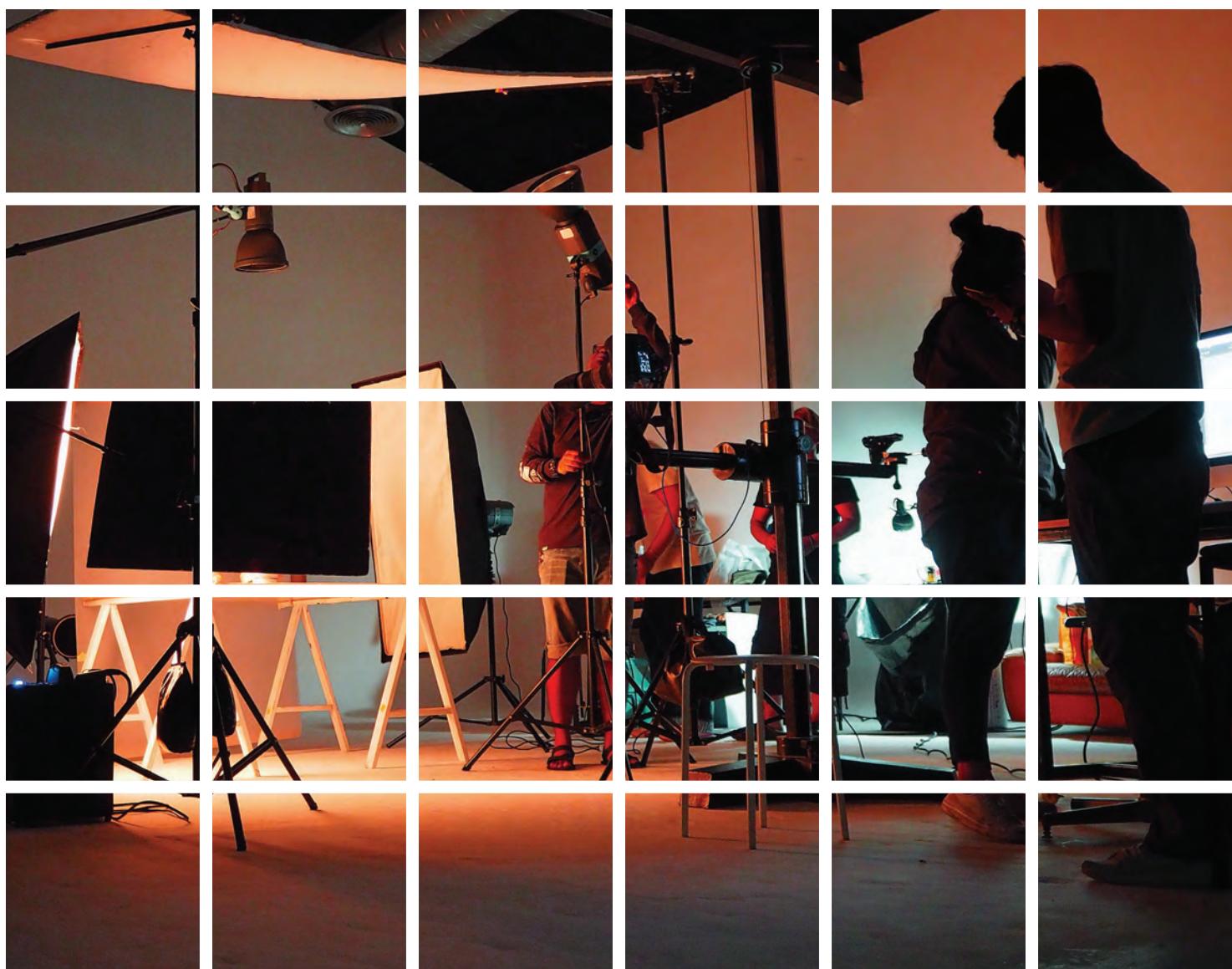


Pearson

BTEC Level 3 Nationals

540 Diploma and Extended Diploma in

Creative Media Practice



Specification

First teaching: September 2019
Issue 1

NO EXTERNAL ASSESSMENTS

Edexcel, BTEC and LCCI qualifications

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INTRODUCTION TO BTEC NATIONAL QUALIFICATIONS FOR THE CREATIVE MEDIA SECTOR



Welcome to your new specification for the Pearson BTEC Level 3 Nationals in Creative Media Practice. This qualification brings you the best of the BTEC tradition of developing independent, vocationally aware learners through the right balance between teaching/learning and assessment. The qualification has been designed around holistic, explorative and integrated creative teaching approaches that are conducive to deep learning and skills development.

The qualifications support a curriculum where learners are able to continually revisit their approaches to the making and understanding of media practice, adding levels of refinement, sophistication and precision to their practice as they progress.

KEY FEATURES

- **100% internally set and assessed** – all assessments are set and assessed by you and verified by Pearson. We provide a support visit to help you to make sure that you are confident in delivering all aspects of teaching, assessment and verification.
- **Multidisciplinary practice** there are no specialist pathways in this qualification, this is in order to enable and encourage multidisciplinary practice and integration of all the relevant skills that learners want to develop. Technical skills have been expressed through the following categories to allow for development and integration of skills across media practices (teachers delivering pathway-specific programmes can select the technical skills relevant to their specialism in or across these categories):
 - moving image
 - character and environment
 - experience
 - sound
 - graphic and lens
 - text.
- **Two teaching modules** – teaching content is defined in two large blocks, called learning and teaching modules, to allow deep and integrated delivery of content. Skills are developed through teaching and learning modules and synthesised through projects, producing outcomes for assessment.
- **Four assessments** – there are four assessment units across the specification, two in the 540 Diploma and a further two in the Extended Diploma.
- **Grades weighted to reflect development** – in the Extended Diploma, the final grade will be weighted towards the second year of the programme to ensure that achievement reflects the stage when learners have had maximum opportunity to develop their skills and to apply their full potential.
- **Compensation in grading** – grading is compensatory in assessment units and across qualifications, rewarding learners for their exceptional performance in some areas, without requiring it in all areas. For more information on grading see Section 7 Understanding the qualification grade.
- **Highly practical and progression focused** – all assessment is holistic, based on portfolios of work. Evidence is generated through practical projects, briefs, workshops and engagement with the media industry; this prepares learners for progression to the media industry through the development of portfolios and materials for progression.
- **Common assessment criteria** – the same five common assessment criteria are used to assess all work produced throughout the qualification, this simplifies assessment and means that it is clear what learners are expected to do to achieve the criteria.
- **Supportive Visits** - your standards verifier (SV) will visit your centre prior to the end of year standards verification to discuss your programme and make sure you have all the support you need.
- **Level 4 optional unit** – the final assessment in the Extended Diploma offers learners the option of producing additional evidence to demonstrate ability at Level 4, supporting them in achieving their aims for progression.

MANDATORY CONTENT

To deepen and refine learners' skills over time, they need access to teaching and learning approaches that challenge them. This is supported by the five mandatory areas of content, which are common to both modules and which are developed to give learners valuable transferable skills. The five content areas are:

- informing ideas
- problem solving
- technical skills
- professional practice
- communication.

These content areas directly reflect the assessment criteria to make simple and clear links between content and the expectations of learners in assessment.

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

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

LEARNING AND TEACHING MODULES

There are two learning and teaching modules, one in the 540 Diploma and an additional module in the Extended Diploma. This means that content from both modules can be taught together and revisited, allowing learners to develop and advance their skills iteratively.

Each learning and teaching module has two units. As all units are internally assessed, they enable tutors to use large-scale projects, as well as workshops and assignments, as the basis for generating evidence for assessment.

ASSESSMENT UNITS

There are two mandatory assessment units in the 540 Diploma and an additional two mandatory assessment units in the Extended Diploma. Learners can also choose to undertake an optional Level 4 assessment unit in the Extended Diploma.

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

The shared assessment criteria define a clear hierarchy of possible achievement across the 540 Diploma and the Extended Diploma.



QUALITY ASSURANCE

Quality assurance processes follow well-defined BTEC approaches designed to support you simply and effectively. We have refined our approach to supporting these unique creative qualifications to take account of the larger learning and teaching module structure. We will provide all centres dedicated support each year.

QUALIFICATIONS IN THE SECTOR

The qualifications included in this specification are:

- **Pearson BTEC Level 3 National 540 Diploma in Creative Media Practice (540 GLH) (603/4663/2)**
- **Pearson BTEC Level 3 National Extended Diploma in Creative Media Practice (1080 GLH) (603/4665/6).**

The second year of the Extended Diploma requires learners to complete two large projects, with interrelated skills that are necessary for progression.

These qualifications have been designed to meet learners' needs flexibly and they do not include external assessment. Therefore, they are not recognised as qualifications for performance table purposes.



1 QUALIFICATION PURPOSE



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

- **Pearson BTEC Level 3 National 540 Diploma in Creative Media Practice**
- **Pearson BTEC Level 3 National Extended Diploma in Creative Media Practice.**

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

These qualifications have been designed to provide post-16 learners with the skills, knowledge and understanding necessary to progress to further education, higher education and training or employment in the industry. The large qualification sizes are designed for progression and to provide a substantial portfolio as an outcome of undertaking significant projects.

The structure of the qualifications is in keeping with current industry practice and university teaching and assessment methodology. The completion of an extensive portfolio that showcases learners' skills and knowledge will prepare them for progression. Minimising the number of assessment units allows for large-scale projects and provides a holistic learning experience. This enables a diagnostic process

that balances development of skills with personal growth and intentions.

The breadth of study in each qualification gives learners opportunities to consider their practice in the context of professional practice with work from inception of ideas to completion. The assessment enables learners to demonstrate valuable skills such as analysis, planning, organisation and critical thinking in the context of developing practical outcomes.

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

PEARSON BTEC LEVEL 3 NATIONAL 540 DIPLOMA IN CREATIVE MEDIA PRACTICE

The 540 Diploma, equivalent to 1.5 A Levels, is for learners who are looking to study creative media as a one-year, full-time course and for those who wish to take it alongside another area of contrasting or complementary study, as part of a two-year, full-time study programme. If taken as part of a programme of study that includes other BTEC Nationals or A Levels, it supports progression to higher education. It also supports progression to an apprenticeship in the creative media sector or to a further year of study at Level 3.

WHAT DOES THIS QUALIFICATION COVER?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, teachers, employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice for those learners who choose to enter employment directly.

The qualification provides the knowledge, skills and understanding that will prepare learners for further study or training.

- Learners taking this qualification will study one mandatory learning and teaching module: Exploring and Developing Creative Media Skills.

This qualification offers learners the opportunity to develop their technical creative media skills over their course of study through a process of critical evaluation, practice and review, which are key skills for progression to higher education. The qualification also supports learners to become confident in taking ownership of and responsibility for their projects.

The qualification attracts UCAS Tariff points and meets the admission requirements for most relevant courses, such as film, television, video, radio, games, web/app, visual communication, digital media and media subjects.

Learners should always check the entry requirements for degree programmes at specific higher education providers.

WHAT COULD THIS QUALIFICATION LEAD TO?

If learners complete this qualification in a year, they may progress to further learning at Level 3, for example another Diploma with 540 GLH in a complementary sector or the Pearson BTEC National Extended Diploma in Creative Media Practice.

PEARSON BTEC LEVEL 3 NATIONAL EXTENDED DIPLOMA IN CREATIVE MEDIA PRACTICE

The Extended Diploma, equivalent to three A Levels, is a two-year, full-time course that meets entry requirements for learners who want to progress to higher education courses in creative media areas before entering employment.

WHAT DOES THIS QUALIFICATION COVER?

The content, structure and assessment of this qualification have been developed in consultation with teachers, employers, professional bodies and academics to ensure that the qualification supports progression to higher education and, should learners choose to enter employment directly, that it is appropriate and consistent with current practice.

In addition to the knowledge, understanding and skills that underpin study for becoming a practitioner in the creative media sector, this qualification gives learners experience of the breadth and depth of the sector to prepare them for further study or training.

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

- Exploring and Developing Creative Media Skills
- Advancing Creative Practice.

WHAT COULD THIS QUALIFICATION LEAD TO?

In addition to the creative media sector-specific content outlined above, the requirements of the qualification mean that learners will develop the transferable and higher-order skills that are highly regarded by higher education and employers. For example, they will develop increasing self-direction, reflection and problem-solving skills and the ability to synthesise approaches to their practice. They will also learn to respond creatively to unfamiliar industry contexts and demands, using a variety of skills to communicate personal ideas and intentions while recognising and meeting the needs of audiences.

This qualification gives learners the opportunity to develop their technical creative media skills over their course of study, through a process of critical evaluation, practice and review, which are key skills for progression to higher education. The qualification also supports learners in becoming confident in taking ownership of and responsibility for their projects.

The qualification attracts UCAS Tariff points and meets the admission requirements for most relevant courses, such as film, television, video, radio, games, web/app, visual communication, digital media and media subjects.

Learners should check the entry requirements for degree programmes with the higher education providers that are offering them.

HOW DO THESE QUALIFICATIONS PROVIDE EMPLOYABILITY SKILLS?

In the Pearson BTEC National in Creative Media Practice learning and teaching modules and assessment units, learners have opportunities during the teaching and learning phase to practise developing employability skills. The employability skills referenced in this specification are generally the following three main categories:

- **cognitive and problem-solving skills:** using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology
- **interpersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **intrapersonal skills:** self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some assessment units for assessment of these skills where relevant, for example where learners are required to undertake real or simulated activities.

HOW DO THESE QUALIFICATIONS PROVIDE TRANSFERABLE KNOWLEDGE AND SKILLS FOR HIGHER EDUCATION?

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- practical and personal communication skills.

BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections among learning and teaching modules and assessment units, and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- problem solving
- teamwork
- project work
- presentation
- analytical skills
- creative development.

The qualifications attract UCAS Tariff points. Please go to the UCAS website for full details of the points allocated.



2 STRUCTURE

STRUCTURES OF THE QUALIFICATIONS

Pearson BTEC Level 3 National 540 Diploma in Creative Media Practice

– 540 GLH

The 540 Diploma includes one learning and teaching module, assessed through two mandatory assessment units. Learners must complete both mandatory assessment units and achieve a Pass grade or above in each assessment criterion.

Pearson BTEC Level 3 National Extended Diploma in Creative Media Practice

– 1080 GLH

The Extended Diploma includes two learning and teaching modules, assessed through four mandatory assessment units. Learners must complete all four assessment units and achieve a Pass grade or above in each assessment criterion.

Learners can also choose to undertake an optional Level 4 assessment unit. Meeting the criterion for this assessment unit will show as an additional achievement on their Notification of Performance and can be used as evidence for progression purposes, such as applications and interviews, but will not affect the overall grade for the qualification.

This table shows all the learning and teaching modules and the qualifications to which they contribute.

Qualifications	Learning and teaching modules	Related assessment units
540 Diploma	A Exploring and Developing Creative Media Skills – 540 GLH	A1 Skills Development A2 Creative Project
Extended Diploma	A Exploring and Developing Creative Media Skills – 540 GLH B Advancing Creative Practice – 540 GLH (Optional Critical Self Appraisal - 30 GLH)	A1 Skills Development A2 Creative Project B1 Personal Progression B2 Creative Industry Response (Optional Level 4) Critical Self-appraisal

ASSESSMENT

SYNOPTIC ASSESSMENT

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

The synoptic assessment in the 540 Diploma is related to *Assessment Unit A2: Creative Project*. In this assessment unit, learners apply their learning synoptically to complete a project in response to a vocationally relevant brief. The unit assesses learners' ability to use their skills in an integrated way to produce a response that meets requirements of a brief, applying a range of planning, practical exploration, creative thinking, industry knowledge and technical skills.

The assessment will benefit learners who want to progress to higher education as it requires learners to have the transferable skills valued by higher education, such as organisational skills, creative thinking, problem solving and critical reflection. This assessment will also benefit learners who want to progress to job roles in the creative media sector as it requires application and understanding of how to contribute to development and production using creative and technical skills that shape and refine work to an industry brief, which employers in this sector value.

In the Extended Diploma, learners build on all three prior assessment units by responding to an industry brief in the final Assessment Unit: *B2 Creative Industry Response*. This draws on the range of creative technical skills developed throughout the qualification and on learners' ability to interpret and respond to industry briefs applying professional practice and communication skills. These skills are highly valued by higher education and employers, and will greatly benefit learners in their progression.

LANGUAGE OF ASSESSMENT

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

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

TOTAL QUALIFICATION TIME

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT).

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

In addition to guided learning, other required learning directed by teachers or assessors will

include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory research, study and practice, exploration and independent work.

BTEC Nationals have been designed around the number of guided learning hours expected. Each teaching and learning module in the qualifications has a GLH value of 540. There is then a total TQT value for each qualification.

The qualifications in this specification have the following TQT values

- **Pearson BTEC Level 3 National 540 Diploma in Creative Media Practice – 720 TQT**
- **Pearson BTEC Level 3 National Extended Diploma in Creative Media Practice – 1440 TQT.**

GRADING IN THESE QUALIFICATIONS

The Pearson BTEC Level 3 National 540 Diploma in Creative Media Practice and Pearson BTEC Level 3 National Extended Diploma in Creative Media Practice are graded using an overall qualification grading of P to D* for the former and PPP to D*D*D* for the latter. This is in line with the BTEC National suite.

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

UNDERSTANDING YOUR LEARNING AND TEACHING MODULES AND ASSESSMENT UNITS

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

Each learning and teaching module has a number of content areas, which:

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

All areas of content are mandatory. Within the scope of these mandatory areas of content, you will be able to select and deliver specific content covering technical skills and career progression routes relevant to learners' interests and ambitions across evolving creative media disciplines.

Learners should take assessments only once the relevant learning and teaching module content has been covered.

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

Learning and teaching module title:

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

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



QUALIFICATION DESIGN

HOW THE ASSESSMENT UNITS WORK



To simplify the qualification, it has been designed around five types of skill. Each assessment unit has a straightforward structure that clearly connects the objectives, teaching content and assessment criteria:

- Five assessment objectives
- Five areas of indicative teaching content
- Five assessment criteria:
 1. Informing ideas
 2. Problem solving
 3. Technical Skills
 4. Professional practice
 5. Communication

THE 5 EQUAL ASSESSMENT CRITERIA

The assessment criteria are not a series of tasks that are done separately. A practitioner will use all of these five skills repeatedly when developing their work. As such, each criteria are equally weighted, meaning they should be given equal importance in a learners' development.

AC5: Communication

Skills for communicating the meaning, purpose and function of work, including research, development, outcomes and presentation.

AC4: Professional practice

Skills for applying professionalism to development through practice, project management and working safely.



AC1: Informing ideas

Skills for informing development of ideas and outcomes as they evolve and progress.

AC2: Problem solving

Skills for problem solving throughout development by engaging with the brief and its requirements.

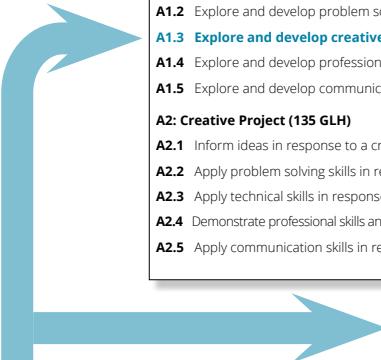
AC3: Technical skill

Technical skills that exploit the potential of media, materials, techniques and processes.

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

Assessment objectives for assessment units	
A1: Skills Development (405 GLH)	
A1.1	Explore and develop investigation skills for informing ideas
A1.2	Explore and develop problem solving skills
A1.3 Explore and develop creative technical skills	
A1.4	Explore and develop professional skills and behaviours
A1.5	Explore and develop communication skills
A2: Creative Project (135 GLH)	
A2.1	Inform ideas in response to a creative brief
A2.2	Apply problem solving skills in response to a creative brief
A2.3	Apply technical skills in response to a creative brief
A2.4	Demonstrate professional skills and behaviours in response to a creative brief
A2.5	Apply communication skills in response to a creative brief

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



TECHNICAL SKILLS	
<p>Exploration and development of skills in using a range of media/material, techniques and processes relevant to work. Learners may use and integrate any content in and/or across areas of technical skills categories; there is no requirement to address all the content in any given category of technical skills. All technical skills content is indicative and not exhaustive or exclusive.</p> <ul style="list-style-type: none"> • Moving image Learners can explore technical skills relating to areas such as film, television, video, animation and motion graphics. <ul style="list-style-type: none"> ◦ Constructing narrative, e.g. continuity, non-continuity, montage, single/multi-strand, master shots, establishing shots, cutaways, shot/reverse shot, eyeline match, action match, cross-cutting, parallel editing, juxtaposition, mise en scène, sequencing. ◦ Production, e.g. single camera, multi camera, lens, tripod, cables, storage. ◦ Editing techniques, e.g. transitions, layers, pace, slow motion, split screen, titles, rough cut, final cut, incorporating/synchronising audio. ◦ VFX, e.g. motion capture, chroma keying, motion tracking, mattes, effects such as glows, explosions, compositing. ◦ Animating, e.g.: <ul style="list-style-type: none"> - types (stop frame, armatures, claymation, cel, digital), key frame, onion skinning, text and graphics, animated cameras and lighting, character movement (walk cycles, expressions) - kinematics, particle systems, real-world physics, collisions, object hierarchy, pivot points. ◦ Lighting, e.g. spot, flood, three/four-point, direction, high/low key, natural/artificial, white balance, studio/location, reflectors, colour gels, colour temperature. ◦ Output, e.g. platform, format, aspect ratio, safe areas, resolution, frame rate, colour mode, render. 	

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



BTEC Level 3 540 Diploma and Extended Diploma in Creative Media Practice assessment criteria					
Assessment criteria	U Limited/in sufficient	Pass Generally competent/adequate	Merit Clear/effective	Distinction Accomplished/thorough	
AC1: Informing ideas	Limited or inappropriate research and investigation. Information has not been used to inform ideas or understanding.	Generally competent research and investigation used to interpret briefs, develop ideas for work and inform plans for progression, showing adequate understanding of industry and the work of others.	Effective research and investigation skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a clear understanding of industry and the work of others.	Accomplished research, investigation and critical analysis skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a thorough understanding of industry and the work of others.	
AC2: Problem solving	Lack of clarity in use of problem-solving processes. Work does not progress coherently through appropriate stages of development in order to find solutions.	Generally competent use of development process showing sufficient ideas generation, experimentation and review to find solutions.	Sound use of ideas generation, experimentation, testing and review. Clear and consistent reflection on work showing emerging awareness of how solutions relate to intended meaning, purpose and function.	Through engagement and confident application of ideas generation, experimentation, testing and review used to make considered choices. Sustained use of reflection to develop a critical understanding of how solutions align with the intended meaning, purpose and function of work.	
AC3: Technical skill	Limited or inappropriate evidence, work does not show a minimum level of precision or competence with media, materials, techniques and processes.	Generally competent selection and manipulation of appropriate media, materials, techniques and processes to produce work that shows some awareness of impact in outcomes.	Effective selection and application of media, materials, techniques and processes, with a clear awareness of their effect on communication through outcomes. Mostly consistent technical competence shown through development and execution.	Accomplished selection and skilful application of media, materials, techniques and processes, showing thorough understanding of their impact on outcomes and ability to exploit them to meet intentions. Technical competence sustained throughout development and execution.	
AC4: Professional practice	Limited understanding and use of professional practice skills, behaviours and approaches to working.	Adequate exploration and use of some professional practice skills, behaviours and approaches to working.	Clear understanding and application of professional practice skills, behaviours and approaches used effectively to manage and inform projects.	Thorough understanding and application of accomplished professional practice skills, behaviours and approaches used in a sustained and considered way to manage and inform projects.	
AC5: Communication	Lack of clarity seen in outcomes in relation to intentions and audience. Limited use of appropriate presentation conventions.	Generally competent communication of meaning, purpose and function of work in relation to intentions and audience. Appropriate use of presentation methods, formats and conventions.	Effective communication of meaning, purpose and function of work in relation to intentions and audience. Clear understanding and use of effective presentation methods, formats and conventions used to reflect qualities and engage the audience.	Fluent and imaginative communication of meaning, purpose and function of work in relation to intentions and audience. Thorough understanding and skilful use of presentation methods, formats and conventions applied in a highly considered way to enhance qualities of work and engage the audience.	

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



MODULE A:

EXPLORING AND DEVELOPING CREATIVE MEDIA SKILLS

Level: **3**

Type: **Internal**

Guided learning hours: **540**

INTRODUCTION

Creative media practices span a broad range of specialisms and purposes, but all practitioners within the media industry work to enrich and improve the world around us. Before entering the industry, media practitioners need to explore and refine different interrelated practices in order to develop technical and communication skills and build confidence for producing outcomes to meet a need or fulfil a purpose. This can be done in a specialist area or media, or across different specialisms.

The fundamentals covered in this module will enable you to take ownership of your projects. You will explore ways of informing ideas, understand and develop solutions to creative challenges, acquire technical skills and develop professional practice and communication skills. You will develop these underpinning skills practically through producing work, experimenting with a range of ideas and technical practices. You will have the opportunity to bring them together in response to a creative brief.

This learning and teaching module integrates content across two assessment units, *A1: Skills Development* and *A2: Creative Project*.

For *A1: Skills Development*, you will explore key fundamentals of media practice, learning how skills are integrated and connect to generate developed outcomes.

For *A2: Creative Project*, you will apply the skills you have been developing throughout the programme to a creative project that demonstrates your ability to self-direct a response to a brief, from inception to completed product.



ASSESSMENT SUMMARY

This module is assessed through two assessment units. The assessment for A2 should be undertaken after the completion of A1, to allow for full development of skills. Learners receive a separate grade for each AO in the two assessment units using the assessment criteria on *page 45*.

Assessment objectives for assessment units

A1: Skills Development (405 GLH)

- A1.1** Explore and develop investigation skills for informing ideas
- A1.2** Explore and develop problem solving skills
- A1.3** Explore and develop creative technical skills
- A1.4** Explore and develop professional skills and behaviours
- A1.5** Explore and develop communication skills

A2: Creative Project (135 GLH)

- A2.1** Inform ideas in response to a creative brief
- A2.2** Apply problem solving skills in response to a creative brief
- A2.3** Apply technical skills in response to a creative brief
- A2.4** Demonstrate professional skills and behaviours in response to a creative brief
- A2.5** Apply communication skills in response to a creative brief

LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must undertake the following content before they are assessed. The content is designed to allow learners to explore and develop skills in practical vocational contexts. The content can be delivered as a series of workshops or short projects or it can be combined for a

holistic learning journey. Some aspects of content are clarified with examples that relate to different media practices. These examples are neither exhaustive nor exclusive and should be taught according to the focus of the programme.

INFORMING IDEAS

Exploration and development of investigation and interpretation skills for informing ideas, and identifying creative opportunities for personal responses.

- **Interpreting a brief, a set of constraints or creative challenges**

- Clients/audience/users and their needs.
- Constraints, e.g. commercial context, time, budget, scope, format, platform, technical, materials and resources.
- Purpose and function of work such as entertainment, promotion, information, education.
- Understanding audiences and users:
 - demographics and their needs
 - anticipating their needs
 - representation and audience theories
 - audience, e.g. viewer, reader, player (single/multi), user, participant.

- **Investigating and analysing information and existing work**

- Research methods, e.g. primary, secondary, qualitative, quantitative
- Purpose of research, e.g. audience, market, production.
- Making observations and recording information.
- Context, e.g. relationship to other relevant historic and contemporary work.
- Interpreting meaning, purpose, impact and function in others' work:
 - genre conventions, e.g. generic expectations and subversions, generic codes, subgenre/hybrids
 - visual language and creative forms of communication, e.g.:
 - colour theory
 - formal elements including media, surface, shape, form, line, texture, tone, perspective, scale
 - design elements, e.g. balance, proximity, alignment, repetition, contrast, space, hierarchy
 - media and techniques
 - innovation and developments
 - connotation, denotation, signs and symbols, representation, audience reception, e.g. hypodermic, uses and gratification.

PROBLEM SOLVING

Exploration and application of production processes to find solutions to creative challenges.

- **Generating ideas**

- Methods of generating ideas:
 - reflection on research
 - collaborative, e.g. discussion, review, critique, feedback
 - practical, e.g. role play, simulation, trial, test, rapid prototyping.

- **Developing concepts**

- Methods of developing concepts, such as:
 - assets, e.g. sourcing/creating, samples, mood boards
 - visualisation, e.g. sketch, storyboard, mock-up, model, test, draft, paint over
 - concept, e.g. high concept, synopsis, proposal, treatment, script, screenplay
 - diagram, e.g. wireframe, level, menu, data, pages, floor plan, map
 - revision, e.g. rough cut/final cut, prototype/Alpha/Beta, level phase (basic primitive, lighting, texture and materials, polish).

- **Production stages and design iteration**

- Pre-production.
- Production/development.
- Post-production.

- **Testing and feedback**

- Forums, e.g. discussion, review, critique, feedback.
- Relationship to brief, suitability and fitness for purpose.
- Comparing qualities with similar and existing work.
- Technical issues, validation or bug reports.

TECHNICAL SKILLS

Exploration and development of skills in using a range of media/material, techniques and processes relevant to work. Learners may use and integrate any content in and/or across areas of technical skills categories; there is no requirement to address all the content in any given category of technical skills. All technical skills content is indicative and not exhaustive or exclusive.

• **Moving image**

Learners can explore technical skills relating to areas such as film, television, video, animation and motion graphics.

- Constructing narrative, e.g. continuity, non-continuity, montage, single/multi-strand, master shots, establishing shots, cutaways, shot/reverse shot, eyeline match, action match, cross-cutting, parallel editing, juxtaposition, mise en scène, sequencing.
- Production, e.g. single camera, multi camera, lens, tripod, cables, storage.
- Editing techniques, e.g. transitions, layers, pace, slow motion, split screen, titles, rough cut, final cut, incorporating/synchronising audio.
- VFX, e.g. motion capture, chroma keying, motion tracking, mattes, effects such as glows, explosions, compositing.
- Animating, e.g.:
 - types (stop frame, armatures, claymation, cel, digital), key frame, onion skinning, text and graphics, animated cameras and lighting, character movement (walk cycles, expressions)
 - kinematics, particle systems, real-world physics, collisions, object hierarchy, pivot points.
- Lighting, e.g. spot, flood, three/four-point, direction, high/low key, natural/artificial, white balance, studio/location, reflectors, colour gels, colour temperature.
- Output, e.g. platform, format, aspect ratio, safe areas, resolution, frame rate, colour mode, render.

• **Character and environment**

Learners can explore technical skills relating to areas such as virtual, immersive, augmented, sprite/character/avatar design, set design and construction, location, styling and art direction, props, costume and makeup.

- Using size, scale, ergonomics and anthropometrics, viewpoint, perspective.
- Physical production, e.g. drawings, models, plans, sections and elevations, mock-up, fabricate/assemble, set building, 3D printing, maquettes, armatures, moulding, makeup, paint.
- Digital production, e.g. viewports, wireframe, primitives, polygonal modelling, e.g. extrude, chamfer, curve-/spline-based modelling, digital polygons, meshes, sculpting, textures, materials and shaders, environment maps, smoothing, textures and lightmaps, atmospheric effects, render engines, constraints (poly-count, intended use).

- **Experience**

Learners can explore technical skills relating to areas such as games, VR, UI/UX, web, app, online, mixed reality and augmented reality.

- Production, e.g. produce/import assets, interactive objects, adding scripts, page components, dynamic interactivity.
- Manipulation, e.g. assets, time, styling assets, responsive design, positioning content.
- Manipulating code and programming languages, e.g. semantic HTML, CSS, JavaScript, Java, CMS, C++, C#, Python, visual scripting, game engine language, development frameworks, Object-Orientated Design, procedural design, coding guidelines and comments.
- Narrative, e.g. meaning, content, communication, gameplay (objectives, goals, challenges, rewards).
- Viewpoint, e.g. first/third person, camera and character/asset placement.
- Platform and control, e.g. cross-platform, web, mobile, PC, console, responsive design, input devices (adaptive, controllers, keyboards).
- Mechanics, e.g. core, features and functions, play, volumes and triggers, kinematics, physics, collision hulls.

- **Sound**

Learners can explore technical skills relating to areas such as radio, sound design, soundtrack, installation and sound effects.

- Digital audio, e.g. sample rate, bit depth, channels.
- Constructing narrative, e.g. continuity, linear/non-linear, arrange.
- Sound types, e.g. diegetic, non-diegetic, music, atmospheric, Foley, sound effects, dialogue, voiceover, adaptive, triggered sound events.
- Quality, e.g. acoustics, proximity, levels, metering, ambiance, background noise, dynamics.
- Capture, e.g. microphone types and placement, studio, location.
- Production, e.g. editing, sequencing, mixing, effects, multitrack, setting and adjusting levels, normalising, balance, condense, equalising, exporting, sound spaces, graphic manipulation.

- **Graphic and lens**

Learners can explore technical skills relating to areas such as graphic design, publishing, illustration, concept art, photography.

- Technical, e.g. colour space (RGB/CMYK), print processes and stock, output (online/printed), file types, resolution, formats.
- Use of hardware and software, e.g. cameras, graphics tablets, touchscreen, image generation and editing software.
- Lens-based operation, e.g. shutter speed, aperture and depth of field, ISO, exposure, focal length, framing, artificial/natural light.
- Image manipulation, e.g. image adjustment and editing, retouching, compositing and manipulating layers and channels, effects, modes, styles, filters, cloning, masking.

- Graphics, e.g. drawing, asset production, vector, raster, bitmap, swatches, paths and shapes, gradients, anti-aliasing.
- Design and layout, e.g. composition, grids, consistency, use of line, shape, texture, colour, balance, alignment, repetition, contrast, space, hierarchy of information.

- **Text**

Learners can explore technical skills relating to areas such as graphics, journalism, typography, script/copywriting, publishing, web design.

- Typography, e.g. form, kerning, leading, tracking, font, style (serif/sans-serif/script/display), weight, colour, alignment and justification, embedding fonts, pixel sizing, x height, ascender, descender, baseline, calligraphy, sign writing, graffiti, 3D lettering.
- Composition, e.g. separation, grids, layout, negative space, mixing with image, juxtaposition of elements, shortform/longform.
- Writing copy, e.g. content, organising and structuring, using a hook, mode of address, persuasive devices, reliable sources, accuracy, readability (flow, fluency, rhythm, vocabulary), editing, call to action, proofreading, viewpoint, bias, narrative and storytelling devices.
- Accessibility, e.g. language, readability and legibility.

PROFESSIONAL PRACTICE

Exploration and development of professional practice skills and understanding how own work can be informed and improved through knowledge and use.

- **Types of role and their associated practices**

- Efficiency and the practices associated with technical roles.
- Management or sharing of development and assets.
- Working with others, such as clients, models, production teams, wider stakeholders.

- **Project management**

- Schedules, e.g. Kanban, Gantt.
- Setting targets.
- Resources and budget.
- Asset management, e.g. storage, backup, logging, file format.
- Copyright consideration.
- Production documentation, revisions and updating, e.g. call sheets, shot lists, development document.

- **Health and safety**

- Working safely, e.g.:
 - risks and hazards
 - recce
 - chemicals, materials or tools
 - protective equipment
 - legislation.

COMMUNICATION

Exploration and development of skills to communicate and present ideas and outcomes, with consideration of the client/audience.

- **Communication of concepts and outcomes**

- Creation of meaning, message and impact:
 - visual language and creative forms of communication
 - mood, style and atmosphere
 - audience/client interpretation and relevance
 - purpose of outcome and how it meets intentions
 - function and how the outcome operates.

- **Presentation to peers/client/audience**

- Channel and placement, e.g. social, television, film, streaming, published/print, broadcast, timing, space, location, exhibition.
- Responding to feedback.
- Industry conventions and standards:
 - information, e.g. ideas, development, tests, outcomes
 - format and style suitable for client and audience
 - visual elements, e.g. images, diagrams, notes
 - presentation software
 - feedback and critique.

ESSENTIAL INFORMATION FOR ASSESSMENT

Each assessment unit requires a unique set of evidence.

Assessment unit A1 – Skills Development

Recommended Evidence

The body of work generated through the exploration and development of skills and related projects and assignments should be used to produce **a selection** of evidence for assessment against the assessment criteria on *page 45*.

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

Types of evidence include:

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

Assessment unit A2 – Creative Project

Recommended Evidence

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

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

Types of evidence could include:

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



MODULE B:

ADVANCING CREATIVE PRACTICE

Level: **3**

Type: **Internal**

Guided learning hours: **540**

INTRODUCTION

The media industry offers a wide range of careers and many routes to access them. When aiming for a career in media, you will need to advance and focus your creative skills towards a particular career pathway, but also develop the valuable underpinning skills that are needed in any career. To access the industry, you will need to know about different progression routes and roles, and produce materials that reflect your ideas and creative potential.

Through this module, you will gain a better understanding of the media industry and you will continue to advance and refine your technical skills and ability to respond creatively to industry briefs. You will engage in activities such as technical workshops, projects, practical sessions, seminars, visits, talks from guest speakers and employer engagement. Advanced creative practice and a deeper understanding of the industry will inform one another and broaden your responses.

This learning and teaching module integrates content across two assessment units: B1: Personal Progression and B2: *Creative Industry Response*.

For B1: *Personal Progression*, you should explore a range of career opportunities, produce valuable materials and demonstrate specialist skills relating to your goals for personal progression.

For B2: *Creative Industry Response*, you will focus on advancing your practical, critical and reflective skills to produce work in response to an industry brief. You will use the knowledge, understanding and experience you have gained to plan, prepare and develop a proposal for a project and apply advanced skills to carry it out from concept to resolution.

ASSESSMENT SUMMARY

This module is assessed through two assessment units. Learners receive a separate grade for each assessment objective in the two assessment units, using the assessment criteria given on page 45.

Assessment objectives for assessment units

B1: Personal Progression (135 GLH)

- B1.1** Inform ideas for progression into a creative career
 - B1.2** Apply problem solving practice to develop a strategy for career progression
 - B1.3** Create materials for career progression using technical practice
 - B1.4** Demonstrate professional practice and behaviours in relation to career progression aspirations
 - B1.5** Apply communication skills to support progression into a creative career
-

B2: Creative Industry Response (405 GLH)

- B2.1** Inform ideas for a response to a creative industry brief
- B2.2** Apply problem solving practice to develop solutions in response to a creative industry brief
- B2.3** Apply technical practice in response to a creative industry brief
- B2.4** Demonstrate professional practice and behaviours in response to a creative industry brief
- B2.5** Apply communication skills in response to a creative industry brief



LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must undertake the following content before they are assessed. The content is designed to allow learners to explore and develop skills in practical vocational contexts. It can be delivered as a series of workshops or short projects or it can be combined for a holistic learning journey.

Some aspects of content are clarified with examples that relate to different media practices. These examples are neither exhaustive nor exclusive and should be taught according to the focus of the programme.

For assessment unit B2, learners must respond to an industry brief by undertaking research, developing a project proposal, producing outcomes and presenting them appropriately for the client and audience. It is recommended that employer engagement is sought when setting an industry brief to ensure that responses are relevant to current industry practice and that learners develop an industry-focused portfolio of work. Pearson will also provide industry-relevant or industry-set briefs.

In order to fully address the assessment objectives, briefs devised for learners must contain:

- a client or business
- an audience or market
- a vocational context or scenario such as a campaign or event
- a clear purpose(s)/need(s) to be addressed by the outcome.

Briefs must be accessible to all learners; allowing for them to apply and demonstrate the media practices and skills they have developed. The client and scenario must give scope for learners to undertake detailed research in order to inform a project proposal.

INFORMING IDEAS

Use of research and critical analysis skills to inform ideas for own creative practice, career progression opportunities and understanding of the industry.

- **Informing ideas for personal progression**

- Sources of information:
 - sources, e.g. working professionals, educators, job adverts, career profiles, businesses, universities, social media, networking
 - online and printed literature, articles or data.
- The industry:
 - jobs and roles
 - types of employers and ways of earning
 - sources of funding, e.g. grants, scholarships
 - changes in industry, e.g. new technologies, demand for skills, working practices.
- Progressing into the industry:
 - entry routes and career paths:
 - higher and further education
 - entry-level positions, employment or freelance work
 - apprenticeships, work experience, internships, placements or volunteering.
 - employer/industry expectations:
 - technical and practical skills, qualifications or experience
 - behaviours, e.g. independence, work ethic, collaborative working, attitude, responsibility.
 - personal promotion to the industry:
 - networking and building relationships
 - industry-required and expected materials
 - types of promotional materials, e.g. digital/physical portfolios, artefacts, CVs, personal statements, showreels, business cards, social media accounts, pitches, presentations, references.

- **Informing ideas for creative practice**

- Research:
 - range of sources and depth of information
 - methods, e.g. theoretical analysis, qualitative and quantitative, identifying patterns, thematic research
 - validity, relevant and legitimate sources of information, e.g. triangulating/cross-checking, references
 - observation, e.g. data and resource collection, sensory immersion, first-hand/primary experience
 - understanding of audience, e.g. profiling
 - market research and USP development.
- Critical analysis:
 - background reading, e.g. visual theories, media theories, textual analysis
 - exploring significant issues/topics, codes, conventions or traditions
 - consideration of personal views and the views of others
 - comparing forms and styles
 - making contextual links and relationships
 - interpreting messages in work
 - deconstructing ideas and intentions in work.

PROBLEM SOLVING

Development of advanced methods for problem solving to develop a career progression strategy and applying critical reflection and strategic iteration to creative practice.

- **Problem solving for personal progression**

- Identifying career aspirations and the skills required.
- Establishing references and contacts.
- Establishing short-, medium- and long-term progression aims.
- Relating practical skills to progression aims and identifying gaps.
- Identifying and using resources to improve skills.
- Establishing development routines to improve skills.
- Obtaining and acting on constructive feedback.

- **Problem solving for creative practice**

- Iteration in development processes:
 - developing proposals, e.g. intentions, visuals, plans, concepts, timelines, resources, audience, presentation, design document
 - test theories
 - experimentation and investigation
 - recognising potential and limitations of ideas, media and processes
 - developing personal language, e.g. visual, sound, narrative, voice, form
 - review, e.g. market feedback, peer review, client feedback, user feedback
 - suitability of purpose, e.g. commercial, public, domestic
 - material or media qualities, properties and associations
 - production considerations
 - project monitoring
 - conformance or consistency
 - risk assessment and management.
- Critical reflection:
 - appraisal, consultation or feedback
 - identifying barriers and severity of issues
 - design reports or project evaluations
 - feedback channels and feedback loop
 - quality control, e.g. reliability, safety, precision, fit, tolerance, performance measures
 - observable and measurable outcomes
 - building on opportunities.

TECHNICAL SKILLS

Development of advanced and specialist technical skills for creative practice and personal progression.

- **Technical skills for personal progression**

- Creating promotional materials:
 - use of tools, software and technologies
 - presenting work and information:
 - digital/physical presentation for promotional intent
 - presence, e.g. personal website/online development and maintenance
 - capturing, recording, editing and organising material
 - layout, style, use of supporting information
 - selection and sequencing of material
 - developing a personal brand identity, e.g. layout, format, logos, fonts and use of text, colour schemes.

- **Technical skills for advanced practice**

- Efficient processes:
 - automation or simplification of steps
 - redundancy, contingency and backup, e.g. extra production in case of malfunction or loss
 - use of standard processes in production and making
 - industry techniques.
- Advanced practices:
 - combining systems and production processes in workflow
 - exploiting key features and qualities of media
 - working within limitations of media
 - utilising advanced features of software and equipment
 - taking risks by combining media and/or practices in unexpected ways.

PROFESSIONAL PRACTICE

Development of specialist and strategic approaches and professional behaviours for managing creative projects and career progression.

- **Professional skills for personal progression**

- Organisation of materials.
- Setting priorities.
- Responding in a timely fashion and meeting set objectives.
- Monitoring own progress towards achieving goals.
- Addressing employers, interviewers and organisations appropriately.
- Recognising areas of own strength and areas in need of development.

- **Professional skills for creative practice**

- Contingency and backup plans:
 - responding to failure and issues
 - self-direction and ownership of projects
 - backup or alternative solutions
 - consideration of client and user needs.
- Strategy:
 - workflows
 - project management methods, e.g. waterfall, agile, Kanban, scrum
 - planning, e.g. targets objectives, costings
 - forward thinking and oversight of stages of projects
 - consideration of uncertainty and use of contingency
 - implementation, e.g. logistics, who, what, when, practical execution
 - presentation of ideas in response to client brief, e.g. written proposal, visual treatment.
- Legal and ethical:
 - legislation, e.g. copyright, regulations, liability and indemnity
 - ethics and representation
 - accessibility
 - sustainability
 - codes of conduct
 - expectations, e.g. frameworks and standards.

COMMUNICATION

Development of further skills and considered approaches to communication of meaning, purpose and function of work, and the presentation of work in the context of industry expectations, using personal communication skills.

- **Communication skills for progression**

- Presenting work and professional profiles through relevant formats, such as digital and physical portfolios, showreels, personal websites, networking sites and social media platforms.
- Using multiple channels, e.g. print, web, video, social media, cross-platform promotion.
- Developing and maintaining networks, e.g. word of mouth, conferences, self-promotion, social networks, blogging.
- Self-representation:
 - developing a personal brand identity
 - selecting ideal formats to represent work and personality.
- Sharing work for identified progression aims:
 - selecting the most appropriate elements of own work
 - showing range of skills and abilities
 - using preferred types and formats for digital and physical materials.
- Personal communication and interview skills:
 - verbal, written and body language
 - timeliness
 - appropriate personal presentation/appearance for role
 - use of technical language and terminology
 - research and preparation for questioning
 - answering questions fully and checking for understanding
 - asking pertinent questions.

- **Communication skills for creative practice**

- Communication of meaning, purpose or function of outcomes:
 - formal communication, e.g. pitches, presentations, written, verbal, preparation/rehearsal
 - technical documents, e.g. proposals, statements, specifications
 - balance of personal intentions and industry needs
 - industry-standard presentation software
 - hierarchy of information, e.g. visuals, text, audio, object
 - selection and editing of content.
- Delivery of outcomes, distribution and release:
 - output or outcome, e.g. executed build, publish for platform, saved, compressed, formatted, broadcast, distributed, shared
 - forum, e.g. marketplace, space or place
 - structure, e.g. personal information/credentials, project background, ideas, development, tests, outcomes, technical documentation
 - style and format suitable for client and audience
 - community/public feedback.

ESSENTIAL INFORMATION FOR ASSESSMENT

Each assessment unit requires a unique set of evidence.

Assessment unit B1 – Personal Progression

Recommended Evidence

The research, exploration and practical work generated in relation to personal progression should be used to produce a selection of evidence for assessment against the assessment criteria on *page 45*.

Selected work must be clearly recorded, organised and prepared for assessment. It should be presented as either a physical or digital/online portfolio developed for personal progression purposes.

Types of evidence could include:

- physical work/artefacts
- scans and photographs
- written annotation/commentary/personal statements/CVs
- presentations
- audio recordings
- video files/clips
- planning and research documents/files and links.

Assessment unit B2 – Creative Industry Response

Recommended Evidence

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

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

Types of evidence could include:

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



OPTIONAL LEVEL 4 ASSESSMENT UNIT: CRITICAL SELF-APPRAISAL

Level: **3**

Type: **Internal**

Guided learning hours: **540**

INTRODUCTION

Self-appraisal is an invaluable skill in the continually evolving creative industry, where there is constant demand for innovation. Practitioners must use self-reliance to evaluate their own work, including successes, failures and relevance to intentions. They also need to balance their personal fulfilment with the needs of the industry, client or audience.

For this optional assessment unit, you will build on the working practice and evaluation skills you have developed throughout the programme to undertake an in-depth, critical evaluation of your work and practices. You will investigate topics and themes that are of central importance and analyse how you have communicated them, assessing your intentions and how you have progressed and developed towards meeting them. Undertaking this assessment unit will give you valuable experience in critically reflecting on your work and practice, and formulating the best ways of communicating about your work to others.

ASSESSMENT SUMMARY

This assessment unit is available in the Extended Diploma. It can be delivered on its own or in combination with B2. It does not use the generic assessment grid on *page 45*.

Assessment objective

Demonstrate critical understanding and awareness of own work and practice

LEARNING AND TEACHING – CONTENT AND DELIVERY

This assessment unit is available in the Extended Diploma. It can be delivered in combination with B2 or as a separate series of workshops, critiques, tutorials, discussions and seminars.

APPRAISAL OF OWN PRACTICE AND PROGRESSION TOWARDS MEETING INTENTIONS OF WORK

- Process of appraisal:
 - collecting relevant information
 - considering the relationship between fulfilment of own needs and the needs of clients, audiences or users
 - reviewing the purpose and aims of work and intentions
 - considering strategies, processes and practices for developing personal identity in work.
- Collecting information and feedback:
 - types of feedback, e.g. personal and impersonal information, asking others (peers, audience, client, teachers, tutors)
 - behaviour, e.g. reacting positively to feedback, finding common ground
 - recognising patterns of behaviour that benefit or impede creative output
 - assessing and monitoring own performance and skills development
 - taking ownership and responsibility for growth, actions and results.
- Making critical judgements:
 - contextualising own practice in relation to industry/sector, social and cultural contexts, the work of others, contemporary and historical practices
 - assessing methods of working developed in line with intentions, both successes and areas for improvement
 - considering and addressing challenges to achieving intentions, both internal and external.

ESSENTIAL INFORMATION FOR ASSESSMENT

Recommended evidence

Evidence for this assessment should be submitted as a presentation and must include examples of their work to support points. The outcome should be developed into a presentation in any relevant format or style which integrates ideas, concepts and practice relevant to work.

Types of evidence could include:

- physical work/artefacts
- scans and photographs
- written annotation/commentary
- audio recordings video files/clips
- planning and research documents/files and links.

ASSESSMENT

The following assessment criterion should be used to assess the work of those learners submitting evidence for the optional Level 4 assessment objective in their Extended Diploma submission. The work produced to meet this assessment criterion will be assessed as 'met' or 'not met'. Meeting the criterion will show as an additional achievement on the Notification of Performance and can be used as evidence of additional achievement for progression purposes such as applications and/or interviews.

ASSESSMENT CRITERION

Fully developed and in-depth evaluation of work, practice and personal development. Concise and persuasive points are made and supported through pertinent examples, showing a perceptive understanding of the potential impact of their work and creative intentions. Sophisticated communication of concepts and use of presentation techniques that are engaging and pertinent to learners' work.

ASSESSMENT CRITERIA AND AMPLIFICATION FOR DECISIONS

The following assessment criteria must be used to make assessment decisions for all assessment units, except for the Optional Level 4: Critical Self Appraisal. Each assessment criterion (AC) relates to the corresponding assessment objective in each assessment unit, for example Assessment criterion 1: Informing ideas is used to assess objectives A1.1, A2.1, B1.1 and B2.1.

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

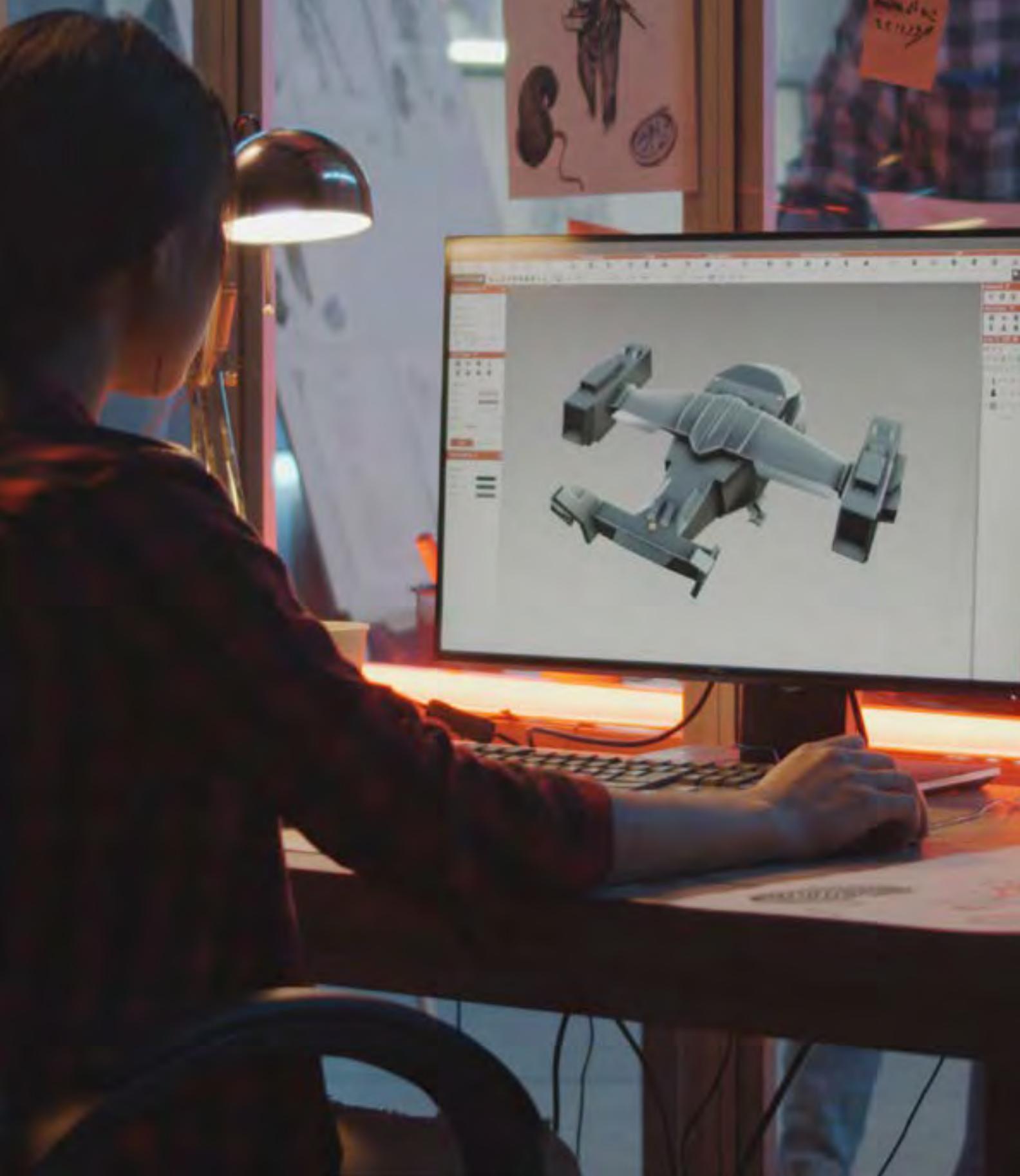
Making secure assessment decisions

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

BTEC Level 3 540 Diploma and Extended Diploma in Creative Media Practice assessment criteria

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

Assessment criteria	Pass	Merit Clear/effective	Distinction Accomplished/thorough
AC1: Informing ideas	Generally competent research and investigation used to interpret briefs, develop ideas for work and inform plans for progression, showing adequate understanding of industry and the work of others.	Effective research and investigation skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a clear understanding of industry and the work of others.	Accomplished research, investigation and critical analysis skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a thorough understanding of industry and the work of others.
AC2: Problem solving	Lack of clarity in use of problem-solving processes. Work does not progress coherently through appropriate stages of development in order to find solutions.	Generally competent use of development process showing sufficient ideas generation, experimentation and review to find solutions.	Sound use of ideas generation, experimentation, testing and review. Clear and consistent reflection on work showing emerging awareness of how solutions relate to intended meaning, purpose and function.
AC3: Technical skill	Limited or inappropriate evidence, work does not show a minimum level of precision or competence with media, materials, techniques and processes.	Generally competent selection and manipulation of appropriate media, materials, techniques and processes to produce work that shows some awareness of impact in outcomes.	Effective selection and application of media, materials, techniques and processes, with a clear awareness of their effect on communication through outcomes. Mostly consistent technical competence shown through development and execution.
AC4: Professional practice	Limited understanding and use of professional practice skills, behaviours and approaches to working.	Adequate exploration and use of some professional practice skills, behaviours and approaches to working.	Clear understanding and application of professional practice skills, behaviours and approaches used effectively to manage and inform projects.
AC5: Communication	Lack of clarity seen in outcomes in relation to intentions and audience. Limited use of appropriate presentation conventions.	Generally competent communication of meaning, purpose and function of work in relation to intentions and audience. Appropriate use of presentation methods, formats and conventions.	Fluent and imaginative communication of meaning, purpose and function of work in relation to intentions and audience. Thorough understanding and skilful use of presentation methods, formats and conventions applied in a highly considered way to enhance qualities of work and engage the audience.



3 PLANNING YOUR PROGRAMME

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

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

Some learners are sure of the sector they want to work in and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC National Extended Diploma as the most suitable qualification.

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

IS THERE A LEARNER ENTRY REQUIREMENT?

As a centre, it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades, and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, they may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

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

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

WHAT RESOURCES ARE REQUIRED TO DELIVER THESE QUALIFICATIONS?

As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC Nationals. For some learning and teaching modules, specific resources are required.

Learners must have access to:

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

HOW CAN MYBTEC HELP WITH PLANNING FOR THESE QUALIFICATIONS?

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

WHICH MODES OF DELIVERY CAN BE USED FOR THESE QUALIFICATIONS?

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

WHAT ARE THE RECOMMENDATIONS FOR COMMUNITY AND EMPLOYER INVOLVEMENT?

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

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

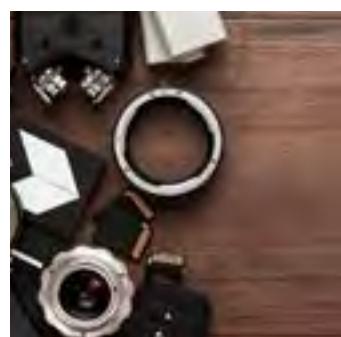
You should aim to provide learners with opportunities to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' could include:

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

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

For the Extended Diploma assessment unit B2: Creative Industry Response, it is recommended that employer engagement is sought when setting an industry brief. This ensures that the project response is relevant to current industry practice and enables learners to develop an industry-focused portfolio of work. Pearson will also provide industry-relevant briefs or briefs set directly by industry that can be used for projects in this qualification.



WHAT SUPPORT IS AVAILABLE?

Support materials

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

SV support visits

You will be allocated a Standards Verifier (SV) who will visit once early on in the delivery of the qualification to support you with planning and assessment prior to their visit to verify your assessment decisions. You will be offered one visit each year for support and can opt out of this visit at any time.

Training

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

HOW WILL MY LEARNERS BECOME MORE EMPLOYABLE THROUGH THESE QUALIFICATIONS?

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

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

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



4

ASSESSMENT STRUCTURE

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

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

ASSESSMENT UNITS

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

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

- respond to industry-related and supported briefs
- carry out projects for which they have choice over the direction and outcomes
- use collaborative skills and communicate with others
- use case studies to explore complex or unfamiliar situations.

MAKING VALID ASSESSMENT DECISIONS

Assessment decisions for each assessment unit are based on the common assessment

criteria set out on *page 45*. When a learner has completed an assessment unit, the assessment team will assess the evidence submitted and record a grade of Pass, Merit, Distinction or Unclassified for each assessment criterion within each assessment unit.

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

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

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

The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

AUTHENTICITY OF LEARNER WORK

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

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

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

- the evidence submitted for this assessment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

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

RESUBMISSION OF IMPROVED EVIDENCE FOR ASSESSMENT UNITS

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

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

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

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

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

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

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

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



5

ADMINISTRATIVE ARRANGEMENTS

INTRODUCTION

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

LEARNER REGISTRATION AND ENTRY

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

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

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, then the centre must transfer the learner appropriately.

ACCESS TO ASSESSMENT

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

- adaptable evidence and assessment methods, ensuring that tutors can assess in a way that is relevant to the learner's abilities and characteristics
- assessment criteria that have been developed to provide opportunities for demonstration of knowledge and understanding through practical work
- core technical and practical skills development, covering all practices, have been combined into shared mandatory assessment units, which means that all learners will demonstrate the level of their skills through the same assessment units, regardless of individual accessibility needs, enhancing inclusivity
- fewer assessment units across the qualifications gives the space for learners to develop and improve skills to their full potential and explore opportunities for producing evidence within their abilities.

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

- learners with a protected characteristic are not disadvantaged in comparison to learners who do not share that characteristic when undertaking one of our qualifications
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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

ADMINISTRATIVE ARRANGEMENTS FOR ASSESSMENT

RECORDS

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

REASONABLE ADJUSTMENTS TO ASSESSMENT

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

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

SPECIAL CONSIDERATION

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

APPEALS AGAINST ASSESSMENT

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

DEALING WITH MALPRACTICE

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

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

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

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

ASSESSMENT UNITS

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre.

The Centre Guidance: Dealing with Malpractice document provides further information on the actions we expect you to take.

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

CERTIFICATION AND RESULTS

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

POST-ASSESSMENT SERVICES

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

ADDITIONAL DOCUMENTS TO SUPPORT CENTRE ADMINISTRATION

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

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

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



6 QUALITY ASSURANCE

CENTRE AND QUALIFICATION APPROVAL

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

- Centres must have appropriate physical resources (for example, studios, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience relating to how they are delivering the qualification (for example, by giving it a focus on a specialism within creative media areas).
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.

CONTINUING QUALITY ASSURANCE AND STANDARDS VERIFICATION

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

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment

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

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

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- working with centres through support visits to advise on areas such as:
 - curriculum and assessment planning best practice
 - preparing assignment briefs and advising on employer engagement and vocational learning
 - application of assessment criteria to make grading decisions
 - clarifying the rules of internal assessment and how they are best applied in a creative subject, such as identifying and gathering evidence

- supporting effective internal verification
- what to expect and how to prepare for standards verification
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.



7

UNDERSTANDING THE QUALIFICATION GRADE

AWARDING AND REPORTING FOR THE QUALIFICATION

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

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

ELIGIBILITY FOR AN AWARD

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

To achieve any qualification grade, learners must:

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

Learners who do not achieve sufficient points for the Extended Diploma qualification or who do not achieve all the required assessment units may be eligible to achieve the 540 Diploma qualification in the same suite, provided they have completed and achieved the correct assessment units and met the appropriate qualification grade points threshold.

Learners submitting evidence for the optional Level 4 assessment objective in their Extended Diploma submission will be recorded as ‘met’ or ‘not met’ against the Level 4 criterion on page 45. This criterion does not carry points and will not affect the overall grade outcome for the qualification. Meeting the criterion will be reflected on the *Notification of Performance*.

UNIT WEIGHTING TOWARDS THE QUALIFICATION GRADE

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

Assessment units are equally weighted in the 540 Diploma.

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

The following tables show the weighting assessment units in each qualification.

540 DIPLOMA

Learning and teaching module	Assessment units	GLH	Weighting towards 540 Diploma qualification grade
A Exploring and Developing Creative Media Skills – 540 GLH	A1 Skills Development A2 Creative Project	405 135	50% 50%

EXTENDED DIPLOMA

Learning and teaching modules	Assessment units	GLH	Weighting towards Extended Diploma qualification grade
A Exploring and Developing Creative Media Skills – 540 GLH	A1 Skills Development A2 Creative Project	405 135	16.6% 16.6% 33.3%
B Advancing Creative Practice – 540 GLH	B1 Personal Progression B2 Creative Industry Response	135 405	16.6% 50% 66.6%

CALCULATION OF THE QUALIFICATION GRADE

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

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
540 Diploma	P to D*
Extended Diploma	PPP to D*D*D*

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The most up to date table will be available on our website. Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

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

Assessment unit grade points

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

Points per assessment criterion		
	Assessment units A1, A2 and B1	Assessment unit B2
U	0	0
Pass	1	3
Merit	2	6
Distinction	3	9

CLAIMING THE QUALIFICATION GRADE

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

CALCULATION OF QUALIFICATION GRADE

Applicable for registration from 1 September 2019.

540 Diploma 540 GLH		Extended Diploma 1080 GLH	
Grade	Points threshold	Grade	Points threshold
U	0	U	0
P	10	PPP	30
		MPP	36
		MMP	42
M	16	MMM	50
		DMM	58
		DDM	64
D	23	DDD	70
		D*DD	74
		D*D*D	80
D*	29	D*D*D*	85

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

These qualifications attract UCAS Tariff points. UCAS points are based on the qualification grade outcomes. Please go to the UCAS website for full details of the points allocated.

EXAMPLES OF 540 DIPLOMA GRADE CALCULATIONS BASED ON TABLE APPLICABLE TO REGISTRATIONS FROM SEPTEMBER 2019

Example 1: 540 Diploma with a U grade

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

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

Example 2: achievement of a 540 Diploma with a P grade

The learner has sufficient points for a P grade.

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

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

Example 3: achievement of a 540 Diploma with an M grade

The learner has sufficient points for an M grade.

Assessment unit	Assessment criteria grade (and point value)	Total unit points
A1	AC1 – P (1) AC2 – M (2) AC3 – P (1) AC4 – M (2) AC5 – M (2)	8
A2	AC1 – P (1) AC2 – M (2) AC3 – M (2) AC4 – D (3) AC5 – M (2)	10
Qualification grade: M		18

Example 4: achievement of a 540 Diploma with a D grade

The learner has sufficient points for a D grade.

Assessment unit	Assessment criteria grade (and point value)	Total unit points
A1	AC1 – M (2) AC2 – M (2) AC3 – M (2) AC4 – M (2) AC5 – M (2)	10
A2	AC1 – M (2) AC2 – D (3) AC3 – D (3) AC4 – M (2) AC5 – D (3)	13
Qualification grade: D		23

EXAMPLES OF EXTENDED DIPLOMA GRADE CALCULATIONS BASED ON TABLE APPLICABLE TO REGISTRATIONS FROM SEPTEMBER 2019

Example 1: Extended Diploma with a U grade

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

Assessment unit	Assessment criteria grade (and point value)	Total unit points
A1	AC1 – P (1)	5
	AC2 – P (1)	
	AC3 – P (1)	
	AC4 – P (1)	
	AC5 – P (1)	
A2	AC1 – P (1)	5
	AC2 – P (1)	
	AC3 – P (1)	
	AC4 – P (1)	
	AC5 – P (1)	
B1	AC1 – P (1)	5
	AC2 – P (1)	
	AC3 – P (1)	
	AC4 – P (1)	
	AC5 – P (1)	
B2	AC1 – M (6)	15
	AC2 – U (0)	
	AC3 – P (3)	
	AC4 – P (3)	
	AC5 – P (3)	
Totals	Qualification grade: U	30

Example 2: achievement of an Extended Diploma with a PPP grade

The learner has sufficient points for a PPP grade.

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

Assessment unit	Assessment criteria grade (and point value)	Total unit points
A1	AC1 – P (1) AC2 – P (1) AC3 – P (1) AC4 – P (1) AC5 – P (1)	5
A2	AC1 – P (1) AC2 – P (1) AC3 – P (1) AC4 – P (1) AC5 – P (1)	5
B1	AC1 – P (1) AC2 – P (1) AC3 – P (1) AC4 – P (1) AC5 – P (1)	5
B2	AC1 – P (3) AC2 – P (3) AC3 – P (3) AC4 – P (3) AC5 – P (3)	15
Totals	Qualification grade: PPP	30

Example 3: achievement of an Extended Diploma with an MMM grade

The learner has sufficient points for an MMM grade.

Assessment unit	Assessment criteria grade (and point value)	Total unit points
A1	AC1 – M (2) AC2 – M (2) AC3 – M (2) AC4 – D (3) AC5 – D (3)	12
A2	AC1 – M (2) AC2 – M (2) AC3 – M (2) AC4 – D (3) AC5 – D (3)	12
B1	AC1 – M (2) AC2 – M (2) AC3 – P (1) AC4 – P (1) AC5 – P (1)	7
B2	AC1 – P (3) AC2 – P (3) AC3 – M (6) AC4 – M (6) AC5 – P (3)	21
Totals	Qualification grade: MMM	52

Example 4: achievement of an Extended Diploma with a DDD grade

The learner has sufficient points for a DDD grade.

Assessment unit	Assessment criteria grade (and point value)	Unit points
A1	AC1 – P (1) AC2 – P (1) AC3 – M (2) AC4 – P (1) AC5 – P (1)	6
A2	AC1 – M (2) AC2 – M (2) AC3 – M (2) AC4 – M (2) AC5 – M (2)	10
B1	AC1 – D (3) AC2 – D (3) AC3 – D (3) AC4 – D (3) AC5 – D (3)	15
B2	AC1 – D (9) AC2 – M (6) AC3 – D (9) AC4 – D (9) AC5 – M (6)	39
Totals	Qualification grade: DDD	70

Example 5: achievement of an Extended Diploma with a D*D*D* grade

The learner has sufficient points for a D*D*D* grade.

Assessment unit	Assessment criteria grade (and point value)	Unit points
A1	AC1 – D (3) AC2 – D (3) AC3 – D (3) AC4 – M (2) AC5 – D (3)	14
A2	AC1 – M (2) AC2 – D (3) AC3 – D (3) AC4 – M (2) AC5 – M (2)	12
B1	AC1 – D (3) AC2 – D (3) AC3 – D (3) AC4 – D (3) AC5 – D (3)	15
B2	AC1 – D (9) AC2 – D (9) AC3 – D (9) AC4 – D (9) AC5 – D (9)	45
Totals	Qualification grade: D*D*D*	86

PRODUCTION

DIRECTOR

SCENE

TAKE

ROLL

DATE



8 RESOURCES AND SUPPORT

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

SUPPORT FOR SETTING UP YOUR COURSE AND PREPARING TO TEACH

SPECIFICATION

This specification (for teaching from September 2019) includes details on the administration of qualifications and information on all the learning and teaching modules for the qualification.

DELIVERY GUIDE

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

CURRICULUM MODELS

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

STUDY SKILLS ACTIVITIES

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

MYBTEC

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

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

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon as possible.

SUPPORT FOR ASSESSMENT

SAMPLE ASSESSMENT MATERIALS FOR INTERNALLY-ASSESSED ASSESSMENT UNITS

We do not prescribe the assessments for the assessment units in these qualifications. Rather, we allow you to set your own, according to your learners' preferences, and to link with your local employment profile where relevant. We do provide Example Assignment Briefs, which demonstrate how assignments can be developed. They are available for free via the Pearson website or myBTEC.

SAMPLE MARKED LEARNER WORK

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

TRAINING AND SUPPORT FROM PEARSON

PEOPLE TO TALK TO

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

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Standards Verifiers – they will support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and preparing learner work and providing quality assurance through sampling
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the ‘Support for You’ section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

TRAINING AND PROFESSIONAL DEVELOPMENT

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

'Getting Ready to Teach'

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

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

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



APPENDIX 1:

GLOSSARY OF TERMS USED FOR INTERNALLY-ASSESSED LEARNING AND TEACHING MODULES

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

TERM	DEFINITION
Accomplished	Demonstrate skills, expertise and high level of accuracy, fluency and development.
Adequate	A sufficient level of skill or knowledge for the context.
Analyse	Outcome of methodical and detailed examination breaking down a topic to interpret and study the interrelationships between the parts.
Appropriate/ Inappropriate	Clearly suitable/not suitable for the purpose, context and/or circumstances.
Clear	Unambiguous, creating a positive effect on the process or outcome.
Coherent	Clear and logical.
Competent	Showing a sufficient standard of capability.
Comprehensive	Full, covering a range of factors related to goals, briefs or objectives.
Confident	Demonstrate secure application of skills or processes.
Considered	Showing careful thought in relation to all aspects/factors.
Conventions	A common system, form or method of practice.
Create	To produce work in response to a brief or to meet an intention.
Critical interpretation	Responding to information after critical analysis.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Engagement	Involvement and participation with practice.
Exploration	Thorough examination of a subject.

TERM	DEFINITION
Fluent	The ability to express easily and articulately.
Imaginative	Ideas are expressed in engaging and inventive ways.
Limited	Insufficient and small in amount.
Practice	The application of idea or method.
Precision	The application of technical accuracy.
Present	To exhibit material to an audience, either live or through other mediums.
Reflect	Appraise an action, outcome or process and consider strengths and weaknesses.
Review	Formal assessment with the intention of making changes.
Select	Choose the best or most suitable option to meet intentions or address needs (such as selection of materials, techniques, equipment or processes).
Skilful	Executed with a high degree of proficiency.
Sound	Reasoned and based on good judgement.
Strategy	The integration of plans and resources for efficient practice.
Sustained	Maintained consistently throughout.
Thorough	Full and complete in relation to all aspects/factors.
Understand	Interpret or view (something) in a particular way.

APPENDIX 2

BTEC Level 3 540 Diploma and Extended Diploma in Creative Media Practice assessment criteria

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

Assessment criteria	U Limited/insufficient	Pass Generally competent/adequate
AC1: Informing ideas	Limited or inappropriate research and investigation. Information has not been used to inform ideas or understanding.	Generally competent research and investigation used to interpret briefs, develop ideas for work and inform plans for progression, showing adequate understanding of industry and the work of others.
AC2: Problem solving	Lack of clarity in use of problem-solving processes. Work does not progress coherently through appropriate stages of development in order to find solutions.	Generally competent use of development process showing sufficient ideas generation, experimentation and review to find solutions.
AC3: Technical skill	Limited or inappropriate evidence, work does not show a minimum level of precision or competence with media, materials, techniques and processes.	Generally competent selection and manipulation of appropriate media, materials, techniques and processes to produce work that shows some awareness of impact in outcomes.
AC4: Professional practice	Limited understanding and use of professional practice skills, behaviours and approaches to working.	Adequate exploration and use of some professional practice skills, behaviours and approaches to working.
AC5: Communication	Lack of clarity seen in outcomes in relation to intentions and audience. Limited use of appropriate presentation conventions.	Generally competent communication of meaning, purpose and function of work in relation to intentions and audience. Appropriate use of presentation methods, formats and conventions.

Merit Clear/effective	Distinction Accomplished/thorough
Effective research and investigation skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a clear understanding of industry and the work of others.	Accomplished research, investigation and critical analysis skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a thorough understanding of industry and the work of others.
Sound use of ideas generation, experimentation, testing and review. Clear and consistent reflection on work showing emerging awareness of how solutions relate to intended meaning, purpose and function.	Thorough engagement and confident application of ideas generation, experimentation, testing and review used to make considered choices. Sustained use of reflection to develop a critical understanding of how solutions align with the intended meaning, purpose and function of work.
Effective selection and application of media, materials, techniques and processes, with a clear awareness of their effect on communication through outcomes. Mostly consistent technical competence shown through development and execution.	Accomplished selection and skilful application of media, materials, techniques and processes, showing thorough understanding of their impact on outcomes and ability to exploit them to meet intentions. Technical competence sustained throughout development and execution.
Clear understanding and application of professional practice skills, behaviours and approaches used effectively to manage and inform projects.	Thorough understanding and application of accomplished professional practice skills, behaviours and approaches used in a sustained and considered way to manage and inform projects.
Effective communication of meaning, purpose and function of work in relation to intentions and audience. Clear understanding and use of effective presentation methods, formats and conventions used to reflect qualities and engage the audience.	Fluent and imaginative communication of meaning, purpose and function of work in relation to intentions and audience. Thorough understanding and skilful use of presentation methods, formats and conventions applied in a highly considered way to enhance qualities of work and engage the audience.

Pearson BTEC Level 3 Nationals creative suite

540 Diploma in Art and Design Practice (2019)

Extended Diploma in Art and Design Practice (2019)

540 Diploma in Creative Media Practice (2019)

Extended Diploma in Creative Media Practice (2019)

Foundation Diploma in Performing Arts Practice (2019)

Extended Diploma in Performing Arts Practice (2019)

Foundation Diploma in Production Arts Practice (2019)

Extended Diploma in Production Arts Practice (2019)

Foundation Diploma in Music (2018)

Extended Diploma in Music (2018)

For more information about Edexcel, BTEC or LCCI qualifications
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