerous theoretical aspects with group discussions and tutor led sessions. Learners can communicate with groups they are working with remotely via centre arranged platforms which can be monitored by tutors to allow them to assess their progress. Assessment tasks for practical outcomes can be prioritised during classroom time, learners can also submit their work remotely via Google or other VLE platforms which is in common usage for many Creative Media courses.

To support centres we have produced this guidance and resource package as a support for teachers and learners as they begin the new academic year. We understand that there will be some limitations on learner access to classrooms/workshops and social distancing restrictions affecting teaching and timetables and have produced these materials with this in mind.

In this pack, we have provided some general guidance, top tips and considerations for delivery under current circumstances, and some blended learning workshop and project ideas that have been designed for teachers and learners working from home and in class through a combination of online and face to face delivery.

Preparing for external assessment

External units planned as part of the qualification should still be delivered and taught, as in any other year. As with internal units, contextual and theoretical elements of the external units are more suited to remote delivery. Often you will find that the creative and practical aspects of internal units prepare and underpin creative and practical skills later tested in external units. When class and/or IT facilities are accessible, priority should be given to the rehearsal of practical aspects of the qualification and the creative and practical requirements of the external units. This is to ensure that learners feel confident and prepared, for external tasks.

Thematic guidance

BTEC RQF and career focused	• Impact on delivery on mandatory units – the greatest impact on these qualifications will be practically based units which require access to technical equipment and software, however, most mandatory units for this qualification are theoretical and are often externally assessed or focus on theoretical outcomes and pre-production documentation • Suggestion of replacement optional unit if previously chosen optional unit is difficult to deliver.
QCF suite Nationals 2010	• Mandatory units vary between theoretical units which can all be managed remotely or through online delivery and assessment. The units identified for the larger sized suites which require a practical outcome and access to technical equipment need to be prioritised during class time. Where necessary, a practical optional unit could be replaced by a more theoretical optional unit such as Unit 14: Working Freelance in the Creative Sector, which allows learners to produce a written outcome or portfolio of evidence and is available to all of the larger size qualifications.
Tech Awards	• The largest impact on the internal components would be the skills building aspect required for Component 2 which requires learners to develop practical skills in a range of, as well as, selected media disciplines. Learners will need time and access to equipment and specialist software. As this is likely the first time learners will have engaged with many of these skills and equipment this should be a focus of any class-based teaching time. Possible mitigations are more readily available to L2 learners as skills levels are expected to be more rudimentary so access to free software (provided computer access is available at home) is acceptable and will allow for suitable practical outcomes. • For Component 1 Learning Aims A and B are quite closely connected and coverage of both learning aims can be achieved through one assignment brief and a written outcome is required. Similarly, for Component 2, performance in skills building and technical competence shown in LA:A can support LA:B.

BTEC First Awards	• The impact on internally assessed mandatory units for this qualification is minimal as the mandatory units tend towards more theoretical outcomes which could be managed online/remotely. The biggest impact would be on Unit 22 for any centre delivering a larger sized qualification as group work is required and learners will need to be able to be provided with a means to communicate and time to work together where possible.
BTEC Level 2 Technicals	• The impact on internally assessed mandatory units is possibly highest with this qualification given that it was designed to be more practical in nature and only Unit 1 Planning and Pitching lends itself to working remotely and/or individually. Possible mitigations are more readily available to L2 learners as skills levels are expected to be more rudimentary so access to free software (provided computer access is available at home) is acceptable and will allow for suitable practical outcomes. There are some, more specialised, units such as Lighting for Media Production which will require studio access and will not be able to be substituted, learners will need to be provided with access to equipment and studios as outlined above, alternatively a different pathway could be selected that does not include this unit.

BTEC Nationals in Creative Media Practice (2019)	***NEW* Adaptations** All units should still be taught. However, as of 25 January 2021, there are further options, where necessary, for **reducing assessment by 135 GLH in the 540 Diploma and an additional 135 GLH in the Extended Diploma**. **This can be used to reduce one full assessment unit or can reduce the time spent by learners on assignments/extended projects in the larger units.** This allows flexibility depending on what centres may have already covered and assessed in each year. We have previously given guidance relating to the expectation that learners will be producing a reduced amount of work for more extended projects, and this would apply where 135 GLH is taken out of Unit B2 Creative Industry Response. All assessment criteria can still be assessed through a more limited amount of work and learners can plan the scale of their work to account for a shorter time span. All content for each year is in a single component and must still be taught whatever way centres choose to reduce assessment. We will continue to monitor the situation and further adaptations may be introduced in the event of further lockdowns or restrictions. • The qualification is a balance of research, planning, skills development, production, post-production and editing work. There is a larger focus on practical over theoretical outcomes within the qualification. There is also a requirement to work in groups and to a client brief which would require client liaison. B1 and Critical Self Appraisal can be managed well remotely and conducted individually. Learners can work on projects using their own software/hardware which would require a lowering of expectations in relation to quality of practical outcomes and benefit would need to be given when working with a client/group has not been accessible. Some client liaison can take place remotely where set up, and possibly overseen, by the centre.

BTEC Level 2 in Creative Media Skills (2020)	***NEW* Adaptations** All units should still be taught. There are currently in-unit adaptations in this guide. However, as of 25 January 2021, there are also options for reducing assessment, where necessary, as follows: **Level 2 Diploma in Creative Media Skills** All content must be taught but a **reduction in assessment of up to two assessment units (not including A1 Skills Development), totalling a maximum of 120GLH,** may be applied for the academic year 2020/2021. **Level 2 Certificate and Extended Certificate in Creative Media Skills** All content must be taught but a **reduction in assessment of one 60GLH assessment unit,** may be applied for the academic year 2020/2021. **Please note that Unit A1 Skills Development must be assessed in all qualification sizes.** We will continue to monitor the situation and further adaptations may be introduced in the event of further lockdowns or restrictions. • The qualification is a balance of research, planning, skills development, production, post-production and editing work. There is a larger focus on practical outcomes over theoretical within the qualification, there is also a requirement to work in groups and to a client brief which would require client liaison. B1 can be managed well remotely and conducted individually. Learners can work on projects using their own software/hardware which would be suitable to the expectations at this level, in relation to the quality of practical outcomes. Some client liaison can take place remotely where set up, and possibly overseen, by the centre.

Teaching and learning guidance

Unit Title	Remote delivery possible (✔ X)	Socially distanced possible (✔ X)	Comments	Main Type of Evidence (knowledge application), (blend), (skills developed over time)
BTEC Nationals in Creative Media Production (2016 RQF)				
Unit 2: Working in the Creative Media Industry	✔	✔	Can be solo work, no group work required as learners need to show their understanding of working in the industry, job roles and employment types.	Written responses, portfolio of evidence, sometimes promotional materials such as websites or online portfolios. Mainly knowledge application through extended teaching and learning.
Unit 4: Pre-Production Portfolio	✔	✔	Can work individually on this unit, the requirement is to produce a written response and pre-production paperwork which is expected to be an individualised response.	Specialised pre-production skills, pathway specific so paperwork documentation will be varied. Exemplars can be provided by centre. Learners will need to develop sector specific skills through teaching and learning.
Unit 6: Media Campaigns	✔	✔	Can work individually on this unit but best responses will be through group activities.	Time management skills will be important as well as liaising with a client which can be accessed remotely. Learners will need to be taught how to work on multi-platform campaigns and the associated skills required, access to certain software may be required but substitutes are available.

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Units 9-17, 20, 21, 23-25, 27-43	**Partially**	✔	These are all practical units that require some form of the following: Group Work Practical Production work such as editing, access to computers and specialist software, access to others to conduct research and planning. These could prove difficult in socially isolated situations, especially where there is a requirement to access specialist equipment, software and studios.	Skills will need to be taught over time and will be pathway specific. Most units have a requirement to produce a knowledge-based response for LO1 which is individualised and can be carried out remotely. Practical skills will need to be taught and developed over time and access to specialist equipment will be needed. For some areas the specialist software can be adapted and free versions are available, a full list of alternative working methodologies and software has already been provided to centres.
Unit 18, 19, 26	✔	✔	These units require a written outcome and can be produced individually by learners through research, drafting and review.	Application of knowledge required for LO1. Skills in production of written pieces in line with industry practice will be required, this will be covered through investigation and practice of industry techniques.

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BTEC Firsts in Creative Digital Media Production (2012)				
Unit 2: Planning and Pitching a Digital Media Product Internal	✔	✔	Individual response is possible here and learners could pitch remotely to teacher/peers.	Evidence of planning and recording of pitch is expected evidence, pitch can be carried out remotely over teams etc.
Unit 21: Deconstructing Media Products	✔	✔	Excellent for remote learning.	Witten response generally required with a critical response to media products, learners can choose which products to work with and can be medium specific.
Unit 22: Final Digital Production Project	**Partially**	**Partially**	Difficult to manage production and technical aspects remotely, however, planning could be managed this way. Group work is preferred for this.	Usually an integrated large-scale production in a specified medium, range of these can be used. Group work can be conducted remotely for liaison but studio/computer time may be required.
Units 3-13 and 15-20	**Partially**	**Partially**	All units are technically based. Some aspects can be produced, such as LO1, through written/non practical responses. Specialist software will be required for some aspects.	Wide ranging practical outcomes required, medium dependant. Submission can take place over digital platforms and learners where possible can make use of non-proprietary software and own hardware.
Units 14: Writing for Digital Media	✔	✔	Excellent for remote learning.	Usually a written outcome is expected as learners are required to write copy. Can be worked on remotely for all LOs.

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BTEC Nationals Creative Media Production (QCF)				
Unit 1: Pre-Production Techniques for the Creative Media Industries	✔	✔	Excellent for remote learning	Usually a written outcome is expected as learners are required to produce pre-production documentation and show their understanding of the need to undertake sound pre-production work. Can be worked on remotely for all LOs.
Unit 2: Communication Skills for Creative Media Production	✔	✔	Some aspects can be covered remotely, if required learners could pitch to teacher/peers remotely e.g. using teams	Usually a written outcome is expected as learners are required to undertake research and show development of communications skills. Can be worked on remotely for most LOs. Pitching can be undertaken remotely via online platforms. This unit is usually integrated with other units such as Unit 3 and a practical unit such as working for a client.
Unit 3: Research Techniques for the Creative Media Industries	✔	✔	Excellent for remote learning, all can be conducted individually and written response produced.	Usually a written outcome is expected as learners are required to conduct research and present their findings. Can be worked on remotely for all LOs.
Unit 7: Understanding the Creative Media Sector Unit 8: Understanding the Television and Film Industries	✔	✔	Excellent for remote learning. All units are theoretical and mainly require research and a written response.	Usually a written outcome is expected as learners are required to show their understanding of the specific industry they are working within. Can be worked on remotely for all LOs.

Unit 9: Understanding the Radio Industry **Unit 10: Understanding the Sound Recording Industry** **Unit 11: Understanding the Print-Based Media Industries** **Unit 12: Understanding the Interactive Media Industry** **Unit 13: Understanding the Computer Games Industry**				
Unit 4: Creative Media Production Management Project **Unit 5: Working to a Brief in the Creative Media Industries**	**Partially**	**Partially**	Both units require collaboration with other learners or with a client. Client liaison could be managed remotely.	Usually an integrated large-scale production in a specified medium, range of these can be used and learners need to show management skills which means some aspects of group work is required. Some aspects can be conducted remotely for liaison with groups and clients; however, studio/computer time may be required.
Unit 18: Producing Print-Based Media **Unit 19: Digital Graphics for Interactive Media**	**Partially**	**Partially**	Some specialist software will be required for some aspects of these units which may cause issues to learners. Some aspects such as LO1 can be accessed remotely.	Highly skills based and requirement to produce a practical outcome, skills building required before production of practical outcome, specialist equipment will be required. Where possible learners

Unit				
Unit 20: Computer Game Platforms and Technologies				can make use of non-proprietary software and own hardware, although a lowering of expectations relating to quality of outcomes may be required.
Unit 16: Film and Video Editing Techniques Unit 17: Audio Production Processes and Techniques & Audio Production Processes and Techniques Unit 18: Producing Print-Based Media Unit 19: Digital Graphics for Interactive Media Unit 20: Computer Game Platforms and Technologies	**Partially**	**Partially**	All units are technically based. Some aspects can be produced, such as LO1, through written/non practical responses. Specialist software will be required for some aspects.	Highly skills based and requirement to produce a practical outcome, skills building required before production of practical outcome, specialist equipment will be required. Where possible learners can make use of non-proprietary software and own hardware, although a lowering of expectations relating to quality of outcomes may be required.
Units 21-78	**Partially**	**Partially**	All units are technically based. Some aspects can be produced, such as LO1, through written/non practical responses. Specialist software will be required for some aspects.	Wide ranging practical outcomes required, medium dependant. Submission can take place over digital platforms and learners where possible can make use of non-proprietary software and own hardware. Expectations of quality of outcomes should be lowered.

BTEC Tech Award in Creative Media Production				
Component 1: Exploring Media Products	✔	✔	Excellent for remote learning	Written response, deconstructing media texts. Some aspects can be taught remotely and exercises provided to practice techniques. Theoretical unit.
Component 2: Developing Digital Media Production Skills	**Partially**	**Partially**	Requires learners to develop and use technical skills with tutor support, focus is on practical skills development.	Wide ranging practical outcomes required, medium dependant. Skills development can be logged through photographs and annotated screenshots etc. Submission can take place over digital platforms and learners, where possible, can make use of non-proprietary software and own hardware with quality of outcomes in line with expectations at this level.

BTEC Level 2 Technical in Digital Media Production				
Unit 1: Planning and Pitching a Digital Media Product			Individual response is possible here and learners could pitch remotely to teacher/peers.	Evidence of planning and recording of pitch is expected evidence, pitch can be carried out remotely over teams etc.
Unit 2: Digital Moving Image Production **Unit 3: Digital Editing for Moving Image** **Unit 4: Digital Audio** **Unit 5: Digital Production Project**	✓	✓	The purpose of this qualification was to have a focus on practical activities and outcomes. Practical skills require development with tutors and access to technical equipment and software required.	Wide ranging practical outcomes required, medium dependant. Submission can take place over digital platforms and learners where possible can make use of non-proprietary software and own hardware, outcomes using these would be in line with expectations at this level. Some access to face to face teaching and learning would be required for skills building as this may be learners' first experience with this type of work. EXCEPTION: Unit 6: Lighting for Moving Image cannot be taught or assessed outside of a studio setting which will allow learners to practice with and undertake studio lighting set ups.

Unit 6: Lighting for Moving Image **Unit 7: Writing for Digital Media** **Unit 8: Animation for Digital Media** **Unit 9: Digital Image Capture and Manipulation**	**Partially**	**Partially**	The purpose of this qualification was to have a focus on practical activities and outcomes. Practical skills require development with tutors and access to technical equipment and software required.	Wide ranging practical outcomes required, medium dependant. Submission can take place over digital platforms and learners where possible can make use of non-proprietary software and own hardware, outcomes using these would be in line with expectations at this level. Some access to face to face teaching and learning would be required for skills building as this may be learners' first experience with this type of work. EXCEPTION: Unit 6: Lighting for Moving Image cannot be taught or assessed outside of a studio setting which will allow learners to practice with and undertake studio lighting set ups.
Unit 2: Animation for Digital Media **Unit 3: Digital Testing** **Unit 4: Digital Games Production** **Unit 5: Narrative for Digital Media** **Unit 6: Digital Production Project**	**Partially**	**Partially**	The purpose of this qualification was to have a focus on practical activities and outcomes. Practical skills require development with tutors and access to technical equipment and software required.	
Unit 7: Digital Audio **Unit 8: Digital Editing for Moving Image** **Unit 9: 3D Modelling** **Unit 10: Digital Graphics**	**Partially**	**Partially**	The purpose of this qualification was to have a focus on practical activities and outcomes. Practical skills require development with tutors and access to technical equipment and software required.	
Unit 2: Writing for Digital Media **Unit 3: Digital Graphics**	**Partially**	**Partially**	The purpose of this qualification was to have a focus on practical activities and outcomes. Practical skills require development with tutors and access	

Unit 4: Publishing for Digital Platform **Unit 5: Digital Production Project**			to technical equipment and software required.	
Unit 6: Digital Testing **Unit 7: Digital Campaign Management** **Unit 8: Digital Development** **Unit 9: Digital Editing for Moving Image** **Unit 10: Digital Audio** **Unit 11: Digital Image Capture and Manipulation**	Partially	Partially	The purpose of this qualification was to have a focus on practical activities and outcomes. Practical skills require development with tutors and access to technical equipment and software required.	

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BTEC Nationals in Creative Media Practice (2019)				
A1 Skills Development	**Partially**	**Partially**	Practical skills require development with tutors and access to technical equipment and software required.	Wide ranging practical outcomes required, medium dependant. Skills development can be logged through photographs and annotated screenshots etc. Access to teachers to develop range of skills required would be necessary. Submission can take place over digital platforms and learners, where possible, can make use of non-proprietary software and own hardware with quality of outcomes would be lower than expectations at this level.
A2 Creative Project	**Partially**	**Partially**	Practical outcomes required with some focus on group work and access to technical equipment and software required.	As above and there would be some expectations of group work and time/production management being evidenced by learners.
B1 Personal Progression	✔	✔	Excellent for remote learning, with online classes/lectures, research projects and production of portfolios.	Can be evidenced through portfolio of evidence which can be complied and submitted remotely using written outcomes.

B2 Creative Industry Response	**Partially**	**Partially**	Practical outcomes required with some focus on group work, also requirement to work with a client, preferably industry based. Access to technical equipment and software required.	Planning and pre-production documentation would be a requirement as well as evidence of practical outcomes, group work, client liaison and project management.
Critical Self-appraisal	✔	✔	Excellent for remote learning, with online classes/lectures, research projects and production of portfolios.	Outcomes can be variable as learners can choose digital or written submission dependant on content and skills required. Can be completed and submitted remotely.

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BTEC Level 2 in Creative Media Skills (2020)				
A1: Skills Development	**Partially**	**Partially**	Practical skills require development with tutors and access to technical equipment and software required.	Wide ranging practical outcomes required, medium dependant. Skills development can be logged through photographs and annotated screenshots etc. Submission can take place over digital platforms and learners, where possible, can make use of non-proprietary software and own hardware with quality of outcomes in line with expectations at this level.
A2: Creative Media Project	**Partially**	**Partially**	Practical outcomes required with some focus on group work and access to technical equipment and software required.	As above and there would be some expectations of group work and time/production management being evidenced by learners.
B1: Personal Development	✔	✔	Excellent for remote learning, with online classes/lectures, research projects and production of portfolios.	Can be evidenced through portfolio of evidence which can be complied and submitted remotely using written outcomes.
C1: Responding to a Creative Brief	**Partially**	**Partially**	Practical outcomes required with some focus on group work, also requirement to work with a client, preferably industry based. Access to technical equipment and software required.	Planning and pre-production documentation would be a requirement as well as evidence of practical outcomes, group work, client liaison and project management.

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Thematic Guidance	Remote delivery (✔ X)	Socially distanced (✔ X)	Comments
BTEC QCF L1 – Creative Media Production			
Investigate/Explore/Prepare Units: 2(E), 3 (E), 8 (1), 2(E), 12 (1), 13 (1), 16(E), 19 (1) 21(2), 22(2)	✔	✔	All these units require written evidence and can be supplemented by screenshots. Teaching, learning and assessment can be completed remotely. No group work is required. A mixture of blended learning via online platforms or video tutorials could also be used in the event of the need for remote delivery. For example, Unit 8 Exploring Photography: Learners could take their own still images and compare them to existing practice. Their images could also provide evidence for Unit 4 Creating Images Digitally or part of a practical pre-production exercise for a storyboard in Unit 14. Unit 3 Using the Internet: Learners could use a range of methods to search/download material providing evidence of their work using screenshots or video. This could also link to Unit 8 by researching existing photographers and Unit 5 Using the Internet. Similarly, Unit 13 Job Opportunities in Creative Media could provide evidence for Unit 19 Preparing for a Work Placement by creating CVs and researching job advertisements.

Developing practical skill **Units:1(E), 4(E), 6)1), 7(1), 9(1), 10(1), 11(1)**	Partially	✔	These units all require the development of practical skills. It is possible to develop these skills remotely or through blended delivery. Learners may require specialist equipment but there is a wide range of free software and apps that could be used (listed below). For example: for moving image, learners can use basic equipment such as mobile phones to experiment with producing shots/sequences that can be shot sequentially to produce a product. Or, using free edit software to experiment with editing techniques. Learners could use some of these materials towards their individual production project Unit 14. Assessors would take account of the technical quality of the work in assessing the evidence provided. Graphic Image Manipulation Program - high-end photo editor Inkscape - vector graphics editor Scribus - page layout/desktop publishing Tracktion T7 – Digital Audio Workstation (DAW) BandLab Cakewalk – Digital Audio Workstation (DAW) Davinci Resolve – Video Editing Audacity – Audio Editing Blender – 3D modeling, rendering and animation system, video editing software Autodesk - a broad range of animation, VFX and modelling tools Sketchup - 3D modeling software Unreal - games engine Unity - games engine (free for individual use) Werble - 2D photo animation loop and GIF creation tools Cinemagraph Pro - 2D photo/video hybrid creation Pixaloop - 2D photo/video hybrid creation LibreOffice – Word processing, spreadsheets, presentation software (compatible with Microsoft Office)

Work placement requirements **Units: 15(E), 18 (1)**	x	✔	This unit requires a work placement. However, the qualification can be achieved without completing this unit.
Practical project **Unit 14(1)**	Partially	✔	This unit requires learners to individually create a practical project. It could be delivered remotely, but specialist equipment may be required. Learners would draw on their learning from the skill development units, possibly using material produced there to reduce completion time. Also, pre-production materials from the skill development units such as Exploring Digital Photography Unit 8, could be used as planning for the project. As with the skill development units, learners could use basic equipment to produce their shots. Screenshots could be used as evidence to demonstrate their project management skills.
Teamwork **Unit 20(1)**	✔	✔	Although this unit requires learners to work in a team, this could be achieved via online meetings using numerous platforms available such as Zoom, Teams, Google etc. with other learners, evidenced through minutes etc. Learners could devise a topic and work as a team, via online platforms to produce a presentation on a media topic devised by themselves.

Last updated 25 January 2021