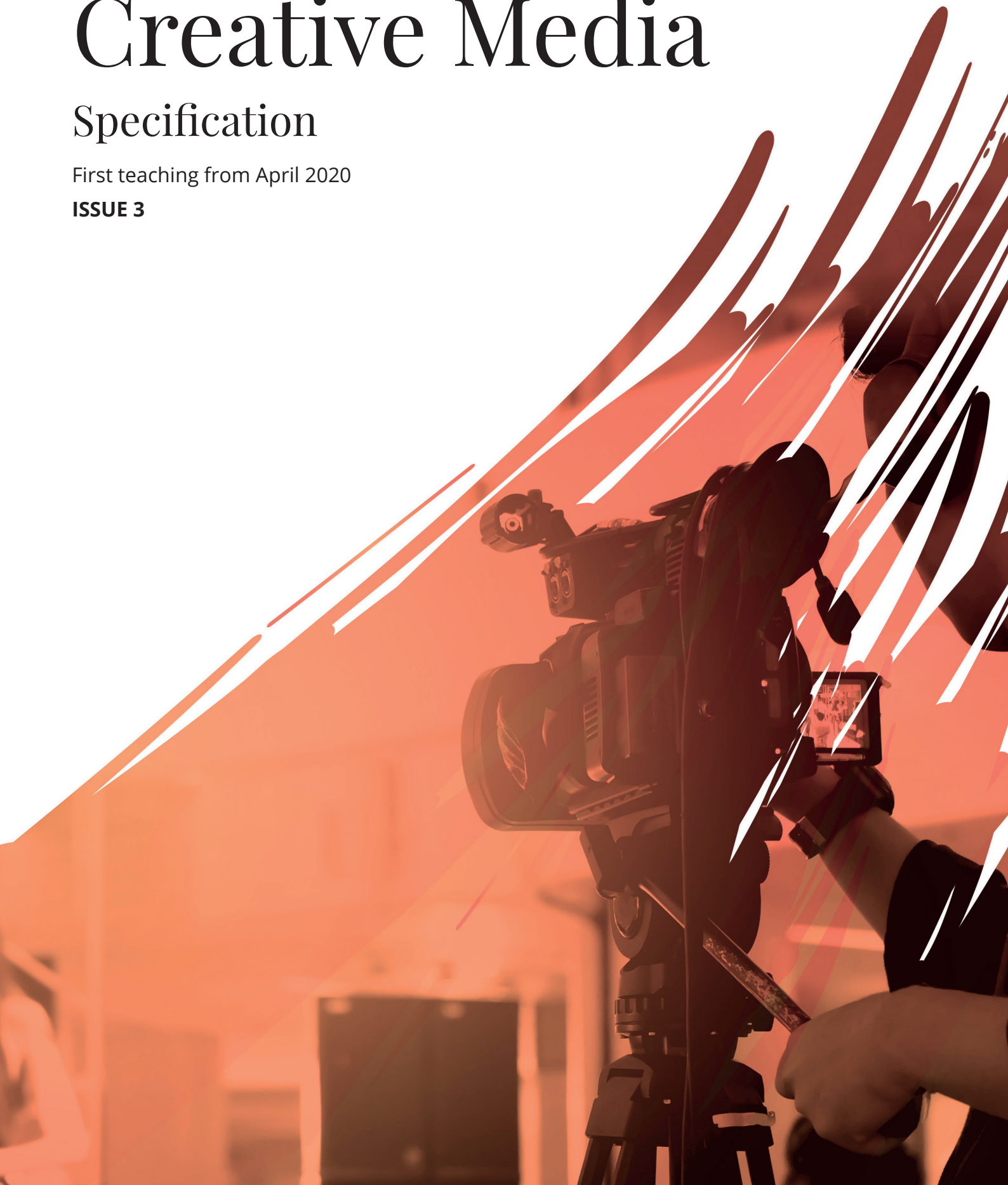Pearson
BTEC

BTEC International Level 3

Creative Media

Specification

First teaching from April 2020

ISSUE 3

Pearson
BTEC International Level 3 Qualifications in Creative Media

Specification

First teaching April 2020

Issue 3

Edexcel, BTEC and LCCI qualifications

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

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

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

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Welcome

With a track record built over 40 years of learner success, our BTEC International Level 3 qualifications are recognised internationally by governments, industry and higher education. BTEC International Level 3 qualifications allow learners to progress to the workplace – either directly or via study at a higher level. Over 100,000 BTEC learners apply to university every year. Their Level 3 BTECs, either on their own or in combination with A Levels, are accepted by UK and international universities, and higher education institutes for entry to relevant degree programmes.

Career-ready education

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

When creating the BTEC International Level 3 qualifications in this suite, we worked with many employers, higher-education providers, colleges and schools to ensure that we meet their needs. Employers are looking for recruits who have a thorough grounding in the latest industry requirements and work-ready skills, for example teamwork. Learners who progress to higher education need experience of research, extended writing and meeting deadlines. BTEC qualifications provide the breadth and depth of learning to give learners this experience.

BTEC addresses these needs by offering:

- a range of BTEC qualification sizes, each with a clear purpose, so that there is something to suit each learner's choice of study programme and progression plans

- internationally relevant content, which is closely aligned with employer and higher-education needs

- assessments and projects chosen to help learners progress; this means that some assessments and projects are set by you to meet local needs, while others are set by Pearson, ensuring a core of skills and understanding common to all learners.

We provide a full range of support, both resources and people, to ensure that learners and teachers have the best possible experience during their course. See *Section 10 Resources and support*, for details of the support we offer.

Collaborative development

Learners who complete their BTEC International Level 3 qualification in Creative Media aim to go on to employment, often via the stepping stone of higher education.
It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. We engaged experts in the development of these qualifications to ensure that the content meets providers' needs and gives learners quality preparation to help them progress. We are grateful to all the university and further-education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Universities, professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. The letters can be viewed on our website: qualifications.pearson.com

Summary of Pearson BTEC International Level 3 Qualifications in Creative Media specification Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
Total number of points available per internally-assessed unit and overall total points available for each qualification have been added.	Pages 61 and 62

Summary of Pearson BTEC International Level 3 Qualifications in Creative Media specification Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
The assessment controls text has been updated in *Pearson Set Assignment units*, Modules A, B and *Section 5 Assessment structure*.	Pages 11, 25, 38 and 46
The *Essential information for assessment* diagram has been updated.	Page 14
The *Eligibility for an award* text has been updated to 'In order to be awarded a qualification, a learner must complete all required assessment units and achieve a Pass or above in all assessment criteria in each unit.'	Page 60

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

Contents

Introduction to the BTEC International Level 3 Qualifications in Creative Media

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

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

Key features

- **100% internally assessed** – all assessments are assessed by you and verified by Pearson. Some units are assessed using a Pearson Set Assignment, set by Pearson but assessed by you.
- **Multidisciplinary practice** – there are no specialist pathways in this qualification, this is in order to enable and encourage multidisciplinary practice and integration of all the relevant skills that learners want to develop. Technical skills have been expressed through the following categories to allow for development and integration of skills across practices, including skills used across art, design and media (teachers delivering pathway-specific programmes can select the technical skills relevant to their specialism in or across these categories):
  - o graphic and lens
  - o text
  - o experience
  - o sound
  - o moving image
  - o character and environment.
- **Two teaching modules** – teaching content is defined in two large blocks, called learning and teaching modules, to allow deep and integrated delivery of content. Skills are developed through teaching and learning modules and synthesised through projects, producing outcomes for assessment.
- **Compensation in grading** – grading is compensatory in assessment units and across qualifications, rewarding learners for their exceptional performance in some areas, without requiring it in all areas. For more information on grading see *Section 9: Understanding the qualification grade*.
- **Highly practical and progression focused** – all assessment is holistic, based on portfolios of work. Evidence is generated through practical projects, briefs, workshops and engagement with the creative media industry. This prepares learners for progression to employment in the creative media industry through the development of portfolios and materials for progression.

- **Content areas match assessment criteria** – all assessment units include the five common content areas that link directly to the assessment criteria.
- **Common assessment criteria** – the same five common assessment criteria are used to assess all work produced throughout the qualification. This simplifies assessment and clarifies the expectations that the criteria set out for achievement.

Mandatory content

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

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

These content areas reflect the assessment criteria to make simple and clear links between content and the expectations of learners when being assessed.

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

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

Learning and teaching modules

Learning and teaching modules integrate content across assessment units, enabling content to be taught together and revisited, allowing learners to develop and advance their skills iteratively.

Assessment units

There are three assessment units in Module A and four mandatory assessment units in Module B. All assessment units are internally assessed. Please see Structure on page 11.

- To achieve a Subsidiary Diploma, learners take assessment units A1 and A2 from Module A.
- To achieve a Foundation Diploma, learners take assessment units A1, A2 and A3 from Module A.
- To achieve a Diploma, learners take assessment units A1 and A2 from module A and B1 and B3 from Module B.
- To achieve an Extended Diploma, learners take assessment units A1, A2 and A3 from Module A and B1, B2 and B4 from Module B.

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

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

Qualifications in the sector

The qualifications included in this specification are:

- Pearson BTEC International Level 3 Subsidiary Diploma in Creative Media
- Pearson BTEC International Level 3 Foundation Diploma in Creative Media
- Pearson BTEC International Level 3 Diploma in Creative Media
- Pearson BTEC International Level 3 Extended Diploma in Creative Media.

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

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

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC International Level 3 Subsidiary Diploma in Creative Media	360 GLH Equivalent in size to one International A Level.	This qualification is designed to support learners who are interested in learning about creative media alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily creative-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.
Pearson BTEC International Level 3 Foundation Diploma in Creative Media	540 GLH Equivalent in size to 1.5 International A Levels.	This qualification is designed to support learners who want to study creative-based qualifications as a one-year, full-time course, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.
Pearson BTEC International Level 3 Diploma in Creative Media	720 GLH Equivalent in size to two International A Levels.	This qualification is designed to support learners who want to study creative-based qualifications as the main element alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.

Title	Size and structure	Summary purpose
Pearson BTEC International Level 3 Extended Diploma in Creative Media	1080 GLH Equivalent in size to three International A Levels.	This qualification is designed as a full-time course to support learners who want to study creative-based qualifications as the main focus of a two-year, full-time study programme. The qualification would support progression to higher education in its own right.

1 Qualification purpose

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

Pearson BTEC International Level 3 Subsidiary Diploma in Creative Media
Pearson BTEC International Level 3 Foundation Diploma in Creative Media
Pearson BTEC International Level 3 Diploma in Creative Media
Pearson BTEC International Level 3 Extended Diploma in Creative Media.

These statements are designed to guide you and potential learners to make the most appropriate choice as to the size of qualification that is suitable at recruitment.

Who are these qualifications for?

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

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

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

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

Pearson BTEC International Level 3 Qualifications in Creative Media

Choosing the most suitable size of qualification will depend on the learner's broader programme of study. For example, a learner who wishes to focus solely on creative media may take the Diploma or Extended Diploma, while a learner who selects a smaller qualification, such as the Subsidiary Diploma or the Foundation Diploma, may choose to combine it with qualifications from other sectors, in order to support their desired progression. Smaller qualifications are also suitable for learners who are in employment and studying part-time.

What do these qualifications cover?

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

The qualifications provide the knowledge, skills and understanding that will prepare learners for further study or training. All the assessment units in the structure include the five common content areas that link directly to the assessment criteria:

- Informing ideas
- Problem solving
- Technical skills
- Professional practice
- Communication.

What could these qualifications lead to?

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

These qualifications offer learners the opportunity to develop their technical skills through a process of self-evaluation, practice and review. In addition to the sector-specific content available in this qualification, the requirements mean that learners develop the transferable and higher-order skills that are highly regarded by higher education in the UK and internationally and employers, for example communication, project management and problem solving.

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

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

How do these qualifications provide employability skills?

In the Pearson BTEC International Level 3 Qualifications in Creative Media learning and teaching modules and assessment units, learners have opportunities during the teaching and learning phase to practise developing employability skills. The employability skills referenced in this specification are generally the following three main categories:

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

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

How do these qualifications provide transferable knowledge and skills for higher education?

All BTEC International Level 3 qualifications provide transferable knowledge and skills that prepare learners for progression to higher education. The transferable skills that universities value include:

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

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

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

2   Structure

Structure of the qualifications

Learners must complete all mandatory assessment units outlined in the structure and achieve a Pass grade or above for each assessment criterion in all assessment units.

Pearson BTEC International Level 3 Subsidiary Diploma in Creative Media – 360 GLH

The Subsidiary Diploma includes two mandatory assessment units.

Pearson BTEC International Level 3 Foundation Diploma in Creative Media – 540 GLH

The Foundation Diploma includes three mandatory assessment units.

Pearson BTEC International Level 3 Diploma in Creative Media – 720 GLH

The Diploma includes four mandatory assessment units.

Pearson BTEC International Level 3 Extended Diploma in Creative Media – 1080 GLH

The Extended Diploma includes six mandatory assessment units.

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

Learning and teaching module	Related assessment units	360 Subsidiary Diploma	540 Foundation Diploma	720 Diploma	1080 Extended Diploma
A Exploring and Developing Creative Media Skills	A1 Skills Development (270 GLH)	M	M	M	M
	A2 Responding to a Brief (90 GLH)	M (PSA)	M (PSA)	M (PSA)	M (PSA)
	A3 Creative Project (180 GLH)		M		M
B Advancing Creative Practice	B1 Personal Progression (90 GLH)			M	M
	B2 Personal Investigation (90 GLH)				M (PSA)
	B3 Creative Industry Response (270 GLH)			M	
	B4 Extended Creative Industry Response (360 GLH)				M

PSA = Pearson Set Assignment

GLH = Guided Learning Hours

Pearson Set Assignment units

This is a summary of the type and availability of set assignment units. For more information, see *Section 5 Assessment structure*, and the units and sample assessment materials.

Unit	Type	Availability
A2: Responding to a Brief	• An assignment set by Pearson and marked by the centre. • The Pearson Set Assignment is a total of 90 hours with a recommended assessment period of 15 hours.	**Two available for each one-year period.**
B2: Personal Investigation	• An assignment set by Pearson and marked by the centre. • The Pearson Set Assignment is a total of 90 hours with a recommended assessment period of 15 hours.	**Two available for each one-year period.**

Assessment

Synoptic assessment

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

The synoptic assessment in the Subsidiary Diploma is related to assessment *Unit A2: Responding to a brief.* The unit assesses learners' ability to use their skills in an integrated way to produce a response that meets the requirements of a brief, applying a range of problem-solving, creative, professional and communication skills.

The synoptic assessment in the Foundation Diploma is related to assessment *Unit A3: Creative Project.* In this assessment unit, learners apply their learning synoptically to complete a project in response to a vocationally relevant brief. The unit assesses learners' ability to use their skills in an integrated way to produce a response that meets the requirements of a brief, applying a range of planning, practical exploration, creative thinking, industry knowledge and technical skills.

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

In the Diploma, learners build on all three prior assessment units by responding to an industry brief in the final assessment unit: *B3 Creative Industry Response*. This draws on the range of creative technical skills developed throughout the qualification and on learners' ability to interpret and respond to industry briefs, applying professional practice and communication skills. These skills are highly valued by higher education and employers, and will greatly benefit learners in their progression.

In the Extended Diploma, learners build on all five prior assessment units by responding to an industry brief in the final assessment unit: *B4 Extended Creative Industry Response*. This draws on the range of creative technical skills developed throughout the qualification and on learners' ability to interpret and respond to industry briefs, applying professional practice and communication skills. These skills are highly valued by higher education and employers and will greatly benefit learners in their progression.

Language of assessment

Assessment of the units for these qualifications are available in English but can be translated as necessary.

All learner work must be available for standardisation in English. A learner taking the qualification/s may be assessed in sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments, *Section 5: Assessment structure*.

Grading in these qualifications

The Subsidiary Diploma and Foundation Diploma are graded from P to D*.

The Diploma is graded from PP to DD*.

The Extended Diploma is graded from PPP to D*D*D*.

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

Qualification	Available grade range
Subsidiary Diploma, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

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

Each learning and teaching module defines the range of content that learners will cover. The assessment evidence produced for each assessment unit is presented and assessed against five criteria, which are graded on a scale of Distinction, Merit, Pass and Unclassified.

See *Section 9: Understanding the qualification grade*, for more information on grading and the proportionate weighting of assessment units towards overall qualification grades.

Understanding your learning and teaching modules and assessment units

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

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

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

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

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

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

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

Assessment summary: this section summarises the scope and type of learning that will be assessed throughout the module through assessment objectives. The assessment objectives use verbs such as 'apply', 'demonstrate', 'explore' and 'inform' to define the basic requirements for the skills and abilities that learners will need to evidence.

You can find out more about the verbs used in the assessment objectives in *Appendix 2*.

Essential information for assessment:

Assessment unit / Assessment objectives

Assessment unit	Assessment objectives
A1: Skills Development 270 GLH	A1.1 Explore and develop investigation skills for informing ideas
	A1.2 Explore and develop problem solving skills
	A1.3 Explore and develop creative technical skills
	A1.4 Explore and develop professional skills and behaviours
	A1.5 Explore and develop communication skills

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

Technical skills

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

Moving image

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

- Constructing narrative, e.g. continuity, non-continuity, montage, single/multi-strand, master shots, establishing shots, cutaways, shot/reverse shot, eyeline match, action match, cross-cutting, parallel editing, juxtaposition, *mise en scène*, sequencing.
- Production, e.g. single camera, multi camera, lens, tripod, cables, storage.
- Editing techniques, e.g. transitions, layers, pace, slow motion, split screen, titles, rough cut, final cut, incorporating/synchronising audio.
- VFX, e.g. motion capture, chroma keying, motion tracking, mattes, effects such as glows, explosions, compositing.

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

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

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

3   Content

Index of modules

This section contains all the modules developed for these qualifications. Please refer to *page 10* to check which units are available in the qualifications in this sector.

Module A: Exploring and Developing Creative Media Skills

Level: 3

Guided learning hours: A1 270 GLH, A2 90 GLH, A3 180 GLH

Introduction

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

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

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

For *A2: Responding to a brief,* Pearson will set a Pearson Set Assignment that will have a vocational scenario and allow you to demonstrate the skills you have developed.

For *A3: Creative Project*, you will apply the skills you have been developing throughout the programme to a creative project that demonstrates your ability to self-direct a response to a brief, from inception to communication of outcomes.

Assessment summary

The module covers three assessment units. A1 and A3 are internally set assessments. A2 is a Pearson Set Assignment. The assessment of the units in this module must be done in order, e.g. A1 first, followed by A2.

The qualifications include the following assessment units from this module:

- Subsidiary Diploma: A1 and A2.
- Foundation Diploma: A1, A2 and A3.
- Diploma: A1 and A2.
- Extended Diploma: A1, A2 and A3.

All assessment units in this module share the same content. The assessment objectives use verbs such as 'explore', 'apply' and 'demonstrate' to define the basic requirements for the skills and abilities that learners will need to evidence. You can find out more about the verbs used in the assessment objectives in *Appendix 1*. Learners receive a separate grade for each Assessment Objective using the assessment criteria on page 39. In order to be awarded a qualification, learners must complete each assessment objective for all assessment units in the qualification and achieve a minimum of Pass in all 5 related assessment criteria.

Assessment unit	Assessment objectives	
A1: Skills Development **270 GLH**	A1.1	Explore and develop investigation skills for informing ideas
	A1.2	Explore and develop problem solving skills
	A1.3	Explore and develop creative technical skills
	A1.4	Explore and develop professional skills and behaviours
	A1.5	Explore and develop communication skills
A2: Responding to a Brief **90 GLH**	A2.1	Inform ideas to develop a response to a brief
	A2.2	Use problem solving to develop a response to a brief
	A2.3	Use technical skills to develop a repose to a brief
	A2.4	Use professional skills to develop a repose to a brief
	A2.5	Use communication skills to develop a repose to a brief
A3: Creative Project **180 GLH**	A3.1	Inform ideas in response to a creative brief
	A3.2	Apply problem-solving skills in response to a creative brief
	A3.3	Apply technical skills in response to a creative brief
	A3.4	Demonstrate professional skills and behaviours in response to a creative brief
	A3.5	Apply communication skills in response to a creative brief

Learning and teaching – content and delivery

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

Some aspects of content are clarified with examples that relate to different media. These examples are not exhaustive or exclusive and should be taught relevant to the focus of the programme.

Informing ideas

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

- Interpreting a brief, set of constraints or creative problem:
  - clients/audience/users and their needs
  - constraints, e.g. commercial context, time, budget, scope, format, platform, technical, materials and resources
  - purpose and function of work such as entertainment, promotion, information, education
  - understanding audiences and users:
    - demographics and their needs
    - anticipating their needs
    - representation and audience theories
    - audience, e.g. viewer, reader, player (single/multi), user, participant.
- Investigating and analysing information and work:
  - research methods, e.g. primary, secondary, qualitative, quantitative
  - purpose of research, e.g. audience, market, production
  - making observations and recording information
  - context, e.g. relationship to other relevant historic and contemporary work
  - interpreting meaning, purpose, impact and function in others' work:
    - genre conventions, e.g. generic expectations and subversions, generic codes, subgenre/hybrids
    - visual language and creative forms of communication, e.g.: colour theory
    - formal elements including media, surface, shape, form, line, texture, tone, perspective, scale design elements, e.g. balance, proximity, alignment, repetition, contrast, space, hierarchy
    - materials and techniques
    - innovation and developments
    - connotation, denotation, signs and symbols, representation, audience reception (hypodermic, uses and gratification).

Problem solving

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

- Generating ideas:
  - methods of generating ideas:
    - reflection on research
    - collaborative, e.g. discussion, review, critique, feedback
    - practical, e.g. role play, simulation, trial, test, rapid prototyping.
- Developing concepts:
  - methods of developing concepts, such as:
    - assets, e.g. sourcing/creating, samples, mood boards
    - visualisation, e.g. sketch, storyboard, mock-up, model, test, draft, paint over
    - concept, e.g. high concept, synopsis, proposal, treatment, script, screenplay
    - diagram, e.g. wireframe, level, menu, data, pages, floor plan, map
    - revision, e.g. rough cut/final cut, prototype/Alpha/Beta, level phase (basic primitive, lighting, texture and materials, polish).
- Production stages and design iteration:
  - pre-production
  - production/development
  - post-production.
- Testing and feedback:
  - forums, e.g. discussion, review, critique, feedback
  - relationship to brief, suitability and fitness for purpose
  - comparing qualities with similar and existing work
  - technical issues, validation or bug reports.

Technical skills

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

Moving image

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

- Constructing narrative, e.g. continuity, non-continuity, montage, single/ multi-strand, master shots, establishing shots, cutaways, shot/reverse shot, eyeline match, action match, cross-cutting, parallel editing, juxtaposition, *mise en scène*, sequencing.
- Production, e.g. single camera, multi camera, lens, tripod, cables, storage.
- Editing techniques, e.g. transitions, layers, pace, slow motion, split screen, titles, rough cut, final cut, incorporating/synchronising audio.
- VFX, e.g. motion capture, chroma keying, motion tracking, mattes, effects such as glows, explosions, compositing.

- Animating, e.g.:
  - types (stop frame, armatures, claymation, cel, digital), key frame, onion skinning, text and graphics, animated cameras and lighting, character movement (walk cycles, expressions)
  - kinematics, particle systems, real-world physics, collisions, object hierarchy, pivot points.
- Lighting, e.g. spot, flood, three/four-point, direction, high/low key, natural/artificial, white balance, studio/location, reflectors, colour gels, colour temperature.
- Output, e.g. platform, format, aspect ratio, safe areas, resolution, frame rate, colour mode, render.

Character and environment

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

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

Experience

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

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

Sound

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

- Digital audio, e.g. sample rate, bit depth, channels.

- Constructing narrative, e.g. continuity, linear/non-linear, arrange.

- Sound types, e.g. diegetic, non-diegetic, music, atmospheric, Foley, sound effects, dialogue, voiceover, adaptive, triggered sound events.

- Quality, e.g. acoustics, proximity, levels, metering, ambiance, background noise, dynamics.

- Capture, e.g. microphone types and placement, studio, location.

- Production, e.g. editing, sequencing, mixing, effects, multitrack, setting and adjusting levels, normalising, balance, condense, equalising, exporting, sound spaces, graphic manipulation.

Graphic and lens

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

- Technical, e.g. colour space (RGB/CMYK), print processes and stock, output (online/printed), file types, resolution, formats.

- Use of hardware and software, e.g. cameras, graphics tablets, touchscreen, image generation and editing software.

- Lens-based operation, e.g. shutter speed, aperture and depth of field, ISO, exposure, focal length, framing, artificial/natural light.

- Image manipulation, e.g. image adjustment and editing, retouching, compositing and manipulating layers and channels, effects, modes, styles, filters, cloning, masking.

- Graphics, e.g. drawing, asset production, vector, raster, bitmap, swatches, paths and shapes, gradients, anti-aliasing.

- Design and layout, e.g. composition, grids, consistency, use of line, shape, texture, colour, balance, alignment, repetition, contrast, space, hierarchy of information.

Text

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

- Typography, e.g. form, kerning, leading, tracking, font, style (serif/sans-serif/script/display), weight, colour, alignment and justification, embedding fonts, pixel sizing, x height, ascender, descender, baseline, calligraphy, sign writing, graffiti, 3D lettering.

- Composition, e.g. separation, grids, layout, negative space, mixing with image, juxtaposition of elements, shortform/longform.

- Writing copy, e.g. content, organising and structuring, using a hook, mode of address, persuasive devices, reliable sources, accuracy, readability (flow, fluency, rhythm, vocabulary), editing, call to action, proofreading, viewpoint, bias, narrative and storytelling devices.

- Accessibility, e.g. language, readability and legibility.

Professional practice

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

- Types of role and their associated practices:
  - efficiency and the practices associated with technical roles
  - management or sharing of development and assets
  - working with others, such as clients, models, production teams, wider stakeholders.
- Project management:
  - schedules, e.g. Kanban, Gantt
  - setting targets
  - resources and budget
  - asset management, e.g. storage, backup, logging, file format
  - copyright consideration
  - production documentation, revisions and updating, e.g. call sheets, shot lists, development document.
- Health and safety:
  - working safely, e.g.:
    − risks and hazards
    − recce
    − chemicals, materials or tools
    − protective equipment
    − local legislation.

Communication

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

- Communication of concepts and outcomes:
  - creation of meaning, message and impact:
    − visual language and creative forms of communication
    − mood, style and atmosphere
    − audience/client interpretation and relevance
    − purpose of outcome and how it meets intentions
    − function and how the outcome operates.
- Presentation to peers/client/audience:
  - channel and placement, e.g. social, television, film, streaming, published/print, broadcast, timing, space, location, exhibition
  - responding to feedback
  - industry conventions and standards:
    − information, e.g. ideas, development, tests, outcomes
    − format and style suitable for client and audience
    − visual elements, e.g. images, diagrams, notes
    − presentation software
    − feedback and critique.

Essential information for assessment

Each assessment unit requires a unique set of evidence.

Recommended evidence for assessment units A1 and A3

(see specific guidance in the PSA for an outline of the evidence requirements for A2).

The body of work generated through the exploration and development of skills and related projects and assignments should be used to produce **a selection** of evidence for assessment against the assessment criteria on *page 41.*

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

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

A2: Responding to a brief

Overview

In the media industry, creative practitioners respond to briefs from clients to produce creative work. Understanding client needs requires an ability to work within specific constraints to create work that meets their needs and the needs of an audience. By developing these skills, learners will appreciate how work is created for a purpose and how working within the constraints of briefs can pose challenges, but also opportunities.

The assessment unit has 90 guided learning hours, some of which will be used to deliver the content related to the assessment unit in module A, the rest of which will be used by learners to undertake the Pearson Set assignment.

Learners will have 90 hours to complete the Pearson Set Assignment.
Timings are suggested:

- 60 hours for investigation and development (which can include time in class and self-directed study)
- 15 hours for the personal response(s)
- 15 hours for the portfolio.

Responding to a brief

Pearson will set a brief for the assessment unit as a Pearson Set Assignment. The brief will be broad and enable learners, working in any specialism, to produce work in relation to their personal interests.

The work learners produce will consist of a body of development work and final outcome(s) in response to the brief. It should clearly show:

- Investigation into historical and contemporary work related to the brief.
- Contextual investigation into information related to the brief such as historical, social, economical, political, geographic, or cultural sources.
- Exploratory development of personal outcome(s) with experiments and review.
- Professional practice for managing the response to the brief.
- The outcome(s) in response to the brief using communication skills.

Ensuring the response meets the requirements

While learners can respond to the brief based on their personal interests, they must agree their response with the tutor before undertaking the brief, to ensure it will meet the requirements of the Pearson Set Assignment and the common assessment criteria. The A2 Responding to a brief is marked holistically against the common assessment criteria applied to all assessment units. As such, the portfolio should show:

- How **ideas are informed** – research, investigation and critical analysis skills used to interpret briefs and develop ideas for work, sourcing, interpreting and recording relevant information.
- How **problem solving skills** have been used – application of ideas generation, experimentation, testing and review used to make considered choices.
- How **technical skills** are applied – selection and application of media, materials, techniques and processes relevant to creative intentions.
- How **profession practice** has been applied – the use of professional skills and approaches used to manage and inform creative work.
- How **communication skills** are used – communication of meaning, purpose or function of work and final outcome in relation to intentions and audience, through the use of presentation methods, formats and conventions.

Module B: Advancing Creative Practice

Level: 3
Guided learning hours: B1 (90 GLH), B2 (90 GLH), B3 (90 GLH) and B4 (270 GLH)

Introduction

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

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

This learning and teaching module integrates content across four assessment units, *B1: Personal Progression*, *B2: Personal Investigation*, *B3: Creative Industry Creative Industry Response and B4: Extended Creative Industry Response*.

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

For *B2: Personal Investigation*, you will investigate a topic set by Pearson both practically and critically. Please refer to page 38 for further detail.

For *B3: Creative Industry Response* and *B4 Extended Creative Industry response*, you will focus on advancing your practical, critical and reflective skills to produce work in response to an industry brief. You will use the knowledge, understanding and experience you have gained to plan, prepare and develop a proposal for a project and apply advanced skills to carry it out from concept to resolution.

Assessment summary

The module covers four assessment units. B1, B3 and B4 are internally set assessments. B2 is a Pearson Set Assignment.

The qualifications include the following assessment units from this module:

- Diploma: B1 and B3 (learners must undertake B1 prior to B3).
- Extended Diploma: B1, B2 and B4 (learners must undertake B1 and B2 prior to B4).

The assessment objectives use verbs such as 'apply' and 'demonstrate' to define the basic requirements for the skills and abilities that learners will need to evidence. You can find out more about the verbs used in the assessment objectives in *Appendix 1*. Learners receive a separate grade for each Assessment Objective using the assessment criteria on page 43. In order to be awarded a qualification, learners must complete each assessment objective for all assessment units in the qualification and achieve a minimum of Pass in all 5 related assessment criteria.

Assessment unit	Assessment objectives	
B1: Personal Progression **90 GLH**	B1.1	Inform ideas for progression into a creative career
	B1.2	Apply problem solving practice to develop a strategy for career progression
	B1.3	Create materials for career progression using technical practice
	B1.4	Demonstrate professional practice and behaviours in relation to career progression aspirations
	B1.5	Apply communication skills to support progression into a creative career
B2: Personal Investigation **90 GLH**	B2.1	Inform ideas for a personal investigation
	B2.2	Apply problem solving practice within a personal investigation
	B2.3	Apply technical practice in a personal investigation
	B2.4	Apply professional practice and behaviours in a personal investigation
	B2.5	Apply communication skills in a personal investigation
B3: Creative Industry Response **270 GLH**	B3.1	Inform ideas for a response to a creative industry brief
	B3.2	Apply problem solving practice to develop solutions in response to a creative industry brief
	B3.3	Apply technical practice in response to a creative industry brief
	B3.4	Demonstrate professional practice and behaviours in response to a creative industry brief
	B3.5	Apply communication skills in response to a creative industry brief

Assessment unit	Assessment objectives	
B4: Extended Creative Industry Response **360 GLH**	B4.1	Inform ideas for a response to a creative industry brief
	B4.2	Apply problem solving practice to develop solutions in response to a creative industry brief
	B4.3	Apply technical practice in response to a creative industry brief
	B4.4	Demonstrate professional practice and behaviours in response to a creative industry brief
	B4.5	Apply communication skills in response to a creative industry brief

Learning and teaching – content and delivery

Learners must undertake the following content relevant to the assessment unit before assessment. The content is designed to allow learners to explore and develop skills in practical vocational contexts. Some aspects of content are clarified with examples that relate to different media. These examples are not exhaustive or exclusive and should be taught relevant to the focus of the programme.

Delivering B3 and B4

For assessment unit B3 and B4, learners must respond to an industry brief by undertaking research, developing a project proposal, producing outcomes and presenting them appropriately for the client and audience. It is recommended that employer engagement is sought when setting an industry brief to ensure that responses are relevant to current industry practice and that learners develop an industry-focused portfolio of work. Pearson will also provide industry-relevant or industry-set briefs.

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

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

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

Informing ideas

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

B1 Informing ideas for personal progression

- Sources of information:
  - source, e.g. working professionals, educators, job adverts, career profiles
  - online and printed literature, articles or data.
- The industry:
  - jobs and roles
  - types of employers and ways of earning
  - sources of funding, e.g. grants and scholarships
  - changes in industry, e.g. new technologies, demand for skills, working practices.
- Progressing into the industry:
  - entry routes and career paths:
    - higher and further education
    - entry-level positions, employment or freelance work
    - apprenticeships, work experience, internships, placements, volunteering.
  - employer/industry expectations
    - technical and practical skills, qualifications and experience
    - behaviours, e.g. independence, work ethic, collaborative working, attitude, responsibility.

    o personal promotion to the industry
- networking and building relationships
- industry-required and expected materials
- types of promotional materials, e.g. as digital/physical portfolios, artefacts, CVs, personal/artist statements, showreels, business cards, social media accounts, pitches, presentations, references.

The following content (B2) is only relevant for the Extended Diploma.

B2 Informing ideas for personal investigation

- Focus:
  - selecting topic related to career intentions and personal interests, e.g.:
    - aspirational figures
    - ideal career and discipline
    - topics of interest
  - developing a response
    - background reading
    - topic
    - aims and objectives
    - scope and breadth.
- Investigating a topic relevant to study, e.g.:
  - informing personal views
  - personal observations: primary and secondary
  - critical and contextual analysis:
    - key works
    - influences and impact
    - referencing.

B3 Informing ideas for creative practice

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

Problem solving

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

B1 Problem solving for personal progression

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

The following content (B2) is only relevant for the Extended Diploma.

B2 Problem solving for personal investigation

- Personal skills audit and goals, e.g.:
  - skills and behaviours related to career intentions
  - goals and targets relevant to developing skills through a personal study.
- Interpreting to key works, e.g.:
  - interpreting research: practical and analytical
  - relating theory to practice
  - applying relevant techniques to own work
  - testing
  - reflection
  - refinement
  - sharing and discussion
  - through experimentation and being brave.

B3 Problem solving for creative practice

- Iteration in development processes:
  - developing proposals: intentions, visuals, plans, concepts, timelines, resources,
  - audience, presentation
  - test theories
  - process and media – experimentation and investigation
  - recognising potential and limitations of ideas, media and processes
  - developing personal language – visual, sound, narrative, voice, form
  - review – market feedback, peer review, client feedback, user feedback
  - suitability of purpose – commercial, retail, public, domestic, industrial
  - material and media qualities, properties and associations
  - production and manufacturing considerations
  - project monitoring
  - conformance and consistency
  - risk assessment and management.

- Critical reflection:
  - appraisal
  - consultation
  - identifying barriers and severity of issues
  - design reports and project evaluations
  - feedback channels and feedback loop
  - quality control – reliability, safety, precision, fit, tolerance, performance measures
  - observable and measurable outcomes
  - building on opportunities.

Technical skills

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

B1 Technical skills for personal progression

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

The following content (B2) is only relevant for the Extended Diploma.

B2 Technical skills for personal investigation

- Interpreting ideas through technical practice e.g.:
  - responding to key work
  - use of media, techniques and processes relevant to context, key works and personal career goals.

B3 Technical skills for advanced practice

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

Professional practice

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

B1 Professional skills for personal progression

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

The following content (B2) is only relevant for the Extended Diploma.

B2 Professional skills for personal investigation

- Process and management of a personal response:
  - visual and written analysis and synthesis
  - investigating processes and development stages in context:
    - traditional
    - unconventional
  - making observations of personal responses:
    - changes in meaning
    - new contexts of work
  - recording and summarising findings.

B3 Professional skills for creative practice

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

Communication

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

B1 Communication skills for progression

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

The following content (B2) is only relevant for the Extended Diploma.

B2 Communication skills for personal investigation

- Communicating a study:
  o organising key information: visual, audio, written
  o clarity and structure: intentions, exploration, findings
  o communicating relevance of study to an audience:
    − key findings
    − how investigation informed personal ideas
    − how application of materials, techniques and processes support ideas.
    − further areas of interest
  o formats, e.g.:
    − portfolio
    − publication, showreel, online
    − exhibition or display.

B3 Communication skills for creative practice

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

Essential information for assessment

Each assessment unit requires a unique set of evidence.

Recommended evidence for assessment units B1, B3 and B4

(see specific guidance in the PSA for an outline of the evidence requirements for B2).

The body of work generated through the exploration and development of skills and related projects and assignments should be used to produce **a selection** of evidence for assessment against the assessment criteria on page 42.

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

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

B2: Personal investigation

Overview

Creative practitioners investigate topics that inspire them to create new work that is informed by wider contexts and their personal interests. Undertaking a personal investigation will help learners develop an understanding of how their work is informed. They will develop an ability to justify their own creative practice, which will support applications for progression to higher education, employment or in gaining contracts from clients within their career.

The assessment unit has 90 guided learning hours, some of which will be used to deliver the content related to the assessment unit in module B, the rest of which will be used by learners to undertake the Pearson Set assignment.

Learners will have 90 hours to complete the Pearson Set Assignment.
Timings are suggested:

- 60 hours for investigation and development (which can include time in class and self-directed study)
- 15 hours for the personal response(s)
- 15 hours for the portfolio.

The personal investigation

Pearson will set a topic for investigation as a Pearson Set Assignment. The topic will be broad and enable learners, working in any specialism, to investigate the topic in relation to their personal interests of any relevant concept, phenomena, movement, person, people, existing work or other source of reference.

The work learners produce will consist of a body of development work and personal response(s) based on a personal investigation of the topic. The body of work will likely combine practical work and written materials to communicate the investigation. It should clearly show:

- Investigation into historical and contemporary work related to the topic.
- Contextual investigation into information related to the topic such as historical, social, economical, political, geographic, or cultural sources.
- Exploratory development of personal response(s) with experiments and review.
- Personal response(s) to the historical and contemporary work and the contextual information they have investigated.

Ensuring the personal investigation meets the requirements

While learners can focus on any particular aspect of the topic, they must agree their investigation with the tutor before undertaking it, to ensure it will meet the requirements of the Pearson Set Assignment and the common assessment criteria. The *B2 Personal investigation* is marked holistically against the common assessment criteria applied to all assessment units. As such, the portfolio should show:

- How **ideas are informed** through research into existing work and contextual information related to the selected aspect of the topic.
- Use of **problem solving** through practical experimentation, development and review.
- **Technical skills** to create work that responds to the topic.
- **Professional practice** that is used to manage the progress of the personal investigation.
- **Communication skills** to convey the investigation and the personal response(s).

Assessment criteria and amplification for decisions

The following assessment criteria must be used to make assessment decisions. Each assessment criterion (AC) relates to the corresponding assessment objective in each assessment unit, for example assessment criterion 1: Informing ideas, is used to assess objectives A1.1, A2.1, A3.1, B1.1, B2.1, B3.1 and B4.1.

A decision of Pass, Merit or Distinction should be made for each criterion in each assessment unit.

Making secure assessment decisions

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

BTEC International Level 3 Qualifications in Creative Media assessment criteria

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

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

4 Planning your programme

How do I choose the right BTEC International Level 3 qualification for my learners?

BTEC International Level 3 qualifications come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme.

Some learners are sure of the sector they want to work in and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC International Level 3 Extended Diploma as the most suitable qualification.

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

Is there a learner entry requirement?

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

Learners are most likely to succeed if they have:

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

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

What level of sector knowledge is needed to teach these qualifications?

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

What resources are required to deliver these qualifications?

As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC International Level 3 qualifications. For some learning and teaching modules, specific resources are required. Learners must have access to:

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

How can myBTEC help with planning for these qualifications?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, creating assignment briefs and creating assessment plans. For further information see *Section 10 Resources and support*.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC International Level 3 qualifications using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

What are the recommendations for community and employer involvement?

BTEC International Level 3 qualifications are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them for progression.

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

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

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

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

What support is available?

Support materials

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

Standards Verifier support visits

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

Training

There will be extensive training programmes as well as support from our Subject Advisory team.

For further details, see *Section 10: Resources and support*.

How will my learners become more employable through these qualifications?

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

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

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

5   Assessment structure

Introduction

BTEC International Level 3 qualifications are assessed using a combination of internal assessments, which are set and marked by teachers, and Pearson Set Assignments, which are set by Pearson and marked by teachers.

In developing an overall plan for delivery and assessment for the programme, you will need to consider when assessment can take place. Some assessment units are defined as synoptic (see *Section 2 Structure*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. You must plan the assignments so that learners can demonstrate learning from across their programme.

We have addressed the need to ensure that the time allocated to the final assessment of units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and Pearson Set Assignments, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview, with signposting to relevant documents, is given in *Section 7 Administrative arrangements*.

Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the assessment unit format, which we explain in *Section 3 Content*, and the requirements for delivering assessment given in *Section 6 Internal assessment*.

Pearson Set Assignment units

A summary of the set assignments for these qualifications is given in *Section 2 Structure*.

You should check this information carefully, together with the details of the unit being assessed, so that you can timetable learning and assessment periods appropriately.

Learners must take the authorised Pearson Set Assignment for the set assignment unit. Teachers are not permitted to create their own assessments for set assignment units. Some assignments may need to be taken in controlled conditions. These are described in each unit.

Learners may resit a set assignment to obtain a higher grade. If retaking, a learner must take a different authorised Pearson Set Assignment to that previously taken. If a learner has more than one attempt, then the best result will be used for qualification grading, up to the permitted maximum. It is unlikely that learners will need to, or benefit from, taking all assessments twice so you are advised to plan appropriately. Some assessments are synoptic and learners are likely to perform best if these assessments are taken towards the end of the programme.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson International Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

For BTEC International Level 3 qualifications, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

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 international standards.

All assessment units in these qualifications are internally assessed but Pearson sets assignments for some assessment units.

Principles of internal assessment (applies to all assessment units)

Assessment through assignments

For all assessment units, the format of assessment is an assignment taken after the content of the module has been delivered. An assignment may take a variety of forms, including a combination of practical, written or observed activities. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from teachers.

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. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria. For most of the assessment units, teachers will set the assignments. For Pearson Set Assignments, Pearson will set the assignment.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC International Level 3 qualifications are based on the specific criteria set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual assessment units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria are hierarchical and holistic. For example, if a Merit criterion requires the learner to show 'analysis' and the related Pass criterion requires the learner to 'explain', then to satisfy the Merit criterion, a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships between the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2: Glossary of terms used*, we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for an assessment unit, then the assessment team will give a grade for the assessment.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities; the roles are listed below. There is detailed information in the *Pearson International Quality Assurance Handbook*.

- The Lead Internal Verifier (Lead IV) has overall responsibility for the programme, its assessment and internal verification, record keeping and liaison with the Standards Verifier, ensuring our requirements are met. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, standardises and supports the rest of the assessment team, making sure that they have the information they need about our assessment requirements and organises training, making use of our standardisation, guidance and support materials.

- Internal Verifiers (IVs) oversee all assessment activities in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. Internal Verifiers will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.

- Assessors set or use assignments to assess learners. Before making any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that learner progress can be tracked and so that we can monitor that assessment is being carried out. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10 Resources and support*, and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

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

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

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 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.

Assessors must complete a declaration that:

- to the best of their knowledge 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 7 Administrative arrangements*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner must be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 2: Glossary of terms used*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to content. The Distinction criteria as a whole relate to outstanding evidence across the assessment unit. Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the assessment unit and/or that they are able to draw learning together across the content.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can ensure that standards are being satisfied and achieved. This process gives stakeholders confidence in the assessment approach.

The programme must have an assessment plan validated by the Lead IV, produced as a spreadsheet or using myBTEC. When producing a plan, the assessment team needs to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, when quality assurance will take place
- the completion dates for different assignments and the name of each Assessor
- who is acting as the Internal Verifier for each assignment and the date by which the assignment needs to be internally verified
- setting an approach to sampling assessor decisions though internal verification that covers all assignments, assessors and a range of assessment decisions
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

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

There are examples of records and further information in the *Pearson International Quality Assurance Handbook*.

Setting effective assignments (applies to assessment units without set assignments)

Setting the number and structure of assignments

This section does not apply to Pearson Set Assignments. For these assessment units we provide sample authorised assignment briefs and we give you suggestions on how to create suitable assignments. You can find these materials on our website. In designing your own assignment briefs, you should bear in mind the following points.

- For units containing synoptic assessment, the planned assignments must allow learners to select and apply their learning, using appropriate self-management of tasks.

- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.

- The specified 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. For example, if a learner is carrying out one practical production, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

Forms of evidence

BTECs have always allowed for a variety of forms of evidence to be used – provided that they are suited to the type of content being assessed. The assessment units give you information on what would be suitable forms of evidence to give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2: Glossary of terms used*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance

- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the content and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets. Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

Late completion, resubmission and retakes (applies to all assessment units)

Dealing with late completion of assignments for internally-assessed units

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline, or by the authorised extension deadline, may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted, using the relevant assessment criteria.

Resubmission of improved evidence for internally-assessed units

An assignment provides the final assessment for the relevant content 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 can be done in such a way that it 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 assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted has been authenticated by both the learner and assessor and remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days after the timely issue of assessment feedback to learners, which is within term time in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement

- have submitted work that is not authentic.

We recognise that there are circumstances where the resubmission period may fall outside of the 15-day limit owing to a lack of resources being available, for example where learners may need to access a performance space or have access to specialist equipment. Where it is practical to do so, for example evaluations, presentations, extended writing, resubmission must remain within the normal 15-day period.

Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant content after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may be achieved at a Pass only.

The Lead Internal Verifier must authorise a retake of an assignment only in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. The retake is not timebound and the assignment can be attempted by the learner on a date agreed between the Lead IV and assessor within the same academic year.

For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment*. Information on writing assignments for retakes is given on our website (https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html).

Assessment units

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

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

- respond to industry-related and supported briefs

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

- use collaborative skills and communicate with others

- use case studies to explore complex or unfamiliar situations.

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. For more information, please see *Section 4 Planning your programme*.

7   Administrative arrangements

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to quality nominees, Lead IVs, programme leaders and examinations officers.

Learner registration and entry

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

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

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

Access to assessment

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

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

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

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

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

Administrative arrangements for assessment

Records

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

Reasonable adjustments to assessment

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

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

Special consideration

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

Appeals against assessment

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

Dealing with malpractice

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

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

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

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

Staff/centre malpractice

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

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

Certification and results

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

Post-assessment services

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

Additional documents to support centre administration

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

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

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

8   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 and diversity legislation and/or regulations.
- Centres should refer to the *Further information for teachers and assessors* section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

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

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery
- through standardisation, Pearson makes available to approved centres resources and processes that exemplify assessment and appropriate standards. Approved centres must use these to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

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

The methods we use to do this for BTEC Level 3 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 synoptic units are placed appropriately in the order of 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 all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

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

9   Understanding the qualification grade

Awarding and reporting for the qualification

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

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

Eligibility for an award

In order to be awarded a qualification, a learner must complete all required assessment units and achieve a Pass or above in all assessment criteria in each unit. Refer to the structure in *Section 2: Structure* for more information.

To achieve any qualification grade, learners must:

- complete all assessment units required in the qualification

- achieve all assessment criteria at Pass or above for each assessment unit within the qualification as shown in *Section 2: Structure*

- achieve the minimum number of points at a grade threshold.

Learners who do not achieve sufficient points for the Extended Diploma qualification or who do not achieve all the required assessment units may be eligible to achieve the Diploma (720 GLH) qualification in the same suite, provided they have completed and achieved the correct assessment units and met the appropriate qualification grade points threshold.

Unit weighting towards the qualification grade

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

Assessment units are equally weighted in the Extended Diploma

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

Calculation of the qualification grade

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

Points available for assessment units and qualifications

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

	Points per assessment criteria		
	Assessment units A1, A2, A3, B1, B2, B3	Assessment unit A1 (360 size only)	Assessment unit B4 (1080 size only)
U	0	0	0
Pass	1	2	3
Merit	2	4	6
Distinction	3	6	9

The table below shows the total number of points available for internally-assessed units and the overall total points available for each qualification.

Total points per Assessment unit and Qualification	
Subsidiary Diploma (360 GLH)	
Assessment Unit	**Total points available**
A1	30
A2	15
Total for qualification	45
Foundation Diploma (540 GLH)	
Assessment Unit	**Total points available**
A1	15
A2	15
A3	15
Total for qualification	45
Diploma (720 GLH)	
Assessment Unit	**Total points available**
A1	15
A2	15
B1	15
B3	15
Total for qualification	60
Extended Diploma (1080 GLH)	
Assessment Unit	**Total points available**
A1	15
A2	15
A3	15
B1	15
B2	15
B4	45
Total for qualification	120

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted, and the qualification claim is made.

Qualification grade point thresholds for these qualifications will be confirmed in due course.

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

Subsidiary Diploma (360 GLH)

Assessment units	GLH	Weighting towards the qualification grade
A1 Skills Development	270	66%
A2 Responding to a Brief	90	33%

Foundation Diploma (540 GLH)

Assessment units	GLH	Weighting towards the qualification grade
A1 Skills Development	270	33%
A2 Responding to a Brief	90	33%
A3 Creative Project	180	33%

Diploma (720 GLH)

Assessment units	GLH	Weighting towards the qualification grade
A1 Skills Development	270	25%
A2 Responding to a Brief	90	25%
B1 Personal Progression	90	25%
B3 Creative Industry Response	270	25%

Extended Diploma (1080 GLH)

Assessment units	GLH	Weighting towards the qualification grade
A1 Skills Development	270	12.5%
A2 Responding to a Brief	90	12.5%
A3 Creative Project	180	12.5%
B1 Personal Progression	90	12.5%
B2 Personal Investigation	90	12.5%
B4 Extended Creative Industry Response	360	37.5%

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC International Level 3 qualifications with confidence. You will find a list of resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Specification

The specification (for teaching from April 2020) gives you details of the administration of the qualifications and information on the units for the qualifications.

Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC International Level 3 qualifications, for example employer involvement and employability skills. It also covers guidance on assessment and quality assurance. The *Delivery Guide* tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.

myBTEC

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

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

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC International Level 3 qualifications, these may include:

- learner textbooks
- teacher resource packs.

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

Pearson English

Pearson provides a full range of support for English learning including diagnostics, qualifications and learning resources. Please see www.pearson.com/english

Training and support from Pearson

People to talk to

There are many people available to support you and give you advice and guidance on delivering your BTEC International Level 3 qualifications. They include the following.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and can answer sector-specific queries on planning, teaching, learning and assessment.
- 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.
- Regional Teams – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC International Level 3 qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

'Getting Ready to Teach'

These events are designed to get teachers ready to deliver the BTEC International Level 3 qualifications. They include an overview of qualification structures, planning and preparation for internal and external assessment, and quality assurance.

Teaching and learning

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

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

Appendix 1: Transferable employability skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the International Research Council's (NRC) framework [2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.

The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and in developing these skills in learners.

The table overleaf sets out the framework and gives an indication of the skills that can be found in the Pearson BTEC International Level 3 Qualifications in Creative Media, it indicates the interpretation of the skills in this area. A full interpretation of each skill, with mapping to show opportunities for learner development, is given on the subject pages of our website: qualifications.pearson.com

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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

[2] Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

Cognitive skills	Cognitive processes and strategies	Critical thinking Problem solving Analysis Reasoning/argumentation Interpretation Decision making Adaptive learning Executive function
	Creativity	Creativity Innovation
Intrapersonal skills	Intellectual openness	Adaptability Personal and social responsibility Continuous learning Intellectual interest and curiosity
	Work ethic/ conscientiousness	Initiative Self-direction Responsibility Perseverance Productivity Self-regulation (metacognition, forethought, reflection) Ethics Integrity
	Positive core self-evaluation	Self-monitoring/ self-evaluation/ self-reinforcement
Interpersonal skills	Teamwork and collaboration	Communication Collaboration Teamwork Cooperation Empathy/perspective taking Negotiation
	Leadership	Responsibility Assertive communication Self-presentation

Reaching a valid and defensible decision as a response to a brief, that meets a client need.

Working independently and efficiently to respond to a creative media client need.

Appendix 2: Glossary of terms used for internally-assessed learning and teaching modules

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

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

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

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