

Blended learning approach to delivering BTEC International qualifications

September 2021 to August 2022

Creative Media

Guidance for BTEC International Level 2 and 3 qualifications

Teaching, learning and assessment

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Introduction

As COVID-19 may continue to impact upon teaching, learning and assessment through the academic year, affecting those learners who are part-way through their qualifications and those who are commencing this academic year, we have produced this guidance to support the effective delivery of BTEC course content. We are committed to ensuring that learners continue to benefit from the breadth of content of BTEC qualifications through adaptations in teaching and learning.

This document is intended to provide you with guidance for how you might adapt delivery for the sector's BTEC qualifications in the academic year of 2021-2022.

We will continue to work with our regulators and relevant sector bodies on any possible adaptations or accommodations in line with the relevant policy and regulatory considerations. Key aspects such as social distancing, safety, lost teaching time, subject content and practical activities have been considered from a sector perspective for your reference. However, it should be

noted that all of the guidance provided here must be considered within the context of any relevant guidance issued by your own centre, relevant governing and industry bodies, local and national government.

For further advice and guidance, please refer to the Teaching, Learning and Assessment pages on [Pearson's website](#) or contact us via the [Customer Support portal](#).

We look forward to continuing to support you and your learners throughout this challenging time and wish you well for the coming year.

Resources

To help you with the delivery of a blended-learning programme, several resources are available. You can purchase digital *Study Texts* and *Teacher Resource Packs* from our website [here](#) to support you with the delivery of our Level 3 International qualifications (2021).

Additionally, there are free resources available [here](#), that support the delivery of Level 3 (2010) QCF qualifications in some sectors. Note that to enter this page you will first need to accept the Terms and Conditions.

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Units with resources available will be marked according to the following key:

* Study Text

† Teacher Resource Pack

‡ QCF Guides

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Contents

Creative Media Production

Overview of impact on sector

- **Qualifications**
 - BTEC International Level 3 Creative Media (2020)
 - BTEC Nationals Level 3 Creative Media Production (2010 QCF)
 - BTEC International Level 2 Creative Media Production (2015)

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Overview: Creative Media

Adaptations to Assessments in 2021/2022

Please refer to the assessment section on the [International BTEC Adaptations page](#) for adaptations to assessments and qualifications for the 2021-2022 Academic Year.

Please note that not all qualifications can or will be adapted, and it is important that you refer to the relevant adaptation guidance for 2021-2022.

Some qualifications will not be adapted for one of the following reasons:

- An adaptation would impact the reliability and validity of the qualification
- The qualification is a licence to practice or primary purpose is progression to the workplace.

Learner eligibility

There are currently no plans to have these adaptations extend to learners who take assessments in 2022/23, regardless of when they are due to certificate.

Adaptations are only available in this academic year, for assessment due to take place between 1 September 2021-31 August 2022.

Social Distance

Social distancing would be required in studios with the possible use of Personal Protective Equipment (PPE). If shooting studio-based footage, the crew would not need to be in close proximity, but studio access e.g. sound mixing and recording decks, should be limited to minimal personnel.

Where assessment criteria require learners to undertake practical work (e.g. use of assessment command verb 'demonstrate' or 'carry out') a simulation is not acceptable.

Theory can be delivered by distance/blended learning methods and in some contexts (e.g. the Open University) this is the normal way of working.

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Safety

For TV & Film and Sound production, electrical, portable equipment used for recording footage, studio set-ups and studio recordings, would be sensitive to any ingress of fluids such as alcohol wipes. The cleaning of the equipment must be carried out carefully and professionally by technical staff, especially studio equipment or anything connected directly to electrical outlets. For Games and Interactive Media much work is undertaken on computers and keyboards etc., so these would need to be cleaned according to best-practice protocols.

Lost time teaching

Centres must focus on ensuring that learners have an adequate foundation for the units that will be delivered in 2021-22. Learners will probably have missed some teaching during early to mid 2021 and tutors will need to in-fill as they deliver the programmes during 2021-22. This will require careful planning, particularly on programmes in which the learners were in other settings during 2020-21 and are likely to have had varied experiences (e.g. those who start BTEC level 3 in Year 11 in September 2021). Frequently the first year is given over to skills-building and information exchange, and learners would have been able to access information and some remote teaching and

learning. Practical skills that require studio/computer and teacher-facing demonstrations will have suffered the most, and practical skills are likely to be lacking for many learners. The biggest deficit is likely to be in the Games and Interactive suites, as so much of the work undertaken is dependent on complex technical skills and knowledge, as well as access to near industry-standard equipment and software.

Flexibility of delivery and assessment

There is considerable latitude for the use of diverse delivery models and assessment models. Most assessments can employ written reports, presentations, posters, video or audio recordings and other methods and these can be used in remote delivery. Visits to industries are valuable but not mandatory and work experience is not required in these programmes.

What is important to retain the validity of the sector's qualifications?

As contact time between staff and learners may be limited, centres should prioritise contact time for practical work, as theory can be delivered remotely. Centres may decide to deliver optional units which do not require practical work in assessment.

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Are there other methodologies that can be used to support the purpose of the qualification?

As long as practical work is employed where required, a wide range of assessment methods can be used in these programmes. However, time-constrained assessments are

likely to be a poor substitute for other methods as they present inappropriate barriers to the demonstration of required learning outcomes. Learners can also submit their work remotely via Google or other VLE platforms which is in common usage for most Creative Media courses.

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Teaching, Learning and Assessment: Creative Media

Unit Title	Remote delivery (✓ / X / partially)	Socially distanced (✓ / X)	Delivery Guidance
BTEC International Level 3 (2021) – Creative Media			
<p>All units should still be taught. However, as of 25 January 2021, there are further options, where necessary, for reducing assessment by 90 GLH in the Subsidiary Diploma, 150 GLH in the Foundation Diploma and an additional 300 GLH in the Diploma and Extended Diploma. This can be used to reduce one full assessment unit or can reduce the time spent by learners on assignments/extended projects in the larger units. This allows flexibility depending on what centres may have already covered and assessed in each year. However, Unit A1 may only be reduced by 90 GLH to allow for the prioritisation of skills development. We have previously given guidance relating to the expectation that learners will be producing a reduced amount of work for more extended projects, and this would apply where 60 GLH is taken out of Unit A3 Creative Project. All assessment criteria can still be assessed through a more limited amount of work and learners can plan the scale of their work to account for a shorter time span. All content for each year is in a single module and must still be taught whatever way centres choose to reduce assessment. We will continue to monitor the situation and further adaptations may be introduced in the event of further lockdowns or restrictions.</p>			
A1 Skills Development	Partially	x	<p>These practical skills require development with tutors and access to the required technical equipment and software. There are wide-ranging practical outcomes which are medium-dependent. Skills development can be evidenced through items such as photographs or annotated screenshots. Access to teachers to develop a range of skills required would be necessary.</p> <p>Submission can take place over digital platforms and learners can, where possible, make use of non-proprietary software and own hardware. This can be challenging</p>

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			for some learners to access, and centres should make every effort to provide access to required equipment.
A2 Responding to a Brief	Partially	Partially	There are practical outcomes required with some focus on group work, and the requirement to work with a client, preferably industry-based. Learners required access to technical equipment and software. Planning and pre-production documentation would be a requirement as well as evidence of practical outcomes, group work, client liaison and project management.
A3 Creative Project	Partially	Partially	There are practical outcomes required with some focus on group work, and the requirement to technical equipment and software. As above and there would be some expectations for group work and time/production management to be evidenced by learners.
B1 Personal Progression	✓	✓	Excellent for remote learning, with online classes/lectures, research projects and production of portfolios. A portfolio of evidence can be used, which can be compiled and submitted remotely using written outcomes.
B2 Personal Investigation	✓	✓	Excellent for remote learning, with online classes/lectures, research projects and production of portfolios. Outcomes can be variable as learners can choose digital or written submission dependent on the content and skills required. Evidence can be completed and submitted remotely.
B3 Creative Industry Response	Partially	Partially	There are practical outcomes required with some focus on group work, and the requirement to work with a client, preferably industry-based. Access to technical equipment and software is required. Planning and pre-production documentation would be a requirement as well as evidence of practical outcomes, group work, client liaison and project management.

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B4 Extended Creative Industry Response	Partially	Partially	There are practical outcomes required with some focus on group work, and requirement to work with a client, preferably industry-based. Access to technical equipment and software is required. Planning and pre-production documentation would be a requirement as well as evidence of practical outcomes, group work, client liaison and project management.
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Unit Title	Remote delivery (✓ / X / partially)	Socially distanced (✓ / X)	Delivery Guidance
BTEC Nationals Level 3 (QCF 2010) - Creative Media Production			
‡ Unit 1: Pre-Production Techniques for the Creative Media Industries	✓	✓	Excellent for remote learning. Usually a written outcome is expected as learners are required to produce pre-production documentation and show their understanding of the need to undertake sound pre-production work. Templates and exemplars can be provided for illustrative purposes.
‡ Unit 2: Communication Skills for Creative Media Production	✓	✓	Some aspects can be covered remotely, if required learners could pitch to teacher/peers remotely e.g. using Microsoft Teams or Google Hangouts. The units can be worked on remotely for most LOs. This unit is usually integrated with other units such as Unit 3, and a practical unit such as one that involves working for a client.
‡ Unit 3: Research Techniques for the Creative Media Industries	✓	✓	Excellent for remote learning, all aspects of work for each learning outcome can be conducted individually and a written response produced. Learners are required to conduct research and present their findings; this unit should be integrated with a practical unit.

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<p>‡ Unit 7: Understanding the Creative Media Sector</p> <p>Unit 8: Understanding the Television and Film Industries</p> <p>Unit 9: Understanding the Radio Industry</p> <p>Unit 10: Understanding the Sound Recording Industry</p> <p>Unit 11: Understanding the Print-Based Media Industries</p> <p>Unit 12: Understanding the Interactive Media Industry</p> <p>Unit 13: Understanding the Computer Games Industry</p>	✓	✓	<p>Excellent for remote learning. All units are theoretical and mainly require research and a written response to show learner understanding of the specific industry they are working within. Teaching of underlying information relating to each industry can be done via online platforms, sharing of slides and teacher resources as well as links to useful external resources.</p>
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<p>‡Unit 4: Creative Media Production Management Project</p> <p>‡Unit 5: Working to a Brief in the Creative Media Industries</p>	<p>Partially</p>	<p>Partially</p>	<p>Both units require collaboration with other learners, or with a client. Client liaison could be managed remotely. Learners are often required to produce an integrated, large-scale production in a specified medium. A range media can be used, and learners need to be taught management skills, which means some aspects of group work is required. This can be achieved through social distancing or meetings can be conducted remotely for liaison with groups and clients; however, studio/computer time may be required.</p>
<p>Unit 18: Producing Print-Based Media</p> <p>Unit 19: Digital Graphics for Interactive Media</p> <p>Unit 20: Computer Game Platforms and Technologies</p>	<p>Partially</p>	<p>Partially</p>	<p>These units are highly skills-based, with a requirement to produce a practical outcome. Skills-building is required before the production of the practical outcome, and specialist equipment will be required. Where possible learners can make use of non-proprietary software and own hardware, although this can be challenging for some learners to access, and centres should make every effort to provide access to required equipment.</p>

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<p>Unit 16: Film and Video Editing Techniques</p> <p>Unit 17: Audio Production Processes and Techniques & Audio Production Processes and Techniques</p> <p>Unit 18: Producing Print-Based Media</p> <p>Unit 19: Digital Graphics for Interactive Media</p> <p>Unit 20: Computer Game Platforms and Technologies</p>	<p>Partially</p>	<p>Partially</p>	<p>All units are technically-based, and highly skills-based, with a requirement to produce a practical outcome. Skills-building is required before the production of the practical outcome, and specialist equipment will be required. Where possible learners can make use of non-proprietary software and own hardware, although this can be challenging for some learners to access, and centres should make every effort to provide access to required equipment.</p>
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Units 21-78	Partially	Partially	All units are technically based. In most of these units, <i>Learning outcome 1</i> is a knowledge-based unit and can be addressed through written/non practical responses. Specialist software will be required for some aspects. Wide ranging practical outcomes required, medium dependent. Submission can take place over digital platforms and learners can, where possible, make use of non-proprietary software and own hardware. However, this can be challenging for some learners to access, and centres should make every effort to provide access to required equipment.
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Unit Title	Remote delivery (✓ / X / partially)	Socially distanced (✓ / X)	Delivery Guidance
BTEC International Level 2 (2015) – Creative Media Production			
Unit 1: Research for Creative Media Production	✓	✓	Excellent for remote learning. All aspects of work for each learning outcome can be conducted individually and a written response produced. Learners are required to conduct research and present their findings; this unit should be integrated with a practical unit.
Unit 2: Communication Techniques for Creative Media Production	✓	✓	Some aspects can be covered remotely, if required learners could pitch to teacher/peers remotely e.g. Microsoft Teams or Google Hangouts. The unit can be worked on remotely for most LOs. This unit is usually integrated with other units such as Unit 3 and a practical unit such as one that involves working for a client.
Unit 3: Media Audiences and Products	✓	✓	Excellent for remote learning. All learning outcomes are theoretical and mainly require research and a written response to show learners' understanding of the creative media audiences and products. Teaching of underlying media theories and debates will be required, but this can be achieved remotely via online platforms, sharing of slides and teacher resources, as well as links to useful external resources.

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<p>Unit 4: Video Production Unit 5: Audio Production Unit 6: Print Production Unit 7: Interactive Media Production Unit 8: Photography Techniques Unit 9: Animation Techniques Unit 10: Web Authoring Unit 11: Digital Graphics for Interactive and Print-based Media Unit 12: Advertising Production Unit 14: Factual Production for the Creative Media Unit 15: Creative</p>	<p>Partially</p>	<p>Partially</p>	<p>All units are technically based. In most of these units, <i>Learning outcome 1</i> is a knowledge-based unit and can be addressed through written/non practical responses. Wide ranging practical outcomes are required, which are medium-dependent. Submission can take place over digital platforms and learners can, where possible, make use of non-proprietary software and own hardware. However, this can be challenging for some learners to access, and centres should make every effort to provide access to required equipment.</p>
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Media Production Project			
Unit 13: Writing for the Creative Media	✓	✓	This unit can be managed remotely as learners can use software commonly found on home computers and laptops. Learning outcome 1 is theory-based and can be covered through remote teaching and online classes. Learners can draft work and submit it via online platforms for tutor feedback and assessment. Access to resources such as example texts and reference books would be beneficial.