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### 1.1 Definitions and characteristics

The Level 3 Diploma and Extended Diploma in Creative Media Production & Technology are designed to provide students with the knowledge, skills and understanding necessary to access and progress to degree level study or employment in the media sector. They provide an opportunity for those who have an interest in media to explore, develop and test their creativity within a qualification structure that is stimulating and demanding and provides a supportive transition from general to more specialised study.

Study for these qualifications is not time constrained but will normally be over a period of one year for the Diploma and two years for the Extended Diploma.

The structure of the qualifications, with units linked to provide coherence, allows students to synthesise newly acquired practical skills with theoretical knowledge and understanding as they explore their aptitude and ambition and the particular characteristics of a broad range of creative media disciplines.

Students will be encouraged to recognise not only the unique characteristics of different disciplines, but also the dynamic and potentially innovative relationships between those disciplines.

The qualifications require students to develop a coherent and effective working methodology, through immersion, reiteration and reinforcement, which will enable them to react positively and creatively across a diverse range of assignments and creative activities.

The final unit of the Extended Diploma, available at Levels 3 and 4, requires students to demonstrate the independent capacity to self-initiate, research, analyse, organise, reflect and evaluate commensurate with study in Higher Education.

The qualifications encourage student recognition of the broader context within which the media industries operate and the necessity to develop transferable skills to ensure an effective contribution to both the immediate and future development of those industries.

The Level 3 Diploma and Extended Diploma in Creative Media Production & Technology are characterised by experiential, experimental and integrated learning; relying on the application and transfer of recognised skills, whilst valuing the accidental and novel results that can occur in both individual and collaborative practice. The qualifications acknowledge common principles and distinctive characteristics within the wider media sector.

### 1.2 Objectives

The qualifications will enable students to:

1. Have a critical and contextual awareness of different perspectives and approaches within the media sector or related subjects of study or work
2. Research, analyse and evaluate relevant information and ideas in order to develop creative solutions
3. Understand, adapt and safely use appropriate and practical methods and skills for creative production
4. Solve complex problems through the application of practical, theoretical and technical understanding
5. Critically review the effectiveness and appropriateness of methods, actions and results
6. Use evaluative and reflective skills in order to take responsibility for own learning, development and decision-making
7. Take responsibility for the research, planning, time management and actions to access progression opportunities
8. Effectively present themselves and their work to appropriate audiences.

## 1.3 Qualification structure

### Diploma in Creative Media Production & Technology

Mandatory units to be achieved: 8  
Total Qualification Time: 1040

<b>Unit 1</b>	Introduction to media processes and technical skills	<b>Level 3</b> 80 GLH, TUT 120
<b>Unit 2</b>	Introduction to design and research skills in creative media production	<b>Level 3</b> 70 GLH, TUT 105
<b>Unit 3</b>	Introduction to professional practice in creative media production	<b>Level 3</b> 70 GLH, TUT 105
<b>Unit 4</b>	Critical and contextual awareness in creative media production	<b>Level 3</b> 60 GLH, TUT 90
<b>Unit 5</b>	Investigating audio production and technology	<b>Level 3</b> 60 GLH, TUT 90
<b>Unit 6</b>	Investigating visual production and technology	<b>Level 3</b> 60 GLH, TUT 90
<b>Unit 7</b>	Investigating interactive production and technology	<b>Level 3</b> 60 GLH, TUT 90
<b>Unit 8</b>	Developing a creative media Production project	<b>Level 3</b> 140 GLH, TUT 350

**TQT:** Total Qualification Time  
**TUT:** Total Unit Time  
**GLH:** Guided Learning Hours

### Extended Diploma in Creative Media Production & Technology

Mandatory units to be achieved: 13  
Total Qualification Time: 2030

Students must complete Units 1–8 of the Diploma in Creative Media Production & Technology, in addition to Units 9–13 or Unit 14.

<b>Unit 9</b>	Characteristics and contexts in creative media production	<b>Level 3</b> 90 GLH, TUT 135
<b>Unit 10</b>	Engaging with an audience in creative media production	<b>Level 3</b> 90 GLH, TUT 135
<b>Unit 11</b>	Preparing for progression in creative media production	<b>Level 3</b> 90 GLH, TUT 135
<b>Unit 12</b>	Specialist study in creative media production	<b>Level 3</b> 90 GLH, TUT 135
Students must achieve <b>one</b> of the two optional units below:		
<b>Unit 13</b>	Extended project in creative media production	<b>Level 3</b> 180 GLH, TUT 450
<b>Unit 14</b>	Extended project in creative media production	<b>Level 4</b> 180 GLH, TUT 450

## 1.4 Commentary on qualification structure

### Level 3 Diploma in Creative Media Production & Technology

The qualification will be delivered through 8 units over a nominal one-year period. Units will vary in length to ensure that the qualification provides an appropriately supportive experience as students explore the diagnostic elements of the programme in preparation for further education or employment.

Centres delivering the qualification should design assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of the assignments, and the specific creative media activities which students are asked to engage with, are at the discretion of the centre.

**Units 1–4** are linked together to form a coherent pattern of teaching and learning to provide the student with an introduction to the skills, knowledge and understanding necessary to explore, enhance and sustain their creative development and determine a standard from which all other activities and learning will develop. Students will be given a broad diagnostic introduction to creative media production and technology that will develop their understanding of the interrelated nature of the discipline.

**Unit 1** will provide students with an introduction to a range of processes and skills used in creative media production and to the particular characteristics and methods of communication within the media sector.

**Unit 2** will provide students with an introduction to a range of design and research activities and related skills appropriate to the support of creative media production. The unit will also develop an understanding of the vital role that research plays in informing and developing ideas.

**Unit 3** will provide students with an introduction to the diversity of roles, responsibilities, employment and progression opportunities available within the sector. It will also develop an understanding of the media industry, how it works and the personal and professional characteristics needed for a career in creative media production.

**Unit 4** will provide students with an introduction to the investigation of both historical and contemporary context. Through a thematic approach to the subject the student will research a broad range of perspectives that influence the development of ideas within creative media production.

**Units 5–7** will require students to apply their newly acquired skills, knowledge and understanding through a series of more complex and demanding assignments in a range of media platforms. Students will begin to recognise the unique characteristics of specific creative media.

**Unit 5** will provide students with an opportunity to integrate knowledge and understanding acquired in Units 1–4, and to investigate the specific skills and attributes required for audio-based creative media production and communication.

**Unit 6** will provide students with an opportunity to integrate knowledge and understanding acquired in Units 1–4, and to investigate the specific skills and attributes required for visual-based creative media production and communication.

**Unit 7** will provide students with an opportunity to integrate knowledge and understanding acquired in Units 1–4, and to investigate the specific skills and attributes required for interactive creative media production and communication.

**Unit 8** is the summative unit in the first year of the two-year qualification. It will provide students with a measure of self-directed learning through the completion of a substantial creative media production and technology project.

The unit requires students to apply the skills, knowledge and understanding developed in Units 5–7, to complete a creative media production project. It will provide students with a measure of self-directed learning, and an opportunity to begin to clarify their longer-term goals through their choice of an activity to explore in greater depth.

## Level 3 Extended Diploma in Creative Media Production & Technology

The qualification will be delivered through 13 units over a nominal two-year period. Units 1–8 are described on the previous page.

**Units 9–11** will provide students with more focused opportunities to explore activities and competences within creative media production and technology, encouraging a personal dialogue in terms of ambitions, preferences and future progression opportunities. The units acknowledge the importance of collaboration and communication with a range of audiences. Students will take increasing responsibility for their own learning and personal ambitions.

**Unit 9** will provide students with an opportunity to develop a focused, in-depth, understanding of the range, characteristics, complexity and contexts that define creative media production activities. Through exploration and investigation, students will enter into a more formal dialogue of personal interrogation and understanding designed to confirm strengths, enthusiasms and ambitions. It is expected that they will take ownership of their learning by responding positively to the greater opportunities for individual expression, creativity and technical understanding afforded.

**Unit 10** requires students to develop deeper knowledge and understanding of a specific creative media production activity and the means by which the audience for that activity might be reached and addressed.

The unit provides an opportunity for students to demonstrate their understanding of audiences for their chosen areas of activity and the importance of collaboration and communication with those audiences during engagement with complex problem solving tasks.

**Unit 11** requires students, through a process of research, dialogue, reflection and evaluation, to identify and prepare for specific Higher Education or employment progression routes appropriate to their ambitions. The unit will give students the opportunity to explore aspects of entrepreneurship and marketing and enable them to demonstrate the practical, intellectual and communication skills necessary for progression.

**Unit 12** requires students to research and critically examine the influence of historical and contemporary contexts on the development of ideas and how this informs their own practice. The unit will enable students to demonstrate an understanding of their discipline and place within it.

**Units 13 and 14** will provide students with opportunities to refine and demonstrate the skills, knowledge and understanding appropriate to their choice of future career path and entry to Higher Education or related employment. Students will complete and present a substantial self-directed creative media production and technology project.

**Unit 13** provides students with an opportunity to confirm their chosen specialism by engaging in activity related to their discipline of choice. It is expected that they will take ownership of their learning by responding positively to the greater opportunities for individual expression and creativity afforded and demonstrate their ability to competently use the range of skills acquired throughout the course.

**Unit 14** requires students to affirm appropriate maturity by taking significantly greater responsibility for their own learning. Students are required to demonstrate their capacities to initiate, research, develop, implement, reflect and evaluate a substantial project, in preparation for Higher Education or employment in their chosen discipline.



### 1.5 Admissions

UAL Awarding Body expects centres to recruit with integrity and on the basis of students' anticipated ability to successfully complete the requirements of the individual unit(s) or the full qualification.

UAL Awarding Body recommends that students have a minimum of 4 x GCSE's at grade C or above, at least one of which should be in a media or art and design subject, or an equivalent Level 2 qualification in a relevant subject.

Students should be advised that some university degree courses require students to have gained a GCSE at C or above in maths and English. Students may be advised to complete these qualifications to ensure they have the best possible chance to progress to Higher Education.

### 1.6 Induction

Centres should provide students with an induction to ensure that:

- A course handbook and any other supporting material to facilitate effective learning is provided
- Timetabling arrangements are clarified
- Academic tutorials systems are provided
- Learning support needs are identified and provided as appropriate
- Course structures and assessment requirements are explained for both internal assessment and external moderation
- Health and safety regulations and procedures are explained.

### 1.7 Planning the programme

UAL Awarding Body supports innovative approaches to programme design and delivery within the broad context of the qualification aims and the learning outcomes and assessment criteria. The programme can therefore be delivered in a variety of ways.

The qualification has been written to support a range of delivery options. The 14 units focus on underpinning processes and principles and deliberately avoid the specification of detailed contexts in which delivery should occur.

Although the intention of the qualification is to give students access to a range of disciplines, it is entirely feasible and desirable that more specialist delivery models could be used to support the development of students who begin the course with a clearer understanding of the disciplines in which they want to work. Delivery could therefore occur in the context of a particular specialist area such as games design, film or interactive media.

However, delivery should be coherent and integrated, progressively focused upon the relationship between the development of students' work and the choices they make.

As the programme progresses, students must be able to demonstrate achievement in learning and observing and practical experience in media disciplines, paralleled by an

increasing ability to coherently synthesise their experiences in preparation for the next stages of their professional development.

At all times students should be developing a skill base which acknowledges the interrelationship of the critical, theoretical and practical and the relationship between the development of their ideas and work and the choices they make regarding future progression.

Centres planning to deliver the qualification should familiarise themselves with the thirteen individual unit specifications and support material including:

- Unit aims
- Unit learning outcomes
- Unit assessment criteria
- Unit indicative content
- Unit teaching strategies and learning activities
- Methods of assessment and evidence of achievement
- Necessary resources
- Grading criteria.

Not every centre delivering the Diplomas will be expected to provide an identical programme. However, centres are required to cover the same learning outcomes and assessment criteria and ensure coherent sequencing (patterns of teaching, learning and assessment which are continuous, interactive and integrative) rather than a fragmented approach across diverse disciplines.

### 1.8 Personal and professional development

The Level 3 Diploma and Extended Diploma in Creative Media Production & Technology will provide students with opportunities to develop and utilise broad, transferable skills by encouraging an ethos of personal and professional development. These include:

- Initiative independent inquiry
- Creative thinking
- Reflective learning
- Team-working
- Self-management
- Effective participation
- Problem solving
- Communication.

### 1.9 Assessment

Units 1–7 of the Level 3 Diploma in Creative Media Production & Technology will be internally assessed and internally verified through students' portfolios of evidence and are subject to UAL Awarding Body's external quality assurance.

Unit 8, the final unit of the Level 3 Diploma in Creative Media Production & Technology will be internally assessed and internally and externally moderated against the assessment and grading criteria for those units.

Unit 8 is graded Pass, Merit or Distinction and determines the overall final grade for the qualification. To achieve a Merit or Distinction grade, a student must meet all of the assessment and grade criteria in the respective categories in full.

Units 9–12 of the Level 3 Extended Diploma in Creative Media Production & Technology will be internally assessed and internally moderated against the assessment criteria for those units.

Units 8, 13 and 14 will be internally assessed and internally and externally moderated against the assessment and grading criteria for those units.

These units are graded Pass, Merit or Distinction. Performance in Unit 8 determines the overall final grade for the Diploma. Performance in Unit 13 or 14 determines the overall final grade for the Extended Diploma. To achieve a Merit or Distinction grade, a student must meet all of the assessment and grade criteria in the respective categories in full. There is no compensation on the basis of performance in Unit 8.

To achieve a Pass in any unit, all assessment criteria must be met.

Failure to meet assessment criteria will lead to referral. Students are allowed one opportunity to redeem a referral.

### 1.10 Rationale for GLH and TQT

Units 1-4 of the level 3 diploma are designed to introduce the the subject, units 5-7 are designed to develop skills, both academic and practical.

These units require more delivery of the knowledge with ongoing and frequent guidance, formative assessment and feedback to help inform, support students progress, understanding and competence with summative assessment points throughout.

Unit 8 is graded and allows the students to apply knowledge and understanding which requires less delivery but requires continued formative feedback and summative graded assessment.

Unit 9-12 of the level 3 extended diploma are designed to further develop the students academic and practical skills and with ongoing and frequent guidance, formative assessment and feedback to help inform, support students progress, understanding and competence with summative assessment points throughout.

Unit 13/14 of the extended diploma allow the student to apply their knowledge, understanding, skills and application acquired from previous units in a final project which requires less delivery but requires continued formative feedback and summative graded assessment.

### 1.11 Regulation and funding

The qualifications are regulated by Ofqual, Qualification Wales and CCEA and sit on the Regulated Qualifications Framework (RQF).

The qualification accreditation number or QAN for the Level 3 Diploma in Creative Media Production & Technology is **601/3986/9**.

The qualification accreditation number or QAN for the Level 3 Extended Diploma in Creative Media Production & Technology is **601/3987/0**.

Centres can find full details of the Education & Skills Funding Agency (ESFA) funding arrangements for the qualification on 'the Hub' Learning Aims search facility.

### 1.12 UCAS Tariff

The UAL Level 3 Diploma in Creative Media Production & Technology is included in the UCAS tariff and attracts the following points for each final grade as shown below:

Pass	36
Merit	60
Distinction	84

The UAL Level 3 Extended Diploma in Creative Media Production & Technology is included in the UCAS tariff and attracts the following points for each final grade as shown below:

Pass	72
Merit	120
Distinction	168



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# **Level 3 Diploma**

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# **Units and indicative content**

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# Unit 1

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## Introduction to media processes and technical skills

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**Level: 3**  
**GLH: 80**

**TUT: 120**

**Unit aim:** Provide students with an introduction to a range of processes and skills used in creative media production and technology and to the particular characteristics and methods of communication within the media sector.

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### Learning outcomes

The student will:

1. Understand processes and technical skills used in creative media production.
2. Understand the characteristics and methods of communication within a media context.

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### Assessment criteria

The student can:

- 1.1 Apply understanding of a range of processes to support media activities.
- 1.2 Apply media processes and skills safely and appropriately.
- 2.1 Critically compare a range of communication methods used to convey meaning in creative media production.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria.

The length and complexity of assignments and the specific activities, with which students are asked to engage, are at the discretion of the centre.

This unit may be linked formally through a common assignment or assignments with Units 2, 3 and 4. It is designed to provide a coherent body of knowledge and to develop practical, critical and analytical skills that will enable students to understand the range of activities and elements used in creative media production.

This unit, together with Units 2, 3 and 4, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in the qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

Students should be encouraged to be adventurous and open-minded in exploring, analysing and evaluating a range of media and processes through practical activities. Students will be expected to demonstrate their understanding in an appropriately skilful manner, and should be encouraged to relate their own experiences to the work of other creative media practitioners.

Learning for this unit may be delivered through studio based assignments, workshop sessions, seminars and educational visits designed to strengthen student understanding, ability and confidence in the use and application of a range of media processes and technical skills.

A range of activities might include:

- An exploration of processes and technical skills used in different media disciplines
- An introduction to the visual glossary, terms and techniques
- Use of visual language and semiotics
- Use of narrative and mini-narrative for short sequences used in media disciplines
- Introduction to coding
- Health and safety in workshops
- Individual presentations and group work
- Peer and self-assessment
- Discussion groups to analyse the effectiveness of various techniques.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

This unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include reflective journals, blogs, workbooks, notebooks, research portfolios, storyboards, presentations, audio, visual and digital communications. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

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# Unit 2

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## Introduction to design and research skills in creative media production

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**Level: 3**  
**GLH: 70**

**TUT: 105**

**Unit aim:** Provide students with an introduction to a range of design and research activities and related skills appropriate to the support of creative media production. The unit will also develop an understanding of the vital role that design and research play in informing and developing ideas.

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### Learning outcomes

The student will:

1. Understand design and research tools, methods and skills used in creative media production.
2. Understand primary and secondary research sources.
3. Be able to use design and research tools, methods and skills to inform ideas for creative media production.

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### Assessment criteria

The student can:

- 1.1 Critically compare a range of research tools, methods and skills.
- 2.1 Critically compare a range of primary and secondary research sources.
- 3.1 Apply design and research tools, methods and skills to record and interpret information and develop ideas for creative production.
- 3.2 Evaluate the effectiveness of design and research tools methods and skills to develop ideas for creative production.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of the assignment(s), and the specific creative media activities with which students are asked to engage, are at the discretion of the centre. However, it is anticipated that over the period of the qualification students will be introduced to a range of activities.

This unit, which may be linked formally through common assignment(s) with Units 1,3 and 4, is designed to provide a coherent body of knowledge that will enable students to develop an understanding of research skills as a key tool in the identification, interpretation and evaluation of ideas. Good practice should encourage a seamless approach to the recording and evaluation of relevant information in whatever form was appropriate and meaningful. Students should be encouraged to develop appropriate research strategies, skills and methods in support of all creative media activities.

This unit, together with Units 1,3 and 4, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in units 5–13 will be based.

It is therefore important to ensure that appropriate standards in both practical and theoretical activities are achieved by students.

The learning for this unit may be delivered as a part of a studio, library, gallery or museum based project, designed to encourage student confidence and familiarity with a range of research skills. This unit provides students with an early opportunity to develop their literacy through the exploration of creative media vocabulary.

Opportunities should be provided for students to articulate their perceptions in relation to their research activity. Students should also be encouraged to be adventurous and open-minded in exploring and recording a variety of information sources whilst retaining an awareness of the relationship between their research activities and their specified creative activities. Practical activities in this unit will require students to identify and understand research sources, and through the skilful use of drawing, note taking and any other form of record keeping, identify, explore and evaluate ideas and information to support creative activities.

A range of activities might include:

- An introduction to research methodology
- An exploration of a range of research sources
- Primary techniques e.g. demographic observation, surveys
- Secondary techniques e.g. user comments, ratings
- Accessing e-books and journals
- Accessing archive materials
- Documentation of research, recording and referencing sources
- An exploration of alternative forms of presenting information
- Individual presentations and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

This unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include reflective journals, blogs, workbooks, notebooks, research portfolios, written assignments, storyboards, presentations, audio, visual and digital presentations and outcomes. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.



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# Unit 3

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## Introduction to professional practice in creative media production

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**Level: 3**  
**GLH: 70**

**TUT: 105**

**Unit aim:** Provide students with an introduction to the diversity of roles, responsibilities, employment and progression opportunities available within the sector. It will introduce the student to professional working practices and give an understanding of the skills needed for a career in creative media technology and production.

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### Learning outcomes

The student will:

1. Understand progression opportunities within the creative media sector.
2. Understand the skills needed to pursue a career in the creative media sector.
3. Be able to carry out roles and responsibilities consistent with professional practice.

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### Assessment criteria

The student can:

- 1.1 Locate, access and use information to support own development.
- 2.1 Critically evaluate a range of working practices and methods.
- 2.2 Apply knowledge of working practices to support own development.
- 3.1 Organise self and work to meet deadlines and targets.
- 3.2 Demonstrate consideration and professionalism in working with others.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of assignments and the specific activities, with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide a coherent body of knowledge that will enable students to develop an understanding of the range of roles, responsibilities, employment and progression opportunities available within the sector. Students should be encouraged to reflect on and record relevant information in the most appropriate and meaningful format, and to develop strategies, skills and methods in support of media and communication activities.

This unit, together with Units 1, 2 and 4, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in the qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

Students should be encouraged to be adventurous and open minded in exploring, and recording a variety of information sources whilst retaining an awareness of the relationship between their research activities and their own creative production.

Students will be expected to demonstrate their understanding in an appropriately professional manner and should be encouraged to relate their own experiences to the work of other creative media practitioners.

The learning for this unit may be delivered through studio-based assignments, workshop sessions, seminars and educational visits designed to strengthen student understanding. The unit provides an early opportunity for students to develop their vocabulary and confidence in their knowledge of the sector and the future career opportunities available to them.

A range of activities might include:

- An introduction to the range of job roles and career opportunities in the sector -
- An introduction to the pros and cons of freelance working
- Investigation of needs analysis and skills gaps in the sector
- Lectures and seminars exploring business models, entrepreneurship and management skills
- Recording of personal development e.g. blogs, showreel clips
- Accessing e-books, journals and archive materials
- Industry visits
- Effective planning and time management strategies
- Individual, group and team activities e.g. interview scenarios
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

This unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include showreels, observations of studio practice, reflective journals, blogs, workbooks, notebooks, research portfolios, written assignments, storyboards, presentations, audio, visual and digital presentations. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

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# Unit 4

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## Critical and contextual awareness in creative media production

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**Level: 3**  
**GLH: 60**

**TUT: 90**

**Unit aim:** Provide students with an introduction to historical and contemporary contexts and perspectives influencing the development of ideas and technology within creative media production.

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### Learning outcomes

The student will:

1. Understand critical perspectives that influence the analysis of creative media production activities.

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### Assessment criteria

The student can:

- 1.1 Compare a range of critical perspectives that influence the analysis of creative media production activities.
  - 1.2 Apply knowledge of critical perspectives to the analysis of a range of creative media production activities.
  - 1.3 Apply knowledge and understanding of critical perspectives to support own practice.
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2. Understand the contexts within which creative media technology and production are positioned.
- 2.1 Critically compare a range of contexts within which creative media technology and production are situated.
  - 2.2 Apply an understanding of a range of contextual parameters to support own creative development.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide a coherent body of knowledge designed to develop analytical and critical skills necessary to inform creative production, and to enable the student to develop an awareness and understanding of the broader contexts within which creative media technology and production activities are situated.

This unit, together with Units 1, 2 and 3, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in the qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

The learning for this unit may be delivered through studio sessions, seminars, library research and educational visits designed to strengthen student confidence and familiarity with critical analysis and contextual awareness. This unit provides an early opportunity for students to develop their literacy through

the production of extended textual analysis. Opportunities should also be provided for students to articulate their perceptions in facilitated discussions and group work.

Students should be encouraged to be adventurous and open minded in their exploration of critical and contextual perspectives. Students should also be encouraged to recognise the informative relationship between the study of critical analysis and contextual perspectives and their own creative activities.

Critical perspectives may address language and communication, form and meaning, semiotics, values and purpose, and other related issues. Students should be encouraged to define their personal response to a piece or pieces of work.

Contextual awareness may address cultural and ethical perspectives (historical and contemporary) social perspectives (shaping and representing society) professional contexts (workplaces, organisations and careers) and other related issues.

Practical activities in this unit will require the student to identify and understand contextual perspectives, apply analysis and evaluation, and record their perceptions in appropriate forms including extended texts.

A range of activities might include:

- An exploration of critical perspectives and accepted theory through a range of delivery forms including: lectures, seminars, discussion group and workshops
- Analysis of media products and services using established approaches and theories
- An exploration of equality and diversity and the representation of minorities within the media industry - representations across media contexts (music, TV, film etc)
- An exploration of contextual awareness, language and communication through a range of delivery forms, including: lectures, seminars, discussion groups and workshops
- The use of correct subject terminology to communicate meaning
- Analytical writing in response to the form, meaning, value and purpose of a piece or pieces of work
- Audience research projects and case studies
- Individual presentations and group work
- Industry visits
- Library and archive research.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include personal reflective journals, workbooks, notebooks, blogs, research portfolios, written critiques, essays, presentations, digital recordings and witness statements. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 5

## Investigating audio production and technology

**Level: 3**  
**GLH: 60**

**TUT: 90**

**Unit aim:** Develop students' abilities to critically analyse and integrate, knowledge and understanding acquired in previous units and to investigate the specific skills and attributes required for creative production and technology in audio-based media platforms.

### Learning outcomes

The student will:

1. Be able to analyse an audio-based problem in creative media production.
2. Be able to use an integrated approach to audio-based creative media problem solving and production.
3. Be able to evaluate solutions to an audio-based problem in creative media production.

### Assessment criteria

The student can:

- 1.1 Analyse the requirements and parameters of an audio-based problem in creative media production.
- 1.2 Apply research activities to support solutions to an audio-based problem in creative media production.
- 2.1 Demonstrate the ability to plan, organise and present solutions to an audio-based problem in creative media production.
- 2.2 Apply practical skills, understanding and methods to solve an audio-based problem in creative media production.
- 3.1 Analyse the effectiveness of solutions to an audio based problem in creative media production.



### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of assignments, and the specific media and communication arts and technology activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide the student with an opportunity to integrate the knowledge, skills and understanding acquired in Units 1–4, and investigate these through a series of more complex and demanding assignments in audio-based media platforms.

This unit may be linked formally through a common assignment or assignments with Unit 6 and/or 7. It is designed to provide a coherent body of knowledge that will enable students to develop an understanding of the unique characteristics of specific creative media production and technology activities whilst also recognising and understanding the shared values uniting them.

Learning for the unit may be delivered as part of a studio or workshop based project designed to strengthen student confidence and familiarity with the range of activities needed to effectively solve an identified audio-based problem. This could take the form of concept, organisation or production. Opportunities should be provided for students to articulate, record and present their solutions in both written and visual forms. Discussion groups, seminars, workshops and lectures may all be used to support the learning for this unit.

The learning for the unit may be delivered through assignments that encourage or require team-working. It is recognised that team-working is common practice in much of the media industry. The learning may be delivered through an externally set 'live' assignment, encouraging student understanding of commercial constraints and the need for a sound working methodology.

Students should be encouraged to relate their own experience to that of others within the media industry.

A range of activities might include:

- Investigation and interpretation of narrative and script writing
- Investigation of alternative recording processes
- Investigations into the use of audio techniques in games and moving image
- Sound effects
- Studio recordings
- Outside broadcast
- Podcast and speech package production
- Soundtracks, sound effects, sound bites
- Investigations into the use of audio techniques to enhance meaning
- Musical scores
- Discussion groups to analyse the effectiveness of various alternative solutions
- Self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

This unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include personal reflective journals, plans, samples of development work, reports, blogs, workbooks, notebooks, research portfolios, scripts, web design, apps, digital or analogue recordings. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 6

## Investigating visual production and technology

**Level: 3**  
**GLH: 60**

**TUT: 90**

**Unit aim:** Develop students' abilities to critically analyse, and integrate, knowledge and understanding acquired in previous units and to investigate the specific skills and attributes required for creative production and technology in visual-based media platforms.

### Learning outcomes

The student will:

1. Be able to analyse a visual-based problem in creative media production.
2. Be able to use an integrated approach to visual-based creative media problem solving and production.
3. Be able to evaluate solutions to a visual-based problem in creative media production.

### Assessment criteria

The student can:

- 1.1 Analyse the requirements and parameters of a visual-based problem in creative media production.
- 1.2 Apply research activities to support solutions to a visual-based problem in creative media production.
- 2.1 Demonstrate the ability to plan, organise and present solutions to a visual-based problem in creative media production.
- 2.2 Apply practical skills, understanding and methods to solve a visual-based problem in creative media production.
- 3.1 Analyse the effectiveness of solutions to a visual-based problem in creative media production.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria.

The length and complexity of assignments, and the specific media and communication arts and technology activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide students with an opportunity to integrate the knowledge, skills and understanding acquired in Units 1–4, and investigate these through a series of more complex and demanding assignments in visual-based media platforms

This unit may be linked formally through a common assignment or assignments with Unit 5 and or 7. It is designed to provide a coherent body of knowledge that will enable students to develop an understanding of the unique characteristics of specific media and communication arts and technology activities, whilst recognising and understanding the shared values uniting them.

Learning for the unit may be delivered as part of a studio or workshop-based project, designed to strengthen student confidence and familiarity with the range of activities needed to effectively solve an identified visual-based problem. This could take the form of a concept, organisation or production.

Opportunities should be provided for students to articulate, record and present their solutions in both written and visual forms. Discussion groups, seminars, workshops and lectures may all be used to support the learning for this unit.

The learning for the unit may be delivered through assignments that encourage or require team-working. It is recognised that team-working is common practice in much of the media industry. The learning may be delivered through an externally set 'live' assignment, designed to encourage students' understanding of commercial constraints and the need for a sound working methodology.

Students should be encouraged to relate their own experience to that of others within the media industry.

A range of activities might include:

- Investigation and interpretation of visual narrative
- Investigation of alternative visual recording and communication processes
- Studio recordings
- Outside broadcast
- 2D and 3D animation
- Concept design
- Investigations into the use of visual techniques to enhance meaning; range of narratives including: linear, parallel, closed, open
- Investigation of genre
- Special effects e.g. green screen
- Discussion groups to analyse the effectiveness of various alternative solutions
- Self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include personal reflective journals, plans, samples of development work, reports, blogs, workbooks, notebooks, research portfolios, scripts, animations, web design, apps, digital or analogue recordings. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 7

## Investigating interactive media production and technology

**Level: 3**  
**GLH: 60**

**TUT: 90**

**Unit aim:** Develop students' abilities to critically analyse, and integrate, knowledge and understanding acquired in previous units and to investigate the specific skills and attributes required for creative production and communication in interactive-based media platforms.

### Learning outcomes

The student will:

1. Be able to analyse an interactive-based problem in creative media production.
2. Be able to use an integrated approach to interactive-based creative media problem solving and production.
3. Be able to evaluate solutions to an interactive-based problem in creative media production.

### Assessment criteria

The student can:

- 1.1 Analyse the requirements and parameters of an interactive-based problem in creative media production.
- 1.2 Apply research activities to support solutions to an interactive-based problem in creative media production.
- 2.1 Demonstrate the ability to plan, organise and present solutions to an interactive-based problem in creative media production.
- 2.2 Apply practical skills, understanding and methods to solve an interactive-based problem in creative media production.
- 3.1 Analyse the effectiveness of solutions to an interactive-based problem in creative media production.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments, and the specific media and communication arts and technology activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide students with an opportunity to integrate the knowledge, skills and understanding acquired in Units 1–4, and investigate these through a series of more complex and demanding assignments in interactive-media platforms.

This unit may be linked formally through a common assignment or assignments with Unit 5 and/or Unit 6, and is designed to provide a coherent body of knowledge that will enable students to develop an understanding of the unique characteristics of specific media and communication arts and technology activities, whilst also recognising and understanding the shared values uniting them.

Learning for the unit may be delivered as part of a studio or workshop based project, designed to strengthen student confidence and familiarity with the range of activities needed to effectively solve an identified audio-based problem. This could take the form of a concept, organisation or production.

Opportunities should be provided for students to articulate, record and present their solutions in both written and visual forms. Discussion groups, seminars, workshops and lectures may all be used to support the learning for this unit.

The learning for the unit may be delivered through assignments that encourage or require team-working. It is recognised that team-working is common practice in much of the media industry. The learning may be delivered through an externally set 'live' assignment, encouraging student understanding of commercial constraints and the need for a sound working methodology.

Students should be encouraged to relate their own experience to that of others within the media industry.

A range of activities might include:

- Investigation and interpretation of narrative and script writing
- Investigation of alternative recording processes
- Investigation of multimedia platforms
- Investigation of user groups
- Animation for games design
- Game engines (2D and 3D) programming and coding for interactivity
- DVD authoring
- Investigations into the use of techniques to enhance meaning
- Design for web and apps
- Discussion groups to analyse the effectiveness of various alternative solutions
- Self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include personal reflective journals, plans, samples of development work, reports, blogs, workbooks, notebooks, research portfolios, scripts, games design, web design and apps. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.



# Unit 8

## Developing a creative media production project

**Level: 3**

**GLH: 140**

**TUT: 350**

**Unit aim:** Provide students with the opportunity to make use of the skills, knowledge and understanding developed through the previous units to complete a creative media project. The unit will provide students with a measure of self-directed learning, and an opportunity to begin to clarify their longer-term goals through their choice of an activity to explore in greater depth.

### Learning outcomes

The student will:

1. Understand the requirements of a creative media production project.
2. Be able to use research methods to inform ideas for creative media production.
3. Be able to use skills, knowledge and understanding in the completion of a creative media project.
4. Be able to evaluate a creative media project.

### Assessment criteria

The student can:

- 1.1 Analyse the requirements of a creative media production project.
- 2.1 Review a range of research sources to support a creative media production project.
- 2.2 Interpret research to develop ideas and effectively communicate to an audience.
- 3.1 Apply practical skills, knowledge and understanding to complete a creative media project within an agreed timeframe.
- 4.1 Critically evaluate a creative media project against the agreed requirements and parameters.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide an opportunity for students to use the skills, knowledge and understanding developed in previous units to respond to the requirements of a media and communication project. The learning for this unit should be structured to allow students the opportunity to exercise a degree of self-direction. Centres may use the unit to support the delivery of a 'live' brief or to encourage students to demonstrate entrepreneurship in their exploration of realistic opportunities within the media industry.

It will be important for centres to provide a structure that is appropriately supportive, whilst encouraging student ambition and initiative. Good practice will ensure that students are provided with an opportunity to discuss their intentions with delivery staff prior to making a commitment to a coherent proposal.

It is important that students recognise the value of communication, with both their peers and professionals in the analysis and evaluation of their ideas and ambitions.

Students should be encouraged to recognise that they will need to be realistic in terms of achievable goals, material resources and time management. The format of the project proposal should be determined by the centre.

Students may choose to work within a team to complete a project, but individual responsibilities and contributions to the project will need to be clearly identifiable. The unit provides an ideal opportunity for students to extend and develop their use of a personal reflective journal to record their ideas and perceptions in the development, execution and evaluation of the project.

The learning for this unit should be delivered through a studio based environment or workshops and may be supported by educational visits, seminars and group discussion.

Learning activities should be designed to develop students' abilities to take responsibility for the direction and organisation of their own learning. Students should be encouraged to adopt a reflective and evaluative attitude at all stages in the completion of the project.

Students should also be encouraged to relate their own experiences to the work of other relevant practitioners.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

A range of activities might include:

- Individual presentations and group work
- Research visits
- Industry collaborations
- Exploration of industry production context
- Pitching of ideas and proposals
- Budgeting
- Research into user groups and target markets
- Tutorial
- Discussion groups and seminars
- Peer and self-assessment.

### Methods of assessment and evidence of achievement

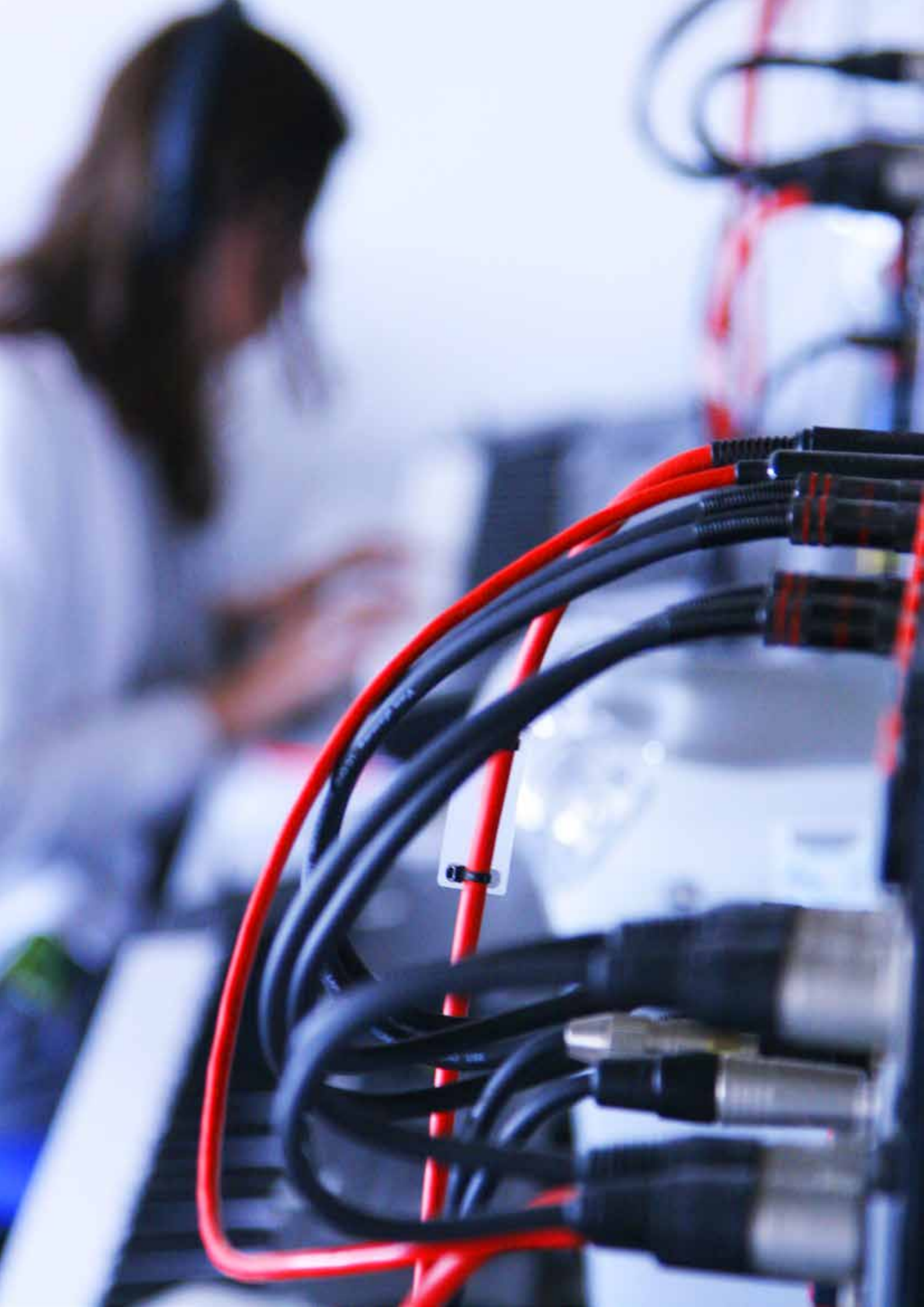
This unit is graded and will be internally assessed and internally and externally moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include reflective journals, blogs, workbooks, notebooks, research portfolios, storyboards, presentations, audio, visual and digital communications. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.



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# **Level 3 Extended Diploma**

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## **Units and indicative content**

# Unit 9

## Characteristics and contexts in media and communication

**Level: 3**  
**GLH: 90**

**TUT: 135**

**Unit aim:** Provide students with an opportunity to develop a focused, in-depth, understanding of the range, characteristics, complexity and contexts that define media and communication activity. It will require the student, through exploration and investigation to enter into a more formal dialogue of personal interrogation and understanding designed to confirm strengths, enthusiasms and ambitions.

### Learning outcomes

On successful completion of this unit the student will:

1. Understand the characteristics and context for a chosen media and communication activity.
2. Be able to use knowledge of the characteristics and context of a media and communication activity.
3. Be able to use evaluation in support of creative media production.

### Assessment criteria

On successful completion of this unit the student can:

- 1.1 Analyse the characteristics and context for a chosen media and communication activity.
- 1.2 Interpret research activity to develop ideas for creative production.
- 2.1 Use knowledge of characteristics and context to plan and develop creative solutions for a chosen media and communication activity.
- 2.2 Apply practical skills, knowledge and understanding of characteristics and contexts to produce creative solutions for a chosen media and communication activity.
- 3.1 Critically evaluate creative solutions against identified characteristics and context for a chosen media and communication activity.
- 3.2 Critically reflect on learning to inform personal development.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to further develop students' understanding of the particular characteristics of a range of media and communication arts and technology activities and the contexts within which those activities exist and operate. It is intended that students develop a realistic understanding of the industry and the opportunities for personal development within their chosen field through engaging with a range of practical and theoretical activities.

Most importantly the unit provides an opportunity for students to critically examine their own strengths and capabilities in relation to a range of media and communication activities and their defined, or emerging, longer-term goals and ambitions within either Higher Education or employment.

The learning for this unit should be delivered through a range of appropriately structured practical and investigative assignments, designed to enhance student self-knowledge in relation to identified media and communication activities.

Students should be encouraged to relate their own experiences to the work of other relevant practitioners.

The learning for this unit might include lectures, seminars, studio based activities, demonstrations or workshops and may be supported by educational visits.

A range of activities might include:

- Live briefs and industry set assignments
- Technical workshops specific to students' intended progression routes
- Individual and group work
- Critiques and analysis
- Investigations into context and the historical, contemporary and future opportunities within creative production
- Use of traditional, new media and multi-channel communication tools
- Research visits
- Industry collaborations
- Peer and self assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include reflective journals, blogs, workbooks, notebooks, research portfolios, storyboards, presentations, audio, visual and digital communications. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.



# Unit 10

## Engaging with an audience in creative media production

**Level: 3**  
**GLH: 90**

**TUT: 135**

**Unit aim:** This unit will require students to develop a more in-depth knowledge and sophisticated understanding of a specific creative media production activity and the means by which the audience for that activity might be reached and addressed. The unit provides an opportunity for students to demonstrate an understanding of audiences for their chosen area of activity, and the importance of collaboration and communication with those audiences during engagement with complex problem solving tasks.

### Learning outcomes

On successful completion of this unit the student will:

1. Understand the audience for a chosen creative media production activity.
2. Be able to plan and implement a creative media production activity for an identified audience.
3. Be able to use evaluation in support of creative media production for an identified audience.

### Assessment criteria

On successful completion of this unit the student can:

- 1.1 Analyse the characteristics of the audience for a chosen creative media production activity.
- 1.2 Interpret research activity to develop ideas and creative proposals for a chosen audience.
- 2.1 Demonstrate independence in decision making in planning and developing creative solutions.
- 2.2 Select appropriate media and processes to communicate ideas for an identified audience.
- 3.1 Critically evaluate creative solutions against identified audience characteristics.
- 3.2 Critically evaluate and reflect on learning to inform personal development.



### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide students with an extended opportunity to demonstrate their understanding of the audience for their chosen area of activity and their ability to provide appropriate responses to complex creative problems. Centres are encouraged to provide a range of challenging assignments that will simulate realistic working practice and enable students to demonstrate research, planning, preparation, ideas and solutions for specific audiences.

The unit should also provide a range of opportunities for students to demonstrate their presentation skills and to critically examine their own strengths and capabilities in relation to a range of creative media production and technology activities.

By this stage of the qualification, students should be conversant with the work of a range of media practices and practitioners and be able to articulate the relationship between that work and their own.

The learning for this unit should be delivered through a range of appropriately structured practical and investigative assignments designed to enhance students' knowledge of identified creative media production activities.

The learning for this unit might include lectures, seminars, studio based activities, demonstrations or workshops and may be supported by educational visits.

A range of activities might include:

- Live briefs and industry set assignments
- Research and needs analysis
- Working to client briefs and pitching to clients
- Research into target markets and user groups
- Seminars and workshops on how to organise and present work to ensure effective communication to an identified audience
- Technical workshops specific to the students intended progression
- Individual and group work
- Critiques and analysis
- Individual and group presentations
- Use of traditional, new media and multi-channel communication tools.
- Peer and self assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include reflective journals, blogs, workbooks, notebooks, research portfolios, storyboards, presentations, audio, visual and digital communications. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 11

## Preparing for progression in creative media production

**Level: 3**  
**GLH: 90**

**TUT: 135**

**Unit aim:** Through a process of research, dialogue, reflection and evaluation, students are required to identify and prepare for specific Higher Education or employment progression routes appropriate to their ambitions. The unit will give students the opportunity to explore aspects of business, entrepreneurship and marketing and enable the student to demonstrate the requisite practical, intellectual and communication skills necessary for progression.

### Learning outcomes

On successful completion of this unit the student will:

1. Understand progression routes and related application processes.

2. Understand communication, skills and knowledge for progression routes.

3. Be able to use promotion and presentation skills and knowledge to make applications for future study or work.

### Assessment criteria

On successful completion of this unit the student can:

1.1 Critically evaluate own strengths and ambitions to support own development and meet identified goals.

1.2 Use knowledge and understanding of progression routes to make applications within creative media production higher education or related employment.

2.1 Critically evaluate a range of communication skills and knowledge required to make application to progression routes within creative media production.

2.2 Use a range of communication skills and knowledge to support own progression goals.

3.1 Use knowledge and understanding of promotion and presentation skills to support own development and meet identified goals.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to develop students' understanding of the range of educational and career opportunities within creative media production. The unit should be used to encourage the development of a range of effective communication and presentation skills appropriate to an identified progression route.

The unit should not only enable students to understand progression opportunities within Higher Education, but also provide a range of opportunities for students to explore apprenticeships, employment routes and the skills of entrepreneurship, promotion and marketing needed for a career in the media industry.

The learning for this unit should be delivered through a range of appropriately structured research and investigative activities combined with opportunities for students to explore and develop a range of communication and presentational tools appropriate for the application and interview processes. The unit may include a period of work placement to provide relevant experience for those students who wish to progress directly into employment.

The range of activities should facilitate student understanding of the range of progression opportunities available within creative media production and technology and how to organise and present themselves and their work to ensure effective communication of their skills and abilities.

The learning for this unit might include lectures, seminars, studio based activities, demonstrations or workshops and may be supported by educational visits.

A range of activities might include:

- Opportunities for work experience within a media and communication environment
- CV writing and applications
- Research into apprenticeship schemes
- Showreel production
- Observations of professional practice
- Seminars on entrepreneurship and self-promotion
- Research into agencies and freelance working
- Simulated interviews
- Portfolio building workshops.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include reflective journals, blogs, workbooks, notebooks, research portfolios, storyboards, presentations in audio, visual and digital formats. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

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# Unit 12

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## Specialist study in creative media production

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**Level: 3**  
**GLH: 90**

**TUT: 135**

**Unit aim:** This unit will require students to research and critically examine the influence of historical and contemporary contexts on their own practice. The unit will enable the student to demonstrate a greater depth of understanding of their discipline and place within it.

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### Learning outcomes

On successful completion of this unit the student will:

1. Understand the principles and practices of a chosen discipline in creative media production.
2. Be able to locate and evaluate information from a range of sources.
3. Be able to communicate ideas and arguments in a variety of forms.

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### Assessment criteria

On successful completion of this unit the student can:

- 1.1 Critically describe a range of contextual perspectives influencing a chosen discipline in creative media production.
- 1.2 Apply knowledge of critical perspectives to inform own practice.
- 2.1 Identify a range of relevant academic and cultural sources for a personal research project.
- 2.2 Critically evaluate information from a range of sources to inform ideas.
- 3.1 Apply academic conventions in the production and presentation of ideas.
- 3.2 Effectively communicate ideas in appropriate formats.

### Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide an opportunity for students to take greater control of their own learning by independently researching and presenting an investigation into a area of personal interest within creative media production and technology. It is intended that the personal investigative study should be a precursor to the final extended project and may be used to influence and inform direction and decision making for students' final project proposals.

The unit requires students to identify and understand the principles and practices of their chosen subject and to demonstrate their conclusions in an appropriately skilful manner using the correct academic conventions to ensure successful communication of ideas. Students should be able to relate their own experiences to the work of other practitioners within their chosen disciplines.

A range of activities might include:

- Investigations into media business models and practices
- Investigations into historical and contemporary influences on media and communication
- Case studies of practitioners
- Library, archive and online research
- The production of original ideas and concepts
- Use of traditional, new media and multi-channel communication tools
- Social, political, environmental and ethical contexts
- Academic conventions, Harvard referencing and citing
- Extended writing
- Critiques and analysis
- Group discussion and presentation.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

It is expected that students should produce a piece of extended writing of a minimum of 1,500 words. Other evidence is not prescribed. It could typically include reflective journals, blogs, workbooks, notebooks, research portfolios, storyboards, sampling, presentations in audio, visual and digital formats. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

# Unit 13

## Extended project in creative media production

**Level: 3**

**GLH: 180**

**TUT: 450**

**Unit aim:** Provide an opportunity for students to engage in an extended activity related to their discipline of choice. The unit will enable students to take responsibility for their learning by responding positively to the greater opportunities for individual expression and creativity afforded, and to demonstrate their achievement through proposing and realising a project which integrates the skills, knowledge and understanding acquired throughout the course.

### Learning outcomes

The student will:

1. Be able to initiate and develop a creative media production project proposal.
2. Be able to use research, analysis and evaluation to develop solutions for a creative media production project.

### Assessment criteria

The student can:

- 1.1 Use critical and contextual perspectives to initiate a creative media production project proposal.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a creative media production project proposal.
- 2.1 Use research to support the development of a creative media production project.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a media production project.

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**Learning outcomes**

The student will:

3. Be able to solve practical, theoretical and technical problems in a creative media production project.

4. Be able to plan, organise and produce a creative media production project.

5. Be able to use practical methods and skills in a creative media production project.

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**Assessment criteria**

The student can:

3.1 Solve practical and technical problems within a creative media production project.

3.2 Solve theoretical problems within a creative media production project.

4.1 Demonstrate the ability to plan, organise and produce a creative media production project within an agreed time frame.

5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a creative media production project.

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**Learning outcomes**

The student will:

6. Be able to use evaluative and reflective skills in the production of a creative media project.

7. Be able to present a creative media production project.

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**Assessment criteria**

The student can:

6.1 Maintain evaluative and reflective records of the development and production of a creative media project.

6.2 Use evaluative and reflective skills to make decisions for a creative media production project.

7.1 Explore strategies to present a creative media production project.

7.2 Present a creative media production project to a specified audience.



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# Unit 13

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## Extended project in creative media production

### Indicative content, teaching strategies and learning activities

It is important to note that Unit 13 (set at Level 3) and Unit 14 (set at Level 4) have identical learning outcomes but different assessment criteria. It is anticipated that centres will deliver the learning for these units together. The assessment evidence submitted by students will determine achievement at Level 3 or Level 4.

Centres delivering the qualification should support activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. Centres should ensure that individual student project proposals provide sufficient opportunity for the student to be able to achieve at the highest level possible.

The unit aims to provide students with an opportunity to take control of their own learning by independently initiating, researching, implementing and evaluating a project proposal and realisation within a chosen professional context.

The degree of self-direction that students will be required to display is in recognition of the educational model prevalent within Higher Education and in preparation for employment.

The choice of proposed subject, subsequent research and all relevant activity will be defined by the student or student group in consultation with tutors. Student support should be provided through normal tutorial or seminar sessions.

Students should understand:

- A range of critical and contextual perspectives and approaches that can be used in the development of a project proposal
- The need for research that has relevance and appropriate depth and breadth to support the project development and realisation
- How to analyse and evaluate research evidence to inform and support ideas
- How to integrate practical, theoretical and technical understanding to realise the project
- How to maintain and use records of critical analysis and evaluation of the working processes leading to the realisation of the project
- How to articulate in an appropriate form an analysis and evaluation of the working processes which have led to the realisation of the project
- How to use appropriate forms and techniques to present themselves and their work to an audience.

This unit requires students to produce a written project proposal of about 500 words. The proposal should address the following:

- A review of the students' progress and achievement to date
- The project concept and rationale
- How the project will be evaluated and reviewed.

In addition students should provide:

- A timetabled action plan
- A bibliography detailing all research sources.

Further information is provided in the UAL Awarding Body support document *Project proposal: guidance for students*.

All students will need to balance ambition, time and resources in the realisation of the project. Collaborative projects will require not only the management of self, but also the additional challenge of ensuring contributing partners deliver their responsibilities to an appropriate standard and within the agreed time frame.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and internally and externally moderated through students' portfolios of evidence against the learning outcomes and assessment grading criteria.

The unit is graded Pass, Merit or Distinction, and determines the overall grade for the Diploma. A student who submits evidence that fails to meet the assessment criteria will be referred.

Evidence is not prescribed. It could typically include:

- Records of planning, research and ideas development recorded in workbooks, digital format, notebooks or personal reflective journals
- Records of analysis and reflection including responses to peer, tutor and audience feedback
- Records of project development including storyboards, visual development work, recordings, designs, media and artefacts
- Digital recordings of presentations and witness statements
- Audio, visual and interactive productions.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

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# Unit 14

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## Extended project in creative media production

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**Level: 4**

**GLH: 180**

**TUT: 450**

**Unit aim:** Provide an opportunity for students to engage in an extended activity related to their discipline of choice. The unit will enable students to take responsibility for their learning by responding positively to the greater opportunities for individual expression and creativity afforded, and to demonstrate their achievement through proposing and realising a project which integrates the skills, knowledge and understanding acquired throughout the course.

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### Learning outcomes

On successful completion of this unit the student will:

1. Be able to initiate and develop a creative media production project proposal.
2. Be able to use research, analysis and evaluation to develop solutions for a creative media production project.

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### Assessment criteria

On successful completion of this unit the student can:

- 1.1 Use a range of critical and contextual perspectives to initiate a creative media production project proposal.
- 1.2 Use detailed analysis and evaluation to clarify and develop ideas for a creative media production project proposal.
- 2.1 Use wide-ranging and in-depth research to support the development of a creative media production project.
- 2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a media production project.

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**Learning outcomes**

On successful completion of this unit the student will:

3. Be able to solve practical, theoretical and technical problems in a creative media production project.

4. Be able to plan, organise and produce a creative media production project.

5. Be able to use practical methods and skills in a creative media production project.

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**Assessment criteria**

On successful completion of this unit the student can:

3.1 Solve complex practical and technical problems within a creative media production project.

3.2 Solve complex theoretical problems within a creative media production project.

4.1 Demonstrate the ability to efficiently plan, organise and produce a creative media production project within an agreed time frame.

5.1 Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a creative media production project.

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**Learning outcomes**

On successful completion of this unit the student will:

6. Be able to use evaluative and reflective skills in the production of a creative media project.

7. Be able to present a creative media production project.

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**Assessment criteria**

On successful completion of this unit the student can:

6.1 Maintain detailed critically evaluative and reflective records of the development and production of a creative media project.

6.2 Use evaluative and reflective skills to make perceptive decisions for a creative media production project.

7.1 Explore a range of considered strategies to present a creative media production project.

7.2 Present a creative media production project skilfully and proficiently to a specified audience.

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# Unit 14

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## Extended project in creative media production

### Indicative content, teaching strategies and learning activities

It is important to note that Unit 13 (set at Level 3) and Unit 14 set at (Level 4) have identical learning outcomes but different assessment criteria.

It is anticipated that centres will deliver the learning for these units together. The assessment evidence submitted by students will determine achievement at Level 3 or Level 4.

Centres delivering the qualification should support activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. Centres should ensure that individual student project proposals provide sufficient opportunity for the student to be able to achieve at the highest level possible.

The unit aims to provide students with an opportunity to take control of their own learning by independently initiating, researching, implementing and evaluating a project proposal and realisation within a chosen professional context. The degree of self-direction that students will be required to display is in recognition of the educational model prevalent within Higher Education and in preparation for employment.

The choice of proposed subject, subsequent research and all relevant activity should be defined by students or student groups in consultation with tutors. Student support should be provided through normal tutorial or seminar sessions.

Students should understand:

- A range of critical and contextual perspectives and approaches that can be used in the development of a project proposal
  - The need for research that has relevance and appropriate depth and breadth to support the project development and realisation
  - How to analyse and evaluate research evidence to inform and support ideas
  - How to integrate practical, theoretical and technical understanding to realise the project
  - How to maintain and use records of critical analysis and evaluation of the working processes leading to the realisation of the project
  - How to articulate in an appropriate form an analysis and evaluation of the working processes which have led to the realisation of the project
  - How to use appropriate forms and techniques to present themselves and their work to an audience.
- This unit requires students

to produce a written project proposal of about 500 words. The proposal should address the following:

- A review of students' progress and achievement to date
- The project concept and rationale
- How the project will be evaluated and reviewed.

In addition, students should provide:

- A timetabled action plan
- A bibliography detailing all research sources.

Further information is provided in the UAL Awarding Body support document *Project Proposal: Guidance for Students*.

All students will need to balance ambition, time and resources in the realisation of the project. Collaborative projects will require not only the management of self, but the additional challenge of ensuring contributing partners and ensemble deliver their responsibilities to an appropriate standard within the agreed time frame.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

### Methods of assessment and evidence of achievement

The unit will be internally assessed and internally and externally moderated through students' portfolios of evidence against the learning outcomes and assessment grading criteria.

The unit is graded Pass, Merit, Distinction, and determines the overall grade for the Diploma. A student who submits evidence that fails to meet the assessment criteria will be referred.

Evidence is not prescribed. It could typically include:

- Records of planning, research and ideas development recorded in workbooks, digital format, notebooks or personal reflective journals
- Records of analysis and reflection including responses to peer, tutor and audience feedback
- Records of project development including storyboards, visual development work, recordings of rehearsals, designs, media and artefacts
- Digital recordings of presentations and witness statements of performance
- Audio, visual and interactive productions.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

Centres must have the physical resources to successfully implement the programme, including appropriately equipped and updated rehearsal studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

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## Unit 8

### Developing a creative media production project

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#### Guidance for students

In producing the project proposal, and in preparing for the project realisation, you should familiarise yourself with Unit 8 of the qualification.

In particular, you should understand the assessment and grading criteria which will be used to determine standards of achievement.

Unit 8 requires you to produce a project proposal of approximately 350 words (excluding the project plan and bibliography). Project proposals should not be so succinct that they do not address the requirements listed below, nor should they be excessively long and unfocused. Your project proposal should be sufficiently challenging to ensure you have the best possible chance of meeting the grading criteria.

The project proposal must be word processed and presented under the headings listed here.

#### **Section 1** **Rationale** (approx 100 words)

This section provides you with an opportunity to reflect on, review and summarise your progress and achievements through the first 7 units of the qualification. You should outline the knowledge, skills and understanding you have acquired. What you know now, and what it means to you, compared with what you knew and could do before you started the course, and how this has influenced your choice of pathway and your project proposal.



## Section 2 Project concept

(approx 200 words)

This section provides an opportunity for you to clearly explain the concept and aims of your project. You should make reference to the research and ideas that will support your project's development. What you anticipate producing, the levels and types of resources that you will need, and an indication of the form in which you will complete and present your final realisation within the allocated timescale.

## Section 3 Evaluation

(approx 50 words)

This section provides an opportunity for you to explain how you will reflect on and evaluate your work, as both an ongoing activity and at the conclusion of the project.

You should describe how you intend to record your decision-making and how you will document changes to your ideas as the project progresses. The evaluation section should reference your stated aims and be reflective and analytical rather than a description of actions completed.

When working in collaboration with others, you should comment on how this may impact either positively or adversely and outline the steps you can take to minimise disruption to your own progress.

## Section 4 Project action plan and timetable

This section provides you with an opportunity to outline your planning and organisation over a period of weeks, and the activities you will need to carry out in order to successfully complete your project within the agreed time frame. It is important that you consider how you will balance ambition, time and realism in the realisation of the project. This should include what you are going to do, how you will do it and by when. The more time and thought you give to planning your project, the more successful it is likely to be.

Remember to include: time spent sourcing materials, questionnaires, access to workshops, tutorial and peer group feedback, and where you will incorporate independent study.

## Section 5 Proposed research sources and bibliography (Harvard Format)

This section provides an opportunity to record the initial research sources (both primary and secondary), that you intend to use. Your sources of research should be as wide as possible, including, but not limited to: libraries, museums and galleries, books, theatre/film/video, magazines, TV/radio programmes, websites and online research. Where appropriate you should use the Harvard system of referencing. The bibliography should be continuously updated as the project progresses.

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Unit 13  
Unit 14

Extended project in creative  
media production

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Guidance for students

In producing the project proposal, and in preparing for the project realisation you should familiarise yourself with Units 13 and 14 of the qualification.

In particular you should understand the assessment and grading criteria which will be used to determine standards of achievement.

Units 13 and 14 require you to produce a project proposal of about 500 words, excluding the project action plan and bibliography. Project proposals should not be so succinct that they do not address the requirements listed below, nor should they be excessively long and unfocused.

Your project proposal should be sufficiently challenging to ensure you have the best possible chance of meeting the grading criteria.

**Your project proposal should include**

- Centre name and number
- Student name and number
- Project proposal title and date
- Main area of activity/pathway, (e.g. film, TV, games design, app design).

The project proposal must be word processed and presented under the headings listed here.

**Section 1**  
**Rationale**  
(approx 150 words)

This section provides you with an opportunity to reflect on, review and summarise your progress and achievements through the first 12 units of the qualification. You should outline the knowledge, skills and understanding you have acquired. What you know now, and what it means to you, compared with what you knew and could do before you started the course, and how this has influenced your choice of discipline or disciplines and your project proposal. It also provides an opportunity for you to explain your reasons for choosing a particular discipline or disciplines and to outline both your immediate and longer-term aspirations.

## Section 2 Project concept

(approx 200 words)

This section provides an opportunity for you to clearly explain the concept and aims of your project, production or performance and the research and ideas that will support its development. What you anticipate producing, the levels and types of resources that you will need and an indication of the form in which you will complete and present your final realisation within the allocated timescale.

This might include an indication of when and how you will use studios, equipment and other resources, how you will make use of tutorial and peer feedback and where you will incorporate independent study.

## Section 3 Evaluation

(approx 150 words)

This section provides an opportunity for you to explain how you will reflect on and evaluate your work, as both an ongoing activity and at the conclusion of your project.

You should describe how you intend to record your decision-making and how you will document changes to your ideas as your work progresses.

The evaluation should be referenced to your stated aims and be reflective and analytical rather than a description of actions completed.

When working in collaboration with others you should comment on how this may impact either positively or negatively and steps you can take to minimise disruption in your own progress.

## Section 4 Project action plan and timetable

This section provides you with an opportunity to outline your planning and organisation over a period of weeks and the activities you will need to carry out in order to successfully complete your project in the agreed time frame. The more time and thought you give to planning your project the more successful it is likely to be.

It is important that you consider how you will balance ambition, time and realism in the realisation of the project. You should also include what you are going to do, how you will do it and by when.

Remember to include: time spent sourcing materials and other resources to conduct research, seek feedback from tutors and peers, and identify when you will carry out independent study.

## Section 5 Proposed research sources and bibliography (Harvard Format)

This section provides an opportunity to record the initial research sources, both primary and secondary, that you intend to use.

Your sources of research should be as wide as possible and could include libraries, galleries, books, magazines, films, computer games, websites, blogs, social media, radio programmes, archive material etc.

Where appropriate, you should use the Harvard system of referencing. The bibliography should be continuously updated as the project progresses.

## Unit 8: Developing a creative media production project

The overall grade for the Level 3 Diploma in Creative Media Production & Technology is determined by students' achievement in the final unit of the qualification, Unit 8.

Unit 8 is set at Level 3 and provides for the evidence submitted by the student to be assessed and graded against criteria at Level 3.

All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

### **Referral**

If a student provides insufficient evidence to meet all of the assessment criteria then that student is referred. The student has one opportunity to redeem the referral by the submission of additional evidence within a time frame agreed by the centre and confirmed to UAL Awarding Body.

### **Fail**

If the student is unable to provide further evidence that meets the assessment criteria then they will receive a Fail grade.

### **Pass**

To achieve a Pass grade, a student must achieve all of the assessment criteria listed within Unit 8.

### **Merit**

To achieve a Merit grade, a student must achieve all of the assessment criteria listed within Unit 8, in addition to the entire Merit grade criteria listed on the following page.

### **Distinction**

To achieve a Distinction grade, a student must achieve all of the assessment criteria listed within Unit 8, in addition to all of the Merit grade criteria, and the entire Distinction grade criteria listed on the following page.

## **1. Context**

### **Pass**

1.1 Analyse the requirements of a creative media production project to a satisfactory standard.

### **Merit**

1.1 Analyse the requirements of a creative media production project to a high standard.

### **Distinction**

1.1 Analyse the requirements of a creative media production project to a very high standard.

## 2. Research

### Pass

- 2.1 Review a range of research sources to support a creative media production project to a satisfactory standard.
- 2.2 Interpret research to develop ideas and effectively communicate to an audience to a satisfactory standard.

### Merit

- 2.1 Review a range of research sources to a high standard to support a creative media production project to a high standard.
- 2.2 Interpret research to develop ideas and effectively communicate to an audience to a high standard.

### Distinction

- 2.1 Review a range of research sources to a very high standard to support a creative media production project to a very high standard.
- 2.2 Interpret research to develop ideas and effectively communicate to an audience to a very high standard.

## 3. Practical skills

### Pass

- 3.1 Apply practical skills, knowledge and understanding to complete a creative media project within an agreed time frame to a satisfactory standard.

### Merit

- 3.1 Apply practical skills, knowledge and understanding to complete a creative media project within an agreed time frame to a high standard.

### Distinction

- 3.1 Apply practical skills, knowledge and understanding to complete a creative media project within an agreed time frame to a very high standard.

## 4. Evaluation and reflection

### Pass

- 4.1 Critically evaluate a creative media project against the agreed requirements and parameters to a satisfactory standard.

### Merit

- 4.1 Critically evaluate a creative media project against the agreed requirements and parameters to a high standard.

### Distinction

- 4.1 Critically evaluate a creative media project against the agreed requirements and parameters to a very high standard.

## Unit 13: Extended project in creative media production – Level 3

The overall grade for the Level 3 Extended Diploma in Creative Media Production & Technology is determined by students' achievement in the final unit of the qualification, either Unit 13 at Level 3 or Unit 14 at Level 4.

Unit 13 is set at Level 3 and provides for the evidence submitted by the student to be assessed and graded against criteria at Level 3.

All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

### Referral

If a student provides insufficient evidence to meet all of the assessment criteria then that student is referred. The student has one opportunity to redeem the referral by the submission of additional evidence within a time frame agreed by the centre and confirmed to UAL Awarding Body.

### Fail

If the student is unable to provide further evidence that meets the assessment criteria then they will receive a Fail grade.

### Pass

To achieve a Pass grade, a student must achieve all of the assessment criteria listed within Unit 13.

### Merit

To achieve a Merit grade, a student must achieve all of the assessment criteria listed within Unit 13, in addition to the entire Merit grade criteria listed here.

### Distinction

To achieve a Distinction grade, a student must achieve all of the assessment criteria listed within Unit 13, in addition to all of the Merit and the entire Distinction grade criteria listed here.

## 1. Context

### Pass

- 1.1 Use critical and contextual perspectives to initiate a creative media production project proposal to a satisfactory standard.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a creative media production project proposal to a satisfactory standard.

### Merit

- 1.1 Use critical and contextual perspectives to initiate a creative media production project proposal to a high standard.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a creative media production project proposal to a high standard.

### Distinction

- 1.1 Use critical and contextual perspectives to initiate a creative media production project proposal to a very high standard.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a creative media production project proposal to a very high standard.

## 2. Research

### Pass

- 2.1 Use research to support the development of a creative media production project to a satisfactory standard.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a media production project to a satisfactory standard.

### Merit

- 2.1 Use research to support the development of a creative media production project to a high standard.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a media production project to a high standard.

### Distinction

- 2.1 Use research to support the development of a creative media production project to a very high standard.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a media production project to a very high standard.

## 3. Problem solving

### Pass

- 3.1 Solve practical and technical problems within a creative media production project to a satisfactory standard.
- 3.2 Solve theoretical problems within a creative media production project to a satisfactory standard.

### Merit

- 3.1 Solve practical and technical problems within a creative media production project to a high standard.
- 3.2 Solve theoretical problems within a creative media production project to a high standard.

### Distinction

- 3.1 Solve practical and technical problems within a creative media production project to a very high standard.
- 3.2 Solve theoretical problems within a creative media production project to a very high standard.

## 4. Planning and production

### Pass

- 4.1 Demonstrate the ability to plan, organise and produce a creative media production project within an agreed time frame to a satisfactory standard.

### Merit

- 4.1 Demonstrate the ability to plan, organise and produce a creative media production project within an agreed time frame to a high standard.

### Distinction

- 4.1 Demonstrate the ability to plan, organise and produce a creative media production project within an agreed time frame to a very high standard.

## 5. Practical skills

### Pass

- 5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a creative media production project to a satisfactory standard.

### Merit

- 5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a creative media production project to a high standard.

### Distinction

- 5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a creative media production project to a very high standard.

## 6. Evaluation and reflection

### Pass

- 6.1 Maintain evaluative and reflective records of the development and production of a creative media project.
- 6.2 Use evaluative and reflective skills to make decisions for a creative media production project.

### Merit

- 6.1 Maintain evaluative and reflective records of the development and production of a creative media project to a high standard.
- 6.2 Use evaluative and reflective skills to make decisions for a creative media production project to a high standard.

### Distinction

- 6.1 Maintain evaluative and reflective records of the development and production of a creative media project to a very high standard.
- 6.2 Use evaluative and reflective skills to make decisions for a creative media production project to a very high standard.

## 7. Presentation

### Pass

- 7.1 Explore strategies to present a creative media production project.
- 7.2 Present a creative media production project to a specified audience.

### Merit

- 7.1 Explore strategies to present a creative media production project to a high standard.
- 7.2 Present a creative media production project to a specified audience to a high standard.

### Distinction

- 7.1 Explore strategies to present a creative media production project to a very high standard.
- 7.2 Present a creative media production project to a specified audience to a very high standard.



## Unit 14: Extended project in creative media production – Level 4

The overall grade for the Level 3 Extended Diploma in Creative Media Production & Technology is determined by students' achievement in the final unit of the qualification, either Unit 13 at Level 3 or Unit 14 at Level 4.

Unit 14 is set at Level 4 and provides for the evidence submitted by the student to be assessed and graded against criteria at Level 4.

All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

### Referral

If a student provides insufficient evidence to meet all of the assessment criteria then that student is referred. The student has one opportunity to redeem the referral by the submission of additional evidence within a time frame agreed by the centre and confirmed to UAL Awarding Body.

### Fail

If the student is unable to provide further evidence that meets the assessment criteria then they will receive a Fail grade.

### Pass

To achieve a Pass grade, a student must achieve all of the assessment criteria listed within Unit 14.

### Merit

To achieve a Merit grade, a student must achieve all of the assessment criteria listed within Unit 14, in addition to all of the Merit grade criteria listed here.

### Distinction

To achieve a Merit grade, a student must achieve all of the assessment criteria listed within Unit 14, in addition to all of the Merit grade criteria and the entire Distinction grade criteria listed here.

## 1. Context

### Pass

- 1.1 Use a range of critical and contextual perspectives to initiate a creative media production project proposal to a satisfactory standard.
- 1.2 Use detailed analysis and evaluation to clarify and develop ideas for a creative media production project proposal to a satisfactory standard.

### Merit

- 1.1 Use a range of critical and contextual perspectives to initiate a creative media production project proposal to a high standard.
- 1.2 Use detailed analysis and evaluation to clarify and develop ideas for a creative media production project proposal to a high standard.

### Distinction

- 1.1 Use a range of critical and contextual perspectives to initiate a creative media production project proposal to a very high standard.
- 1.2 Use detailed analysis and evaluation to clarify and develop ideas for a creative media production project proposal to a very high standard.

## 2. Research

### Pass

- 2.1 Use wide-ranging and in-depth research to support the development of a creative media production project to a satisfactory standard.

2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a media production project to a satisfactory standard.

#### Merit

- 2.1 Use wide-ranging and in-depth research to support the development of a creative media production project to a high standard.
- 2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a media production project to a high standard.

#### Distinction

- 2.1 Use wide-ranging and in-depth research to support the development of a creative media production project to a very high standard.
- 2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a media production project to a very high standard.

### 3. Problem solving

#### Pass

- 3.1 Solve complex practical and technical problems within a creative media production project to a satisfactory standard.
- 3.2 Solve complex theoretical problems within a creative media production project to a satisfactory standard.

#### Merit

- 3.1 Solve complex practical and technical problems within a creative media production project to a high standard.

3.2 Solve complex theoretical problems within a creative media production project to a high standard.

#### Distinction

- 3.1 Solve complex practical and technical problems within a creative media production project to a very high standard.
- 3.2 Solve complex theoretical problems within a creative media production project to a very high standard.

### 4. Planning and production

#### Pass

- 4.1 Demonstrate the ability to efficiently plan, organise and produce a creative media production project within an agreed time frame to a satisfactory standard.

#### Merit

- 4.1 Demonstrate the ability to efficiently plan, organise and produce a creative media production project within an agreed time frame to a high standard.

#### Distinction

- 4.1 Demonstrate the ability to efficiently plan, organise and produce a creative media production project within an agreed time frame to a very high standard.

### 5. Practical skills

#### Pass

- 5.1 Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a creative media production project to a satisfactory standard.

#### Merit

- 5.1 Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a creative media production project to a high standard.

#### Distinction

- 5.1 Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a creative media production project to a very high standard.

### 6. Evaluation and reflection

#### Pass

- 6.1 Maintain detailed critically evaluative and reflective records of the development and production of a creative media project to a satisfactory standard.
- 6.2 Use evaluative and reflective skills to make perceptive decisions for a creative media production project to a satisfactory standard.

#### Merit

- 6.1 Maintain detailed critically evaluative and reflective records of the development and production of a creative media project to a high standard.
- 6.2 Use evaluative and reflective skills to make perceptive decisions for a creative media production project to a high standard.

#### Distinction

- 6.1 Maintain detailed critically evaluative and reflective records of the development and production of a creative media project to a very high standard.
- 6.2 Use evaluative and reflective skills to make perceptive decisions for a creative media production project to a very high standard.

### 7. Presentation

#### Pass

- 7.1 Explore a range of considered strategies to present a creative media production project to a satisfactory standard.
- 7.2 Present a creative media production project skilfully and proficiently to a specified audience to a satisfactory standard.

#### Merit

- 7.1 Explore a range of considered strategies to present a creative media production project to a high standard.
- 7.2 Present a creative media production project skilfully and proficiently to a specified audience to a high standard.

#### Distinction

- 7.1 Explore a range of considered strategies to present a creative media production project to a very high standard.
- 7.2 Present a creative media production project skilfully and proficiently to a specified audience to a very high standard.

## Exemplification for UAL Awarding Body grade criteria – Level 3

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Level 3.

### Fail

Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.

### Pass

Work submitted meets all of the assessment criteria and is of a satisfactory standard.

#### Context

Limited understanding of subject context, lacking clarity in aims and purpose.

Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose.

#### Research

Little or no evidence presented or information does not relate sufficiently to task.

Sufficient relevant information has been gathered, documented and used in the development of ideas.

#### Problem solving

Insufficient exploration of alternative ideas and processes. Problems unresolved.

Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems.

#### Planning and production

Ineffective planning and little or no evaluation against aims. Task or tasks are incomplete.

Evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the task or tasks.

#### Practical skills

Limited range of processes demonstrated, judgement and execution of techniques is poor.

Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.

#### Evaluation and reflection

Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas.

Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.

#### Presentation

Ineffective communication and presentation of ideas. Lack of clarity in structure, selection and organisation.

Competent communication and sufficient clarity and consistency in presentation of ideas appropriate to the intended audience.

The grade exemplification matrix should be used alongside the grade criteria for Units 8 and 13. It consists of a set of descriptors, designed to provide assessors with further clarification and

ensure that grades are more clearly defined. It will help assessors to differentiate consistently between students, based on the levels of skill, knowledge and understanding demonstrated.

### Merit

**Work submitted meets all assessment criteria and is of a high standard.**

### Distinction

**Work submitted meets all assessment criteria and is of a very high standard.**

Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions and clarify purpose.

Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose.

Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.

Independently identified, thorough and sustained research and investigation of a range of relevant sources, insightful interpretation and synthesis of information used to inform, support and develop ideas.

Decisive demonstration of initiative in effectively solving problems, adapting to unforeseen practical and theoretical challenges to achieve identified goals.

Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals.

Coherent and reasoned planning, subject engagement and commitment. Realistic evaluation against aims and efficient production against time scales.

Detailed and coherent self directed planning and negotiation, subject engagement and commitment. Continuous evaluation against aims and efficient production against time scales.

Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions.

In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.

Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.

Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.

Confident selection, organisation and communication of ideas. Consistent approach to presentation demonstrating a good understanding of conventions and standards.

Confident selection, organisation and communication of ideas. Demonstrating autonomy, personal style and an ambitious use of available resources to communicate ideas effectively to an intended audience.

UAL Awarding Body believes in transformative education. We design and award creative qualifications that empower and inspire educators to help students reach their potential.

UAL Awarding Body is regulated by Ofqual, Qualification Wales and CCEA and currently offers accredited qualifications in art and design, fashion, creative media, music and performing and production arts. We are also the UK's leading provider of the Diploma in Art & Design - Foundation Studies. Our qualifications have high retention and achievement rates because they are flexible, responsive and relevant to industry needs, and facilitate student progression.

University of the Arts London (UAL) is Europe's largest specialist art and design university, comprising six renowned Colleges: Camberwell College of Arts, Central Saint Martins, Chelsea College of Arts, London College of Communication, London College of Fashion and Wimbledon College of Arts.



## Want to find out more?


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Image: Group work at London College of Communication