**Pearson
BTEC Level 1
Introductory in
Digital Media**

Pearson
BTEC

Specification

First teaching from September 2019

Pearson BTEC Level 1 Introductory Award in Digital Media
Pearson BTEC Level 1 Introductory Certificate in Digital Media
Pearson BTEC Level 1 Introductory Diploma in Digital Media

Issue 3

Pearson
BTEC Level 1 Introductory Award in Digital Media

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Edexcel, BTEC and LCCI qualifications

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

About Pearson

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

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

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

Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this new BTEC Introductory Suite, the focus is on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training. As we expect many learners to be studying functional skills or GCSEs alongside their BTEC we also offer support skills in English and maths.

When creating the BTEC Introductory Suite, we worked with colleges to ensure that learners' needs were met. The colleges told us that it is essential that Level 1 learners develop key progression skills in areas such as problem solving, communication and research.

We have addressed this through:

- offering a BTEC Introductory Award, a BTEC Introductory Certificate and a BTEC Introductory Diploma, each has a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned with what centres need in supporting their learners to become part of a skilled workforce
- graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work.

A word to learners

Today's BTEC Introductory qualifications will demand a lot of practical work from you. You will complete a range of units, be organised, take assessments that will demonstrate your skills and keep a portfolio of your assignments. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Introductory Award, Certificate or Diploma will help you progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.

Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Digital Media Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording under *Section 8 Final grading and awarding* subsection *Calculation of the qualification grade* has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 123
The wording in *Section 9 Administrative arrangements* subsections *Learner malpractice* and *Teacher/centre malpractice* have been updated to clarify suspension of certification in certain circumstances.	Page 128

Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Digital Media Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
The BTEC Level 1 Introductory Award in Digital Media has been added to the Welcome message	Welcome page
The BTEC Level 1 Introductory Award in Digital Media has been added to the specification title	Title page
References to the BTEC Level 1 Introductory Award in Digital Media have been added to the *Overview of the BTEC Introductory qualifications* pages	Pages 1 and 2
The BTEC Level 1 Introductory Award in Digital Media has been added to *Section 1 Qualification Purpose and Objectives*	Pages 6 and 7
In *Section 1 Qualification purpose and objective*, *Who are the qualifications for?* has been changed to include all learners.	Page 6
The structure for the BTEC Level 1 Introductory Award in Digital Media has been added to *Section 2 Structure*	Page 8
The BTEC Level 1 Introductory Award in Digital Media has been added to *Section 4 Planning your programme*	Page 111
Detail on understanding the qualification grades for the BTEC Level 1 Introductory Award in Digital Media has been added to *Section 8 Understanding the Qualification Grade*	Pages 128-130
References to internal units have been removed from *Points available for units*	Page 129

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

Contents

Overview of the BTEC Introductory qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 1 Introductory Award, Certificate or Diploma in Digital Media. It includes all the units for these qualifications. This specification also signposts additional handbooks and policies.

These qualifications are part of the new suite of BTEC Introductory qualifications offered by Pearson. This suite has been designed for pre-16 to 19+ learners who wish to achieve at Level 1 qualification in preparation for future study. The qualifications are not designed to lead directly to employment but will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills. The qualifications have been designed explicitly to meet the needs of this group of learners in terms of content, assessment and progression. For learners who do not want to specialise in one particular sector, we offer a Vocational Studies qualification in the Award, Certificate and Diploma sizes. The Vocational Studies qualification gives learners the opportunity to study units from across the sectors.

The qualifications have been created in line with the ethos and recommendations of study programmes for pre-16 to 19+ year olds and recommendations from centres. The qualifications are designed to meet Ofqual requirements.

All qualifications across the suite share common core units as these units contain the generic attributes learners need to be able to progress to further study. The qualification titles are given below with the size of the qualification in guided learning hours (GLH).

These new graded qualifications provide a broad introduction to a sector and give learners the opportunity to demonstrate increased skill levels. Learners will develop the necessary transferable and sector skills to progress more quickly. The qualifications prepare learners for progression to Level 2 BTECs or other study programmes. They provide for progression by either meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them, typically alongside maths and English studies.

In the Digital Media sector the qualifications are:

Pearson BTEC Level 1 Introductory Award in Digital Media (70 GLH)
(Qualification Number 603/5010/6)

Pearson BTEC Level 1 Introductory Certificate in Digital Media (180 GLH)
(Qualification Number 603/0934/9)

Pearson BTEC Level 1 Introductory Diploma in Digital Media (360 GLH)
(Qualification Number 603/0936/2).

The information in this specification is correct at the time of publication.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC Level 1 Introductory Award in Digital Media	70 GLH Two units must be achieved, of which one must be taken from Core Skills (Group A), Developing a Personal Progression Plan and one unit from the sector options (Group B).	Designed for learners wishing to gain an introduction to a chosen vocation area. The Award offers the opportunity for learners to study a sector unit and plan for their next steps by completing the mandatory unit: *Developing a Personal Progression Plan*.
Pearson BTEC Level 1 Introductory Certificate in Digital Media	180 GLH Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).	Designed for learners who may be ready to progress quickly to further study, the Certificate offers a basic introduction to the digital media sector. It could form part of a study programme that includes other appropriate subjects such as English and maths.
Pearson BTEC Level 1 Introductory Diploma in Digital Media	360 GLH Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).	Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the digital media sector and supporting progression on to further study. It could be a substantial vocational qualification within a study programme that includes other appropriate subjects such as English and maths.

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments, that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

The Pearson BTEC Level 1 Introductory Award in Digital Media is a qualification having:

- Total Qualification Time: 80 hours
- Guided Learning: 70 hours.

The Pearson BTEC Level 1 Introductory Certificate in Digital Media is a qualification having:

- Total Qualification Time: 200 hours
- Guided Learning: 180 hours.

The Pearson BTEC Level 1 Introductory Diploma in Digital Media is a qualification having:

- Total Qualification Time: 400 hours
- Guided Learning: 360 hours.

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

Qualification and unit content

Pearson has developed the content of the new BTEC Introductory qualifications through consultation with further education representatives and other centres that deliver qualifications at this level. This has helped us to design qualifications with a focus on skills development rather than knowledge, therefore avoiding duplication of learning at a higher level and focusing on the broader skills that learners need for progression.

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

As a Level 1 qualification, the pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills. It is expected that learners complete tasks fully under supervision, direction or with guidance. At merit and distinction levels, learners may be expected to complete tasks in greater detail or with greater confidence or independence.

Transferable skills coverage

The development of transferable and sector skills is the main focus. We intend for every learner to have the opportunity to develop key transferable skills through both core and sector units. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised in the sector they are studying. On completion of their course, learners will have developed a set of transferable and sector skills that will benefit them whatever their chosen progression route. The transferable skills covered in the units are summarised in the grid below.

Communication   • Writing, speaking and listening to others   • Using body language to help communication   • Using communication for different purposes   • Communicating in a variety of ways, including electronic and social media
Working with others   • Setting common goals   • Showing respect for others in the team and valuing their contributions   • Listening to others in the team, being open minded   • Taking on roles and responsibilities
Problem solving   • Identifying issues by being able to examine information   • Dealing with change   • Decision making to find solutions   • Staying with a problem until it is resolved   • Using IT to help solve problems
Managing information   • Collecting and using information from different sources   • Determining relevance and accuracy of information   • Organising information   • Representing information in different ways   • Using IT to present and store information
Self-management and development   • Setting goals and planning ahead   • Being proactive and flexible   • Being resilient and able to work under pressure   • Monitoring performance and devising strategies for improvement   • Using IT for time management

Sector skills coverage

The sector units introduce learners to some broad sector skills and to some underpinning knowledge of a vocational sector. This will help learners to prepare for progression and ensures that the approach to delivery is practical, active, contextualised and skills based.

Functional skills

The units in this specification signpost opportunities for learners to develop functional skills in English and mathematics.

Assessment

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance.

These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable learners to develop sector-specific skills and some knowledge to support progression to the next stage of vocational learning.

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use the learner's evidence from the unit to achieve another unit.

Internally-assessed units

All units in these qualifications are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit – you can use the examples and support that we give in the units. If you are not an approved centre already, before you assess you will need to become one in order to register learners. You will need to prepare to assess using the guidance in *Section 7*.

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

- carry out practical tasks
- present information that they have gathered
- keep working logbooks, records and reflective journals
- practise English and mathematical skills
- take part in oral or written presentations
- take part in role play, interviews and other activities.

You will make grading decisions based on the requirements and supporting essential guidance given in the units. See *Section 5 f*or rules on resubmission and retakes.

Language of assessment

Assessment of the internal units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

Grading for units and qualifications

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Grading has been introduced at this level as a result of feedback from users and practitioners of BTEC qualifications.

All units contribute proportionately, based on the Guided Learning (GLH) to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D, **or** PP to DD. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualifications.

1 Qualification purpose and objectives

Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Digital Media

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. On our website we publish a Statement of Purpose for each qualification. These statements are designed to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

What is the purpose of these qualifications?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Digital Media are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

The Award offers a taster of the digital media sector and could be studied alongside other subjects.

The Certificate offers an introduction to the digital media sector and could be studied alongside other subjects within a study programme

digital media sector.

Who are these qualifications for?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Digital Media are primarily for all learners who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

The Award is designed for learners who may want to study a sector unit and plan their next steps by completing the Developing a Personal Progression Plan unit.

The Certificate is designed for learners who may be ready to progress quickly to further study.

The Diploma is designed to be taken over one year, as a substantial vocational qualification within a study programme.

What do these qualifications cover?

The content of these qualifications has been developed in consultation with further education colleges and other providers to ensure that the qualifications support progression to further learning and training. All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Learners will also take a number of sector units. The content of the sector units offers a broad introduction to the skills and knowledge within that sector, allowing the delivery to be practical and active in order to engage learners. For digital media, the units cover activities such as designing for a digital product, creating storyboards, shooting moving image and recording audio.

What could these qualifications lead to?

These qualifications prepare learners for further learning at a higher level in digital media. The development of transferable skills means that learners can also choose a study programme from alternative sectors. For example, these qualifications in digital media could lead to Pearson BTEC Level 2 qualifications in the sector, for example the BTEC Level 2 Technical Diploma in Digital Media Production and Level 2 qualifications in other sectors.

How do these qualifications enable learners to progress?

The mode of delivery and assessment in the units is designed to build awareness of a sector and the skills required to work in it. Learners will be given contexts and scenarios to help them develop skills and to acquire knowledge through application. Learners will not develop all the knowledge and skills needed to enter the labour market in a given sector but will develop pre-employability skills and contextualised knowledge to allow them to progress to further learning and training and, ultimately, to become successful in their chosen sector.

The Award, Certificate and Diploma all contain a mandatory unit: *Developing a Personal Progression Plan,* that enables learners to consider their next steps in learning.

How do the Award, Certificate and Diploma sizes differ in purpose?

The Award is suitable for learners studying part time or for those who want an introduction to a vocational qualification alongside other qualifications and activities as part of their study programme.

The Certificate is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Diploma is twice the size of the Certificate and will form a substantial element of a learner's study programme. By providing a broader sector experience, the Diploma will suit learners who have a clear indication of the sector they wish to study further. The Diploma encourages learners to take on some individual research, enabling them to be further prepared for higher-level learning.

2 Structure

Pearson BTEC Level 1 Introductory Award in Digital Media

Two units must be achieved, one of which must be Developing a Personal Progression Plan (Group A) and one unit from the sector options (Group B)

Pearson BTEC Level 1 Introductory Award in Digital Media			
Unit reference	**Unit title**	**GLH**	**Type**
Core	**Group A units – learners must complete this unit**		
A2	Developing a Personal Progression Plan	**30**	**Core**
Sector	**Group B units – learners must complete one unit from this group**		
DM5	Creating a Storyboard	**40**	**Sector**
DM6	Designing an Interactive Presentation	**40**	**Sector**
DM7	Producing an Advert	**40**	**Sector**
DM8	Layout Design for a Digital Product	**40**	**Sector**
DM9	Creating an Animation	**40**	**Sector**
DM10	Shooting a Short Film	**40**	**Sector**
DM11	Making an Audio Recording	**40**	**Sector**
DM12	Editing and Sharing a Media Product	**40**	**Sector**

Pearson BTEC Level 1 Introductory Certificate in Digital Media

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate in Digital Media			
Unit reference	**Unit title**	**GLH**	**Type**
Core	**Group A units – learners must complete both units**		
A1	Being Organised	**30**	**Core**
A2	Developing a Personal Progression Plan	**30**	**Core**
Sector	**Group B units – learners must complete three units**		
DM5	Creating a Storyboard	**40**	**Sector**
DM6	Designing an Interactive Presentation	**40**	**Sector**
DM7	Producing an Advert	**40**	**Sector**
DM8	Layout Design for a Digital Product	**40**	**Sector**
DM9	Creating an Animation	**40**	**Sector**
DM10	Shooting a Short Film	**40**	**Sector**
DM11	Making an Audio Recording	**40**	**Sector**
DM12	Editing and Sharing a Media Product	**40**	**Sector**

Pearson BTEC Level 1 Introductory Diploma in Digital Media

Learners must complete all core units and six sector units.

Pearson BTEC Level 1 Introductory Diploma in Digital Media			
Unit reference	**Unit title**	**GLH**	**Type**
Core	**Group A units – learners must complete all units**		
A1	Being Organised	**30**	**Core**
A2	Developing a Personal Progression Plan	**30**	**Core**
A3	Working with Others	**30**	**Core**
A4	Researching a Topic	**30**	**Core**
Sector	**Group B units – learners must complete six units**		
DM5	Creating a Storyboard	**40**	**Sector**
DM6	Designing an Interactive Presentation	**40**	**Sector**
DM7	Producing an Advert	**40**	**Sector**
DM8	Layout Design for a Digital Product	**40**	**Sector**
DM9	Creating an Animation	**40**	**Sector**
DM10	Shooting a Short Film	**40**	**Sector**
DM11	Making an Audio Recording	**40**	**Sector**
DM12	Editing and Sharing a Media Product	**40**	**Sector**

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Section	Explanation
Unit number	The numbering of the core units is sequential from A1–A4. The numbering of the sector units is preceded by an abbreviation of the sector plus the number of the unit, e.g. DM1, DM2.
Unit title	This is the formal title used and it appears on certificates.
Level	All units are at Level 1 as outlined in the Ofqual level descriptors.
Unit type	This shows whether a unit is a core or sector unit. See structure information in *Section 2* for full details.
GLH	Units may have a value of 30 or 40 Guided Learning Hours GLH. This indicates the number of hours of teaching, directed activity and assessment expected.
Unit in brief	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
Unit summary	This section helps tutors to see at a glance the main content and skills in the unit presented against the learning aims. The suggested assessment evidence is suitable to fulfil the requirements of the unit.
Functional skills	This table summarises opportunities for functional skills development in the unit.
Unit content	This section sets out the required teaching content of the unit. Content is compulsory except when an 'e.g.' is given. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
Learning aims	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades. A glossary of the terms used in the assessment criteria is given in *Appendix 1*. All assessors need to understand our expectations of the terms used.

Section	Explanation
Essential information for assessment decisions	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass, Merit and Distinction standard. This section also gives examples and clarification.
Essential resources	This section lists specific resources that are essential for teaching and assessing the unit. For information on support resources see *Section 10*.
Delivery guidance	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities in sector contexts that can be used to help develop relevant skills and to encourage learner progress.
Suggested assessment activity	This section suggests scenarios and tasks that can be used in summative assessment activities.

Index of units

This section contains all the units developed for these qualifications. Please refer to *page 8* to check which units are available for the digital media qualifications.

Unit A1:   Being Organised

Level: **1**
Unit type: **Core**
Guided learning hours: **30**

Unit in brief

Learners will develop key techniques to help organise their work and priorities and manage their time effectively.

Unit introduction

How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education.

From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.

The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

Learning aims

In this unit you will:

A Explore techniques to improve own organisational skills
B Review the use of techniques to improve own organisational skills.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore techniques to improve own organisational skills **B** Review the use of techniques to improve own organisational skills	• Techniques to improve organisation	• A planner for a two-week period. • Supporting documentation that demonstrates the techniques used.

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• This unit can be delivered in a sector context.	• Organisational skills • Time management • Use of ICT management tools	• Planning • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Write clearly and coherently, including an appropriate level of detail. • Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.
Maths	• Solve problems requiring calculations with common measures, including time and money.

Unit content

Knowledge and sector skills

Techniques to improve organisation

Learners will practice skills and techniques to improve their organisation over a period of time before final assessment.

- Time-management techniques:
  o produce daily or weekly to-do lists or action plans to meet deadlines
  o prioritise tasks
  o create a checklist of tasks that need to be completed, reviewing it regularly
  o consider how long each task might take
  o use free calendar software to keep timings of lessons and work
  o allow a little extra time in case longer is spent on one task than expected
  o foresee problems and plan ways to overcome them
  o review priorities.
- Organisational techniques:
  o ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets
  o use organisational stationery such as folders, dividers, highlighters
  o set up and manage a filing system of work and emails to allow for quick and easy access
  o use alerts on phones and other digital devices
  o use project plans and spreadsheets for organisation and budgeting
- Planners to organise time:
  o different types of planner such as wall planners, calendars, electronic and/or online planners
  o using them daily, weekly or monthly
  o keeping them updated and reviewing the priorities.
- Review own time-management and organisational skills through identifying:
  o strengths and weaknesses of techniques used
  o why some techniques worked better than others
  o ways to improve own time management and organisation.

Transferable skills

- Planning: using time-management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore techniques to improve own organisational skills		
A.P1 Use limited techniques to improve own organisational skills.	**A.M1** Use appropriate techniques to improve own organisational skills.	**A.D1** Use appropriate and effective techniques to improve own organisational skills.
Learning aim B: Review the use of techniques to improve own organisational skills		
B.P2 Identify the techniques used to improve own organisational skills, giving outline examples.	**B.M2** Review the techniques used, giving some examples of how they improved own organisational skills.	**B.D2** Review the techniques used, giving detailed examples of how they improved own organisational skills.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

For merit standard, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

For pass standard, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

Delivery guidance

It is recommended that practical activities ae used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Prioritising tasks

Learners begin this workshop in small groups to complete a task. Tutors can give different scenarios for each group to work with. Ideally, the tasks should be familiar topics to learners such as planning a shopping trip at the weekend. Learners will need to consider where they are going, how they will get there, what it will cost and how much time they have. Using the information, learners can then make a list of the tasks in order of priority and timing.

Suggested time: about 2 hours.

Planning your time

Tutors explain the importance of planning time to meet deadlines. Learners fill in a blank timetable page, identifying when their lessons are and when they have deadlines for work to be completed.

Suggested time: about 1 hour.

Use of own devices to help organisation

Tutors ask learners to investigate what they have on their phones or other devices that could help to organise their time. This could include phone alerts, free software or a calendar.

Suggested time: about 1 hour.

Filing and folders

Tutors talk through the importance of naming and labelling folders (electronic and hard copies) for ease of reference and access. This could be through colour coding, using stickers or labels.

Learners work through their folders, using some of the filing and labelling techniques they have learned.

Suggested time: about 2 hours.

Using a planner to organise own time

Tutors talk through the various types of planner that could be used to organise own time such as wall planners, calendars, electronic and/or online planners. They also talk through how they can be used daily, weekly or monthly to prioritise key tasks and plan ahead.

In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time.

Each person presents the planner for their partner.

Suggested time: about 2 hours.

Meeting deadlines in your sector

Learners plan their time around the date for completing a particular activity or task on their course.

They make a list of key tasks and show how long each one could take. They then start at the hand-in date and work back to the beginning of the project.

Learners then use the plan and monitor its effectiveness as they progress through it. Learners should also build in contingencies and consider what obstacles there may be to prevent them achieving the end goal on time.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to produce a planner for a set period of time during your course. The time period should be between two and four weeks. Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities. You should then demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Complete a study plan for a particular assignment or activity in your sector units.

Unit A2:   Developing a Personal Progression Plan

Level: **1**
Unit type: **Core**
Guided learning hours: **30**

Unit in brief

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

Unit introduction

What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.

This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

The skills you develop in this unit will be good preparation when applying for another course or training programme.

Learning aims

In this unit you will:

A Explore the skills and behaviours needed to meet personal progression goal

B Produce a progression plan to meet intended progression goal.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore the skills and behaviours needed to meet personal progression goal	• Benefits and purpose of developing a progression plan • Finding out about progression opportunities	
B Produce a progression plan to meet intended progression goal	• Setting a progression goal • Identifying the skills and behaviours needed to meet progression goal • Reviewing own skills and behaviours against progression goal • Creating a progression plan	• Audit of skills and behaviours. • Personal progression plan.

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Learners can reflect on the sector skills they have developed when considering their progression goal.	• Sources of information about progression opportunities and requirements • Producing a progression plan	• Written communication • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions.

Unit content

Knowledge and skills

Benefits and purpose of developing a progression plan

- Gives direction and focus to short-term and long-term goals.
- Sets out the key steps to achieve progression goal.
- Allows for discussion with others, e.g. tutors, parents, peers.
- Gives time for reflection on what is achievable and realistic.

Finding out about progression opportunities

- Progression opportunities such as to further learning, work or apprenticeships.
- Local sources of information about potential progression routes such as colleges, careers fairs.
- Sources of advice and guidance for progression.
- Tutor advice.
- Careers advice.
- Entry requirements such as baseline entry qualifications, an entry interview, portfolio.

Setting a progression goal

- Matching own skills and behaviours with progression goals.
- Deciding on the next step, e.g. using SMART (specific, measureable, achievable, realistic, time-bound) targets.
- Using research findings to identify the requirements to meet goals.
- Setting a progression goal to work towards.

Identifying the skills and behaviours needed to meet progression goal

- Skills needed to meet progression goal:
  - transferable skills, e.g. communication, working with others, problem solving
  - employability skills, e.g. IT skills, being able to drive.
- Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy.
- Qualifications needed for progression, e.g. level of English and maths.

Reviewing own skills and behaviours against progression goal

- Carrying out a self-audit of skills and behaviours using past experience of education and learning.
- Gathering feedback from others about own strengths and areas for improvement.
- Attitudes and behaviours needed for progression.

Creating a progression plan

To include:

- short-term and long-term progression goals
- identification of key activities needed to move towards the progression goal
- key actions to improve skills and behaviours
- key milestones to achieve goal, e.g. interview dates, application deadlines
- realistic timelines to meet goal.

Transferable skills

- Written communication: filling out application forms, progression plan.
- Managing information: from the sources used to find out about possible progression routes.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the skills and behaviours needed to meet personal progression goal		
A.P1 Identify an intended progression goal.	**A.M1** Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.	**A.D1** Identify a realistic progression goal with details of the skills and behaviours needed to achieve it.
A.P2 Outline the skills and behaviours needed to meet personal progression goal.	**A.M2** Identify how own skills and behaviours meet personal progression goal.	**A.D2** Describe how own skills and behaviours meet personal progression goal.
Learning aim B: Produce a progression plan to meet intended progression goal		
B.P3 Produce an outline progression plan to meet intended progression goal.	**B.M3** Produce a clear progression plan, identifying some steps towards meeting intended progression goal.	**B.D3** Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it
- carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal
- produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.

For merit standard, learners:

- set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it
- carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal
- produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.

For pass standard, learners:

- set a broad progression goal that shows limited evidence of finding out information from sources
- list the skills and behaviours needed to meet the goal
- produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

What are my progression opportunities?

In groups, learners discuss the progression opportunities that may be available to them.
This can be supported by handouts about the local colleges, links to apprenticeship websites and local jobsites.

As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.

Suggested time: about 1 hour.

Skills audit

Learners identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or online questionnaires. Ideally, learners should have the chance to do both. They can then compare results.

Learners list their skills in order of confidence. If the group know each other well, they could share their list with others to find out their opinion.

Suggested time: about 3 hours.

Appropriate behaviours for progression

Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can then identify different attitudes and behaviours and talk about how they can affect other people's attitudes towards them.

Learners could role-play different scenarios that highlight the influence attitudes and behaviours can have on others, e.g. employers.

Suggested time: about 3 hours.

Local sources of information to identify progression opportunities

In small groups, learners carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, websites, advice and guidance etc. Learners can collate their information to share with others in the class.

Suggested time: about 3 hours.

Opportunities to develop the skills and behaviours needed to progress

Tutors could invite speakers to talk about the value of volunteering and the skills that learners can develop, e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh's Award (DofE) scheme or sport's coach.

Suggested time: about 3 hours.

Setting goals

Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals, e.g. what they are planning to do that evening. Initially learners only need to set clear, achievable goals, however it will be valuable to consider measures and timescales.

Tutors can provide a list of potential goals and learners have to decide if they are clear and achievable.

Suggested time: about 3 hours.

Matching skills and behaviours to progression opportunities

Tutors give a range of course details, job advertisements and job descriptions for learners to review. Learners can then match their skills to the relevant course or job. They could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop other skills before they could apply or if the course or job is not appropriate.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to attend a progression interview with your tutor to discuss the next step in your learning. In preparation for this, you need to research the possible progression opportunities available to you. You should decide on one opportunity to focus on and produce an outline of the skills and behaviours needed for that particular progression goal and then match your own skills and behaviours to the goal. You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal. Both of these documents will form a basis for the discussion with your tutor.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will need to produce a new audit and progression plan for a different progression opportunity.

Unit A3:   Working with Others

Level: **1**
Unit type: **Core**
Guided learning hours: **30**

Unit in brief

Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity.

Unit introduction

A key part of being successful in work and study is the ability to work with other people. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals.

In this unit, you will develop these skills and demonstrate how you use them. You will work with others to complete a given activity, agree roles and responsibilities, share ideas and support each other. Problems may come up as you work on the activity and you will need to find solutions to them. It can be difficult working with others and this unit gives you the opportunity to develop the skills and behaviours you need to be successful.

The skills you learn in this unit can be applied throughout your sector units and in broader contexts.

Learning aims

In this unit you will:

A Demonstrate the ability to work with others on a given activity

B Review own and others' performance on a given activity.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence

A Demonstrate the ability to work with others on a given activity
 	
B Review own and others' performance on a given activity
	• Communicating with others
	• Working with others to achieve common goals
	• Carrying out an outline review of own and others' performance
		• A log/blog that provides evidence of:
		  o role in a set activity where they have worked with others
		  o review of the activity.
		• Witness statement from tutor.

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• This unit can be delivered in a sector context.	• Ways to communicate effectively through listening and talking • Building effective teams • Ways to assess own performance • How to plan to improve own performance	• Verbal communication • Teamwork • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Make different kinds of contributions to discussions.

Unit content

Knowledge and sector skills

Communicating with others

- Taking part in discussions to decide ways to complete activity.
- Consideration of own verbal communication when working with others.
- Listening and responding appropriately to others.
- Contributing ideas and points of view.
- Accepting and giving positive and negative feedback.

Working with others to achieve common goals

- Identifying individual roles and responsibilities.
- Ensuring clear communication throughout the activity.
- Knowing appropriate behaviours for different situations.
- Working through problems and agreeing solutions together.
- Importance of respecting others who are working with you.
- Reviewing team and personal performance.
- Solving issues in teams.

Carrying out an outline review of own and others' performance

- Identifying own strengths in activity.
- Receiving feedback about own performance.
- Giving feedback to others on their performance.
- Outlining ways to improve own performance when working with others.

Transferable skills

- Verbal communication: working with others.
- Teamwork: working with others to complete an activity or achieve a goal.
- Problem solving: working together to overcome problems.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Demonstrate the ability to work with others on a given activity		
A.P1 Demonstrate limited communication skills when working with others to complete a given activity.	**A.M1** Demonstrate appropriate communication skills when working with others to complete a given activity.	**A.D1** Demonstrate effective communication skills when working with others to complete a given activity.
A.P2 Undertake an activity with others, taking some responsibility for own role within it.	**A.M2** Undertake an activity with others, taking responsibility for own role within it.	**A.D2** Undertake an activity with others, taking full responsibility for own role and making effective contributions.
Learning aim B: Review own and others' performance on a given activity		
B.P3 Produce an outline review of own performance during an activity.	**B.M3** Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.	**B.D3** Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.
B.P4 Deliver positive feedback to others that is relevant to the activity.	**B.M4** Deliver positive and negative feedback to others, using examples from the activity.	**B.D4** Deliver constructive feedback to others, using relevant examples from the activity.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

* work with others successfully, taking ownership of their role in the activity and completing all their own activities while supporting others to achieve the team goal. Their communication skills will be clear and they will be understood by other members of their group to drive the activity forward. They will listen and respond to others, showing respect for their views
* complete a detailed review of their own performance during the activity. This could be written or a verbal recording that gives a detailed overview of the activities they completed. They will describe how they would work with others in the future, using supported examples from feedback they received from others. They will also demonstrate the ability to give positive and negative feedback to their peers in a clear and helpful way, using full examples from the activity.

For merit standard, learners:

* generally work well with others, taking responsibility for their own role in the activity and communicating with others when required, using appropriate language and demonstrating some ability to listen to the views of others
* complete a review of their own performance during the activity. This could be written or a verbal recording which identifies some of their strength and weaknesses, making some reference to the feedback they received from others. They will also demonstrate the ability to give some positive and negative feedback to their peers, using simple examples from the activity.

For pass standard, learners:

* show some ability to work with others, taking some responsibility for their own role in a activity, but not necessarily seeing the activities through to the end. Their communication with others may be minimal and only when necessary
* complete an outline of the role they carried out during the activity. This could be written or a verbal review with minimal attempt to review their own performance. They will attempt to give positive feedback to their peers, although this may be very basic and not linked to concrete examples from the activity.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

What makes a good team?

Tutors ask for examples from the group of any good and effective teams they can think of.
For example, it could be the local netball team, a dance group or a professional football club.
Smaller groups then choose one example from the list and identify two traits that make the team work well together. Examples could be:

- communication
- working together to solve problems
- understanding each other's roles and responsibilities.

Each group has to decide on the two traits they want to feed back to the group. Tutors list them all and then highlight the most prominent. Tutors ask how easy it was to decide as a group on the two traits they had to feed back on.

The group then discuss their experiences of working with others in the past, reflecting on their behaviours and making suggestions on how their team could have worked better.

Suggested time: about 1 hour.

What makes a bad team?

Tutors ask the group for examples of where they have seen or experienced bad teamwork, or of people not working well together. The group discuss the reasons why the team didn't work well together.

Tutors then show examples of bad teamwork, from TV shows like *The Apprentice* or *Big Brother*.

While the clips are being shown, the group write down everything they think has made the team not work properly. They then share their ideas with the whole group.

The whole group then reflects on the benefits of working well with other people and how they have to sometimes modify their behaviour to work effectively with other people.

Suggested time: about 1 hour.

Working in pairs

Tutors hand out photographs of celebrities, well-known people and sports men and women to each person in the group. They are not allowed to tell anyone who their picture is of.

Tutors then put the group in pairs, outside of friendship groups if possible. Then taking turns, one person asks questions about their partner's picture and their partner can only answer 'yes' or 'no'. They are given a time limit to find out the identity of their partner's celebrity.

Once the activity has finished, the tutor asks the group to reflect on how easy it was to communicate with someone when you only get yes or no answers. The group then reflects on how you have to phrase your questions to get the most information and also how to do this quickly under a time limit.

The activity could be repeated in different pairs.

Suggested time: about 1 hour.

Working with a group on an activity

The workshop can focus on building effective teams. There are a range of appropriate activities that learners can participate in.

For example, learners:

- work in small groups to build a tower that can support a marble. They are given drinking straws, sticky tape and a marble. The team that creates the highest tower wins
- work together to create a structure from balloons that will take the weight of one person in the group.

This type of workshop is ideal for discussing roles and responsibilities, participation, communication skills and problem solving.

Tutors could use a team-building activity at the beginning of each workshop instead of having a whole session focusing on this skill.

Suggested time: about 2 hours.

Communicating in teams

Working in groups, learners follow instructions to create an end product.

Learners will need to:

- check they understand what they need to do
- decide who is doing which task
- check progress and follow advice
- ask for help, if necessary
- respect each other's ideas and opinions
- solve problems.

At the end of this session, the group can discuss how effectively they communicated with each other, how well they worked together as a team, any issues they had and how they solved problems.

Suggested time: about 5 hours.

Relaying instructions to others

Learners can take part in a number of activities to develop effective communication skills. For example working in pairs, learners prepare instructions for a simple task such as tying shoe laces. They then share this with another group of learners who then follow the instructions. If the instructions are clear, learners should be able to tie their shoes successfully.

Suggested time: about 1 hour.

Debating a topic with others

Tutors give learners a number of topics to discuss in small groups with some key questions. The group has to firstly decide on the topic they want to discuss and decide on an 'observer' to observe and take notes on the groups' interactions. The group will then be given five minutes to discuss the topic and come to some agreement on the answers to the questions.

The group will decide on one person to feed back on the answers to the questions. The observer will then feed back on how the group interacted with each other and came to decisions.

The activity can be repeated with different people taking the 'observer' role.

The whole group then discuss what they have learned in this session about the views of others and the different roles that are taken in a group.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You will work together (in pairs or larger groups) to put on a small fundraising activity at college for a charity day.

In your group you need to discuss and agree:

- the type of activity you will put on
- who you need permission from
- the date the activity will be on
- the resources needed to put on the activity.

You will agree the roles for each member of the group, ensuring that each of you has an equal amount of responsibility. You need to set up a log/blog explaining your role in the group and your key responsibilities. You need to keep this updated throughout the process.

Once the activity is completed your group will carry out a peer assessment of the activity, discussing how successful you were in working together to put on the activity, writing up the discussions in your log/blog and making suggestions for how you can improve your skills and behaviours.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will work with a different group of people to produce a stand for the college open day.

Unit A4:   Researching a Topic

Level: **1**
Unit type: **Core**
Guided learning hours: **30**

Unit in brief

Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings.

Unit introduction

In this unit, you will have the opportunity to research a topic that interests you. It could be linked to something you have enjoyed in your sector, something that is happening in your local community or perhaps linked to what you would like to do in the future.

Before starting on your research you will need to decide on the focus for your topic. You will set up a research log to record the research tasks you carry out and the sources that you use. When you have completed your research, you will summarise and present your findings.

You will use many of the skills you have developed already, such as planning, time management, research and presenting, as well as any sector skills and knowledge that you have learned. All these skills are important for progressing to further qualifications.

Learning aims

In this unit you will:

A Carry out research into an agreed topic
B Present a summary of research findings into an agreed topic.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Carry out research into an agreed topic	• Selecting a suitable topic • Collecting information on topic • Keeping a research log • Presenting findings of research	• Research log. • A summary of research findings.
B Present a summary of research findings into an agreed topic		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• The research topic can be in a sector context.	• Ways to plan successfully • Identifying sources of information • How to research • Presentation methods	• Planning • Finding out • Managing information • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Present information/points of view clearly and in appropriate language. • Present information in a logical sequence. • Use correct grammar, including correct and consistent use of tense. • Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.

Unit content

Knowledge and sector skills

Selecting a suitable topic

- Investigation could focus on the local community or area, linked to a sector, hobby or an extra-curricular activity.
- Agreeing investigation title and the scope of the research with tutor.
- Agreeing deadline.
- Ensuring topic is focused and manageable in the timescales.
- Identifying key actions and milestones for the investigation such as setting up a log, organising visits, deadline for completion.

Collecting information on topic

- Sources of information:
  - electronic media, e.g. blogs, podcasts, downloads, websites
  - printed media, e.g. newspapers/magazines/books
  - interviews
  - visits.
- Identifying and selecting the key points from research.

Keeping a research log

- Ongoing record of information researched.
- Information on research sources, methods and key findings.
- Ongoing record of information found out through a chosen medium such as a folder, blog, vlog (video blog).

Presenting findings of research

- Summarising key findings.
- Choosing presentation method, e.g. through a PowerPoint®, vlog, written handouts, oral questioning.
- Explaining findings in a clear and concise way.

Transferable skills

- Planning: identifying key tasks to complete.
- Finding out: information from research sources.
- Managing information: selecting the relevant information, choosing appropriate sources of information.
- Communication: through presentation of findings.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Carry out research into an agreed topic		
A.P1 Search for information on an agreed topic using given research sources.	**A.M1** Search for information on an agreed topic using own and given sources.	**A.D1** Carry out a focused and detailed search into an agreed topic.
A.P2 Select simple information from given sources on the agreed topic.	**A.M2** Select mostly relevant information from sources on the agreed topic.	**A.D2** Select relevant information from sources that link clearly to the agreed topic.
Learning aim B: Present a summary of research findings into an agreed topic		
B.P3 Present an outline summary of research findings on an agreed topic.	**B.M3** Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used.	**B.D3** Present a focused summary of research findings, with clear referencing to the research sources used.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- carry out research that remains focused on the agreed topic and uses a range of appropriate sources to collect information
- give a detailed breakdown of the sources they have used and select the most relevant information from them, demonstrating awareness of which sources were more reliable than others
- present their summary of research findings clearly, keeping the focus on the research topic. The summary will also reference in detail the research sources that were used.

For merit standard, learners:

- carry out research that remains mostly focused on the agreed topic but may become too broad in places. Some of the sources will have been given by tutors but some they have found for themselves
- outline the research sources used. They will select appropriate information for their topic. They will demonstrate some understanding of which sources are more reliable than others
- present their summary of research findings, remaining mostly focused on the agreed topic although may go off in other directions at some points. The summary will reference some of the research methods that were used.

For pass standard, learners:

- carry out basic research, using research sources that have been given by tutors
- produce a research log that gives incomplete information of the key tasks they have completed. They will select only simple and obvious information from the given sources
- present a basic summary of research findings that are mainly broad and unfocused. There will be little or no reference to the research methods used.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Choosing a topic to investigate

This is perhaps the hardest part of any project. Learners need to choose a topic that is interesting to them but not too big so that it becomes impossible to complete. In small groups, learners make a list of subjects or hobbies they are interested in. They can then ask each other questions about the topics or hobbies. This could begin to form a list of possible subjects for each project.

Alternatively, tutors could provide a list of potential topics for learners to choose from.

Suggested time: about 3 hours.

Deciding on outcomes

Learners can be given a list of outcomes and project titles. Their task will be to match the outcomes with the titles. They can then look at the results with other group members to see if they agree or have different answers. Tutors may want to include answers that will overlap with different topics.

Suggested time: about 3 hours.

Research sources

Tutors do a brief overview of what the difference is between a primary source and a secondary source. Tutors then give out a list of different research sources and learners work in pairs to decide whether it is primary or secondary. Learners feed back on their decisions.

Suggested time: about 2 hours.

Identifying the tasks that need to be completed

Learners plan a task list of the activities they need to complete. Tutors could produce a list of actions needed to complete a project in the wrong order and then, in groups, learners put them in the correct order. They will use the correct list to produce a to-do list of tasks to complete for their investigation.

Suggested time: about 3 hours.

Reviewing progress so far

As a group, learners will begin the session by reviewing what they have done so far. This should be a short presentation, depending on the number in the group. This activity is not intended to use the full time for the workshop. Learners can identify any problems they have had and how they have solved them, if they have. Other learners have the opportunity to ask questions about the project and share ideas.

Learners could record the review in their log.

Suggested time: about 3 hours.

What skills are you using?

This workshop will focus on the skills learners are using to carry out their project. Working in small groups, learners could identify different communication, planning, time-management and problem-solving skills. They can then share their results with the larger group.

Suggested time: about 3 hours.

How to present outcomes

Learners will investigate ways to present their research findings. They could experiment with vlogs or blogging software, and try out PowerPoint or Prezi.

They could also try using graphs, charts or illustrations to present information. Learners could work in small groups to decide which formats would be most appropriate for different topics.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You need to select a topic of your choice to carry out some research into. The topic could be an extension of something you have studied on your course or an interest or hobby that you would like to find out more about. You will discuss your ideas with your tutor and then come up with a title for your research. This should be focused and manageable in the time available to complete it. You will set up a research log to record what you are doing. This could be a folder, a blog or vlog. You will produce a to-do list of the tasks you need to complete in the timeframes given to you. While you carry out your research, you will keep an ongoing record of the sources and methods used to find out information. Finally you will summarise your key findings in a presentation method of your choice, making reference to the research sources you used.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will need to select a different topic for your research.

Unit DM5:   Creating a Storyboard

Level: **1**
Unit type: **Sector (Digital Media)**
Guided learning hours: **40**

Unit in brief

Learners will develop an understanding of the components of a storyboard and how they are used to communicate meaning. They will then create a storyboard for a specified media product.

Unit introduction

Storyboards are like comic books, they are a series of images that tell a tale. They are used as part of the pre-production process in films and TV, games and apps, to plan out the type and sequence of camera shots, and to identify the types of sound and audio effects that may be used. The production team will then use the directions on a storyboard to set up their equipment in order to capture the required shot. Editors will also use them to decide on the types of transitions between frames and the choice of sound and audio.

In this unit, you will learn about the different components of storyboards, such as camera angles and movement, the use of audio and sound, and the transitions between shots. You will examine how these components create meaning for the audience. You will then create a storyboard for a specified media product.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Explore the components of storyboards and how they are used

B Produce a storyboard for a specified media product.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore the components of storyboards and how they are used	• Types of storyboards and their uses • Storyboard components • Creating a storyboard	• Presentation giving examples of the different storyboards and how they are used to create meaning. • Annotated storyboard for a specified media product.
B Produce a storyboard for a specified media product		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Generating ideas for a media production • Identifying audiences for chosen productions • Using research skills to assist in ideas generation and production planning • Storyboarding techniques	• Identifying audiences for media products • Shot types and movements • Edits and transitions • The use of sound in media products • Storyboard types and uses	• Managing information • Presenting information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Present information/points of view clearly. • Present information in a logical sequence. • Use language, format and structure suitable for purpose and audience.

Unit content

Knowledge and sector skills

Types of storyboards and their uses

Storyboards are used as part of the pre-production process to plan out the type and sequence of shots and to select the audio that might be used in a visual media product.

- Types of visual media products that use storyboards:
  o feature films, music videos, advertisements.
- Storyboards are used by the director, cinematographer and camera operators to set up and film sequences, ensuring that all shots are covered and that the lighting and framing is correct.
- Types of storyboard, e.g. drawn, photomatic, thumbnail, animatic.

Storyboard components

Storyboards will usually show the following.

- Types of camera shot and angle, e.g. close-up, mid shot, point-of-view shot, wide shot.
- The movement of the camera, e.g. panning, tilt, zoom, handheld.
- The edits and transitions between shots, e.g. fade, cut, wipe, dissolve.
- The use of sound, e.g. dialogue, sound effects, mood and background music.
- The sequence of shots and brief description of the action taking place.
- The cuts and cutaways between shots.
- Any text boxes, e.g. conveying titles, information about products.

Creating a storyboard

Considerations when creating a storyboard for a visual product.

- Genre and purpose of the media product:
  o feature film – different genres, e.g. horror, romantic comedy, action
  o advertisement – to sell a product
  o music video – to promote the song and artist
  o game – to be interactive/to entertain.
- Target audience – who will watch/consume the product, what they are expecting.
- Accuracy and clarity of storyboard so others can use it and interpret it easily.

Transferable skills

- Managing information: for different components of storyboards such as camera angles, shots, audio and transitions.
- Presenting information: clearly sharing ideas, accurate labelling of frames and shots, clear explanations.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the components of storyboards and how they are used		
A.P1 Identify some of the components used in storyboards.	**A.M1** Identify most of the components used in storyboards, describing how they are used to create meaning.	**A.D1** Identify a range of different components used in storyboards, explaining how they are used to create meaning.
Learning aim B: Produce a storyboard for a specified media product		
B.P2 Create a basic storyboard with outline annotations for a specified media product.	**B.M2** Create a detailed storyboard, using the appropriate components and clear annotations, for a specified media product.	**B.D2** Create a detailed storyboard, effectively using the appropriate components to create meaning for a specified media product.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- correctly identify the different components of a storyboard such as the type of camera angle, shot and movement, as well as the shot transitions and audio, with some detailed explanations of how these are used to create meaning using relevant examples
- produce a storyboard that shows the logical sequence of frames, all of which are correctly labelled with sound, edits and transitions, and have some written annotations that give a clear account of how the shots and transitions are used to create meaning.

For merit standard, learners:

- identify most of the components used in storyboards. The focus will predominately be on camera shots and angles but there will be some reference to the use of audio and transitions, with brief descriptions of how they have been used to create meaning, with some examples
- produce a storyboard that shows the sequence of the intended frames, all of which provide some details of the sound and audio and are mostly labelled correctly with sound, edits and transitions.

For pass standard, learners:

- identify the most obvious components of a storyboard such as camera angles and shots, and label them correctly
- produce a very basic storyboard that shows some sequencing of the intended frames and which gives some details of ideas for sound, edits and transitions.

Essential resources

For this unit, learners require access to exemplars of pre-production planning, either electronic or hard copy, for practice and for final submission.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are given examples of storyboards from a specified industry sector and then shown the corresponding product that was created using that document. Learners make notes of how closely the storyboard matches the completed product and the factors within it that can be identified in the products, such as use of camera angles and movements, use of sound, use of edits, transitions and effects.

Learners take part in a tutor-led discussion and compare different types of storyboard. The tutor uses questioning to prompt learners to think about which they feel is more effective and why.

Suggested time: about 4 hours.

Activity: Identifying an audience and communicating information

As a whole group, learners join a tutor-led discussion on what a target audience is and why it is important. They are shown a variety of films, TV programmes and advertisements and work in pairs to decide on the target audience for each, and their reasons for their decision.

In pairs, learners create a list of common shots and transitions and how they are used before communicating this information to the rest of the class.

The group then discusses and uses peer review to identify the strengths and areas for improvement in the communication process during filming.

Suggested time: about 6 hours.

Activity: Researching information

Learners are asked to produce a set of questions that could be used in a survey or questionnaire that will allow them to obtain target audience feedback on a film sequence. Learners assess each other's questions in small groups and discuss how suitable they would be in obtaining the required information.

The rest of the group will then be shown a video clip(s) and answer the survey questions relating to that clip.

Suggested time: about 4 hours.

Activity: Exploring images

In small groups, learners are given a list of images for a simple storyboard (man at window, woman running, street view, etc.) and have to produce examples of each in different formats (drawn, digital image, found image, photo taken on phone, etc.).

Learners produce different copies of the same storyboard using these different techniques. These are then assessed by other group members, who then feed their views back.

NB It is fine for learners with basic drawing skills to sketch out stick figures. The objective is not to produce 'works of art' but to outline a scene using visual representations.

Suggested time: about 4 hours.

Activity: Transitions and movements in storyboards

In pairs, learners are given storyboards containing images but with missing frames between shots. Learners work together to 'fill in the blanks', adding labelling to indicate desired camera movements and transitions between shots. Learners then present their storyboards to the rest of the group, describing what they have done.

Suggested time: about 4 hours.

Activity: Putting together a storyboard

Tutors should supply learners with a brief to put together a storyboard. The brief should include all the different storyboard components and the maximum number of frames. Learners then work in pairs to put together the storyboard. They will then present it to the rest of the group. Tutors will then lead a discussion on how meaning is created through the choice of camera angle, edit and how the same brief could be interpreted differently by different groups.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The assignment should be practical, be set in a realistic scenario and draw on learning from the unit, including transferable skills. You will need to give learners a clear period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to produce some ideas for a short recruitment advertisement for a college. They want it to appeal to young people between the ages of 16 and 21 and to contain active shots of people engaged in learning at the college.

You will firstly put together a presentation of the types of camera angles, shots and movement you will use to communicate your ideas.

You will then produce a 15-frame storyboard sequence, with annotations, which explains your ideas for both visual and audio content.

If a retake assessment is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

On another occasion, you have been asked to produce ideas and a 15-frame storyboard for a TV advertisement for holidays aimed at the over 60s.

Unit DM6: Designing an Interactive Presentation

Level: **1**
Unit type: **Sector (Digital Media)**
Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed to produce interactive presentations that incorporate media content.

Unit introduction

Being able to gather information and present it is a vital part of work and study. Modern presentation software allows information to be put together in an engaging and accessible way, using media such as sound, video and imagery. The more interesting and interactive the presentation, the more effective it will be to get your ideas across.

In this unit, you will develop the skills needed to create a presentation. You will learn how to select and use information to develop content, and how to use images, sound and video clips in a presentation. You will then create your own interactive presentation and present it to others.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of this qualification.

Learning aims

In this unit you will:

A Design and create an interactive presentation
B Present and communicate information through an interactive presentation.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Design and create an interactive presentation	• Factors to consider when creating an interactive presentation • Planning and producing an interactive presentation • Giving a presentation	• An interactive presentation containing images, video and sound, with speaker notes and supporting tutor observation notes.
B Present and communicate information through an interactive presentation		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Generating ideas for content • Sourcing or developing text and interactive assets • File-management skills • Preparing and importing interactive assets • Animation and transition of slides	• Considerations relating to audience and purpose • How to structure a presentation • How to correctly prepare and import interactive content • How to use interactive presentation software • How to identify and rectify errors	• Finding out • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Factors to consider when creating an interactive presentation

- Purpose of the presentation, e.g. to persuade, to inform, to update.
- Audience for presentation, e.g. colleagues or classmates, managers, potential business partners.
- Amount of time given for presentation.
- Types of media content, to include, e.g. video content, sound, images.

Planning and producing an interactive presentation

- Finding and developing content that meets the requirements of the presentation brief.
- Deciding which key points to include and summarising them.
- Deciding how and when media will be incorporated in a presentation:
  - images
  - sound
  - video
  - animation.
- Drafting the structure of the presentation, e.g. deciding how many slides will cover content.
- Selecting design styles and templates for slides such as:
  - font type, size, colour
  - transitions between slides
  - use of animation in slides
  - setting automatic timings between slides.
- Consideration of the target audience and suitability of content.
- Creating presenter notes.
- Practising and testing the presentation and making appropriate amendments.

Giving a presentation

- Ensuring the presentation is loaded up and ready to start.
- Use of mobile clicker/laptop/computer to run through slides.
- Consideration of the audience:
  - tone of voice
  - clarity of verbal communication
  - maintaining eye contact with audience
  - not reading directly from notes.
- Keeping to time.
- Selecting interactive elements when appropriate.

Transferable skills

- Finding out: searching and selecting information for slides, using information in a presentation.
- Communication: suitability of communication for audience and subject, communicating in an understandable manner.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Design and create an interactive presentation		
A.P1 Produce a basic interactive presentation, with limited design considerations, that shows some attempt to use media within it.	**A.M1** Produce an interactive presentation that shows a clear consideration of design and that uses media appropriately within it.	**A.D1** Produce a well-structured and engaging interactive presentation that creatively uses design features and media within it.
Learning aim B: Present and communicate information through an interactive presentation		
B.P2 Select and present outline information that meets some parts of the brief, demonstrating limited communication skills.	**B.M2** Select and present information that meets most areas of the brief, demonstrating clear communication skills.	**B.D2** Select and present relevant information that meets the requirements of the brief, demonstrating clear and confident communication skills throughout.

Essential information for tutors

Essential information for assessment decisions

Learners' presentations should be five minutes' long and include at least three different types of media.

For distinction standard, learners:

- produce a logical and well-organised interactive presentation that successfully embeds media such as video, images and sound with no technical problems, their design shows creativity and a clear understanding of the brief and the target audience
- select appropriate and engaging content for the presentation that meets the requirements of the brief, presenting it in a confident manner and demonstrating a clear awareness of the audience they are presenting to, and not reading directly from their notes or from the screen.

For merit standard, learners:

- produce a well-formatted interactive presentation that embeds video, images and sound. They may have some technical problems, e.g. video not loading, images are too pixelated, but the presentation is designed with the audience and subject matter in mind
- select and use content for the presentation that meets most of the requirements of the brief. Their communication skills will be adequate, showing some awareness of the audience and using appropriate language and tone of voice.

For pass standard, learners:

- produce an interactive presentation that makes limited use of media elements such as video, sound and images, and little consideration of design and style
- select either too much or too little content that meets only some of the requirements of the brief. Their communication skills will be basic, they will mostly be reading from their notes and showing little engagement with the audience.

Essential resources

Learners will need access to computers with internet resources and presentation software.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are introduced to two or more different software packages and the different types of presentation content they can be used to produce. They spot how many different types of content have been used (e.g. text, images, video, sound, animation) and why. Learners vote for the most effective presentation and the software package used to create it.

They will then explore different design and content styles (e.g. formal, informal, humorous), appropriateness to audience, and purpose. Learners watch clips of different presentations with different design styles and content, identifying the style and audience each one was aiming for.

Suggested time: about 2 hours.

Activity: Presentation structure

Learners explore how to present slides in an appropriate sequence (introduction, topics in a logical order, conclusion). An activity on presentation structure uses sets of five or more prints of presentation slides and asks learners to work in small groups to put them in the most logical sequence. They will then discuss the reasons for their choices.

Suggested time: about 2 hours.

Activity: Generating content

Activities guide learners in how to source or produce content, including text, images, sound and video clips. This includes written tasks in turning content in paragraphs into simple bullet points, practical tasks in taking their own photographs, recording short video clips or sound clips, and sourcing suitable images, videos and sound effects using Creative Commons sites. Learners generate simple graphs for inclusion and are instructed on how to incorporate them into the chosen presentation software.

Suggested time: about 3 hours.

Activity: Advanced presentation settings

A workshop session using computers, shows learners how to use more advanced features of the chosen presentation software, including adding tiles and graphs, adding transitions and animations, controlling timing of slides, movement and animations, adding hyperlinks, and automatic and manual playback of sound and videos. Learners explore these techniques and try to create different slides incorporating them.

Suggested time: about 2 hours.

Activity: Managing information and communication

Learners are shown different presentations and discuss how clear the communication to the audience was and what techniques were used by the presenters. In pairs, learners find information from sources provided by the tutor. They then have to communicate this information to the rest of the group. The rest of the group have to then answer questions on the information they have been given. The group then discuss and peer review the strengths and areas for improvement in the communication.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The assignment should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a clear period of time and number of hours in which to complete the activity.

Suggested scenario

You will produce a five-minute presentation on your favourite type of film. You can focus on a genre of film, for example horror or action, or you can focus on one particular film. The presentation must be interactive and embed at least three different types of media.

You will firstly need to gather information for your presentation and select the key areas of content you want to include. You should then draft your presentation, working out the number of slides you need and choosing the media you want to embed. You also need to decide on the design and style of the slides, for example colour, font type and size. You should then produce a final version of the presentation, running through the timings, making sure the embedded media content works and practise delivering it.

You will then present it to a group, talking through your slides, communicating clearly and using the embedded media content.

If a retake assessment is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You will produce a five-minute presentation on your favourite genre of music, embedding at least three types of media.

Unit DM7:   Producing an Advert

Level: **1**
Unit type: **Sector (Digital Media)**
Guided learning hours: **40**

Unit in brief

Learners will work with others to create an advertisement for a set brief, taking on an individual role in the pre-production and production process.

Unit introduction

Adverts are an everyday part of modern life. We see them in different forms in all areas of media. They are a huge part of the media industry and a number of different people are usually involved in a production team to ensure the product is of a high quality and suitable for the target audience.

In this unit, you will develop the skills and techniques involved in creating adverts. You will explore the roles involved with a production and the planning needed. You will then work with others to plan and create an advert in an area of media production.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of this qualification.

Learning aims

In this unit you will:

A Plan an advert that meets the requirements of a brief

B Work with others to create an advert.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan an advert that meets the requirements of a brief **B** Work with others to create an advert	• Responding to an advertising brief • Planning an advert • Creating an advert	• Plan for the production of an advert, including learners' individual plans for their role and responsibilities. • Completed advert, with annotations explaining learners' own contribution.

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Planning productions • Production techniques • Creating advertisement content • Working as part of a production team	• Types of adverts • Advertising techniques • Distribution of advertisements • Advertising processes	• Self-management • Working with others

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Responding to an advertising brief

Key considerations include:

- type of advertising medium, e.g. moving image, radio, online
- product, place or service being advertised, e.g. mass market, niche product
- the target audience for the advert, e.g. consideration of age, gender, special interests
- the compulsory content that needs to be included, e.g. images of product, logo, slogan.

Planning an advert

- Working together to come up with initial ideas and responses.
- Deciding on a final idea for the advert.
- Identifying and allocating roles and responsibilities for planning and production stages:
  - ensuring everyone has a clearly-defined and equal role in the team
  - pre-production roles, e.g. storyboarding, script writing
  - technical roles, e.g. camera work, recording audio, editing footage
  - coordination roles, e.g. organising and obtaining resources, coordinating the production process.
- Producing planning documentation appropriate to medium:
  - schedules for production
  - initial sketches or drafts
  - script
  - storyboard or shot list
  - individual plans for own roles.
- Resources to be sourced, e.g. equipment, images, props, actors, voice-over artists.

Creating an advert

- Following the production plan, showing flexibility when necessary.
- Ensuring equipment and resources are available and working.
- Carrying out own role in the production process.
- Collaborating with others when necessary, being proactive.
- Following the appropriate production process.
- Completing work on time.

Transferable skills

- Self-management: planning and meeting deadlines for an advertising production, identifying necessary resources and personnel.
- Working with others: taking on an individual role and working as part of a team towards a common goal.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan an advert that meets the requirements of a brief		
A.P1 Produce an outline plan for an advert that meets some of the requirements of the brief, identifying own role within it.	**A.M1** Produce a detailed plan for an advert that meets most of the requirements of the brief, clearly describing own role within it.	**A.D1** Produce a detailed plan for an advert that creatively meets all the requirements of the brief, explaining own role and responsibility within it.
Learning aim B: Work with others to create an advert		
B.P2 Contribute to the production of an advert, taking some responsibility for own role in the process.	**B.M2** Contribute to the production of an advert, taking responsibility for own role in the process while collaborating with others.	**B.D2** Contribute to the production of an advert, taking full responsibility for own role, collaborating with others, and making effective contributions to the group.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a plan for the production of an advert that gives a full account of the necessary pre-production tasks, as well as the required production activities and resources, with clear details of their own role and responsibility in the process and how that links to the roles and responsibilities of other group members
- show creativity in the ideas put forward for the advert, giving clear examples of how the advert meets the requirements of the brief
- work reliably and responsibly in their own role in the process, while supporting others in the group, showing some leadership traits, encouraging others, and being respectful and considerate.

For merit standard, learners:

- produce a plan that covers most of the necessary requirements for both pre-production tasks, e.g. scripts and storyboards, as well as the key resources needed for the production of the advert, e.g. people, props and equipment. They give clear details of their own role and responsibility in the group
- produce ideas that show a clear consideration of the brief, e.g. target audience and type of product/service, and which give a clear account of how the advert meets the aims of a brief
- carry out their own role in the process successfully and collaborate with others when necessary during the creation of the advert.

For pass standard, learners:

- produce a brief plan for the production of an advert that provides a general summary of tasks and activities that need completing and which indicates their own role in the process, with some outline of the activities they need to complete
- produce ideas for the advert that show some broad consideration of the target audience and product/service
- carry out their own role adequately but may need some support from others. They will contribute to group work when asked or directed to.

Essential resources

For this unit, learners will need access to media production equipment for their chosen medium.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are given different advertising slogans and brands, and are asked to see if they can name the products they relate to. They take part in a whole-group discussion on their favourite adverts and the reasons why they are liked.

Learners are then shown a range of adverts in different sectors and have to rate each one and discuss the audience that they think it is aimed at. They will discuss whether they believe it is appropriate or not.

Suggested time: about 4 hours.

Activity: Advertising techniques

Learners are introduced to the different techniques and conventions used by advertisers, such as slogans and brand image. They will also explore the different types of adverts (viral, problem solving, aspirational, etc.).

In pairs or small groups, learners create an idea and slogan for an advert for a given product and target audience. They will then share and peer review with the rest of the group.

Suggested time: about 6 hours.

Activity: Planning an advert

Learners are shown examples of planning documentation that is used in media productions and discuss them as a group.

Learners are given an advert from a specified area of media and asked to create a list of the necessary resources and personnel they think would be needed in the production. They will then create a rough plan for that production, including a timeline and breakdown of responsibilities. They will then share and peer review with the rest of the group.

Suggested time: about 5 hours.

Activity: Working with others

Learners are asked to discuss the different behaviours that they think are important when working as part of a team. In pairs, learners create codes of conduct before sharing with the rest of the group.

They will discuss the different codes before creating one as a whole group.

Suggested time: about 4 hours.

Activity: Production activities

Learners are given a brief for a simple media production (e.g. one-minute TV advert) and discuss as a group what they will need to do to fulfil that brief. They will create a list of the different roles and responsibilities involved.

They will then each take on a role and work as a team on the production. They will review and swap roles. They will continue this so that each learner has tried the different roles involved in the production.

Suggested time: about 8 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The assignment should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a period of time and number of hours in which to complete the activity.

Suggested scenario

Your production team has been asked to create an advert for a local restaurant. They want the advert to appeal to young couples between the ages of 25–35 to promote a Valentine's Day special menu. They want the advert to create the feel of luxury. You will be given a brief of the type of shots they would like included in the advert. They want the team to come up with a pre-production plan with details of resources and equipment needed, as well as draft scripts and storyboards. These must show clearly how the advert meets the requirements of the brief. Everyone must take an equal role in the creation of the advert and produce an individual plan of their responsibilities within it. You will then work in your production team to create the advert.

If a retake assessment is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

A local football team wants you to produce an advert promoting their new special offers for the price of children's tickets, which they have named 'kids for a quid' special offer. You will be given a detailed brief with the type of content they require and in your production team you must produce a plan (as above) before you create the advert.

Unit DM8:   Layout Design for a Digital Product

Level: **1**
Unit type: **Sector (Digital Media)**
Guided learning hours: **40**

Unit in brief

Learners will combine text, images and colour to produce a layout design for a digital media product.

Unit introduction

Have you ever wondered how websites or apps grab your attention and make you want to look closer? One way is through designing an effective layout, as this draws the eye and entices people to want to use them.

In this unit, you will develop the skills to work with text, images and colour to produce effective layouts and designs for digital products. You will be introduced to design techniques that will help you to combine all these elements, trying out ideas and drafting designs before creating your own layout design for a digital product.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Develop draft layout designs for digital products
B Produce a layout design for a selected digital product.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Develop draft layout designs for digital products	• Types of digital product • Design techniques for digital products • Page layout techniques	• Three draft layout designs. • A completed layout design for a selected digital product.
B Produce a layout design for a selected digital product		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Presenting text in digital media • Presenting images in digital media • Combining text, images and colour	• Design principles • Page layout techniques • Typographic features	• Managing information • Presentation skills

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Present information in an appropriate form. • Use language, format and structure suitable for purpose and audience. • Ensure written work includes generally accurate punctuation and spelling, and that the meaning is clear.

Unit content

Knowledge and sector skills

Types of digital product

- Web pages.
- App interfaces.
- Magazines.
- Ebooks.

Design techniques for digital products

The choice and application of design techniques is influenced by the type and purpose of the digital product and audience it is targeted at.

- Techniques for text:
  - o choice and manipulation of font, font size, style and alignment
  - o leading and line height of text
  - o application of text effects, e.g. 3D, enhancing text, creating shadows.
- Techniques for images:
  - o scaling and cropping in terms of image size, removing unwanted material and to fit page
  - o adding borders to enhance images
  - o creating or adding effects, e.g. filters, brightness, contrast.
- Techniques for colour:
  - o choice of colour palette and tone to reflect purpose and target audience
  - o use of hues and opacity to set mood
  - o gradients of colour through design.
- Combining text and images:
  - o considering the alignment of text and images to get the right balance
  - o grouping elements through proximity and style to separate them from other elements on the page
  - o controlling text flow, e.g. through columns, wrapped-around images
  - o using captions on images.

Page layout techniques

- Use of rulers, grids and guidelines to position text and images.
- Graphic design layout rules, e.g. rule of thirds.
- Styles, e.g. house style, optical balance, readability, upper case, lower case, bold, italics.
- Use of margins, columns, framing, where appropriate.
- Placement of images, e.g. for readability, advertisement preference.
- Placement of graphics, e.g. to enhance information.
- Placement and editing of text, e.g. to wrap around text, to add a caption.

Transferable skills

- Managing information – selecting information from different sources to include in design.
- Presentation skills – presenting text, images to attract the target audience.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Develop draft layout designs for digital products		
A.P1 Develop draft layout designs for digital products, showing a limited use of design techniques.	**A.M1** Develop draft layout designs for digital products, showing use of relevant design techniques.	**A.D1** Develop creative draft layout designs for digital products, showing a clear and consistent use of design techniques.
Learning aim B: Produce a layout design for a selected digital product		
B.P2 Create a layout design for a digital product, combining text and images and showing a limited consideration of the target audience.	**B.M2** Create a layout design for a digital product, combining text and images effectively, and showing a consideration of the target audience.	**B.D2** Create a layout design for a digital product, combining text and images imaginatively, and showing a clear consideration of the target audience.

Essential information for tutors

Essential information for assessment decisions

Learners produce three draft layout designs for learning aim A and one completed layout design for learning aim B.

For distinction standard, learners:

- produce well-presented draft designs for different digital products, using a wide range of design techniques across text, images and colour. Their ideas will show originality and be linked to a clear understanding of page-layout design rules and techniques
- produce a completed layout design, which is either an extension of one of the draft ideas or something new that shows creativity and imagination in interpreting the requirements of the brief, applying a range of appropriate design and layout features that are appropriate for the target audience.

For merit standard, learners:

- produce draft designs for different digital products, using some effective design techniques for text, images and colour. Their ideas will demonstrate some understanding of page-layout design rules and techniques
- produce a completed layout design that shows an effective interpretation of the requirements of the brief and shows some consideration of the target audience through their use of page-layout and design techniques.

For pass standard, learners:

- produce basic draft designs for different digital products, using limited design and page layout techniques for text and images, which may not always work
- produce a completed layout design that shows some consideration of the target audience and demonstrates a limited range of design and page layout techniques, which may not always work well together.

Essential resources

For this unit, learners must have access to software that will enable them to have full control over the elements on the page, for example the chosen desktop publishing, graphics or web design software used must allow them to insert, reposition and style the elements on the page.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners discuss the different types of digital products and the audiences that use them, explaining their reasoning.

In groups, learners are given elements from different web pages, e.g. a banner, navigation bar, headings, text, images, graphics, videos, footers, etc. and are asked to arrange the elements into a web page layout. This activity can be done onscreen or on paper.

Groups are then shown layouts from contemporary websites provided by the tutor (onscreen or on paper) and given the opportunity to revise their own layouts in relation to the question, 'What is different between your layout and the professional layouts?'

Individually, learners are given elements from a magazine double-page spread, e.g. columns of text, images, headlines, standfirst, pull quotes, graphics, running heads, and asked to arrange the elements into a page layout (onscreen or on paper).

Learners assess the work of their peers against the original layouts, identifying what they look at first in both layouts. Is it the same? Why or why not?

Suggested time: about 2 hours.

Activity: Presenting text in a digital page layout

Learners are introduced to the different techniques involved in presenting text, e.g. rulers, typography, font, effects, etc. In pairs, they explore the techniques of page layout further by selecting a magazine page provided by the tutor and analysing how it has been constructed.

Following a tutor-led demonstration of the appropriate techniques, learners work individually to reproduce a page of text in their magazine layout, including setting up the document using rulers and guidelines.

Learners self-review, using annotations to assess the quality of their outcomes. They focus on the strengths and weaknesses of the design and they name one thing that could be improved.

Suggested time: about 2 hours.

Activity: Manipulating images in a digital page layout

Individually, learners are given a web page layout to reproduce. (All of the assets for the web page will have been previously saved into a root folder by the tutor.)

Following a tutor-led demonstration of the appropriate techniques, e.g. inserting images, cropping, effects and so on, learners work individually to reproduce the images (and text, as an extension activity) in their web page layout.

Suggested time: about 3 hours.

Activity: Combining text and images in a digital page layout

Learners use a client brief provided by the tutor to produce a quick sketch of a page layout, showing the elements they intend to include and their position on the page. They discuss in pairs: 'Is the layout suitable for audience and purpose?' and explain their reasoning.

Following a tutor-led demonstration on combining text and images on the page, learners create the page layout, using different techniques.

Suggested time: about 4 hours.

Activity: Review

Learners are shown different examples of digital designs and work in pairs to review each one. They then discuss, in small groups, the relative strengths and areas for improvement of the designs and create a list of ways in which they could improve the design and their own skills.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The assignment should be practical, be set in a realistic scenario and draw on learning from the unit, including transferable skills. You will need to give learners a clear period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked by the editor of an online magazine aimed at 15–18-year-olds to produce three draft design ideas for a cover for their special edition celebrating modern British icons. You will try out different design techniques, using text, images and colour suitable for the target audience, which reflect the purpose of the special edition.

You will then select one of your draft designs to develop into a full page layout, using a range of suitable design and page layout techniques.

If a retake assessment is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

A local hotel wants you to produce some design ideas for the homepage for their website. They want to target families interested in the local countryside. You will try out different design techniques, using text, images and colour suitable for the target audience, which reflect the purpose of the special edition.

You will then select one of your draft designs to develop into a full page layout, using a range of suitable design and page layout techniques.

Unit DM9:   Creating an Animation

Level: **1**
Unit type: **Sector (Digital Media)**
Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed for animation pre-production, production and post-production and will use these skills to plan and produce an animated sequence for a specific purpose.

Unit introduction

Think about all the different types of animation you have enjoyed seeing at the cinema or on TV. Have you ever wondered how they were made? Or wanted to have a go at making one? There are a lot of people who work on animations for products like adverts, video games and websites.

In this unit, you will learn about what you need to consider when making an animation, such as the audience and purpose. You will also find out how to plan and develop ideas, characters, backgrounds and sounds to create an animation. Animation is a time consuming process so you will need patience and you might have to overcome problems to meet deadlines. You will also need to display a positive and flexible attitude to help make sure your animation is fit for purpose.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Plan an animation and solve problems
B Produce an animation, demonstrating self-management.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan an animation and solve problems	• Factors to consider when producing an animated sequence • Planning an animated sequence • Producing an animated sequence	• Learners' log of animation process. • Short animation.(about 10–15 seconds) produced by learners.
B Produce an animation, demonstrating self-management		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Generating ideas • Visualising characters, sets and props • Producing and exporting a finished stop frame of digital animation	• Considerations relating to audience and purpose • Identifying key priorities and potential barriers • Technical considerations relating to techniques used and intended platform • How to create illusion of movement using an appropriate frame rate	• Problem solving • Self-management

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Factors to consider when producing an animated sequence

- Purpose: narrative (to tell a story), to inform/educate (e.g. public information), music video, advertisement, ident, title sequence, animated sequence in a computer game.
- Style: comedy, fantasy, anime, realistic, informative.
- Audience: adult, teen, children.
- Objects to be animated: character types, props, text.
- Suspension of disbelief, i.e. characters in animation are able to do things that are impossible in the real world.
- Choice of technique, e.g. stop frame animation, digital animation, thaumatrope.
- Platform.
- Technical considerations.

Planning an animated sequence

- Ideas generation: storyline ideas, sketches, initial character designs, set designs.
- Sourcing or creating assets for animation.
- Writing skills.

Producing an animated sequence

- Production of the visual animated sequence. (NB For assessment, learners may produce the sequence by conventional or digital techniques, however before assessment, learners should have opportunities to experiment with a range of different techniques, which may include digital, as appropriate to the centres' and learners' resources.)
- Lighting and filming the animation.
- Animating sprites digitally using keyframes or tweening.
- Recording audio as appropriate.
- Setting up a sequence/timeline to import assets or edit the animation.
- Managing assets using appropriate file names and folders.
- Post production: combining animation with other assets during editing, e.g. adding sound, titles.
- Exporting the finished sequence in an appropriate resolution and format.

Transferable skills

- Problem solving: identifying key priorities, potential barriers and solutions in an animation project.
- Self-management: maintaining a positive and flexible approach in an animation project.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan an animation and solve problems		
A.P1 Produce an outline plan for an animation, suggesting solutions to simple potential problems.	**A.M1** Produce a detailed plan for an animation, suggesting solutions to potential problems.	**A.D1** Produce a detailed plan for an animation, solving potential problems.
Learning aim B: Produce an animation, demonstrating self-management		
B.P2 Create a complete animated sequence, demonstrating a positive attitude.	**B.M2** Create a complete animated sequence appropriately while demonstrating a positive attitude.	**B.D2** Create a complete animated sequence competently while demonstrating a positive and flexible attitude.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a plan that gives a clear account of all the resources, location and other factors needed for an animation and allocates appropriate time to each stage. Learners suggest realistic and efficient solutions to problems, including contingency plans
- use their chosen technique to animate the characters to create a complete animated sequence, using a suitable frame rate and maintaining appropriate pace and sustained continuity of camera position and lighting as appropriate. Learners engage with the process in a positive manner and show a willingness to change their approach to the work when necessary or appropriate.

For merit standard, learners:

- produce a plan that gives a clear account of all the resources, location and other factors needed for an animation and allocates appropriate time to each stage. Learners suggest solutions to potential problems that show some thought to the relevant issues
- use their chosen technique to animate the characters to create a complete animated sequence, using a suitable frame rate and maintaining some continuity of camera position and lighting as appropriate. Learners engage with the process in a positive and flexible manner.

For pass standard, learners:

- produce a plan that summarises the resources, location and other factors needed for an animation and suggests solutions to simple potential problems for the shoot
- use their chosen technique to animate the characters to create a short, complete animated sequence and engage with the process in a positive manner.

Essential resources

For this unit, learners need access to software and hardware as appropriate and materials for creating assets, e.g. Plasticine®, chalkboards, paper and markers, LEGO®.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit
Tutors engage learners with some short examples of animations that they may be familiar with, using different techniques and for different purposes, for example children's 3D stop motion, quirky consumer-generated idents etc. Make this into a guessing game for learners to identify the different techniques used, for example claymation, cel animation, digital 2D and 3D, or simply get learners to vote for their favourites. Show examples of good work from previous learners, or learners at Level 2.
Suggested time: about 4 hours.

Activity: Sequencing photographic stills to create an animation
Learners are encouraged to work in small groups with a digital camera and tripod to take sequences of live action photographs, which are sequenced to create an animation. They take turns being camera operators and actors and give direction of the subject matter.

This type of activity will work well where the animation is designed to suspend disbelief, for example learners use face paints to create a time-lapse sequence so that the actor's appearance changes; alternatively, learners photograph a sequence where an actor is moving in small jumps across a floor and the photographs capture only the top parts of the jumps so that the subsequent sequence appears to show the actor floating along.
Suggested time: about 6 hours.

Activity: 2D stop frame animation
At this stage, learners will start to become familiar with using a tripod and the necessity of keeping the camera animation materials stationary. They are introduced to the need to keep lighting consistent, which involves screening samples of animations where the lighting changes suddenly in the middle and asking learners to identify what they think went wrong.

A practical session allows learners to experiment with different 2D stop frame techniques, including drawn (e.g. on paper or chalk boards) and cut-out/silhouette animation. For cut out animation, cut outs of key characters are provided in advance to save time. Learners need to be guided through the activity in a timely manner so that the session concludes with learners having the opportunity to sequence the photographic stills and import them into video software to create an animated video sequence.
Suggested time: about 8 hours.

Activity: 3D stop frame animation
Learners are given the opportunity to experiment with different techniques of 3D stop frame animation, for example claymation, animating found objects, brick animation (i.e. using Lego bricks and characters), etc. As with previous activities this is achieved by learners rotating around different workstations if time and resources allow, or by splitting the session into sections for each technique, or by focusing on one technique, or by combining techniques, for example by having a Plasticine dinosaur being chased by a Lego police officer and using found objects as some of the props. Learners need to be guided through the activity in a timely manner so that the session concludes with learners having the opportunity to sequence the photographic stills and import them into video software to create an animated video sequence.
Suggested time: about 8 hours.

Activity: Planning an animation shoot and identifying problems

Learners watch an animation and work backwards in pairs to list how it was made, the different stages, noting the resources and processes involved. They also create a list of problems that may have occurred and how they think they could have been solved.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked by a local company to produce a short 10-second animation for their website that shows their logo moving around the screen.

You will need to produce a plan for your project that gives details of what you need and how you will create the amination. You will have to include potential problems that may occur on the shoot and how you will overcome them. You will then have to produce the animation by the deadline.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:

A company wants a promotional animation celebrating its 10th birthday using the image of a cake and candles. As before you have to plan the animation before producing it.

Unit DM10: Shooting a Short Film

Level: **1**
Unit type: **Sector (Digital Media)**
Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed to plan a film shoot and capture footage. They will use these skills in a practical situation for a specific purpose.

Unit introduction

People make short films for lots of purposes. Music videos, films and advertisements are all types of product that use the skills you will develop in this unit. The tools to make a short film are easily available and now with video streaming services, anybody's short film can reach an audience all over the world.

In this unit, you will develop the skills needed to turn an idea into a film that can be shared online with your audience. You will find out about the different functions of a camera. You will plan a film shoot and set up and capture shots. You will learn about problems that might occur and how to solve them. You will also learn how to use your initiative on shoots to meet your goals.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:
A Plan a film shoot and solve problems
B Capture footage while demonstrating self-management.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan a film shoot and solve problems	• Planning a shoot • Types of shot • Camera functions • Capturing shots and camera movements	• Learners' individual log of shoot. • Footage for short film. (about five minutes) shot by learners.
B Capture footage while demonstrating self-management		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Using a camera to record footage safely • Setting up a shoot • Planning a shoot	• Different functions of a camera • Shot types • Shot movements	• Problem solving • Self-management

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Planning a shoot

- Type of film, e.g. documentary, promotional video, music video
- Locations, e.g. recce, walkthrough, suitability
- Lighting.
- Resources.
- Personnel, e.g. talent, background artists.
- Deadlines.
- Order of shots.
- Potential issues and solutions, e.g. storage, personnel availability, contingency plans.

Types of shot

- Long shot.
- Medium shot, e.g. singles, group, medium wide.
- Close up, e.g. extreme, lean in, lean out.
- Panning shot, e.g. whip pan, open matte.

Camera functions

- Components of a camera, e.g. lens, viewfinder, control interface.
- Functions to control the image.
- Zoom to control the size of shot.

Capturing shots and camera movements

- Positioning a camera.
- Mounting a camera.
- Framing different shots.
- Adjusting size of shot.
- Moving the camera while shooting.
- Reacting to situations on a shoot, e.g. change of light, planned shot not working.

Transferable skills

- Problem solving: identifying potential problems and solutions on a shoot, e.g. weather, timing continuity issues.
- Self-management: organisation of deadlines and priorities on a shoot.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan a film shoot and solve problems		
A.P1 Produce an outline plan for a shoot, suggesting solutions to simple potential problems.	**A.M1** Produce a detailed plan for a shoot, suggesting solutions to potential problems.	**A.D1** Produce a detailed plan for a shoot, solving potential problems.
Learning aim B: Capture footage while demonstrating self-management		
B.P2 Carry out the complete capture of shots for a short film, showing some initiative in making progress to meet goals.	**B.M2** Carry out the appropriate capture of shots for a short film, showing some initiative in different situations.	**B.D2** Carry out the competent capture of shots for a short film, showing sustained initiative in different situations.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a plan that gives a clear account of all the resources, location and other factors needed on a shoot. Learners allocate appropriate time to each stage and suggest realistic and efficient solutions to the problems, including contingency plans
- capture complete and correct footage competently, showing sustained control over camera movements and shots. The footage will be mostly consistent in terms of exposure and colour balance
- display a sustained readiness and ability in initiating action in different situations to capture shots that are required during most of the filming sessions.

For merit standard, learners:

- produce a plan that gives a clear account of all the resources, location and other factors needed on a shoot. Learners allocate appropriate time to each stage and suggest solutions to potential problems that show some thought to the relevant issues
- capture complete and correct footage using suitable camera movements and shots. The footage will have some consistency in terms of exposure and colour balance
- display a readiness and ability in initiating action in different situations to capture shots that are required during filming sessions.

For pass standard, learners:

- produce a plan that summarises the resources, location and other factors needed on a shoot and suggest solutions to simple potential problems for the shoot
- capture the complete footage for the short film and use some suitable camera movements and shots
- display some readiness and ability in initiating action to capture shots that are required during filming sessions.

Essential resources

For this unit, learners will need access to video production equipment and software that can be used to produce their film work.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners discuss the types of film and video that they enjoy and share them with the group. Tutors begin to identify the types of camera shots and movements that are being used in some of the examples shared.

Learners work in groups to identify the examples of shots in a product, for example a music video or advertisement. Learners list the camera shots and camera movements that have been used in a video sequence.

Learners are given an overview of the manual functions of a camcorder and its components. Learners label a diagram of a camcorder and complete a gapped handout to explain how iris, shutter speed, gain, zoom and focus affect the footage.

Suggested time: about 4 hours.

Activity: Planning a shoot and identifying problems

Learners are given a basic outline for a short section of a film. Learners watch through different examples of similar films and discuss what they like and dislike about them.

Learners produce a list of shots that they would need to film in order to create a version of a simple given video product and share them with the rest of the group. They then swap shot lists and try to identify simple problems that may occur on each other's shoots. They create a list of ways to avoid these problems and risks and some simple contingency for things out of their control, such as weather issues.

Suggested time: about 6 hours.

Activity: Stationary camera interior

Tutors demonstrate how to go through the process of filming a simple short scene. Different shot types and camera movements are demonstrated. Learners complete a checklist of activities to complete during shooting.

Learners film a simple scene that includes a series of identifiable shots, for example one wide shot of a room with a table, two close-ups of a phone ringing on the table with an unknown number, three mid shots of a character answering the phone etc.

Learners take part in a quiz where tutors set up a shot that is incorrectly framed/focused/white balanced etc. and learners have to identify the problems, for example an incorrectly white balanced and un-focused shot of a subject with too much headroom.

Suggested time: about 8 hours.

Activity: Moving camera exterior

Tutors demonstrate ways to use a moving camera and the different equipment that can be used, showing examples from different films. Group discussion on issues and problems that may come from a moving camera and exterior shoot, for example things going out of focus, keeping the shot steady, continuity issues.

Learners film a simple scene that includes a series of identifiable moving shots, for example one wide moving shot of a person walking/running, two close ups of a person's face while walking/running, three mid shots of a person from behind walking/running etc.

Learners are observed talking through the set-up of a shot and discussing problems they are having and how they will solve them.

Suggested time: about 8 hours.

Activity: Time management

Using a shot list or storyboard, learners need to create a list of priorities and deadlines for a shoot. They will be given a list of considerations to take into account, such as length of working day, light issues and the setting up and packing up of equipment.

They will try and list shots in order of priority and logical sequence. They will then review the plan with peers and tutors to try and find problems or improvements.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are asked by your institution to shoot footage for a recruitment video aimed at 16–21 year olds. You are given a list of the features, facilities and services that they want captured.

You will need to produce a plan for your shoot that details what you need and what you need to do. You will have to include potential problems that may occur on the shoot and how you will overcome them. You will then have to capture the footage required, in the manner detailed in the storyboard or list of shots using self-management and initiative to meet your goals.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

A company wants a promotional video for its over 50's dating website. As before you will be given a list of the features, facilities and services that they want captured and have to plan the shoot before capturing the footage.

Unit DM11: Making an Audio Recording

Level: **1**
Unit type: **Sector (Digital Media)**
Guided learning hours: **40**

Unit in brief

Learners will develop the skills needed to select and use audio equipment to record and mix audio productions.

Unit introduction

We are surrounded by sound all the time. It is in places such as films, adverts, podcasts and on the radio. It is also in many forms, such as voice, background noise and sound effects. How does sound get from its source to something we can listen to digitally?

In this unit, you will learn how to use equipment to make audio recordings, for example exploring different types of microphone, and record a range of sounds in a variety of places. You will learn how to produce a basic mix, as well as developing your communication and self-management skills during recordings. You will carry out and produce your own audio recording.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Produce an audio recording

B Produce a mix of an audio recording.

Unit summary

Learning aim	Key teaching areas	Summary of required assessment evidence
A Produce an audio recording	• Audio recording equipment • Making a recording • Basic mixing functions	• Learners' log. • Mix of audio recording.
B Produce a mix of an audio recording		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Using microphones and recording equipment to record audio safely • Recording processes and protocols • Monitoring levels when recording • Mixing and balancing audio	• Different types of microphone and their uses • Effects of incorrect recording • Types of audio recording • Audio effects	• Self-management • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

Audio recording equipment

Selecting appropriate equipment for the purpose:

- microphone types, e.g. handheld, lavalier (clip), shotgun (boom)
- microphone construction, e.g. dynamic, condenser, ribbon
- microphone patterns
- selecting the appropriate microphone for a purpose, e.g. a handheld, dynamic, cardioid microphone for live vocal recording
- microphone positioning and support
- options when selecting recording devices, e.g. portable secure digital (SD) card recorders, digital audio workstation (DAW) recording through computer interfaces and using studios.

Making a recording

Managing the recording process:

- selecting, setting up and testing equipment before use
- checking audio levels
- monitoring levels, using appropriate gain controls (to reduce distortion), using filters, e.g. low cut filter to reduce bass hum
- recording protocols (pre-roll and post-roll)
- checking and logging recordings
- recording wild track.

Basic mixing functions

- Using presets or making manual adjustments.
- Balancing audio levels according to the style and content of the piece.
- Adding effects to tracks, e.g. reverb, compression, delay.
- Exporting and bouncing audio.

Transferable skills

- Self-management: managing the recording process, time managing, responding to situations and changing approach where necessary.
- Managing information: selecting and using different audio clips, putting it on order.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Produce an audio recording		
A.P1 Use audio recording equipment adequately to produce an audio recording.	**A.M1** Select the appropriate audio recording equipment to produce an audio recording at a consistent level.	**A.D1** Select the correct audio recording equipment to produce an audio recording of a consistent quality and level.
Learning aim B: Produce a mix of an audio recording		
B.P2 Create a basic mix of an audio recording that shows some attempt to balance the levels.	**B.M2** Create a mix of an audio recording in which levels are mostly balanced.	**B.D2** Create a mix of an audio recording that effectively balances the levels.

Essential information for tutors

Essential information for assessment decisions

Learners must record at least three different types of sound for their audio recording.

For distinction standard, learners:

- select the most appropriate equipment for the type of audio that needs to be recorded, showing consideration of where it will be recorded, e.g. studio, outdoors
- produce an audio recording that is of a consistent level and sound quality
- produce a complete mix of the audio recording that is balanced and uses suitable effects to enhance the recording.

For merit standard, learners:

- select mostly appropriate audio-recording equipment for the type of audio that needs to be recorded
- produce an audio recording that is mostly consistent in level and sound quality
- produce a finished mix of the audio recording that is mostly balanced and uses effects where necessary.

For pass standard, learners:

- use audio-recording equipment that is available to them but which is not necessarily the most appropriate for the type of audio they are recording
- produce an audio recording that has inconsistencies in level and sound quality
- produce a finished mix of the audio recording that has many inconsistencies in balance and uses limited effects.

Essential resources

For this unit, learners need access to a range of microphones, audio recorders and audio software.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners discuss different types of audio productions and share them with the class. In small groups, learners identify the different components that are found in audio productions (sound effects, narration, dialogue, music, jingles, etc.).

They are shown videos about Foley recording processes to demonstrate the use of different things to create sounds. Learners are introduced to basic recording equipment such as types of microphone (dynamic and condenser), audio-mixing software and portable recording equipment.

Suggested time: about 2 hours.

Activity: Recording voice in the studio

The tutor demonstrates how to create a recording chain by setting up a microphone and linking it to a DAW and sending back a signal to a pair of headphones.

Learners then work together to record each other's voices, experimenting with different microphones and different positions. They unplug the microphone after each recording so they all have the opportunity to set up. Each recording will be on a different track so that everyone has to monitor levels and bring a signal through.

Learners listen to each of the recordings at the end of the session and discuss the differences between them, what problems they had and how they solved them. They also discuss methods of communication during the recording process, reviewing how successful these were for their peers.

Suggested time: about 3 hours.

Activity: Recording Foley sounds

Learners are given a list of sounds to try and create, e.g. cartoon insect, someone walking, glasses clinking, and props with which to make the sounds. They experiment with props, different microphones and different positions to try and create the sounds on the list. Each recording will be on a different track so that everyone has to monitor levels and bring a signal through.

Learners listen to each of the recordings at the end of the session and discuss where they were successful, what problems they had and how they solved them.

Suggested time: about 3 hours.

Activity: Recording sound on location

Learners are shown how to use a range of different location equipment such as boom microphones and portable digital recorders. They are given a list of location sounds to record, e.g. voices, crowd noise, nature sounds. They experiment with the equipment and record the sounds on the list. On their return, they import the sounds into a computer.

Learners listen to each of the recordings at the end of the session and discuss where they were successful, what problems they had and how they solved them.

Suggested time: about 4 hours.

Activity: Mixing audio

The tutor demonstrates the basic mixing functions and effects on the available software. Learners are given different audio files and a list of mixing tasks to complete, including balancing tracks, using presets and effects. They work to complete these tasks before sharing the work with the group, discussing where they had to be flexible and change their intended approach and why.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The assignment should be practical, be set in a realistic scenario and draw on learning from the unit, including transferable skills. You will need to give learners a clear period of time and number of hours in which to complete the activity.

Suggested scenario

You are at the local radio station to record some dialogue and sound effects for an advertisement it wants to produce. You will be given a list of what they need.

You will then produce a basic audio mix for the radio station to use.

If a retake assessment is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

On another occasion, you are approached by a video game developer to record some audio for their new game. This involves recording voice and sound effects that will need to be mixed before being sent.

Unit DM12: Editing and Sharing a Media Product

Level: **1**
Unit type: **Sector (Digital Media)**
Guided learning hours: **40**

Unit in brief

Learners will develop technical skills in editing, exporting and sharing a digital moving image and/or audio media product.

Unit introduction

Technology, such as smartphones and tablets, make it easy to shoot video footage or record sound but often the quality can be enhanced through some skilful editing. This can help balance the sound levels, add visual effects and filters, and generally make a media product look and sound more professional.

In this unit, you will explore different types of editing tools and techniques. You will develop the skills to select and use these tools to cut out sections and to arrange a media product as you wish. You will learn how to apply transitions and effects to change your product. You will then learn how to share it through different mediums, such as internet uploads and embedding on websites.
You will have the opportunity to edit and share a media product yourself, reviewing the success of the final edit and how effectively it was exported and shared.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of this qualification.

Learning aims

In this unit you will:

A Produce and share an edited media product

B Review the edited media product.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Produce and share an edited media product	• Editing tools and processes • Finishing and exporting a media product • Sharing a production • Reviewing the completed media product	• A shared edited media product. • A review of the product.
B Review the edited media product		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Using pre-production documents to edit productions • Editing a media product • Applying effects to a media product • Finishing and sharing a media product	• Functions of editing software • Appropriate file types • Types of digital sharing platforms	• Reviewing own performance • Self-development

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Present information/points of view clearly and in an appropriate form.

Unit content

Knowledge and sector skills

These techniques and processes can apply to either audio or visual editing.

Editing tools and processes

For media products, e.g. adverts, trailers for films, TV and radio shows.

- Importing footage, e.g. through cloud storage, shared folders, USB.
- Labelling footage correctly and clearly.
- Sequencing of footage in the correct order, e.g. frames or audio clips.
- Cutting and cropping footage, e.g. resizing length, removing unwanted audio, being accurate.
- Transitions between sections, e.g. fades, wipes, cross-fades.
- Adding effects, e.g. reverb, filters, delay.
- Responding to a brief, e.g. ensuring product is the correct length, the style and feel of the piece meet the brief.

Finishing and exporting a media product

- Use of finishing tools, e.g. balancing of levels, adding EQ, final effects.
- Compression of files, e.g. consideration of appropriate size for export, where the product will be hosted.
- Export of media product.
- Checking final version for any errors.
- Using appropriate file formats to export, e.g. mp3, .wav, .mov.

Sharing a production

- Types of digital sharing formats:
  - third-party host
  - cloud storage
  - internet platforms
  - embedding on social media.
- Making the file discoverable by others through:
  - the use of appropriate key words
  - tags linked to other products with similar content.

Reviewing the completed media product

- Editing skills, e.g. technical editing strengths and areas that could be improved, e.g. cuts, balance of levels, use of effects and transitions.
- How could the product be improved?
- Peer reviews – responding and reflecting on feedback from others.
- Personal performance – what was successful? What could be improved?
- Personal development actions – what skills could be improved?

Transferable skills

- Reviewing own performance: identifying the strengths and areas for improvement of a media product.
- Self-development: planning improvements to a media product.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Produce and share an edit of a media product		
A.P1 Use a limited range of editing tools to produce a completed media product that is exported and shared in a digital format.	**A.M1** Use a range of editing tools to produce a completed media product that is exported and shared in an appropriate digital format.	**A.D1** Use editing tools creatively to produce a completed media product that is exported and shared effectively in a digital format.
Learning aim B: Review the edited media product		
B.P2 Produce an outline review of the edited media product, identifying its strengths.	**B.M2** Produce a detailed review of the edited media product, referring to feedback and identifying the strengths and areas for improvement.	**B.D2** Produce a detailed review of the edited media product, describing the strengths, areas for improvement and identifying areas for future skills development.

Essential information for tutors

Essential information for assessment decisions

Learners can either edit footage/tracks they have captured themselves or they can be given pre-recorded footage/tracks. The finished edit should be no longer than two minutes and include a minimum of three cuts, three transitions and two effects.

For distinction standard, learners:

- produce a completed media product that creatively uses a wide range of editing tools that suit the style and feel, and complement and enhance the finished product
- export the file in the correct size to enable it to be shared in a format that is suitable for its purpose and accessed easily by its intended audience
- give a detailed account of the strengths and areas for improvement of the media product, with supporting examples and reference to feedback, and giving a clear account of practical ways that the product could be improved that are achievable and suitable. They will identify the skills they need to develop further, with some ideas on how they will improve them.

For merit standard, learners:

- produce a completed edit using editing tools that are appropriate to the style and feel of the intended media product
- export the product in a format that is appropriate for its destination and share it in a format that is suitable for its purpose
- give a clear account of the strengths and areas for improvement of the media product with supporting examples and incorporating feedback from others, giving some suggestions on how the product could be improved.

For pass standard, learners:

- produce a completed edit of a media product that has used cuts, effects and transitions that are not always precise or the most appropriate for the type and style of media product
- export and share the product in a format that may not be wholly appropriate for its destination and use but which works
- give a brief account of some of the strengths of the finished product without going into too much detail or giving examples to back up their points.

Essential resources

For this unit, learners will need access to the editing software required to carry out practical activities in the chosen medium.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

The tutor introduces the unit by giving examples of media products that have been edited in some way. In pairs, learners list the different things that they believe have been done to the raw footage. Learners then share their lists and discuss the different edits that have taken place.

Learners are then given an unedited piece of footage and asked to discuss what they think needs to be done to get it ready to be shared.

Suggested time: about 3 hours.

Activity: Editing techniques

In a workshop, learners are given a practical demonstration using the different tools involved in editing within their chosen media discipline, such as how to place and move footage, crop footage and add effects and transitions.

Learners are then given raw footage and a list of tasks to complete involving the processes that have been demonstrated.

Suggested time: about 8 hours.

Activity: Finishing techniques

Learners are shown different media products in different file formats. In a group, they discuss the difference between them in terms of resolution or quality.

Learners are given a practical workshop using the different tools involved in finishing productions in their chosen media discipline, such as file compression, exporting, mastering presets and adding titles.

Suggested time: about 6 hours.

Activity: Sharing productions

Learners discuss the different ways that they consume and share media products. They are shown different products in different formats and are then asked to rate how likely they would be to watch it based on its format, title, related videos, likes or tags.

Learners are then shown the processes involved in the different sharing methods (uploading, file sharing and embedding). They are given a piece of footage to share and name/tag. Learners then have to find each other's footage before discussing how easy it was to find and how relevant the tags and titles are.

Suggested time: about 6 hours.

Activity: Reviewing media products

Learners are shown different examples of media products on the internet and work in pairs to review each one. In a group, they discuss the relative strengths and areas for improvement of the products, and create a list of ways that that they could improve it. They will look at the quality of the finishing, the editing and how efficient the sharing is.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The assignment should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a clear period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked by a production company to edit and share a one-minute trailer for their film. They will provide the footage they would like used in the trailer, as well as a brief on the style and feel they want to promote. They would like you to import the footage, assemble it, and carry out cuts and crops on the frames, adding transitions and effects that are in line with the brief.

Once you complete the edit, you will share it in a suitable format, and in places where the intended audience will be able to see it. You will then review your work and plan how it could be improved further.

If a retake assessment is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You have been asked to produce a one-minute trailer for a short radio play. You will be given all the sound and audio needed and will need to edit it down, finish and share the product. You will review your work and plan improvements.

4 Planning your programme

How do I choose the right BTEC Introductory qualification for my learners?

BTEC Introductory qualifications come in three sizes, the Award, the Certificate and the Diploma, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Award size, progress to the Certificate size and then on to the larger Diploma. They may then progress to a BTEC Level 2 qualification. Learners who have a clear idea of the sector they would like to study, could start on the Diploma qualification. All three sizes allow for learners to take complementary qualifications such as maths and English alongside their BTEC Introductory qualification.

It is not advised that learners take two Award or Certificate qualifications from different sectors. If learners want to study across two or more sectors, then you should consider offering a Pearson BTEC Level 1 Introductory Vocational Studies Certificate or Diploma. The Vocational Studies qualifications give learners a flavour of a number of different vocational sectors. When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

Is there a learner entry requirement?

There are no formal entry requirements but all learners recruited should be able to access a Level 1 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment
- are willing to improve their maths and English skills.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed. Further information is given in *Section 7*.

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

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

What resources are required to deliver these qualifications?

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

Which modes of delivery can be used for these qualifications?

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

Support

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

What support is available?

We will provide a generic delivery guide which will give suggestions for how to deliver the core units and the transferable skills across the suite. This will be available to download on our website.

To support you in planning your assessments you will be allocated a Standards Verifier early on in the planning stage. See *Section 5* for further details.

5 Assessment

Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7*.

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

For BTEC Introductory qualifications it is important that you can meet the needs of learners by providing a programme that is practical and which will develop transferable and sector skills in a vocational context. Centres can tailor programmes to meet local needs and use links with local organisations and the wider vocational sector.

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

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners.

Principles of internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, explained in *Section 3*, and the requirements for delivering assessment. In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit or part of the unit, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, tutors.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

Assessment decisions through applying unit-based criteria

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

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to 'describe' and the related P criterion requires the learner to 'outline', then to satisfy the M criterion a learner will need to cover both 'outline' and 'describe'. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 1* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 1 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as having an Unclassified grade. See *Section 8* for further information on grading*.*

The assessment team

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

- The Lead Internal Verifier (the Lead IV) for the BTEC Introductory suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures the record keeping, assessment and internal verification meet our requirements and liaise with our Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

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

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

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

Setting effective assignments

Setting assignments

In setting your assignments, you need to work with the guidance given in the *Essential information for tutors* section of a unit. This section gives you information on assessment decisions, with suggested scenarios for assessments. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or a visit to an organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of their ability.

An assignment brief should have:

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

Forms of evidence

BTEC Introductory units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information to suggest what would be suitable forms of evidence and to give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 1* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

The form(s) of evidence selected must:

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

For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Authenticity of learner work

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

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

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

Assessors must complete a declaration that:

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

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

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

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass, Merit and Distinction criteria all relate to individual learning aims.

Dealing with late completion of assignments

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

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

Issuing assessment decisions and feedback

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

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence.

Resubmission of improved evidence

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

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

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

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement or have submitted work that is not authentic.

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

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

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan the assessment team may wish to consider:

- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions though internal verification that covers all assignments, assessors and a range of learners
- how resubmission dates can be scheduled.

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

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

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

6 Administrative arrangements

Introduction

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

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. Refer to our *Information Manual* (available on our website) for information on making registrations for the qualification.

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

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

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

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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

Administrative arrangements for internal assessment

Records

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

Reasonable adjustments to assessment

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

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

Special consideration

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

Appeals against assessment

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

Dealing with malpractice in assessment

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

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

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

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

Internally-assessed units

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

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

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

Tutor/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ M2(a) form with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

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

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

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

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

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

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

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

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

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

The centre will be notified if any of these apply.

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

Certification and results

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

Results issue

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

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

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

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

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

7 Quality assurance and centre approval

Centre and qualification approval

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

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

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

The key principles of quality assurance are that:

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

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

The methods we use to do this for BTEC Introductory qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality-assuring its BTEC programmes.

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

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

8 Understanding the qualification grade

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

The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number units, the core units along with the sector units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

Awarding and reporting for the qualification

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

Eligibility for an award

To achieve any qualification grade, learners must:

- complete and report an outcome for all units within a valid combination
  (NB: Unclassified (U) is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold, and
- achieve sufficient Guided Learning Hours at Pass or above, see table below.

Qualification	Required Guided Learning Hours at Pass or above
Award	70
Certificate	140
Diploma	280

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for a Certificate or a Diploma may be eligible to achieve a smaller sized qualification in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have met the requirement for guided learning a Pass or above.

Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. The BTEC Introductory suite comprises Level 1 qualifications which are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Award	P to D
Certificate	P to D
Diploma	PP to DD

The *Calculation of Qualification Grade* table, shown further on in this section, indicates the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

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

Points available for units

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

	Unit size	
	30 GLH	**40 GLH**
U	0	0
Pass	6	8
Merit	12	16
Distinction	18	24

Claiming the qualification grade

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

Calculation of qualification grade

Applicable for registration from 1 September 2019.

Award		Certificate		Diploma	
70 GLH		**180 GLH**		**360 GLH**	
Grade	**Points threshold**	**Grade**	**Points threshold**	**Grade**	**Points threshold**
U	0	U	0	U	0
P	14	P	36	PP	72
				MP	96
M	22	M	60	MM	120
				DM	158
D	36	D	96	DD	196

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

Examples of grade calculations based on table applicable to registrations from September 2019

Example 1: Achievement of an Award with a D grade

	GL	Grade	Unit points
Unit 1	30	Distinction	18
Unit 7	40	Distinction	24
Totals	**70**	**D**	**36**

The learner has sufficient points for a D grade

Example 2: Achievement of an Award with a P grade

	GL	Grade	Unit points
Unit 1	30	Pass	6
Unit 7	40	Pass	8
Totals	**70**	**P**	**14**

The learner has met the minimum requirement for 70 GL at Pass or above

The learner has sufficient points for a P grade

Example 3: An Award graded unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 7	40	Distinction	24
Totals	**70**	**P**	**24**

The learner has a U in Unit 1

The learner has sufficient points for a M but has not met the minimum requirement for 70 GL

Example 4: Achievement of a Certificate with a D grade

	GL	Grade	Unit points
Unit 1	30	Distinction	18
Unit 2	30	Pass	6
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Totals	**180**	**D**	**96**

The learner has sufficient points for a D grade

Example 5: Achievement of a Certificate with a P grade

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Totals	**180**	**P**	**36**

The learner has met the minimum requirement for 140 GL at Pass or above

The learner has sufficient points for a P grade

Example 6: A Certificate graded Unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 5	40	Distinction	16
Unit 6	40	U	0
Unit 7	40	Pass	8
Totals	**180**	**U**	**42**

The learner has a U in Units 1 and 6

The learner has sufficient points for M but has not met the minimum requirement for 140 GL at Pass or above

Example 7: A Diploma graded Unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	Pass	8
Unit 6	40	U	0
Unit 7	40	U	0
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Distinction	24
Totals	**360**	**U**	**110**

The learner has not met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for MP but has not met the minimum requirement for 280 GL at Pass or above

Example 8: Achievement of a Diploma with a DD grade

	GL	Grade	Unit points
Unit 1	30	Merit	12
Unit 2	30	Merit	12
Unit 3	30	Distinction	18
Unit 4	30	Distinction	18
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Merit	16
Totals	**360**	**DD**	**196**

The learner has sufficient points for a DD grade

Example 9: Achievement of a Diploma with a PP grade

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	U	0
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Unit 8	40	Pass	8
Unit 9	40	Merit	16
Unit 10	40	Pass	8
Totals	**360**	**PP**	**72**

The learner has met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for a PP grade

9 Resources and support

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

Support for setting up your course and preparing to teach

Delivery Guide

The free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Introductory qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Support for teaching and learning

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

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for internally-assessed units

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

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your BTEC Introductory qualifications. They include:

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

Training and professional development

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

Appendix 1 Glossary of terms used for internally-assessed units

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

Term	Definition
Accurate	Perform processes and procedures without error.
Coherent	Logically consistent.
Collaborate	Work jointly with others.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes.
Consistent	Able to reliably repeat an action that progresses towards achieving an aim.
Creative	Use techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear account that includes all the relevant features and characteristics – 'painting a picture with words'.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners can show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Insightful	Being perceptive and discerning.
Outline	Learners' work, performance or practice provides a summary or overview or a brief description.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally, appraising existing information or prior events with the intention of instituting change if necessary.

Term	Definition
Show	Learners' work, performance or practice presents evidence using knowledge, understanding and skills.
State	Learners express the condition of, or facts about something definitely or clearly.
Summarise	Learners express the condition of, or facts about something definitely or clearly.

This is a key summary of the types of evidence used for BTEC Introductory suite of qualifications.

Type of evidence	Definition and purpose
Vocational context	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Performance	A defined and constrained opportunity to perform, to show skills in a structured context and where the focus is on the skills/process rather than the specific outcome.

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