



BTEC SPECIFICATION

BTEC Tech Award in CREATIVE MEDIA PRODUCTION

Level 1/Level 2

First teaching September 2017 | First certification July 2019

ISSUE 3



Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production

Specification

First teaching September 2017

Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Pearson BTEC Tech Awards – introduction

About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England, Northern Ireland and Wales the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific knowledge and technical skills in a practical learning environment. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

About the creative media sector

The creative media sector is a dynamic, growing and rewarding sector to work in, with new opportunities arising continually. The UK's creative industries as a whole are now worth over £84 billion per year to the UK economy. Working in the creative media industry involves a wide range of practical processes, skills and techniques – from broadcast media to increasingly interactive products and platforms. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what has not changed is that media products still have the power to enthral, intrigue and affect audiences.

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording under <i>Section 8 Final grading and awarding</i> subsection <i>Calculation of the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 53
The points thresholds have been updated in the Calculation of grade table.	Page 54
Example 2 has been updated as a Merit award.	Page 55
The wording in <i>Section 9 Administrative arrangements</i> subsections <i>Learner malpractice</i> and <i>Teacher/centre malpractice</i> have been updated to clarify suspension of certification in certain circumstances.	Page 59

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
Reference to learners in Northern Ireland and Wales was included in the Pearson BTEC Tech Awards – introduction section.	Introduction
Reference to CCEA Regulation and Qualifications Wales was included in Section 8, paragraph 2.	Page 53

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1 Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production – purpose

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production (Qualification Number: 603/1238/5), is for learners who want to acquire technical knowledge and technical skills through vocational contexts by applying the learned knowledge and processes related to investigating, exploring and creating media products as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products
- process that underpins effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas
- attitudes that are considered most important in creative media production, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as production processes and techniques.

This course complements the learning in GCSE qualifications, such as Design and Technology, Art and Design, and Computer Science, by broadening the application of 'design and make' tasks, working with a media brief, and understanding and engaging different audiences through making compelling media products.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Media, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve
- study of media post-16 through the study of a Technical Certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the media sector.

2 Structure

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 external assessment under examination or 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 reading, revision and independent research.

The Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production has:

- Total Qualification Time: 150 hours
- Guided Learning Hours: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

Components

Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production				
Component number	Component title	GLH	Level	How assessed
1	Exploring Media Products	36	1/2	Internal
2	Developing Digital Media Production Skills	36	1/2	Internal
3	Create a Media Product in Response to a Brief	48	1/2	External Synoptic

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Assessment

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the media sector and relevant skills such as research, planning, problem solving and communication at Levels 1 and 2.

Internal assessment

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding, including the range of different types of media products, production processes and techniques
- the development and application of skills such as research skills and stylistic and technical skills
- reflective practice through the refinement of learners' own media products that allows them to respond to feedback and identify areas for improvement.

Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component.

You will make grading decisions based on the requirements and supporting guidance given in the components. For further information on using and assessing through assignments, including resubmissions, see *Section 5*.

External synoptic assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation.

Component 3: Create a Media Product in Response to a Brief requires learners to apply their production skills to the creation of a media product in response to a brief.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The external assessment takes the form of a set task taken under supervised conditions that is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade. This component should be delivered and assessed at the end of the course of study.

Component	Description of task	Availability
Component 3: Create a Media Product in Response to a Brief	<ul style="list-style-type: none"> • Task set and marked by Pearson completed under supervised conditions. • The set task will be completed in 9 hours of supervised sessions in a period timetabled by Pearson. • 60 marks. 	From May 2019 onwards

Language of assessment

Assessment of the internal and external components 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 Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 9*.

Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Internally-assessed components are assessed using a grading scale ranging from Level 1 Pass to Level 2 Distinction. Centres report outcomes at five grade points. Please see *Section 5* for guidance on how to assess. Each component has detailed information on how to assess across the grades.

The externally-assessed component is marked and awarded on a continuum, using grading descriptors set at Level 1 Pass, Level 2 Pass and Level 2 Distinction. The outcome is reported at six grade points from Level 1 Pass to Level 2 Distinction. Learners will also receive a points score.

The difference in the grade scale for internal and external components reflects how the final component discriminates performance more fully. This is because of the synoptic nature of the assessment, in which a Level 1 Distinction grade is one where there is evidence at Level 2 in part but does not draw consistently on content across the breadth of the qualification.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. Learners must achieve all components at Level 1 Pass or above in order to be awarded a qualification. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8* for more information on the approach we are using to grade qualifications.

The relationship between qualification-grading scales and component grades will be subject to regular review as part of Pearson's standards monitoring processes. Reviews are carried out on the basis of learner performance and in consultation with key users of the qualification.

3 Components

Understanding your components

The components in this specification set out details of all the knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme read and digest this section.

Internal components

Section	Explanation
Component in brief	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured, it might be applied when progressing to further study.
Learning aims	These define the scope of the knowledge and skills that a learner will acquire in the component.
Teaching content	This states the knowledge and skills that must be taught. All content is mandatory and includes some examples, denoted as 'e.g.', of what must be delivered.
Suggestions for delivery	This gives you guidance on how you may choose to approach delivery of the components in the qualification.
Essential information for setting assignments	This gives you information on how full assignments can be developed for each learning aim.
Assessment criteria	Assessment criteria state the levels of achievement that a learner must demonstrate in their assessment to meet the learning aims. Assessment criteria are used by assessors to determine grading levels for an assessment.
Essential information for assessment decisions	This section gives guidance on the evidence that learners are expected to provide to reach the Level 1 Pass, Merit and Level 2 Pass, Merit and Distinction standards. It also gives examples and clarification.
Resource requirements	This section lists any specific resources that you need to be able to teach and assess. For information on support resources see <i>Section 10</i> .

External components

Section	Explanation
Component in brief	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured, it might be applied when progressing to further study.
Summary of assessment	Sets out the type of external assessment used and the way it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
Essential content	This gives the content that must be taught for the externally-set task/external assessment. Content will be sampled through the external assessment over time.
Grade descriptors	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.

Component 1: Exploring Media Products

Levels: **1/2**

Assessment type: **Internal**

Guided learning hours: **36**

Component in brief

Learners will develop their understanding of how media products create meaning for their audiences. Learners will examine existing products and explore media production techniques.

Introduction

As media technology continues to evolve and media techniques become more sophisticated, media products have become more advanced – from 3D films, interactive advertisements, e-magazines, and mobile apps to responsive web design. However, the power of media products in being able to enthrall, intrigue and affect audiences has not changed.

In this component, you will develop your understanding of how media products are created for specific audiences and purposes. You will explore the relationship between genre, narrative and representation in media products, and develop your understanding of how they are interpreted by audiences. You will extend your knowledge and understanding by deconstructing existing products in one of the three sectors: audio/moving image, publishing and interactive media. You will learn how media production techniques are used to create different effects to communicate meaning to audiences.

This component will give you an understanding of media practitioners' work, techniques and technology, which are used to contribute to the creation of media products. You will develop transferable skills, such as analysis and communication, which will help you to progress to Level 2 or 3 vocational or academic qualifications and employment.

Learning aims

- A** Investigate media products
- B** Explore how media products are created to provide meaning and engage audiences.

Teaching content

Learning aim A: Investigate media products

A1: Media products, audiences and purpose

Looking at a range of past and present media products, such as podcasts, magazines and mobile apps, learners will examine how media products engage audiences for a given purpose.

Learners will develop their understanding of the relationship between media products, their audiences and purposes through analysis, discussion, note taking and lectures.

- Media products, to include:
 - audio/moving image products, e.g. TV programmes, films, music videos, animations, TV and radio advertisements, radio broadcasts, podcasts
 - publishing products, e.g. newspapers, magazines, comics, brochures, advertisements
 - interactive media products, e.g. websites, mobile apps, e-magazines, mobile games, video games, online games, advertisements.
- Audience definition, to include:
 - gender
 - age
 - socio-economic groupings
 - lifestyle profiles
 - primary target audience
 - secondary audience (wider context of potential viewers/consumers/users).
- Purpose, to include:
 - information, entertainment, escapism
 - profit, community benefit, raising awareness
 - critical acclaim, inspiration, innovation, experimentation.

Learning aim B: Explore how media products are created to provide meaning and engage audiences

B1: Genre, narrative, representation and audience interpretation

Learners will select media products from one of the three sectors: audio/moving image, publishing and interactive, and explore how genre, narrative and representation are combined to engage their audience.

Learners will develop their understanding of how media products are created to appeal to their audiences through analysis, discussion, note taking and lectures.

- Genre, to include:
 - identification of generic characteristics, e.g. iconography of film genres, conventions of national newspapers, components of a web page
 - how genres change over time, e.g. development of sub-genres, hybrids, subverting generic conventions
 - repetition and difference, e.g. the extent to which a TV programme, magazine or website conforms to generic codes and conventions and introduces elements of originality.

- Narrative, to include:
 - storytelling, e.g. story and plot in a film, inverted pyramid in a newspaper article, visual representations to reinforce the text on an app
 - narrative structures, e.g. linear, non-linear, circular, interactive, open/closed, single/multi-strand
 - point of view (POV), e.g. third-person narrator in a radio documentary, editorial in a newspaper, first-person shooter computer game
 - characterisation, e.g. character functions in film, print advertisements, computer games
 - themes, e.g. dystopia in science fiction films, identity in music magazines, apocalypse in zombie games
 - setting, e.g. location in a film, photographs in a magazine, open-world diegesis of a computer game
 - mode of address, e.g. formal style of TV news, the direct address of a magazine cover, the informal address of a computer game.
- Representation of people, places, issues and events, to include:
 - audience positioning and perspective
 - audience identification
 - use of stereotyping
 - positive and negative representations.
- Audience interpretation, to include:
 - passive audiences, e.g. accepting the message without questioning
 - preferred readings, e.g. identifying the message the media producer wants the audience to receive
 - active audiences, e.g. negotiating and questioning the message, using interactive features such as red button, online voting and consumer-generated content.

B2: Media production techniques

Learners will deconstruct media products to examine how media production techniques combine to create meaning for audiences.

Learners will develop their understanding of how different production techniques combine to create meaning through analysis, note taking, lectures and practical workshops.

- Audio/moving image media products:
 - camerawork, e.g. set-up, framing, shot type/length, angle, movement
 - *mise en scène*, e.g. use of costume, hair, makeup, props, setting and figure expression
 - lighting set-up, e.g. under, overhead, side, fill, high key, low key, shadows
 - use of sound, e.g. diegetic and non-diegetic, sound effects, voiceovers, dialogue, incidental music, bridges, sound mixing
 - editing techniques, e.g. continuity, montage, flashbacks, transitions, pace, rhythm.

COMPONENT 1: EXPLORING MEDIA PRODUCTS

- Publishing media products:
 - layout and design, e.g. alignment, balance, contrast, proximity, repetition, white space
 - typography, e.g. serif and sans serif typefaces, fonts and font size, continuity, letter spacing and line height, readability
 - photographic techniques, e.g. composition, image quality, lighting effects, depth of field, aesthetic
 - image editing techniques, e.g. adding filters, colour and contrast, layering images, distorting images.
- Interactive media products:
 - interactive features, e.g. image galleries, option menus, navigation screens, levels
 - user interface, e.g. screen, interaction, graphics, buttons, layout, colour
 - usability/playability, e.g. accessibility, navigation, controls, rules, challenge
 - *mise en scène* and lighting, e.g. graphics, sprites, character models, 3D environments, interactive objects, textures, lighting schemes
 - sound design, e.g. soundtracks, sound effects, sounds triggered by game events.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of the way media products are created, and the codes, conventions and techniques used to make them, to communicate meaning and engage audiences for a given purpose. Learners will investigate production across audio/moving image, publishing and interactive media products. You may choose to deliver this component alongside Component 2. Assignments can focus on each learning aim or you can combine them within or across components.

Essential information for setting assignments

The recommended structure for setting assignments is one for each learning aim, however you may combine learning aims within or across components. Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See *Section 5* for more information.

Learning aim A: Investigate media products

Description

Learners will analyse examples of media products across the three different sectors – audio/moving image, publishing and interactive – to develop their understanding of how these are created to engage audiences for a specific purpose.

Learners will examine examples of different products in order to develop their understanding of the audience and purpose. Using examples of media products from the three sectors, learners will define their primary and secondary audiences and consider the interrelationship between product, purpose and audience.

Example tasks

- Select examples of past and present media products from each of the three sectors: audio/moving image, publishing and interactive and analyse:
 - the target audience for each product
 - the purpose of each product
 - the relationship between product, audience and purpose.

Evidence

Evidence must fully meet the requirements of the assessment criteria and could include a written report, a blog or a PowerPoint® presentation (including speaker notes).

Learning aim B: Explore how media products are created to provide meaning and engage audiences**Description**

Learners will explore how media products from one of the following media sectors: audio/moving image, publishing and interactive, are created to generate meaning for their audiences.

Learners will consider how each product has been constructed for a specific audience and how the audience may respond to the product. Learners should consider the content of the narrative, the generic influences and how they fit with the codes and conventions typically found within that genre and the representations present in the product and how different audiences may interpret the product.

Learners will take part in workshops and classes, exploring how media production techniques are used to create effects and communicate meaning by deconstructing selected examples, developing their understanding of how the production techniques used are combined to generate meaning for their audiences.

Example tasks

- Select media products from one of the three sectors: audio/moving image, publishing and interactive and analyse:
 - how genre, narrative and representation combine to create meaning for the audience
 - how the audience may respond to each product.
- Deconstruct the same media products in order to develop an understanding of how media techniques combine to create meaning.

Evidence

Evidence must fully meet the requirements of the assessment criteria.

Learners will provide a portfolio of evidence of their analysis of media products and experimentation with production techniques, which should include:

- teacher observations
- recordings or photographs of workshops
- a report, a blog or a PowerPoint presentation (including speaker notes).

Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate media products				
A.1P1 Identify media products, their purpose and audience, using limited examples from one or more sectors.	A.1M1 Outline media products, their purpose and audience, using basic examples from one or more sectors.	A.2P1 Describe media products, their purpose and audience, with reference to relevant examples across all three media sectors.	A.2M1 Discuss the relationships between media products, their purpose and specific audiences, using appropriate examples across all three media sectors.	A.2D1 Analyse the relationships between media products, their purpose and specific audiences, using considered examples across all three media sectors.

COMPONENT 1: EXPLORING MEDIA PRODUCTS

Learning aim B: Explore how media products are created to provide meaning and engage audiences				
<p>B.1P2 Identify how genre, narrative and representation are used to engage audiences, with reference to limited examples of media products.</p>	<p>B.1M2 Outline how genre, narrative and representation are used to engage audiences, with reference to basic examples of media products.</p>	<p>B.2P2 Describe how genre, narrative and representation are used to engage audiences, with reference to relevant examples of media products.</p>	<p>B.2M2 Discuss the relationship between genre, narrative, representation and how production techniques are used to create meaning and engage audiences, with reference to appropriate examples of media products.</p>	<p>B.2D2 Analyse the relationship between genre, narrative, representation and how production techniques are used to effectively create meaning and engage selected audiences, with reference to considered examples of media products.</p>
<p>B.1P3 Identify the production techniques used in the creation of media products, with reference to limited examples.</p>	<p>B.1M3 Outline the production techniques used in the creation of media products, with reference to limited examples.</p>	<p>B.2P3 Describe the production techniques used in the creation of media products, with reference to relevant examples.</p>		

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Overall component grade				
Learner evidence satisfies all Level 1 Pass criteria.	Learner evidence satisfies either: all Level 1 Merit criteria or all Level 1 Pass criteria and B.2P2, B.2P3.	Learner evidence satisfies all Level 2 Pass criteria.	Learner evidence satisfies either: all Level 2 Merit criteria or all Level 2 Pass criteria and B.2D2.	Learner evidence satisfies all Level 2 Distinction criteria.

To be given a unit grade, a learner must complete assignments for all learning aims. Please refer to *Section 5* for further guidance on internal assessment, including how to apply criteria to evidence at Level 1 and Level 2.

Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

Learning aim A: Investigate media products

Evidence for the assignment: learners will produce a written report, blog, presentation, or other similar evidence demonstrating their understanding of how past and present media products are created for specific audiences and purposes. At Level 2, learners will investigate the relationship between different media products, their audience and purpose across the three sectors:

- audio/moving image
- publishing
- interactive.

At Level 1, learners will present partial evidence drawn from limited aspects of different media products. At Level 1, learners will draw on some, but not all, key features.

For Level 2 Distinction: learners will analyse the relationship between media products, their purpose and intended audiences, using examples from all three sectors:

- audio/moving image
- publishing
- interactive.

They will use considered examples to demonstrate comprehensive understanding of the relationship between the media product, their audience and purpose.

Considered examples could include the use of both past and present media products, media products that share the same theme or target audience.

With reference to their carefully chosen examples, Distinction learners will be able to present a detailed analysis of:

- the relationship between the target audiences and purposes of different media products, for example, a television news broadcast, a national newspaper and an Internet news channel.

Learners' analysis and findings will be presented to a high standard, with accurate use of subject-specific terminology and effective presentation techniques.

For Level 2 Merit: learners will discuss the relationship between media products, their purpose and intended audiences, using examples from all three sectors:

- audio/moving image
- publishing
- interactive.

They will use detailed examples to demonstrate understanding of the relationship between the media products, their audience and purpose.

With reference to their chosen examples, Merit learners will be able to discuss:

- the audiences and purposes of selected media products, for example a fashion podcast, lifestyle fashion magazine and a fashion blog.

Learners' work will be presented using appropriate presentation techniques and subject-specific terminology.

For Level 2 Pass: learners will describe media products, their purpose and audience, using examples from all three sectors:

- audio/moving image
- publishing
- interactive.

They will use relevant examples to demonstrate some understanding of the audience and purpose of each media product.

COMPONENT 1: EXPLORING MEDIA PRODUCTS

With reference to their chosen examples, Pass learners will be able to describe:

- the primary audience and main purpose of different media products, for example a Hollywood action film, a Marvel comic book and a triple A first person shooter game.

Learners' evidence will include a relevant level of detail, with mostly accurate use of subject-specific terminology and illustrative examples.

For Level 1 Merit: learners will outline media products, their purpose and audience from one or more of the sectors. They will use basic examples to identify aspects of the audience and purpose of each chosen example.

Examples selected may not all be wholly relevant or appropriate but will demonstrate a basic understanding of the audience and main purpose of different media products, for example:

- a national radio breakfast show broadcast and a community radio show.

Learners' evidence will include some detail and can be presented as expanded lists or bullet points. Some use of subject-specific terminology will be demonstrated.

For Level 1 Pass: learners will identify media products, their purpose and audience from one or more of the sectors. They will use limited examples to identify each media product, its audience and purpose.

Examples selected may not be wholly relevant or appropriate and will demonstrate a limited understanding of aspects of the audience and main purpose of different media products, for example:

- an official football club programme and a football fanzine.

Learners' evidence will lack detail and may be presented in lists or bullet points. Limited use of subject-specific terminology will be demonstrated.

Learning aim B: Explore how media products are created to provide meaning and engage audiences

Evidence for the assignment: learners will produce a portfolio of evidence that demonstrates their understanding of how media products are used in **one** of the following sectors:

- audio/moving image
- publishing and interactive
- provide meaning and engage audiences.

Learners will consider the use of generic codes and conventions, and narrative and representations in the context of audience engagement. They will also explore how media production techniques are used to create different effects and generate meaning. At Level 2, learners will analyse and deconstruct different products in detail, demonstrating their understanding of the relationship between genre, narrative, representation and media production techniques to engage audiences. At Level 1, learners will present partial evidence showing limited understanding of how genre, narrative, representation and media production techniques are used in media products.

For Level 2 Distinction: learners will carefully select media products from their chosen sector, analysing the relationship between genre, narrative, representation and production techniques used to provide meaning and engage selected audiences, demonstrating comprehensive understanding of how audiences may interpret the same media product in different ways. They will deconstruct media products, analysing how production techniques have been combined to create meaning, with detailed reference to considered examples.

They will explore several different media production techniques within their chosen media sector, to support their understanding of the production techniques used.

Learners will make a consistently committed and professional approach in classes and workshops, developing a robust understanding of production techniques. Learners will communicate their findings effectively, demonstrating comprehensive understanding. They will use effective presentation techniques and accurate use of subject-specific terminology.

For Level 2 Merit: learners will select media products from their chosen sector, discussing the relationship between genre, narrative, representation and production techniques used to provide meaning and engage audiences, demonstrating a detailed understanding of how audiences may interpret the same media product in different ways. They will deconstruct media products to discuss how production techniques have been combined to create meaning, with detailed reference to illustrative examples. They will explore different media production techniques within their chosen media sector to support their understanding of the production techniques used.

Learners will demonstrate commitment and enthusiasm to classes and workshops, developing a good understanding of production techniques. Learners will communicate their findings clearly, demonstrating detailed understanding. They will use appropriate presentation techniques and subject-specific terminology.

For Level 2 Pass: learners will select media products from their chosen sector, describing how genre, narrative and representation are used to provide meaning and engage audiences, demonstrating understanding of how audiences may interpret the same media product in different ways. They will deconstruct media products describing how production techniques have been used to create meaning with reference to relevant examples. They will explore different media production techniques within their chosen media sector to support their understanding.

Learners will demonstrate commitment to classes and workshops, developing a good understanding of production techniques. Learners will communicate their findings with some detail, demonstrating adequate understanding. They will use some appropriate presentation techniques and subject-specific terminology.

For Level 1 Merit: learners will select media products from their chosen sector, identifying how genre, narrative and representation are used to provide meaning and engage audiences. They will deconstruct media products, identifying how production techniques have been used with some reference to basic examples. They will explore some media production techniques within their chosen media sector.

Learners will demonstrate some commitment to classes and workshops, showing some understanding of production techniques. Work may be communicated in expanded lists or bullet points. Some limited use of subject-specific terminology will be evident.

For Level 1 Pass: learners will select media products from their chosen sector, identifying how genre, narrative and representation are used to provide meaning and engage audiences. They will deconstruct at least one media product to identify how production techniques have been used, with some reference to limited examples. They will explore at least one media production technique within their chosen media sector.

Learners will demonstrate limited commitment to classes and workshops, demonstrating some understanding of production techniques. Learners may require some support or prompting. Work will lack detail and may be presented in lists or bullet points. Some use of subject-specific terminology will be evident.

COMPONENT 1: EXPLORING MEDIA PRODUCTS

Resource requirements

For this component, learners must have access to:

- production facilities for at least one of the three media sectors (audio-visual, publishing, interactive)
- a range of existing media products covering all three sectors, e.g. DVDs, audio podcasts, advertisements, magazines, brochures, games, websites
- a library and/or internet resources to carry out underpinning research
- video recording and playback facilities to support development throughout the unit and for recording of presentations and other evidence
- an internet connection and digital resources.

Component 2: Developing Digital Media Production Skills

Levels: **1/2**

Assessment type: **Internal**

Guided learning hours: **36**

Component in brief

Learners will develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.

Introduction

Working in the creative media industry involves the application of a wide range of practical processes, skills and techniques. The industry requires practitioners who can create products that are effective and well matched to their audience and purpose.

In this component, you will develop practical media production skills and techniques. You will have the opportunity to specialise in one or more of the following media sectors: audio/moving image, publishing and/or interactive media. You will take part in workshops and classes where you will develop practical skills and techniques. You will apply these skills and techniques to relevant pre-production, production and post-production processes when reworking an existing media product/s. Throughout your development, you will review your progress and consider how you can make improvements to your techniques.

Being able to learn and apply new practical skills through experimenting, reflecting and refining, is highly valued in the creative industries. This component will help you to progress to Level 2 or Level 3 vocational or academic qualifications. The component will also enable you to develop transferable skills, such as teamwork, time management and communication, to prepare you for further study and employment.

Learning aims

- A** Develop media production skills and techniques
- B** Apply media production skills and techniques
- C** Review own progress and development of skills and practices.

Teaching content

Learning aim A: Develop media production skills and techniques

A1: Practical skills and techniques

Learners will participate in workshops and classes to develop media production skills and techniques appropriate to **one**, or **all**, of the following media sectors: audio/moving image, publishing and interactive media.

- Planning skills relevant to the media sector, such as:
 - audio/moving image, e.g. developing narratives and storylines, synopsis, treatment, dialogue and sound scripts, screenplays, storyboards, shot lists
 - publishing, e.g. mood boards, house style, thumbnails, sketches, flat plans, design comps (comprehensive layout), mock-ups
 - interactive, e.g. wireframes, storyboards, game outline, rules, scoring systems, controls, interactivity, structure charts, levels.
- Skills and techniques for creating content relevant to the media sector, such as:
 - audio/moving image, e.g. shooting video in different locations, shot composition, framing, angle, camera movement, recording audio in a studio and on location, acoustics, microphones, ambient sound, recording levels
 - publishing, e.g. writing and editing copy, taking photographs, cropping, scaling, and resizing images, image manipulation techniques, creating graphics
 - interactive, e.g. creating buttons, graphics, icons, sprites, 3D models, objects, taking photographs, cropping, scaling and resizing images, image manipulation techniques.
- Skills and techniques for combining, shaping and refining content relevant to the media sector, such as:
 - audio/moving image, e.g. editing audio, editing video, mixing sound, transitions, audio effects, visual effects
 - publishing, e.g. page layout and design – typography, use of colour, paragraph and character styles, text wrap, columns, creating a visual hierarchy, using white space
 - interactive, e.g. structure and design of screens/pages, adding interactive features, developing backgrounds and scenery, sound, lighting.

Learning aim B: Apply media production skills and techniques

Learners will apply relevant media production skills and techniques through the following media practices: pre-production, production and post-production when reworking extracts of an existing media product/s such as a movie trailer, a magazine cover or a platform game.

B1: Pre-production processes and practices

- Audio/moving image pre-production processes and practices, such as producing:
 - a sound script
 - a shooting script
 - a storyboard.
- Publishing pre-production processes and practices, such as producing:
 - thumbnails
 - sketches of page layouts
 - design comps (comprehensive layout)
 - page mock-ups.
- Interactive pre-production processes and practices, such as producing:
 - sketches of ideas
 - a wireframe for different pages/screens
 - a storyboard for levels in a game.

B2: Production processes and practices

- Audio/moving image production processes and practices, such as:
 - recording audio
 - shooting footage.
- Publishing production processes and practices, such as:
 - preparing copy
 - taking photographs
 - image manipulation
 - creating graphics
 - saving images in appropriate file formats.
- Interactive production processes and practices, such as:
 - creating assets, including buttons, graphics, icons, sprites, character models, objects, props
 - preparing assets including cropping, resizing and optimising images, trimming audio, manipulating objects
 - importing and applying textures.

COMPONENT 2: DEVELOPING DIGITAL MEDIA PRODUCTION SKILLS

B3: Post-production processes and practices

- Audio/moving image post-production processes and practices, such as:
 - editing audio
 - editing audio and video footage together into a finished extract
 - rendering audio and video.
- Publishing post-production processes and practices, such as:
 - combining assets into a page layout and design that makes effective use of colour and the design concepts of balance, proximity, alignment, repetition, contrast and space
 - exporting files for digital publication.
- Interactive post-production processes and practices, such as:
 - testing and refining a prototype or game demo to ensure consistency, accessibility and playability for a computer game
 - exporting files for distribution.

Learning aim C: Review own progress and development of skills and practices

Learners must track their progress during this component, reflecting on their development of skills and techniques in workshops through to the application of pre-production, production and post-production processes and practices.

Learners will use a skills audit to highlight strengths and areas for improvement, which should be used to set future targets.

C1: Review of progress and development

The review can include audio-visual commentaries (such as screen recordings), annotated practical work and/or written content, with reference to the following:

- development of skills and techniques
- responding to audience/user feedback
- identifying strengths and areas for development
- actions and targets for future production work
- reference to professional working practices
- use of terminology appropriate to the media field.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of the practical skills, techniques and processes used for reproducing extracts from existing media product/s. They will learn how to review their own practice, supporting their progress and development of practical production skills.

You can choose to deliver this component alongside Component 1. Assignments can focus on each learning aim or you can combine them within or across components.

Essential information for setting assignments

The recommended structure for setting assignments is one for each learning aim, however you may combine learning aims within or across components. Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See *Section 5* for more information.

Learning aim A: Develop media production skills and techniques

Description

Learners will participate in workshops and classes, developing media production skills and techniques, for example planning, creating, combining and refining content in one, or all, of the following sectors: audio/moving image, publishing and interactive media.

Learners will practise and refine the skills and techniques through practical experimentation.

Learners may work independently or as part of a production team.

Example task(s)

- Using planning templates, including some that are partially completed. Learners complete a series of planning challenges, for example a shooting script for a music video, a flat plan for a football programme, the rules for a platform game.
- Learners participate in workshops to develop skills in preparing content for media production, for example using different camera angles and types of camera movement, experimenting with image manipulation techniques, creating graphics, icons and sprites for websites, apps and games.
- Learners experiment with production skills and techniques, e.g. editing voices, sound effects and a music bed into a radio jingle, combining text and images to create the front cover of a magazine, creating an image slideshow for a web page.

Evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- a record of workshop/class
- evidence of skills and techniques, for example annotated screenshots, narrated screen recordings, annotated drafts/prototypes
- the outcomes of practical work
- teacher observation.

Learning aim B: Apply media production skills and techniques**Description**

Learners will engage in pre-production, production and post-production processes and practices in order to further develop their practical media skills and techniques. They will work individually, or as part of a production team, to apply appropriate skills and techniques when reworking extracts from examples of existing media products.

Example task(s)

- Learners select aspects of a media product(s) to rework, for example a scene from a music video, a double-page spread from a fashion magazine, a homepage from a website, a level from a maze game.
- Learners create pre-production documents that illustrate how they are going to rework an aspect of the media product(s), for example a storyboard of a scene from a music video, a sketch of a page layout and design, a wireframe of a web page, a storyboard for the level of a game. These pre-production planning documents can be refined through peer feedback.
- Using their pre-production planning, learners participate in production workshops to create the content they need to implement their plans, for example recording footage for a music video, taking photographs for a fashion magazine, creating a banner for a web page, creating sprites for a maze game.
- Learners experiment with post-production skills and techniques to rework aspects of a media product, for example editing together audio and video into an extract from a music video, creating and refining the page layout and design for a magazine double-page spread, creating and testing a level from a maze game.
- Learners will trial optimisation and compression techniques, for example rendering audio and video, exporting a magazine layout as a .pdf, exporting a maze game as an .exe file.

Evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- evidence of pre-production, production and post-production processes, for example annotated screenshots, narrated screen recordings, annotated drafts/prototypes
- the outcomes of practical work
- teacher observation.

Learning aim C: Review own progress and development of skills and practices

Description

Learners will reflect on their development and application of skills, techniques and production practices. They will provide a review that documents their progress from workshops through to application of practical skills and techniques.

The review should include annotated or narrated examples of practical work. Learners will need to assess strengths and areas for improvement.

Example task(s)

- Review the progress made through practical work.
- Produce a skills audit that records strengths and areas for improvement, with reference to:
 - skills and techniques in the chosen sector(s)
 - the application of skills and techniques through pre-production, production and post-production processes and practices.

Evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- a log of practical skills developed, including annotated or narrated practical work
- a skills audit to detail strengths and future improvements.

Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Develop media production skills and techniques				
A.1P1 Demonstrate limited development of media production skills and techniques.	A.1M1 Demonstrate basic development of media production skills and techniques through some experimental practical work.	A.2P1 Demonstrate appropriate development of media production skills and techniques through relevant experimental practical work.	A.2M1 Demonstrate effective development of media production skills and techniques through focused experimental practical work.	A.2D1 Demonstrate comprehensive development of media production skills and techniques through creative experimental practical work.
Learning aim B: Apply media production skills and techniques				
B.1P2 Demonstrate limited application of pre-production skills and techniques when reworking aspects of an existing media product.	B.1M2 Demonstrate basic application of pre-production skills and techniques when reworking aspects of an existing media product.	B.2P2 Demonstrate relevant application of pre-production skills and techniques when reworking aspects of an existing media product, leading to appropriate outcomes.	B.2M2 Demonstrate effective application of pre-production, production and post-production skills and techniques when reworking aspects of an existing media product, leading to effective outcomes.	B.2D2 Demonstrate imaginative application of pre-production, production and post-production skills and techniques when reworking aspects of an existing media product, leading to creative outcomes.
B.1P3 Demonstrate limited application of production and post-production skills and techniques when reworking aspects of an existing media product.	B.1M3 Demonstrate basic application of production and post-production skills and techniques when reworking aspects of an existing media product.	B.2P3 Demonstrate relevant application of production and post-production skills and techniques when reworking aspects of an existing media product, leading to appropriate outcomes.		

COMPONENT 2: DEVELOPING DIGITAL MEDIA PRODUCTION SKILLS

Learning aim C: Review own progress and development of skills and practices				
C.1P4 Identify own development of skills and techniques, with use of limited examples.	C.1M4 Identify own development of skills and techniques, strengths and areas for improvement, with use of basic examples.	C.2P4 Describe own development and application of skills and techniques, using adequate examples to identify strengths and areas for improvement.	C.2M3 Explain own development and application of skills and techniques, using appropriate examples to identify strengths and areas for improvement.	C.2D3 Analyse own development and application of skills and techniques, using considered examples to identify strengths and set targets for improvement.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Overall component grade				
Learner evidence satisfies all Level 1 Pass criteria.	Learner evidence satisfies either : all Level 1 Merit criteria or all Level 1 Pass criteria and C.2P4.	Learner evidence satisfies all Level 2 Pass criteria.	Learner evidence satisfies either : all Level 2 Merit criteria or all Level 2 Pass criteria and C.2D3.	Learner evidence satisfies all Level 2 Distinction criteria.

To be given a unit grade, a learner must complete assignments for all learning aims. Please refer to *Section 5* for further guidance on internal assessment, including how to apply criteria to evidence at Level 1 and Level 2.

Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

Learning aim A: Develop media production skills and techniques

Evidence for the assignment: learners will demonstrate their development of media production skills and techniques in audio/moving image, publishing and/or interactive media during workshops, classes and practical exercises. At Level 2, learners will develop appropriate skills and techniques in planning, content preparation and production activities. At Level 1, learners will demonstrate limited development of skills and techniques in some areas of planning, content preparation and production activities.

For Level 2 Distinction: learners will participate in practical workshops, demonstrating the ability to combine skills and techniques, for example writing a script, recording audio, editing and mixing the audio into a sequence.

Learners will strive to achieve the highest standards through resourcefulness and attention to detail. Learners will creatively experiment with different techniques to support their skills development by, for example:

- producing detailed plans for the visual style, content and structure of a media product(s), or part of a media product(s)
- practising a wide range of skills and techniques for creating content for media products
- skilfully combining and refining content through production activities.

Learners will demonstrate a consistently committed and professional approach in workshops and production activities, showing initiative, an aptitude for problem solving and the imaginative use of media production skills and techniques, for example adding validation to a form in a website. Learners will demonstrate creativity through their experimentation with different skills and techniques.

For Level 2 Merit: learners will participate in practical workshops, demonstrating an effective approach to the development of different skills and techniques, for example designing and creating original assets, which are then incorporated within a game demo.

Learners will show a willingness to experiment with different techniques to support their skills development by, for example:

- producing plans for the visual style and content of a media product(s), or part of a media product(s)
- practising a range of skills and techniques for creating content for media products
- combining and refining content through production activities.

Learners will demonstrate commitment and enthusiasm in workshops and production activities, showing the ability to problem solve and effectively use media production skills and techniques, for example adding text wrap to an image in a magazine layout. Learners will experiment purposefully with different skills and techniques.

For Level 2 Pass: learners will participate in practical workshops, demonstrating an appropriate approach to the development of skills and techniques in their chosen media field, for example adding transitions and visual effects to a video sequence.

Learners will experiment with production techniques to support their skills development by, for example:

- producing plans for the visual style, content or the structure of a media product(s), or part of a media product(s)
- practising skills and techniques for creating content for media products, although these will be inconsistent
- combining and refining material content through production activities.

COMPONENT 2: DEVELOPING DIGITAL MEDIA PRODUCTION SKILLS

Learners will demonstrate commitment in workshops and production activities, showing reliability and the appropriate use of media production skills and techniques, for example resizing images in proportion. Learners will experiment with some skills and techniques.

For Level 1 Merit: learners will participate in practical workshops, demonstrating basic development to skills and techniques in their chosen media field, for example adding background music to a game sequence.

Learners will lack organisation and their work may be unfinished but they will experiment with some production techniques to support their skills development by, for example:

- producing basic planning evidence
- creating basic content for media products
- combining content through production activities.

Learners will demonstrate some commitment in workshops and production activities, showing basic use of media production skills and techniques, for example changing the font, font size and colour of text in an e-magazine. Learners will experiment with some skills and techniques.

For Level 1 Pass: learners will participate in practical workshops, demonstrating limited development of skills and techniques in their chosen media field, for example filming footage for a TV commercial.

Learners will participate in some aspects of the production process, for example:

- producing limited planning evidence
- creating limited content for production or combining material.

Learners will demonstrate limited commitment in workshops and/or production activities, showing some use of media production skills and techniques, for example linking pages together in a website.

Learning aim B: Apply media production skills and techniques

Evidence for the assignment: learners will present a record, or be directly observed, demonstrating the application and use of media skills and techniques through pre-production, production processes and post-production practices. At Level 2, learners will apply appropriate skills and techniques when reworking of aspects of an existing media product/s. At Level 1, learners will apply basic skills and techniques during the production process.

For Level 2 Distinction: learners will demonstrate imaginative application of pre-production, production and post-production processes, skills and techniques when reworking aspects of an existing media product, developing the content during production to craft coherent and creative outcomes.

Through pre-production, production and post-production activities, learners will be able to:

- confidently apply pre-production skills and techniques to a consistently high standard
- apply production and post-production skills and techniques to generate creative outcomes.

Learners will demonstrate a high standard of technical proficiency, applying stylistic and technical skills with self-assurance and expertise. The practical outcomes will be refined through highly effective experimentation with editing, page layout and design or prototyping techniques.

Learners will approach their work with initiative, imagination and a consistently positive manner.

For Level 2 Merit: learners will demonstrate effective application of pre-production, production and post-production processes, skills and techniques when reworking aspects of an existing media product/s, developing the content during production to craft effective outcomes.

Through pre-production, production and post-production activities, learners will be able to:

- apply pre-production skills and techniques with consistency and effectiveness
- apply production and post-production skills and techniques to create effective outcomes.

Learners will demonstrate technical proficiency, applying stylistic and technical skills effectively. The practical outcomes will be refined through effective experimentation with aspects of editing, page layout and design or prototyping techniques. Learners will approach their work effectively with a positive manner.

For Level 2 Pass: learners will demonstrate competent application of pre-production, production and post-production processes, skills and techniques when reworking aspects of an existing media product/s, developing the content during production to deliver appropriate outcomes.

Through pre-production, production and post-production activities, learners will be able to:

- apply competent pre-production skills and techniques
- apply production and post-production skills and techniques to create appropriate outcomes.

Learners will demonstrate competency, applying stylistic and technical skills appropriately. The practical outcomes will be refined through appropriate experimentation with aspects of editing, page layout and design or prototyping techniques. Learners will approach their work appropriately with a positive manner.

For Level 1 Merit: learners will demonstrate basic use of pre-production, production and post-production processes, skills and techniques when reproducing or reworking aspects of an existing media product/s.

Through pre-production, production and post-production activities, learners will be able to:

- apply some basic pre-production skills and techniques
- apply basic production and post-production skills and techniques.

Learners will demonstrate some competency, applying stylistic and technical skills, although this may be inconsistent. Learners will display an appropriate approach to practical tasks, although they may require some support or prompting.

For Level 1 Pass: learners will demonstrate limited use of pre-production, production and post-production processes, skills and techniques when reproducing aspects of an existing media product/s.

Through pre-production, production and post-production activities, learners will be able to:

- apply some limited pre-production skills and techniques
- apply limited production and post-production skills and techniques.

Learners will demonstrate limited competency in the practical activities. Learners will display an approach to practical tasks, although they will require some support or prompting.

Learning aim C: Review own progress and development of skills and practices

Evidence for the assignment: learners will produce a log reflecting on their development and application of skills, techniques and practices in media production. At Level 2, learners will provide details of their development with direct reference to their work. Strengths and areas for improvement will be presented through a skills audit. At Level 1, learners will present an overview of their development with some reference to strengths and areas for improvement.

For Level 2 Distinction: learners will analyse in detail their own development and application of skills, techniques, strengths and areas for improvement, setting targets for improvement with reference to carefully selected examples of pre-production, production and post-production activity. Attention to detail regarding identification of strengths, areas for improvement and setting of realistic targets will demonstrate:

- use of the skills audit to identify specific ways in which to improve
- evidence of practically addressing areas of improvement
- practical skills development enhanced through effective skills review
- examples that show full understanding of their own ability, such as analysis of the use of editing audio skills, showing how this skill was improved during experimental work right through to how effective this was when applied to a specific context and why.

The log will be presented to a high standard with accurate use of subject-specific terminology and effective presentation techniques.

For Level 2 Merit: learners will explain their own development and application of skills, including strengths and areas of improvement, with reference to pre-production, production and post-production activity. They will explain their identified strengths and, areas for improvement. They will set out realistic targets which will demonstrate:

- suggestions for ways to improve through the skills audit
- evidence of practically addressing most areas of improvement
- some practical skills development enhanced through considered skills review
- examples that show understanding of their own ability, such as explanation of use of editing techniques in video production and how these skills were developed, through to how effective this was when applied to a specific context.

The log will be presented using appropriate presentation techniques, examples and subject-specific terminology.

For Level 2 Pass: learners will describe their own development and application of skills, including strengths and areas for improvement, with reference to pre-production, production and post-production activity.

Their account will describe strengths and areas for improvement, including:

- suggestions of what needs to be improved but not necessarily ways in which to achieve this
- evidence of practically addressing some areas of improvement
- some practical skills development enhanced through adequate skills review
- examples that show some understanding of their own ability, such as description of use of distorted images as an area for improvement and reasoning for how this has improved.

The log will include a relevant level of detail, including examples, with mostly accurate use of subject-specific terminology and presentation techniques.

For Level 1 Merit: learners will present an overview of their own development and application of skills, including strengths and areas for improvement, with reference to their practical work.

Learners will not necessarily take the pre-production, production and post-production process fully into account.

Their account will identify strengths and areas for improvement and include:

- listing of strengths, such as framing shots and use of angles
- listing of areas for improvement, such as use of cropping, resizing and optimising images
- some detailed examples, such as when and why image size affected the practical outcome.

The log will include some detail and may be presented as expanded lists or bullet points.

Examples will be provided but may not all be relevant. There will be some use of subject-specific terminology in the work presented.

For Level 1 Pass: learners will present an overview of their own development and application of skills with reference to their practical work.

Their account will identify their development of skills and techniques and will include:

- listing of skills and techniques in pre-production, for example use of vector graphics to create buttons for a website
- listing of skills and techniques in production and post-production, for example adding titles to a video.

The log will lack detail and may be presented in lists or bullet points. Limited communication skills and use of subject-specific vocabulary will be demonstrated.

Resource requirements

For this component, learners must have access to:

- media production tools, technology and equipment appropriate to the sector, for example digital cameras, file conversion, image manipulation and web authoring software for web design
- planning software or templates
- an internet connection and digital resources.

Component 3: Create a Media Product in Response to a Brief

Levels: **1/2**

Assessment type: **Synoptic External**

Guided learning hours: **48**

Component in brief

Learners will apply and develop their planning and production skills and techniques to create a media product in response to a client brief.

Introduction

Media production is a dynamic and rewarding practice that requires the application of various practical skills and personal qualities. In order to prosper, the media industry needs practitioners who are able to generate ideas and create effective media products in response to a brief.

In this component, you will respond to a client brief and create a product in one of the following media sectors: audio/moving image, publishing or interactive. You will interpret the client's needs and engage in the process of ideas generation, selecting and refining your ideas until you are satisfied that you have an idea that meets the requirements of the brief. You will undertake pre-production planning to demonstrate to the client how your ideas will be implemented within a planned media product. Throughout the pre-production process, you will need to monitor and review the effectiveness of your planning and intended outcome to ensure that your planned media product is fit for audience and purpose. This should enable you to make the necessary amendments and improvements to your proposed product as you enter the production stage of the process and create a suitable digital media product in response to the brief.

This component will help you to progress to Level 2 or Level 3 vocational or academic qualifications, which will allow you to focus in more detail on your chosen media specialism, such as a Level 3 Moving Image pathway. The component will also enable you to develop transferable skills, such as time management and communication skills, in preparation for further study and employment.

Summary of assessment

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will apply their practical skills to the creation of a media product in response to a brief. Learners will submit their ideas, pre-production planning and final media product in a portfolio of evidence.

The task is worth 60 marks and will be completed under supervised conditions. The supervised assessment period is a maximum of nine hours and should be arranged in the period timetabled by Pearson. The assessment availability is May/June only. First assessment is May 2019.

Sample assessment materials will be available to help centres prepare learners for assessment.

COMPONENT 3: CREATE A MEDIA PRODUCT IN RESPONSE TO A BRIEF

Assessment objectives

AO1 Understand how to develop ideas in response to a brief

AO2 Develop planning materials in response to a brief

AO3 Apply media production skills and techniques to the creation of a media product

AO4 Create and refine a media product to meet the requirements of a brief

Essential content

This gives the content that must be taught for the externally-set task. Content will be sampled through the external assessment over time.

A Develop ideas in response to a brief

A1 Responding to a brief

- Establishing the requirements of the brief:
 - the client: the type of company or organisation that has set the brief, their market or field and competitors
 - the aim or purpose of the brief
 - technical requirements: product type, size, duration, format.
- Defining the target audience:
 - age, gender, location, income level
 - lifestyle, attitude, values, interests, behaviour, personality.
- Researching similar existing products to understand the marketplace/competition:
 - products: mainstream, niche, alternative, generic, unconventional
 - textual analysis of the technical and stylistic codes
 - content analysis to establish the contents, order and sequencing.
- Exploring the chosen media sector to support the generation of ideas:
 - audience responses to media products aimed at the same target audience
 - current trends in the chosen media sector.
- Theme of the brief:
 - secondary research into the topic or theme of the brief.

A2 Generating ideas

Learners will need to consider different ideas for their product, its content and style, in order to develop a coherent product proposal.

- Product:
 - audio/moving image: podcast, radio broadcast, audio guide, news or feature package, advertisement, trailer, viral video, promotional video, short film, animation
 - publishing: magazine, brochure, marketing material, newspaper, advertorial, leaflet
 - interactive: game demo, website, app, e-magazine, HTML newsletter.
- Content:
 - structure: storyline, narrative, running order, pages, screens, levels
 - breakdown: characters, articles, features, rules.
- Style and design:
 - style: *mise en scène*, tone, mode of address, house style
 - design: locations, atmospheric and ambient sound, game environment.
- Idea selection:
 - retain, reject, combine and refine ideas to form a chosen idea for a media product.

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B Develop planning materials in response to a brief

B1 Planning materials

Learners need to produce sector-specific planning materials that are sufficiently detailed to enable the client to visualise the proposed product.

- Storyboarding for moving image:
 - conventions: types of shot, shot composition, framing, camera movement, transitions, shot duration, dialogue, soundtrack
 - storytelling: staging, continuity, direction notes.
- Writing a script for audio/moving image:
 - conventions: title page, description of action, dialogue, audio elements: music, sound effects, jingles, interviews, vox pop, music bed
 - storytelling: sequences, scenes, use of language, directions, timings.
- Page layout and design for publishing:
 - conventions: thumbnails, sketches, wireframes
 - positioning: assets, features, content, columns, white space
 - design: consistency, headlines, straplines, colours, fonts.
- Page layout and design for interactive:
 - conventions: visual representation of pages, screens and levels
 - positioning: text, images, other assets
 - flow: interactivity, navigation, movement, sound, rules.

B2 Managing the production process

Learners will need to manage the following aspects of the production process.

- Time management:
 - schedules: maintain production schedules of tasks and deadlines
 - contingency planning.
- Copyright, clearances and permissions:
 - checking copyright status of secondary assets and material: public copyright licences such as Creative Commons, royalty free (RF), public domain (expired copyright), obtaining permission to use copyright assets or material
 - clearances to use locations, participants for public screening/viewing.

C Apply media production skills and techniques to the creation of a media product

Learners will apply production skills and techniques to the creation of their media product within their chosen sector through selection and use of appropriate equipment and in response to the client's needs.

C1 Monitor and review the outcomes of the production process

Learners will need to continually reflect on the progress of their media product as they engage in the different stages of the production process.

- Monitoring outcomes to identify strengths and potential areas for improvement.
- Making refinements to the media product to improve the outcome.

C2 Production skills and techniques

Learners will use relevant skills and techniques developed in Components 1 and 2 to prepare the content needed for the construction of their chosen media product.

- Capturing footage and audio:
 - equipment: cameras, tripods, lights, microphones, portable audio digital recorders, radio studio
 - techniques: camerawork, framing, shot type and length, angle, movement, checking sound levels, sound capture.
- Creating images and assets:
 - equipment and software: digital cameras, vector drawing tools and packages, image editing and manipulation tools and packages, game authoring software
 - techniques: composition, cropping, resizing, image adjustments, image manipulation, image quality, preparing assets.
- Creating copy:
 - equipment and software: word processing
 - techniques: speak to the reader, use facts and statistics, check sources, organisation of content and ideas, short paragraphs, repetition, proofreading.
- Sourcing content from secondary sources:
 - quality: file size, file format
 - assessing suitability and fitness for purpose.

C3 Combining and refining content

Learners will need to edit their content together to create a finished product for presentation to the client.

- Editing audio and moving image:
 - software: digital video editing, digital audio editing
 - techniques: continuity editing, non-continuity editing, transitions, audio mixing, audio and visual effects, titles and credits, sound beds
 - stylistic codes: camera framing, angle, movement, *mise en scène*, lighting, editing and sound.
- Combining assets for the page and screen:
 - software: graphics or image manipulation, desktop publishing
 - techniques: alignment, formatting text and images, use of colour
 - stylistic codes: layout and design principles, typography, image editing.

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- Adding interactivity:
 - software: web design, games authoring, app development
 - techniques: incorporating interactive objects and features, navigation, controls
 - stylistic codes: interactivity, user interface, usability/playability, *mise en scène*, gaming environments, lighting and sound.

C4 Testing and exporting for distribution

Learners will need to test their media product to ensure it functions as intended and save it in an appropriate file format for distribution.

- Testing: usability testing, functionality testing
- Compressing media products: rendering audio and video, file optimisation
- Exporting in appropriate file formats for the chosen distribution platform.

Grade descriptors

To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the component. The principle of best fit will apply in awarding grades.

Level 1 Pass

Learners will identify and respond to some of the requirements of the brief. They will generate and outline a simple idea for a media product, but this will be obvious and often incomplete. They will attempt to produce the relevant planning materials, however this is likely to be only partially completed and will reveal a limited understanding of the production process.

Learners will use basic skills and techniques to carry out practical tasks but will lack confidence. Some areas for improvement will be identified and acted upon. The final product will be limited in terms of content and technical competence and will only be partially relevant to the client's needs or those of the target audience. They are likely to be missing footage/content and lack synchronicity.

Level 2 Pass

Learners will respond competently to the requirements of the brief. They will generate and describe an appropriate idea for a media product. They will produce relevant planning materials, most of which will be complete and workable and will reveal understanding of the production process.

Learners will use skills and techniques to carry out practical tasks and will be able to gather appropriate content for their product. Several areas for improvement will be identified and acted upon appropriately. The final product will contain suitable content which should be suitable to meet the client's needs and appeal to the target audience. However, there may be some footage/content that is lacking in terms of quality or relevance.

Level 2 Distinction

Learners will respond effectively to the requirements of the brief. They will generate and explain a highly effective idea for a media product. They will produce highly detailed and relevant pre-production materials, which will be complete in all aspects and suitable for use as working documents and will reveal a clear understanding of the production process.

Learners will be adept at using skills and techniques to carry out practical tasks and will be able to gather effective content for their production. Key areas for improvement will be identified and acted upon effectively. The final product will be imaginative and technically efficient in order to meet all of the client's needs and appeal to the target audience.

4 Planning your programme

Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

What level of sector knowledge is needed to teach this qualification?

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 that will prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required.

How does this qualification contribute to Key Stage 4 learning?

This qualification gives learners opportunities to apply learning from GCSE English and mathematics to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of media products, processes and techniques.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each component includes delivery guidance and suggested assessment tasks. Using this information, our free delivery guidance and the authorised assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example researching, planning, problem solving and communicating, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

5 Internal assessment

Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*, available on our website. When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

In this qualification, there are two internally-assessed components. They will be assessed through assignments set by the assessment team using the guidance and examples we provide. As these components are graded spanning Level 1 and Level 2 of the Regulated Qualifications Framework, our well-established approach to BTEC assignments has been retained and adapted to the needs of these learners.

At the start of the learning period for this qualification, learners will be introduced to vocational contexts for their learning, often for the first time, and they will then build up a detailed appreciation of the sector and some of the technical skills required to succeed. This requires an extended period of learning and formative assessment that supports learners in understanding the context, developing skills and aptitudes. Learners will move on to undertake realistic vocational tasks involving wider attributes such as teamwork, presentation, self-management, research and analysis.

Formal assignments to assess performance are distinct periods of assessment that learners understand are being used to judge the learning aims. They will be separate from the practice and exploration activities that have been used during the learning period.

When setting assignments, you need to take account of the requirements of the component format as explained in *Section 2*. The assignments must relate to both Level 1 and Level 2.

For example:

- achievement at Level 1 is consistent with learners using basic information to complete a task, giving some indication of whether what has been done is successful
- achievement at Level 2 in the same task could require learning to demonstrate a broader understanding through solving straightforward problems related to the task, gathering information to help learners do that and commenting on how effective their actions have been.

Operating internal assessment

The assessment team

So that all assessment is planned and verified, it is important that there is an effective team for internal assessment. For these qualifications, it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full details are given in the *Pearson Quality Assurance Handbook*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the two internal components and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. We provide authorised assignment briefs and guidance in each component for setting assignments. You can adapt materials to your local contexts.

A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria. In order to support you and to make sure that all learners nationally are being assessed fairly and consistently to the national standards, we give details in components on the assignments and in authorised assignment briefs to show how valid assignments can be set. You can choose to use the materials we provide or to adapt them to take account of your local circumstances, provided that assignments are verified.

When setting your assignments:

- provide a vocational scenario or context that motivates the learner to apply their learning for a purpose and audience
- give learners clear tasks and structures for evidence – the assessment criteria are not written for this purpose
- ensure that learners are drawing on the specified range of teaching content
- specify the type and quality of evidence that a learner should produce
- if a component contains synoptic assessment the planned components must allow learners to select and apply their learning using appropriate self-management of tasks.

The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments.

Full definitions of types of assessment are given in *Appendix 1*. Some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- work logbooks, reflective journals.

The form(s) of evidence selected must allow a verifier to check the assessor's decisions independently. For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Making valid assessment decisions

Assessment decisions through applying assessment criteria

Assessment decisions for these qualifications are based on the specific criteria given in each component. In order to apply the criteria, centres should be aware of the difference between Level 1 and 2 of the Regulated Qualifications Framework. At both levels, learners are expected to take responsibility to complete tasks completely and correctly. The differences include:

- **at Level 1** – completion of tasks using evidence that may be simple, structured, routine, using given information and using simple judgements and basic factual information
- **at Level 2** – completion of tasks using evidence that may be semi-structured or unstructured, using researched or analysed information, showing understanding, problem solving and using own judgement.

The way in which the learner has provided evidence against the tasks will indicate the level they are working at.

Each internal component shows how grades can be awarded using clear and unambiguous criteria. Each assignment shows a hierarchy of criteria that should be considered holistically to apply to the evidence. It should be understood that in each of the two levels a learner demonstrating achievement for a higher grade would need to do so through satisfying the lower grade criteria. For example, if a Level 2 Merit criterion requires the learner to 'compare' and the related Level 2 Pass criterion requires the learner to 'explain', then in making a comparison the learner will need to 'explain'.

When a learner has completed the assessment for a component, you can give a component grade.

Level 2 Distinction	A learner has satisfied all the Level 2 Distinction criteria for the component through: <ul style="list-style-type: none"> • outstanding performance that fully addresses all learning aims, with a sound grasp of facts and concepts, selection and interpretation of information, and fluent use of skills in more complex situations.
Level 2 Merit	A learner has shown high performance across the component through either : <ul style="list-style-type: none"> • having satisfied all the Level 2 Merit criteria for all learning aims or • having achieved all the Level 2 Pass criteria and showing an outstanding performance in the final assignment as defined by the Level 2 Distinction criteria.
Level 2 Pass	A learner has satisfied all the Level 2 Pass criteria for the learning aims through: <ul style="list-style-type: none"> • showing coverage and understanding of content at a good standard and appropriate skill demonstration.
Level 1 Merit	A learner has shown an acceptable standard across the component, addressing a range of content and demonstrating some understanding through either : <ul style="list-style-type: none"> • having satisfied all the Level 1 Merit criteria for all learning aims or • having achieved the Level 1 Pass criteria and showing a good standard of performance in the final assignment as defined by the Level 2 Pass criteria.
Level 1 Pass	A learner must satisfy all Level 1 Pass criteria for the learning aims through: <ul style="list-style-type: none"> • showing basic knowledge and ability to complete routine tasks.
U	A learner who does not satisfy all the Level 1 Pass criteria should be reported as having a U grade.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information given in components and training materials. The evidence from a learner should be judged using all the relevant criteria. In making a judgement, you should consider whether evidence is present and sufficiently comprehensive.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. 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 assignments 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, as learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' 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 assignment 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 9*.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence, based on the completed assignment brief.

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.

For assessment to be fair, it is important that learners are all assessed in the same way and that no learners are advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by the planned deadline or an authorised extension deadline (if one was given for specific circumstances) may not have the opportunity to subsequently resubmit. Similarly, learners submitting work that is not their own should not be given an opportunity to resubmit.

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

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is Level 1 Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and, where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

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 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.
- 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.
- Centres should refer to the teacher guidance section in individual components to check for any specific resources required.

Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. 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 Tech Award qualifications 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
- 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, for example making sure that the synoptic component is placed appropriately in the delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. 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 External assessment

Role of external assessment for the BTEC Tech Award suite

External assessment in the BTEC Tech Award suite comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in a qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

External assessment

The *Summary of assessment* section in Component 3 sets out the specific arrangements for the external assessment. This assessment is taken under supervised conditions. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the external assessment during the period timetabled by Pearson.

Timing of external assessment

External assessment for this qualification is available from May 2019 onwards. Learners are permitted to resit the external assessment once. In making entries for external assessment, you need to consider the nature of the external assessment and whether learners are likely to benefit more from a resit or from having a longer period to prepare. If a learner requires a resit then they must take a new external assessment task and will not be able to reuse any evidence from their first attempt.

Sample assessment materials

Each externally-assessed component has a set of sample assessment materials (SAMs) that accompanies this specification. SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment, the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment, for example sample marked learner work, further sample materials, examiner feedback.

Conduct of set tasks for external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define degrees of control for assessments for BTEC qualifications as:

- **high control**
this is the completion of assessment in formal invigilated examination conditions
- **medium control**
this is completion of assessment, usually over a longer period of time, it may include a period of supervised conditions. The supervised conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments (ICEA)*, available on our website, qualifications.pearson.com (search for *ICEA*).

Pearson marking and awarding grades

Marking

Pearson will allocate standardised examiners to mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

Awarding of grades

Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important, as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity. This means that grade boundaries can change across different assessment opportunities based on the raw marks but that the resulting grades are fair and consistent.

Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our *Information Manual* available on our website: qualifications.pearson.com (search for *key dates*).

8 Final grading and awarding

Awarding and reporting for the qualification

This section explains the rules we apply in awarding a qualification and providing an overall qualification grade for each learner.

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual), CCEA Regulation and Qualifications Wales.

Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve **all three components with a grade Level 1 Pass or above** and achieve the **minimum number of points** at a grade threshold.

Learners who do not pass all components shown in the structure will not achieve a qualification, even if they have enough points at a grade threshold.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal component grades are submitted 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 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 some element of compensation in that a higher performance in some components may be balanced by a lower outcome in others.

The *Calculation of qualification grade* table, set out later in this section, shows how BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction*. The table shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be available in the latest version of the specification 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.

Points available for internal components

The table below shows the number of points available for internal components, depending on the grade awarded.

U	0
Level 1 Pass	9
Level 1 Merit	15
Level 2 Pass	22
Level 2 Merit	29
Level 2 Distinction	36

Points available for external components

Raw marks from external components will be awarded points based on performance in the assessment. Pearson will automatically calculate the points for the external component once the external assessment has been marked and grade boundaries have been set.

The points available at each grade in the external component is as follows:

U	0
Level 1 Pass	12-17
Level 1 Merit	18-23
Level 1 Distinction	24-29
Level 2 Pass	30-35
Level 2 Merit	36-41
Level 2 Distinction	42-48

Calculation of qualification grade table

Grade	Points threshold
Level 1 Pass	30
Level 1 Merit	44
Level 1 Distinction	58
Level 2 Pass	72
Level 2 Merit	95
Level 2 Distinction	105
Level 2 Distinction*	114

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be available on our website.

Examples of grade calculations based on table applicable to registrations from September 2017

Example 1: Achievement of an Award with a Level 1 Pass grade

Component	Type	Grade	Points
1	Internal	Level 1 Pass	9
2	Internal	Level 1 Merit	15
3	External	Level 1 Merit	18
		Level 1 Pass	42

Example 2: Achievement of an Award with a Level 2 Merit grade

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	Level 2 Distinction	36
3	External	Level 2 Merit	36
		Level 2 Merit	101

Example 3: An unclassified result

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	U	0
3	External	Level 2 Merit	36
		U	65

The learner has a U in Component 2.

The learner has enough points for a Level 1 Distinction grade but has not met the minimum requirements for a Pass in all components.

9 Administrative arrangements

Introduction

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

Learner registration and entry

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 internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

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

Access to assessment

All 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 chosen progression opportunities.

Our equality policy requires all learners to 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 (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- 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*.

The Pearson Equality and Diversity policy is on our website.

Administrative arrangements for internal 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 our *Information Manual*. We may ask to audit your records so they must be retained as specified.

Reasonable adjustments for 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 on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed components*.

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 a component, 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 our policy *Enquiries and Appeals about Pearson Vocational Qualifications and End Point Assessments*.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment where necessary.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, 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.

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

Note that the procedures we ask you to adopt vary between internally-assessed components and those that are externally assessed.

Internally-assessed components

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 and maladministration in vocational qualifications* document gives full 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, examples and details the penalties and sanctions that may be imposed.

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.

Externally-assessed components

External assessment means all aspects of components that are designated as external in this specification including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments* (www.jcq.org.uk).

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.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2a* (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of the JCQ document *Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components 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.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

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.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments 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:
 - *JCQ Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments*
 - 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.

10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Work

The free Schemes of Work give suggestions and ideas on how to teach the qualifications, they include teaching tips and ideas, assessment preparation and suggestions for further resources.

Course planner

High-level overview of how to plan teaching term by term over one or two years.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- student textbooks in ebook and print formats
- teacher support, including slides, interactive activities and videos via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

Sample assessment materials (SAMs) for internally-assessed components

We do not prescribe the assessments for the internally-assessed components. Rather, we allow you to set your own, according to your learners' preferences.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or on myBTEC.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades linked to the Authorised Assignment Briefs will also be made available on our website.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

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

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

Appendix 1

Glossary of terms used for internally-assessed components

This is a summary of the key terms used to define the requirements in the components.

Term	Definition
Accurate	Produce work competently, fit for purpose without significant error.
Adequate	Acceptable in quality or quantity.
Analyse	Examine methodically and in detail, typically in order to interpret.
Apply	Put knowledge, understanding or skills into action in a particular context.
Appropriate	Select and use skills in ways that reflect the aim.
Assess	Present a careful consideration of varied factors or events that apply to a specific situation or identify those that are the most important or relevant, and arrive at a conclusion.
Coherent	Logically consistent.
Collaborate	Work jointly with others to produce defined outcomes.
Communicate	To convey ideas or information to others.
Compare	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes, with no need for prompting.
Consistent	Able to repeat reliably an action that progresses towards achieving an aim.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Define	State or describe exactly the nature, scope or meaning of something.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information. Normally requires breadth of content coverage.
Detailed	Having additional facts or information beyond a simple response.
Discuss	Consider different aspects of a topic and how they interrelate and the extent to which they are important.

Term	Definition
Effective	Show control over techniques, equipment and processes to meet the details and broad aims of a requirement efficiently.
Evaluate	Bring together all information and review it to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an argument.
Explore	Try out the qualities of materials, techniques or processes through practical investigation, with some record of results.
Identify	Indicate the main features or purpose of something.
Independent	Capable of carrying out tasks from given information.
Investigate	Carry out research or trial activities to increase understanding of the application of factual information.
Justify	Give reasons or evidence to support an opinion.
Outline	Summarise or indicate the principal features of something or a brief description or explanation with main points.
Refine	Improve initial work, taking feedback into account.
Reflect	Think carefully and review information and/or performance, includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well practised, confident in own ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Show	Present using practical skills.
Simple	Well defined, routine, frequently occurring.
State	Express something definitely or clearly.
Summarise	Gathers together all of the main aspects of a given situation or experience in a condensed format.
Support	Guidance and instruction.

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