

The background of the cover features a photograph of two young men. The man on the left is wearing a red and black baseball cap and a red jacket, holding a professional video camera. The man on the right is wearing large white headphones and a white jacket, smiling. The background has a pattern of orange and purple dots.

CREATIVE MEDIA PRODUCTION

LEVEL 3

BTEC National

Specification

From September 2010

**Accredited
on the QCF**

- Edexcel BTEC Level 3 Certificate in Creative Media Production
- Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production
- Edexcel BTEC Level 3 Diploma in Creative Media Production
- Edexcel BTEC Level 3 Extended Diploma in Creative Media Production

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

References to third party material made in this specification are made in good faith. Edexcel does 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.)

Authorised by Roger Beard
Prepared by Duncan Fraser

All the material in this publication is copyright
© Edexcel Limited 2009

Contents

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

BTEC National qualification titles covered by this specification	1
What are BTEC Nationals?	2
Edexcel BTEC Level 3 Certificate – 30 credits	3
Edexcel BTEC Level 3 Subsidiary Diploma – 60 credits	3
Edexcel BTEC Level 3 Diploma – 120 credits	4
Edexcel BTEC Level 3 Extended Diploma – 180 credits	4
Key features of the BTEC Nationals in Creative Media Production	4
Rationale for the BTEC Nationals in Creative Media Production	5
National Occupational Standards	5
Rules of combination for Edexcel BTEC Level 3 National qualifications	6
Edexcel BTEC Level 3 Certificate in Creative Media Production (Television and Film) (QCF)	8
Edexcel BTEC Level 3 Certificate in Creative Media Production (Radio) (QCF)	9
Edexcel BTEC Level 3 Certificate in Creative Media Production (Sound Recording) (QCF)	10
Edexcel BTEC Level 3 Certificate in Creative Media Production (Print-Based Media) (QCF)	11
Edexcel BTEC Level 3 Certificate in Creative Media Production (Interactive Media) (QCF)	12
Edexcel BTEC Level 3 Certificate in Creative Media Production (Games Development) (QCF)	13
Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Television and Film) (QCF)	14
Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Radio) (QCF)	15
Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Sound Recording) (QCF)	16

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Print-Based Media) (QCF)	17
Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Interactive Media) (QCF)	18
Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Games Development) (QCF)	19
Edexcel BTEC Level 3 Diploma in Creative Media Production (QCF)	20
Edexcel BTEC Level 3 Diploma in Creative Media Production (Television and Film) (QCF)	23
Edexcel BTEC Level 3 Diploma in Creative Media Production (Radio) (QCF)	25
Edexcel BTEC Level 3 Diploma in Creative Media Production (Sound Recording) (QCF)	26
Edexcel BTEC Level 3 Diploma in Creative Media Production (Print-Based Media) (QCF)	27
Edexcel BTEC Level 3 Diploma in Creative Media Production (Interactive Media) (QCF)	28
Edexcel BTEC Level 3 Diploma in Creative Media Production (Games Development) (QCF)	30
Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (QCF)	31
Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Television and Film) (QCF)	34
Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Radio) (QCF)	36
Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Sound Recording) (QCF)	37
Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Print-Based Media) (QCF)	38
Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Interactive Media) (QCF)	39
Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Games Development) (QCF)	41
Assessment and grading	42
Grading domains	42

Calculation of the qualification grade	43
Quality assurance of centres	45
Approval	45
Programme design and delivery	46
Mode of delivery	46
Resources	47
Delivery approach	47
Meeting local needs	47
Limitations on variations from standard specifications	48
Additional and specialist learning	48
Functional Skills	48
Personal, learning and thinking skills	48
Access and recruitment	48
Restrictions on learner entry	49
Access arrangements and special considerations	49
Recognition of Prior Learning	49
Unit format	50
Unit title	50
QCF level	50
Credit value	50
Guided learning hours	50
Aim and purpose	50
Unit introduction	51
Learning outcomes	51
Unit content	51
Assessment and grading grid	52
Essential guidance for tutors	52

Further information	52
Useful publications	53
How to obtain National Occupational Standards	53
Professional development and training	54
Annexe A	55
The Edexcel BTEC qualification framework for the creative media sector	55
Annexe B	57
Grading domains: BTEC Level 3 generic grading domains	57
Annexe C	59
Personal, learning and thinking skills	59
Annexe D	67
Wider curriculum mapping	67
Annexe E	75
National Occupational Standards	75
Annexe F	81
Unit mapping overview	81
Unit mapping in depth	84
Annexe G	91
Examples of calculation of qualification grade above pass grade	91
Points available for credits achieved at different QCF levels and unit grades	91

BTEC National qualification titles covered by this specification

Edexcel BTEC Level 3 Certificate in Creative Media Production

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production

Edexcel BTEC Level 3 Diploma in Creative Media Production

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Children, Schools and Families (DCSF) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DCSF and the regularly updated website www.dcsf.gov.uk/. The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on the learners' final certification documentation.

The QANs for the qualifications in this publication are:

Edexcel BTEC Level 3 Certificate in Creative Media Production (QCF)	500/7845/8
Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (QCF)	500/7842/2
Edexcel BTEC Level 3 Diploma in Creative Media Production (QCF)	500/7888/4
Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (QCF)	500/7878/1

These qualification titles will appear on the learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

What are BTEC Nationals?

BTEC National qualifications are undertaken in further education and sixth-form colleges, schools and other training providers, and have been since they were introduced in 1984. Their purpose, approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners alike.

The BTEC National qualifications within this specification have been revised to fit the new Qualifications and Credit Framework (QCF). As such the revised titles are:

Edexcel BTEC Level 3 Certificate in Creative Media Production

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production

Edexcel BTEC Level 3 Diploma in Creative Media Production

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production.

But for clarity and continuity they are referred to within this specification and generically as BTEC National qualifications, where appropriate. They maintain the same equivalences, benchmarks and other articulations (eg SCAAT points, UCAS Tariff points) as their predecessor qualifications. The following identifies the titling conventions and variations between the 'old' (NQF) and 'new' (QCF) specifications:

Predecessor BTEC Nationals (accredited 2007)	QCF BTEC Nationals (for delivery from September 2010)
Not applicable	Edexcel BTEC Level 3 Certificate
Edexcel Level 3 BTEC National Award	Edexcel BTEC Level 3 Subsidiary Diploma
Edexcel Level 3 BTEC National Certificate	Edexcel BTEC Level 3 Diploma
Edexcel Level 3 BTEC National Diploma	Edexcel BTEC Level 3 Extended Diploma

BTEC Nationals are QCF Level 3 qualifications designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work, and through articulation to higher education, degree and professional development programmes provide progression opportunities within the same cognate or related areas of study within universities and other institutions. BTEC Nationals accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations.

BTEC Nationals provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Sector Skills Councils (SSCs) and/or Standards Setting Bodies (SSBs). Certain BTEC Nationals are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract UCAS points that equate to similar-sized general qualifications within education institutions within the UK.

On successful completion of a BTEC National qualification, a learner can progress to or within employment and/or continue their study in the same, or related vocational area.

It should be noted that the titling conventions for the revised QCF versions of the BTEC Firsts have also changed; see within the relevant BTEC First specifications on the website (www.edexcel.com).

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualifications in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 3 Certificate – 30 credits

The 30-credit BTEC Level 3 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 3 Certificate is a qualification which can extend a learner's programme of study and give vocational emphasis. The BTEC Level 3 Certificate is broadly equivalent to one GCE AS Level.

The BTEC Level 3 Certificate is also suitable for more mature learners, who wish to follow a vocational programme of study as part of their continued professional development or who want to move to a different area of employment.

Edexcel BTEC Level 3 Subsidiary Diploma – 60 credits

The 60-credit BTEC Level 3 Subsidiary Diploma extends the specialist work-related focus from the BTEC Level 3 Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 3 Subsidiary Diploma offers greater flexibility and a choice of emphasis through the optional units. It is broadly equivalent to one GCE A Level.

The BTEC Level 3 Subsidiary Diploma offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a general qualifications such as GCE AS Levels, additional specialist learning (eg through another BTEC qualification) or a complementary NVQ. These learning programmes can be developed to allow learners to study related and complementary qualifications without duplication of content.

For adult learners the BTEC Level 3 Subsidiary Diploma can extend their experience of work in a particular sector. It may also be a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

The predecessor qualification to the BTEC Level 3 Subsidiary Diploma is the Edexcel BTEC Level 3 National Award accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus as the revised QCF-accredited qualification.

● **Edexcel BTEC Level 3 Diploma – 120 credits**

The 120-credit BTEC Level 3 Diploma broadens and expands the specialist work-related focus from the BTEC Level 3 Subsidiary Diploma. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to two GCE A Levels.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a Level 4 or 5 programme. Other learners may want to extend the specialism they studied on the BTEC Level 3 Certificate or the BTEC Level 3 Subsidiary Diploma programme.

The predecessor qualification to the BTEC Level 3 Diploma is the Edexcel Level 3 BTEC National Certificate accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised QCF-accredited qualification.

● **Edexcel BTEC Level 3 Extended Diploma – 180 credits**

The 180-credit BTEC Level 3 Extended Diploma extends and deepens the specialist work-related focus from the BTEC Level 3 Diploma. There is potential for the qualification to prepare learners for appropriate direct employment in the vocational sector and it is suitable for those who have decided that they clearly wish to enter a particular specialist area of work. It is broadly equivalent to three GCE A Levels.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a higher education foundation degree, Higher National Diploma or other professional development programme. Other learners may want to extend the specialist nature of the subjects they studied on the BTEC Level 3 Diploma or another programme of study.

The predecessor qualification to the BTEC Level 3 Extended Diploma is the Edexcel BTEC Level 3 National Diploma accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised QCF-accredited qualification.

● **Key features of the BTEC Nationals in Creative Media Production**

The Edexcel BTEC Level 3 Nationals in Creative Media Production have been developed in the creative media sector to focus on:

- providing vocationally-related education and training for those who are intending to work, or who already work, in the creative media sector
- providing opportunities for learners to achieve a nationally recognised Level 3 vocationally specific qualification either to enter employment in the creative media sector or to progress to higher education vocational qualifications such as the Edexcel BTEC Level 5 Higher National Diploma in Creative Media Production
- providing opportunities for learners to develop skills, knowledge and understanding relevant to the media industries in an applied learning context
- giving learners the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life.

Rationale for the BTEC Nationals in Creative Media Production

The Edexcel BTEC Level 3 Nationals in Creative Media Production have been developed:

- to give centres maximum flexibility in constructing a programme of learning relevant to their learners' needs and to enable them to make full use of the skills, knowledge and experience of their staff
- to give learners the opportunity to gain an understanding of employment opportunities, job requirements and working practices in the media sector
- to enable learners to start building the technical skills and knowledge relevant to an industry (or industries) in the media sector
- to provide a qualification which will enable progression to further study, training or employment
- to enable learners to make informed choices with regard to a career in the media sector
- to develop media technology skills that may be applicable in other work situations or other qualifications (such as a Higher National in Art and Design).

The Edexcel BTEC Level 3 National Certificates and Subsidiary Diplomas in Creative Media Production focus on specific sub-sectors of the media industries and are skills based qualifications. Through the additional core units and mandatory specialist units the National Diplomas and Extended Diplomas extend the vocational emphasis of these qualifications and, in the case of the Extended Diplomas, understanding of professional practice.

National Occupational Standards

BTEC Nationals are designed to provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). BTEC Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

The Edexcel BTEC Level 3 Nationals in Creative Media Production relates to the Skillset National Occupational Standards for:

- Animation
- Broadcast Journalism
- Camera
- Design for the Moving Image
- Directors
- Editing
- Interactive Media and Computer Games
- Lighting for Film and Television
- Multimedia and Print Journalism
- Photo Imaging
- Production Design
- Production (Film and Television)
- Publishing
- Radio Content Creation
- Sound.

Rules of combination for Edexcel BTEC Level 3 National qualifications

The rules of combination specify the:

- total credit value of the qualification
- the minimum credit to be achieved at the level or above the level of the qualification
- the mandatory unit credit
- the optional unit credit
- the maximum credit that can come from other QCF BTEC units.

When combining units for a BTEC National qualification, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 3 Certificate in Creative Media Production

- 1 Qualification credit value: a minimum of 30 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 23 credits.
- 3 Mandatory unit credit: 10 credits.
- 4 Optional unit credit: 20.
- 5 This qualification is not designed to include credit from other QCF BTEC units.

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production

- 1 Qualification credit value: a minimum of 60 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 45 credits.
- 3 Mandatory unit credit: 20 credits.
- 4 Optional unit credit: 40.
- 5 A maximum of 10 optional credits can come from other QCF BTEC units to meet local needs.

Edexcel BTEC Level 3 Diploma in Creative Media Production

- 1 Qualification credit value: a minimum of 120 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 90 credits.
- 3 Mandatory unit credit: unendorsed title – 50 credits
endorsed titles – 60 credits.
- 4 Optional unit credit: unendorsed title – 70 credits
endorsed titles – 60 credits.
- 5 A maximum of 20 optional credits can come from other QCF BTEC units to meet local needs.

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production

- 1 Qualification credit value: a minimum of 180 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 135 credits.
- 3 Mandatory unit credit: unendorsed title – 60 credits
endorsed titles – 70 credits.
- 4 Optional unit credit: unendorsed title – 120 credits
endorsed titles – 110 credits.
- 5 A maximum of 30 optional credits can come from other QCF BTEC units to meet local needs.

Edexcel BTEC Level 3 Certificate in Creative Media Production (Television and Film) (QCF)

The Edexcel BTEC Level 3 Certificate in Creative Media Production (Television and Film) is a 30-credit and 180 guided learning hour (GLH) qualification that consists of 2 mandatory units plus optional units that provide for a combined total of 30 credits (where at least 23 credits must be at Level 3 or above).

This qualification is not designed to include credit from other QCF BTEC units.

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Certificate in Creative Media Production (Television and Film)			
Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
Unit	Optional units		
8	Understanding the Television and Film Industries	10	3
16	Film and Video Editing Techniques	10	3
21	Understanding Video Technology	10	3
22	Single Camera Techniques	10	3
23	Multi-Camera Techniques	10	3
24	Writing for Television and Video	10	3
25	Television and Video Studies	10	3
26	Film Studies	10	3
27	Factual Programme Production Techniques for Television	10	3
28	Corporate and Promotional Programme Production	10	3
29	Music Video Production	10	3
30	Advertisement Production for Television	10	3
31	Social Action and Community Media Production	10	3
32	Designing Idents for Television	10	3
33	Stop Motion Animation Production	10	3
34	2D Animation Production	10	3
35	Producing Video Installation Work	10	3
37	Presentation Techniques for Broadcasting	10	3

Edexcel BTEC Level 3 Certificate in Creative Media Production (Radio) (QCF)

The Edexcel BTEC Level 3 Certificate in Creative Media Production (Radio) is a 30-credit and 180 guided learning hour (GLH) qualification that consists of 2 mandatory units plus optional units that provide for a combined total of 30 credits (where at least 23 credits must be at level 3 or above).

This qualification is not designed to include credit from other QCF BTEC units.

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Certificate in Creative Media Production (Radio)			
Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
Unit	Optional units		
9	Understanding the Radio Industry	10	3
36	Interview Techniques for Creative Media Production	10	3
39	Scriptwriting for Radio	10	3
40	Speech Package Production	10	3
41	News Production for Radio	10	3
42	Radio Drama	10	3
43	Radio Studies	10	3
44	Music-Based Programming	10	3
45	Commercial Production for Radio	10	3
46	Factual Programme Production Techniques for Radio	10	3

Edexcel BTEC Level 3 Certificate in Creative Media Production (Sound Recording) (QCF)

The Edexcel BTEC Level 3 Certificate in Creative Media Production (Sound Recording) is a 30-credit and 180 guided learning hour (GLH) qualification that consists of 2 mandatory units plus optional units that provide for a combined total of 30 credits (where at least 23 credits must be at Level 3 or above).

This qualification is not designed to include credit from other QCF BTEC units.

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Certificate in Creative Media Production (Sound Recording)			
Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
Unit	Optional units		
10	Understanding the Sound Recording Industry	10	3
17	Audio Production Processes and Techniques	10	3
38	Soundtrack Production for the Moving Image	10	3
47	Audio Books and Guides	10	3
48	Music Recording	10	3
49	Introduction to Music Technology	10	3

Edexcel BTEC Level 3 Certificate in Creative Media Production (Print-Based Media) (QCF)

The Edexcel BTEC Level 3 Certificate in Creative Media Production (Print-Based Media) is a 30-credit and 180 guided learning hour (GLH) qualification that consists of 2 mandatory units **plus** optional units that provide for a combined total of 30 credits (where at least 23 credits must be at Level 3 or above).

This qualification is **not** designed to include credit from other QCF BTEC units.

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Certificate in Creative Media Production (Print-Based Media)			
Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
Unit	Optional units		
11	Understanding the Print-Based Media Industries	10	3
18	Producing Print-Based Media	10	3
50	Writing Copy	10	3
51	Page Layout and Design	10	3
52	Factual Writing for Print	10	3
54	Digital Graphics for Print	10	3
55	Graphic Narrative Production	10	3
57	Photography and Photographic Practice	10	3

Edexcel BTEC Level 3 Certificate in Creative Media Production (Interactive Media) (QCF)

The Edexcel BTEC Level 3 Certificate in Creative Media Production (Interactive Media) is a 30-credit and 180 guided learning hour (GLH) qualification that consists of 2 mandatory units **plus** optional units that provide for a combined total of 30 credits (where at least 23 credits must be at Level 3 or above).

This qualification is **not** designed to include credit from other QCF BTEC units.

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Certificate in Creative Media Production (Interactive Media)			
Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
Unit	Optional units		
12	Understanding the Interactive Media Industry	10	3
19	Digital Graphics for Interactive Media	10	3
56	Digital Communication	10	3
58	DVD Menu Design and Authoring	10	3
59	Web Authoring	10	3
60	Interactive Media Authoring	10	3
61	Interactive Media Design	10	3
62	Digital Video Production for Interactive Media	10	3
63	Sound in Interactive Media	10	3
64	Motion Graphics and Compositing Video	10	3
65	Web Animation for Interactive Media	10	3

Edexcel BTEC Level 3 Certificate in Creative Media Production (Games Development) (QCF)

The Edexcel BTEC Level 3 Certificate in Creative Media Production (Games Development) is a 30-credit and 180 guided learning hour (GLH) qualification that consists of 2 mandatory units **plus** optional units that provide for a combined total of 30 credits (where at least 23 credits must be at Level 3 or above).

This qualification is **not** designed to include credit from other QCF BTEC units.

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Certificate in Creative Media Production (Games Development)			
Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
Unit	Optional units		
13	Understanding the Computer Games Industry	10	3
20	Computer Game Platforms and Technologies	10	3
66	3D Modelling	10	3
67	3D Animation	10	3
68	3D Environments	10	3
69	Drawing Concept Art for Computer Games	10	3
70	Computer Game Engines	10	3
71	Object-Oriented Design for Computer Games	10	3
72	Computer Game Design	10	3
73	Sound for Computer Games	10	3
74	Computer Game Story Development	10	3
75	Human-Computer Interfaces for Computer Games	10	3
76	Flash for Computer Games	10	3
77	Designing Tests for Computer Games	10	3
78	Digital Graphics for Computer Games	10	3

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Television and Film) (QCF)

The Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Television and Film) is a 60-credit and 360 guided learning hour (GLH) qualification that consists of 3 mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at Level 3 or above).

A maximum of 10 optional credits can come from other QCF BTEC units to meet local needs (**NB**: there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Television and Film)			
Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
Unit	Optional units		
8	Understanding the Television and Film Industries	10	3
16	Film and Video Editing Techniques	10	3
21	Understanding Video Technology	10	3
22	Single Camera Techniques	10	3
23	Multi-Camera Techniques	10	3
24	Writing for Television and Video	10	3
25	Television and Video Studies	10	3
26	Film Studies	10	3
27	Factual Programme Production Techniques for Television	10	3
28	Corporate and Promotional Programme Production	10	3
29	Music Video Production	10	3
30	Advertisement Production for Television	10	3
31	Social Action and Community Media Production	10	3
32	Designing Idents for Television	10	3
33	Stop Motion Animation Production	10	3
34	2D Animation Production	10	3
35	Producing Video Installation Work	10	3
37	Presentation Techniques for Broadcasting	10	3

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Radio) (QCF)

The Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Radio) is a 60-credit and 360 guided learning hour (GLH) qualification that consists of 3 mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at Level 3 or above).

A maximum of 10 optional credits can come from other QCF BTEC units to meet local needs (**NB**: there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Radio)

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
Unit	Optional units		
9	Understanding the Radio Industry	10	3
36	Interview Techniques for Creative Media Production	10	3
39	Scriptwriting for Radio	10	3
40	Speech Package Production	10	3
41	News Production for Radio	10	3
42	Radio Drama	10	3
43	Radio Studies	10	3
44	Music-Based Programming	10	3
45	Commercial Production for Radio	10	3
46	Factual Programme Production Techniques for Radio	10	3

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Sound Recording) (QCF)

The Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Sound Recording) is a 60-credit and 360 guided learning hour (GLH) qualification that consists of 3 mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at Level 3 or above).

A maximum of 10 optional credits can come from other QCF BTEC units to meet local needs (**NB:** there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Sound Recording)			
Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
Unit	Optional units		
10	Understanding the Sound Recording Industry	10	3
17	Audio Production Processes and Techniques	10	3
38	Soundtrack Production for the Moving Image	10	3
47	Audio Books and Guides	10	3
48	Music Recording	10	3
49	Introduction to Music Technology	10	3

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Print-Based Media) (QCF)

The Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Print-Based Media) is a 60-credit and 360 guided learning hour (GLH) qualification that consists of 3 mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at Level 3 or above).

A maximum of 10 optional credits can come from other QCF BTEC units to meet local needs (**NB**: there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Print-Based Media)

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
Unit	Optional units		
11	Understanding the Print-Based Media Industries	10	3
18	Producing Print-Based Media	10	3
50	Writing Copy	10	3
51	Page Layout and Design	10	3
52	Factual Writing for Print	10	3
54	Digital Graphics for Print	10	3
55	Graphic Narrative Production	10	3
57	Photography and Photographic Practice	10	3

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Interactive Media) (QCF)

The Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Interactive Media) is a 60-credit and 360 guided learning hour (GLH) qualification that consists of 3 mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at Level 3 or above).

A maximum of 10 optional credits can come from other QCF BTEC units to meet local needs (**NB**: there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Interactive Media)

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
Unit	Optional units		
12	Understanding the Interactive Media Industry	10	3
19	Digital Graphics for Interactive Media	10	3
56	Digital Communication	10	3
58	DVD Menu Design and Authoring	10	3
59	Web Authoring	10	3
60	Interactive Media Authoring	10	3
61	Interactive Media Design	10	3
62	Digital Video Production for Interactive Media	10	3
63	Sound in Interactive Media	10	3
64	Motion Graphics and Compositing Video	10	3
65	Web Animation for Interactive Media	10	3

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Games Development) (QCF)

The Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Games Development) is a 60-credit and 360 guided learning hour (GLH) qualification that consists of 3 mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at Level 3 or above).

A maximum of 10 optional credits can come from other QCF BTEC units to meet local needs (**NB**: there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production (Games Development)			
Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
Unit	Optional units		
13	Understanding the Computer Games Industry	10	3
20	Computer Game Platforms and Technologies	10	3
66	3D Modelling	10	3
67	3D Animation	10	3
68	3D Environments	10	3
69	Drawing Concept Art for Computer Games	10	3
70	Computer Game Engines	10	3
71	Object-Oriented Design for Computer Games	10	3
72	Computer Game Design	10	3
73	Sound for Computer Games	10	3
74	Computer Game Story Development	10	3
75	Human-Computer Interfaces for Computer Games	10	3
76	Flash for Computer Games	10	3
77	Designing Tests for Computer Games	10	3
78	Digital Graphics for Computer Games	10	3

Edexcel BTEC Level 3 Diploma in Creative Media Production (QCF)

The Edexcel BTEC Level 3 Diploma in Creative Media Production is a 120-credit and 720 guided learning hour (GLH) qualification that consists of 6 mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at Level 3 or above).

A maximum of 20 optional credits can come from other QCF BTEC units to meet local needs (**NB:** there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Diploma in Creative Media Production

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
4	Creative Media Production Management Project	10	3
5	Working to a Brief in the Creative Media Industries	10	3
7	Understanding the Creative Media Sector	10	3
Unit	Optional units		
8	Understanding the Television and Film Industries	10	3
9	Understanding the Radio Industry	10	3
10	Understanding the Sound Recording Industry	10	3
11	Understanding the Print-Based Media Industries	10	3
12	Understanding the Interactive Media Industry	10	3
13	Understanding the Computer Games Industry	10	3
14	Working Freelance in the Creative Media Sector	10	3
15	Developing a Small Business in the Creative Media Industries	10	3
16	Film and Video Editing Techniques	10	3
17	Audio Production Processes and Techniques	10	3
18	Producing Print-Based Media	10	3
19	Digital Graphics for Interactive Media	10	3
20	Computer Game Platforms and Technologies	10	3
21	Understanding Video Technology	10	3
22	Single Camera Techniques	10	3
23	Multi-Camera Techniques	10	3
24	Writing for Television and Video	10	3
25	Television and Video Studies	10	3
26	Film Studies	10	3
27	Factual Programme Production Techniques for Television	10	3
28	Corporate and Promotional Programme Production	10	3

Edexcel BTEC Level 3 Diploma in Creative Media Production			
29	Music Video Production	10	3
30	Advertisement Production for Television	10	3
31	Social Action and Community Media Production	10	3
32	Designing Idents for Television	10	3
33	Stop Motion Animation Production	10	3
34	2D Animation Production	10	3
35	Producing Video Installation Work	10	3
36	Interview Techniques for Creative Media Production	10	3
37	Presentation Techniques for Broadcasting	10	3
38	Soundtrack Production for the Moving Image	10	3
39	Scriptwriting for Radio	10	3
40	Speech Package Production	10	3
41	News Production for Radio	10	3
42	Radio Drama	10	3
43	Radio Studies	10	3
44	Music-Based Programming	10	3
45	Commercial Production for Radio	10	3
46	Factual Programme Production Techniques for Radio	10	3
47	Audio Books and Guides	10	3
48	Music Recording	10	3
49	Introduction to Music Technology	10	3
50	Writing Copy	10	3
51	Page Layout and Design	10	3
52	Factual Writing for Print	10	3
53	Marketing and Public Relations	10	3
54	Digital Graphics for Print	10	3
55	Graphic Narrative Production	10	3
56	Digital Communication	10	3
57	Photography and Photographic Practice	10	3
58	DVD Menu Design and Authoring	10	3
59	Web Authoring	10	3
60	Interactive Media Authoring	10	3
61	Interactive Media Design	10	3
62	Digital Video Production for Interactive Media	10	3
63	Sound in Interactive Media	10	3
64	Motion Graphics and Compositing Video	10	3
65	Web Animation for Interactive Media	10	3
66	3D Modelling	10	3
67	3D Animation	10	3
68	3D Environments	10	3

Edexcel BTEC Level 3 Diploma in Creative Media Production			
69	Drawing Concept Art for Computer Games	10	3
70	Computer Game Engines	10	3
71	Object-Oriented Design for Computer Games	10	3
72	Computer Game Design	10	3
73	Sound for Computer Games	10	3
74	Computer Game Story Development	10	3
75	Human-Computer Interfaces for Computer Games	10	3
76	Flash for Computer Games	10	3
77	Designing Tests for Computer Games	10	3
78	Digital Graphics for Computer Games	10	3

Edexcel BTEC Level 3 Diploma in Creative Media Production (Television and Film) (QCF)

The Edexcel BTEC Level 3 Diploma in Creative Media Production (Television and Film) is a 120-credit and 720 guided learning hour (GLH) qualification that consists of 7 mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at Level 3 or above).

A maximum of 20 optional credits can come from other QCF BTEC units to meet local needs (**NB:** there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Diploma in Creative Media Production (Television and Film)

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
4	Creative Media Production Management Project	10	3
5	Working to a Brief in the Creative Media Industries	10	3
8	Understanding the Television and Film Industries	10	3
16	Film and Video Editing Techniques	10	3
Unit	Optional units		
14	Working Freelance in the Creative Media Sector	10	3
15	Developing a Small Business in the Creative Media Industries	10	3
21	Understanding Video Technology	10	3
22	Single Camera Techniques	10	3
23	Multi-Camera Techniques	10	3
24	Writing for Television and Video	10	3
25	Television and Video Studies	10	3
26	Film Studies	10	3
27	Factual Programme Production Techniques for Television	10	3
28	Corporate and Promotional Programme Production	10	3
29	Music Video Production	10	3
30	Advertisement Production for Television	10	3
31	Social Action and Community Media Production	10	3
32	Designing Idents for Television	10	3
33	Stop Motion Animation Production	10	3
34	2D Animation Production	10	3
35	Producing Video Installation Work	10	3
36	Interview Techniques for Creative Media Production	10	3

Edexcel BTEC Level 3 Diploma in Creative Media Production (Television and Film)

37	Presentation Techniques for Broadcasting	10	3
38	Soundtrack Production for the Moving Image	10	3
62	Digital Video Production for Interactive Media	10	3

Edexcel BTEC Level 3 Diploma in Creative Media Production (Radio) (QCF)

The Edexcel BTEC Level 3 Diploma in Creative Media Production (Radio) is a 120-credit and 720 guided learning hour (GLH) qualification that consists of 7 mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at Level 3 or above).

A maximum of 20 optional credits can come from other QCF BTEC units to meet local needs (NB: there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Diploma in Creative Media Production (Radio)

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
4	Creative Media Production Management Project	10	3
5	Working to a Brief in the Creative Media Industries	10	3
9	Understanding the Radio Industry	10	3
17	Audio Production Processes and Techniques	10	3
Unit	Optional units		
14	Working Freelance in the Creative Media Sector	10	3
15	Developing a Small Business in the Creative Media Industries	10	3
36	Interview Techniques for Creative Media Production	10	3
37	Presentation Techniques for Broadcasting	10	3
39	Scriptwriting for Radio	10	3
40	Speech Package Production	10	3
41	News Production for Radio	10	3
42	Radio Drama	10	3
43	Radio Studies	10	3
44	Music-Based Programming	10	3
45	Commercial Production for Radio	10	3
46	Factual Programme Production Techniques for Radio	10	3

Edexcel BTEC Level 3 Diploma in Creative Media Production (Sound Recording) (QCF)

The Edexcel BTEC Level 3 Diploma in Creative Media Production (Sound Recording) is a 120-credit and 720 guided learning hour (GLH) qualification that consists of 7 mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at Level 3 or above).

A maximum of 20 optional credits can come from other QCF BTEC units to meet local needs (**NB**: there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Diploma in Creative Media Production (Sound Recording)

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
4	Creative Media Production Management Project	10	3
5	Working to a Brief in the Creative Media Industries	10	3
10	Understanding the Sound Recording Industry	10	3
17	Audio Production Processes and Techniques	10	3
Unit	Optional units		
14	Working Freelance in the Creative Media Sector	10	3
15	Developing a Small Business in the Creative Media Industries	10	3
38	Soundtrack Production for the Moving Image	10	3
40	Speech Package Production	10	3
44	Music-Based Programming	10	3
45	Commercial Production for Radio	10	3
47	Audio Books and Guides	10	3
48	Music Recording	10	3
49	Introduction to Music Technology	10	3
63	Sound in Interactive Media	10	3
73	Sound for Computer Games	10	3

Edexcel BTEC Level 3 Diploma in Creative Media Production (Print-Based Media) (QCF)

The Edexcel BTEC Level 3 Diploma in Creative Media Production (Print-Based Media) is a 120-credit and 720 guided learning hour (GLH) qualification that consists of 7 mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at Level 3 or above).

A maximum of 20 optional credits can come from other QCF BTEC units to meet local needs (**NB:** there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Diploma in Creative Media Production (Print-Based Media)

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
4	Creative Media Production Management Project	10	3
5	Working to a Brief in the Creative Media Industries	10	3
11	Understanding the Print-Based Media Industries	10	3
18	Producing Print-Based Media	10	3
Unit	Optional units		
14	Working Freelance in the Creative Media Sector	10	3
15	Developing a Small Business in the Creative Media Industries	10	3
36	Interview Techniques for Creative Media Production	10	3
50	Writing Copy	10	3
51	Page Layout and Design	10	3
52	Factual Writing for Print	10	3
53	Marketing and Public Relations	10	3
54	Digital Graphics for Print	10	3
55	Graphic Narrative Production	10	3
56	Digital Communication	10	3
57	Photography and Photographic Practice	10	3

Edexcel BTEC Level 3 Diploma in Creative Media Production (Interactive Media) (QCF)

The Edexcel BTEC Level 3 Diploma in Creative Media Production (Interactive Media) is a 120-credit and 720 guided learning hour (GLH) qualification that consists of 7 mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at Level 3 or above).

A maximum of 20 optional credits can come from other QCF BTEC units to meet local needs (**NB**: there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Diploma in Creative Media Production (Interactive Media)

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
4	Creative Media Production Management Project	10	3
5	Working to a Brief in the Creative Media Industries	10	3
12	Understanding the Interactive Media Industry	10	3
19	Digital Graphics for Interactive Media	10	3
Unit	Optional units		
14	Working Freelance in the Creative Media Sector	10	3
15	Developing a Small Business in the Creative Media Industries	10	3
30	Advertisement Production for Television	10	3
32	Designing Idents for Television	10	3
33	Stop Motion Animation Production	10	3
34	2D Animation Production	10	3
35	Producing Video Installation Work	10	3
55	Graphic Narrative Production	10	3
56	Digital Communication	10	3
57	Photography and Photographic Practice	10	3
58	DVD Menu Design and Authoring	10	3
59	Web Authoring	10	3
60	Interactive Media Authoring	10	3
61	Interactive Media Design	10	3
62	Digital Video Production for Interactive Media	10	3
63	Sound in Interactive Media	10	3
64	Motion Graphics and Compositing Video	10	3
65	Web Animation for Interactive Media	10	3

Edexcel BTEC Level 3 Diploma in Creative Media Production (Interactive Media)			
66	3D Modelling	10	3
67	3D Animation	10	3
68	3D Environments	10	3

Edexcel BTEC Level 3 Diploma in Creative Media Production (Games Development) (QCF)

The Edexcel BTEC Level 3 Diploma in Creative Media Production (Games Development) is a 120-credit and 720 guided learning hour (GLH) qualification that consists of 7 mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at Level 3 or above).

A maximum of 20 optional credits can come from other QCF BTEC units to meet local needs (**NB**: there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Diploma in Creative Media Production (Games Development)

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
4	Creative Media Production Management Project	10	3
5	Working to a Brief in the Creative Media Industries	10	3
13	Understanding the Computer Games Industry	10	3
20	Computer Game Platforms and Technologies	10	3
Unit	Optional units		
14	Working Freelance in the Creative Media Sector	10	3
15	Developing a Small Business in the Creative Media Industries	10	3
66	3D Modelling	10	3
67	3D Animation	10	3
68	3D Environments	10	3
69	Drawing Concept Art for Computer Games	10	3
70	Computer Game Engines	10	3
71	Object-Oriented Design for Computer Games	10	3
72	Computer Game Design	10	3
73	Sound for Computer Games	10	3
74	Computer Game Story Development	10	3
75	Human-Computer Interfaces for Computer Games	10	3
76	Flash for Computer Games	10	3
77	Designing Tests for Computer Games	10	3
78	Digital Graphics for Computer Games	10	3

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (QCF)

The Edexcel BTEC Level 3 Extended Diploma in Creative Media Production is a 180-credit and 1080 guided learning hour (GLH) qualification that consists of 7 mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at Level 3 or above).

A maximum of 30 optional credits can come from other QCF BTEC units to meet local needs (**NB:** there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
4	Creative Media Production Management Project	10	3
5	Working to a Brief in the Creative Media Industries	10	3
6	Critical Approaches to Creative Media Products	10	3
7	Understanding the Creative Media Sector	10	3
Unit	Optional units		
8	Understanding the Television and Film Industries	10	3
9	Understanding the Radio Industry	10	3
10	Understanding the Sound Recording Industry	10	3
11	Understanding the Print-Based Media Industries	10	3
12	Understanding the Interactive Media Industry	10	3
13	Understanding the Computer Games Industry	10	3
14	Working Freelance in the Creative Media Sector	10	3
15	Developing a Small Business in the Creative Media Industries	10	3
16	Film and Video Editing Techniques	10	3
17	Audio Production Processes and Techniques	10	3
18	Producing Print-Based Media	10	3
19	Digital Graphics for Interactive Media	10	3
20	Computer Game Platforms and Technologies	10	3
21	Understanding Video Technology	10	3
22	Single Camera Techniques	10	3
23	Multi-Camera Techniques	10	3
24	Writing for Television and Video	10	3
25	Television and Video Studies	10	3
26	Film Studies	10	3

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production

27	Factual Programme Production Techniques for Television	10	3
28	Corporate and Promotional Programme Production	10	3
29	Music Video Production	10	3
30	Advertisement Production for Television	10	3
31	Social Action and Community Media Production	10	3
32	Designing Idents for Television	10	3
33	Stop Motion Animation Production	10	3
34	2D Animation Production	10	3
35	Producing Video Installation Work	10	3
36	Interview Techniques for Creative Media Production	10	3
37	Presentation Techniques for Broadcasting	10	3
38	Soundtrack Production for the Moving Image	10	3
39	Scriptwriting for Radio	10	3
40	Speech Package Production	10	3
41	News Production for Radio	10	3
42	Radio Drama	10	3
43	Radio Studies	10	3
44	Music-Based Programming	10	3
45	Commercial Production for Radio	10	3
46	Factual Programme Production Techniques for Radio	10	3
47	Audio Books and Guides	10	3
48	Music Recording	10	3
49	Introduction to Music Technology	10	3
50	Writing Copy	10	3
51	Page Layout and Design	10	3
52	Factual Writing for Print	10	3
53	Marketing and Public Relations	10	3
54	Digital Graphics for Print	10	3
55	Graphic Narrative Production	10	3
56	Digital Communication	10	3
57	Photography and Photographic Practice	10	3
58	DVD Menu Design and Authoring	10	3
59	Web Authoring	10	3
60	Interactive Media Authoring	10	3
61	Interactive Media Design	10	3
62	Digital Video Production for Interactive Media	10	3
63	Sound in Interactive Media	10	3
64	Motion Graphics and Compositing Video	10	3
65	Web Animation for Interactive Media	10	3
66	3D Modelling	10	3

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production

67	3D Animation	10	3
68	3D Environments	10	3
69	Drawing Concept Art for Computer Games	10	3
70	Computer Game Engines	10	3
71	Object-Oriented Design for Computer Games	10	3
72	Computer Game Design	10	3
73	Sound for Computer Games	10	3
74	Computer Game Story Development	10	3
75	Human-Computer Interfaces for Computer Games	10	3
76	Flash for Computer Games	10	3
77	Designing Tests for Computer Games	10	3
78	Digital Graphics for Computer Games	10	3

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Television and Film) (QCF)

The Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Television and Film) is a 180-credit and 1080 guided learning hour (GLH) qualification that consists of 8 mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at Level 3 or above).

A maximum of 30 optional credits can come from other QCF BTEC units to meet local needs (**NB:** there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Television and Film)

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
4	Creative Media Production Management Project	10	3
5	Working to a Brief in the Creative Media Industries	10	3
6	Critical Approaches to Creative Media Products	10	3
8	Understanding the Television and Film Industries	10	3
16	Film and Video Editing Techniques	10	3
Unit	Optional units		
14	Working Freelance in the Creative Media Sector	10	3
15	Developing a Small Business in the Creative Media Industries	10	3
21	Understanding Video Technology	10	3
22	Single Camera Techniques	10	3
23	Multi-Camera Techniques	10	3
24	Writing for Television and Video	10	3
25	Television and Video Studies	10	3
26	Film Studies	10	3
27	Factual Programme Production Techniques for Television	10	3
28	Corporate and Promotional Programme Production	10	3
29	Music Video Production	10	3
30	Advertisement Production for Television	10	3
31	Social Action and Community Media Production	10	3
32	Designing Idents for Television	10	3
33	Stop Motion Animation Production	10	3
34	2D Animation Production	10	3
35	Producing Video Installation Work	10	3

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Television and Film)			
36	Interview Techniques for Creative Media Production	10	3
37	Presentation Techniques for Broadcasting	10	3
38	Soundtrack Production for the Moving Image	10	3
62	Digital Video Production for Interactive Media	10	3

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Radio) (QCF)

The Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Radio) is a 180-credit and 1080 guided learning hour (GLH) qualification that consists of 8 mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at Level 3 or above).

A maximum of 30 optional credits can come from other QCF BTEC units to meet local needs (**NB**: there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Radio)

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
4	Creative Media Production Management Project	10	3
5	Working to a Brief in the Creative Media Industries	10	3
6	Critical Approaches to Creative Media Products	10	3
9	Understanding the Radio Industry	10	3
17	Audio Production Processes and Techniques	10	3
Unit	Optional units		
14	Working Freelance in the Creative Media Sector	10	3
15	Developing a Small Business in the Creative Media Industries	10	3
36	Interview Techniques for Creative Media Production	10	3
37	Presentation Techniques for Broadcasting	10	3
39	Scriptwriting for Radio	10	3
40	Speech Package Production	10	3
41	News Production for Radio	10	3
42	Radio Drama	10	3
43	Radio Studies	10	3
44	Music-Based Programming	10	3
45	Commercial Production for Radio	10	3
46	Factual Programme Production Techniques for Radio	10	3

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Sound Recording) (QCF)

The Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Sound Recording) is a 180-credit and 1080 guided learning hour (GLH) qualification that consists of 8 mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at Level 3 or above).

A maximum of 30 optional credits can come from other QCF BTEC units to meet local needs (**NB:** there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Sound Recording)

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
4	Creative Media Production Management Project	10	3
5	Working to a Brief in the Creative Media Industries	10	3
6	Critical Approaches to Creative Media Products	10	3
10	Understanding the Sound Recording Industry	10	3
17	Audio Production Processes and Techniques	10	3
Unit	Optional units		
14	Working Freelance in the Creative Media Sector	10	3
15	Developing a Small Business in the Creative Media Industries	10	3
38	Soundtrack Production for the Moving Image	10	3
40	Speech Package Production	10	3
44	Music-Based Programming	10	3
45	Commercial Production for Radio	10	3
47	Audio Books and Guides	10	3
48	Music Recording	10	3
49	Introduction to Music Technology	10	3
63	Sound in Interactive Media	10	3
73	Sound for Computer Games	10	3

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Print-Based Media) (QCF)

The Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Print-Based Media) is a 180-credit and 1080 guided learning hour (GLH) qualification that consists of 8 mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at Level 3 or above).

A maximum of 30 optional credits can come from other QCF BTEC units to meet local needs (**NB**: there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Print-Based Media)

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
4	Creative Media Production Management Project	10	3
5	Working to a Brief in the Creative Media Industries	10	3
6	Critical Approaches to Creative Media Products	10	3
11	Understanding the Print-Based Media Industries	10	3
18	Producing Print-Based Media	10	3
Unit	Optional units		
14	Working Freelance in the Creative Media Sector	10	3
15	Developing a Small Business in the Creative Media Industries	10	3
36	Interview Techniques for Creative Media Production	10	3
50	Writing Copy	10	3
51	Page Layout and Design	10	3
52	Factual Writing for Print	10	3
53	Marketing and Public Relations	10	3
54	Digital Graphics for Print	10	3
55	Graphic Narrative Production	10	3
56	Digital Communication	10	3
57	Photography and Photographic Practice	10	3

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Interactive Media) (QCF)

The Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Interactive Media) is a 180-credit and 1080 guided learning hour (GLH) qualification that consists of 8 mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at Level 3 or above).

A maximum of 30 optional credits can come from other QCF BTEC units to meet local needs (**NB:** there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Interactive Media)

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
4	Creative Media Production Management Project	10	3
5	Working to a Brief in the Creative Media Industries	10	3
6	Critical Approaches to Creative Media Products	10	3
12	Understanding the Interactive Media Industry	10	3
19	Digital Graphics for Interactive Media	10	3
Unit	Optional units		
14	Working Freelance in the Creative Media Sector	10	3
15	Developing a Small Business in the Creative Media Industries	10	3
30	Advertisement Production for Television	10	3
32	Designing Idents for Television	10	3
33	Stop Motion Animation Production	10	3
34	2D Animation Production	10	3
35	Producing Video Installation Work	10	3
55	Graphic Narrative Production	10	3
56	Digital Communication	10	3
57	Photography and Photographic Practice	10	3
58	DVD Menu Design and Authoring	10	3
59	Web Authoring	10	3
60	Interactive Media Authoring	10	3
61	Interactive Media Design	10	3
62	Digital Video Production for Interactive Media	10	3
63	Sound in Interactive Media	10	3
64	Motion Graphics and Compositing Video	10	3

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Interactive Media)

65	Web Animation for Interactive Media	10	3
66	3D Modelling	10	3
67	3D Animation	10	3
68	3D Environments	10	3

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Games Development) (QCF)

The Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Games Development) is a 180-credit and 1080 guided learning hour (GLH) qualification that consists of 8 mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at Level 3 or above).

A maximum of 30 optional credits can come from other QCF BTEC units to meet local needs (**NB:** there is no need to go through the local needs procedure if these credits are taken from elsewhere in the BTEC Level 3 Creative Media Production suite).

The units for the BTEC Nationals in Creative Media Production are on the CD ROM contained within the specification pack.

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production (Games Development)

Unit	Mandatory units	Credit	Level
1	Pre-Production Techniques for the Creative Media Industries	5	3
2	Communication Skills for Creative Media Production	5	3
3	Research Techniques for the Creative Media Industries	10	3
4	Creative Media Production Management Project	10	3
5	Working to a Brief in the Creative Media Industries	10	3
6	Critical Approaches to Creative Media Products	10	3
13	Understanding the Computer Games Industry	10	3
20	Computer Game Platforms and Technologies	10	3
Unit	Optional units		
14	Working Freelance in the Creative Media Sector	10	3
15	Developing a Small Business in the Creative Media Industries	10	3
66	3D Modelling	10	3
67	3D Animation	10	3
68	3D Environments	10	3
69	Drawing Concept Art for Computer Games	10	3
70	Computer Game Engines	10	3
71	Object-Oriented Design for Computer Games	10	3
72	Computer Game Design	10	3
73	Sound for Computer Games	10	3
74	Computer Game Story Development	10	3
75	Human-Computer Interfaces for Computer Games	10	3
76	Flash for Computer Games	10	3
77	Designing Tests for Computer Games	10	3
78	Digital Graphics for Computer Games	10	3

Assessment and grading

In BTEC Nationals all units are internally assessed.

All assessment for BTEC Nationals is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Grading domains

The grading criteria are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC National grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

Please refer to *Annexe B* which shows the merit and distinction indicative characteristics.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the assessment and grading criteria and
- achieve the learning outcomes within the units.

All the assignments created by centres should be reliable and fit for purpose, and should build on the assessment and grading criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms including written reports, graphs and posters, along with projects, performance observation and time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment and grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment and grading criteria must be clearly indicated in the assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment and grading criteria.

When looking at the assessment and grading grids and designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see the *Rules of combination for the Edexcel BTEC Level 3 National qualifications*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction or distinction* qualification grade (or combination of these grades appropriate to the qualification) by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit (as shown in the 'points available for credits achieved at different QCF Levels and unit grades' below).

Points available for credits achieved at different QCF Levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit QCF level	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7
Level 3	7	8	9
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table will achieve the qualification merit or distinction or distinction* grade (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230-249	Merit	M
250-259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460-499	Merit	M
500-519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880-919	MP
920-959	MM
960-999	DM
1000-1029	DD
1030-1059	DD*
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300-1339	MPP
1340-1379	MMP
1380-1419	MMM
1420-1459	DMM
1460-1499	DDM
1500-1529	DDD
1530-1559	DDD*
1560-1589	DD*D*
1590 and above	D*D*D*

Please refer to *Annexe G* for examples of calculation of qualification grade above pass grade.

Quality assurance of centres

Edexcel's qualification specifications set out the standard to be achieved by each learner in order to be awarded the qualification. This is covered in the statement of learning outcomes, and assessment and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes, or groups of programmes, that it is operating
- 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
- Edexcel makes available to approved centres a range of materials and opportunities 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; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

The approach of quality assured assessment is made through a partnership between an approved centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

Edexcel monitors and supports centres in the effective operation of assessment and quality assurance. The methods which it uses to do this for BTEC First and National programmes accredited under the Qualifications and Credit Framework (QCF) include:

- ensuring that all centres have completed appropriate declarations at the time of approval undertaking approval visits to centres where necessary
- requiring all centres to appoint a Lead Internal Verifier for designated groups of programmes and to ensure that this person is trained and supported in carrying out that role
- requiring that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

Edexcel Quality Assurance Handbook

Centres should refer to the *Handbook for Quality Assurance for BTEC QCF Qualifications*, issued annually, for detailed guidance.

An approved centre must make certification claims only when authorised by Edexcel and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC First and National programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Programme design and delivery

BTEC National qualifications consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and give more specialist opportunities in the sector.

In BTEC Nationals each unit has a number of guided learning hours.

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments where the learner is not present.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

Mode of delivery

Edexcel does not define the mode of study for BTEC Nationals. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

BTEC Nationals are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC National qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

An outline learning plan is included in every unit as guidance which demonstrates one way of planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC National qualification and the related NVQs and Functional Skills that also contribute to the scheme.

Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres and employers and the Sector Skills Councils or the Standards Setting Bodies for the relevant sector. Centres should make maximum use of the choice available to them within the optional units to meet the needs of their learners, and local skills and training needs.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, Edexcel will ensure that the rules of combination allow centres to make use of units from other standard QCF BTEC specifications. Centres are required to ensure that the coherence and purpose of the qualification is retained and that the vocational focus is not diluted.

Limitations on variations from standard specifications

The flexibility to import standard units from other BTEC Nationals is limited to a total of 25 per cent of the qualification credit value (see the *Rules of combination for Edexcel BTEC Level 3 National qualifications*).

These units cannot be used at the expense of the mandatory units in any qualification.

Additional and specialist learning

Additional and specialist learning (ASL) consists of accredited qualifications at the same level as, or one level above, the Diploma course of study. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications for ASL must be selected from the ASL catalogue through the National Database of Accredited Qualifications (NDAQ). The catalogue includes qualifications which have the approval of the Diploma Development Partnership (DDP) and will expand over time as more qualifications are approved. To access the catalogue go to www.ndaq.org.uk and select 'Browse Diploma Qualifications'.

Functional Skills

BTEC Nationals give learners opportunities to develop and apply Functional Skills.

Functional Skills are offered as stand-alone qualifications at Level 2. See individual units for opportunities to cover ICT, Mathematics and English Functional Skills.

Personal, learning and thinking skills

Opportunities are available to develop personal, learning and thinking skills (PLTS) within a sector-related context. PLTS are identified in brackets after the unit pass criteria with which they are associated and they are also mapped in *Annexe C*. Further opportunities for learners to demonstrate these skills may also be apparent as learners progress throughout their learning.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualification and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 2 qualification in creative media production or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade A*-C
- other related Level 2 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

Most BTEC National qualifications are accredited on the QCF for learners aged 16 years and over.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Edexcel BTEC Level 3 Nationals are listed on the DCSF funding lists under Section 96 and Section 97 of the Learning and Skills Act 2000.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

Unit format

All units in Edexcel BTEC Level 3 National qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Credit value

Each unit in BTEC National qualifications has a credit value; learners will be awarded credits for the successful completion of whole units.

A credit value specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the knowledge and understanding requirements of the related NOS. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass, merit and distinction grading criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner must have the opportunity within the delivery of the unit to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in acquisition of knowledge, understanding and skills.

Content structure and terminology

The information below shows how unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is given in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Assessment and grading grid

Each grading grid gives the assessment and grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in a learner's evidence and not simply the production of more evidence at the same level.

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – an outline learning plan has been included in every unit as guidance and demonstrates one way of planning the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Employer engagement and vocational contexts* – provides a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.
- *Indicative reading for learners* – gives a short list of learner resource material that benchmarks the level of study.

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: publications@linney.com

Related information and publications include:

- Guidance for *Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Creative media National Occupational Standards can be obtained from:

Skillset

Focus Point

21 Caledonian Road

London

N1 9GB

Telephone: +44 (0) 20 7713 9800

Website: www.skillset.org

Website link: www.skillset.org/standards/standards/

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel BTEC qualification framework for the creative media sector

Progression opportunities within the framework.

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
8				
7				
6				
5		Edexcel BTEC Level 5 Higher National Diploma in Creative Media Production Edexcel BTEC Level 5 Higher National Diploma in Interactive Media Foundation Degree in Multimedia		
4		Edexcel BTEC Level 4 Higher National Certificate in Creative Media Production Edexcel BTEC Level 4 Higher National Certificate in Interactive Media		

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
3	GCE in Media: Communication and Production	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Creative Media Production	Edexcel BTEC Level 3 Award, Certificate and Diploma in Interactive Use of Media Edexcel BTEC Level 3 Award, Certificate and Diploma in Photography	
2		Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Creative Media Production	Edexcel BTEC Level 2 Award, Certificate and Diploma in Interactive Use of Media Edexcel BTEC Level 2 Award, Certificate and Diploma in Photography	
1		Edexcel BTEC Level 1 Award, Certificate and Diploma in Creative Media Production (QCF)	Edexcel BTEC Level 1 Award, Certificate and Diploma in Interactive Use of Media Edexcel BTEC Level 1 Award, Certificate and Diploma in Photography	
Entry		Edexcel BTEC Entry Level Award in Creative Media Production (Entry 3) (QCF)		

Annexe B

Grading domains: BTEC Level 3 generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
Application of knowledge and understanding (Learning outcome stem <i>understand or know</i>)	<ul style="list-style-type: none"> Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (for example explain why, makes judgements based on analysis). Applies and/or selects concepts showing comprehension of often complex theories. Applies knowledge in often familiar and unfamiliar contexts. Applies knowledge to non-routine contexts (eg assessor selection). Makes reasoned analytical judgements. Shows relationships between pass criteria. 	<ul style="list-style-type: none"> Synthesises knowledge and understanding across pass/merit criteria. Evaluates complex concepts/ideas/actions and makes reasoned and confident judgements. Uses analysis, research and evaluation to make recommendations and influence proposals. Analyses implications of application of knowledge/understanding. Accesses and evaluates knowledge and understanding to advance complex activities/contextes. Shows relationships with p/m criteria. Responds positively to evaluation.
Grading domain 2	Indicative characteristics – merit	Indicative characteristics – distinction
Development of practical and technical skills (Learning outcome stem <i>be able to</i>)	<ul style="list-style-type: none"> Deploys appropriate advanced techniques/processes/skills. Applies technical skill to advance non-routine activities. Advances practical activities within resource constraints. Produces varied solutions (including non-routine). Modifies techniques/processes to situations. Shows relationship between p criteria. 	<ul style="list-style-type: none"> Demonstrates creativity/originality/own ideas. Applies skill(s) to achieve higher order outcome. Selects and uses successfully from a range of advanced techniques/processes/skills. Reflects on skill acquisition and application. Justifies application of skills/methods. Makes judgements about risks and limitations of techniques/processes. Innovates or generates new techniques/processes for new situations. Shows relationship with p and m criteria.

Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
Personal development for occupational roles (Any learning outcome stem)	<ul style="list-style-type: none"> • Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence). 	<ul style="list-style-type: none"> • Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Reacts positively to changing work-related contexts • Operates ethically in work-related environments. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.
Grading domain 4	Indicative characteristics – merit	Indicative characteristics – distinction
Application of generic skills (Any learning outcome stem)	<ul style="list-style-type: none"> • Communicates effectively using appropriate behavioural and language registers. • Communicates with clarity and influence. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Demonstrates positive contribution to team(s). • Makes adjustments to meet the needs/expectations of others (negotiation skills). • Selects and justifies solutions for specified problems. 	<ul style="list-style-type: none"> • Presents self and communicates information to meet the needs of a variety of audience. • Identifies strategies for communication. • Shows innovative approaches to dealing with individuals and groups. • Takes decisions in contexts with justifications. • Produces outputs subject to time/resource constraints. • Reflects on own contribution to working within a team. • Generates new or alternative solutions to specified problems. • Explores entrepreneurial attributes.

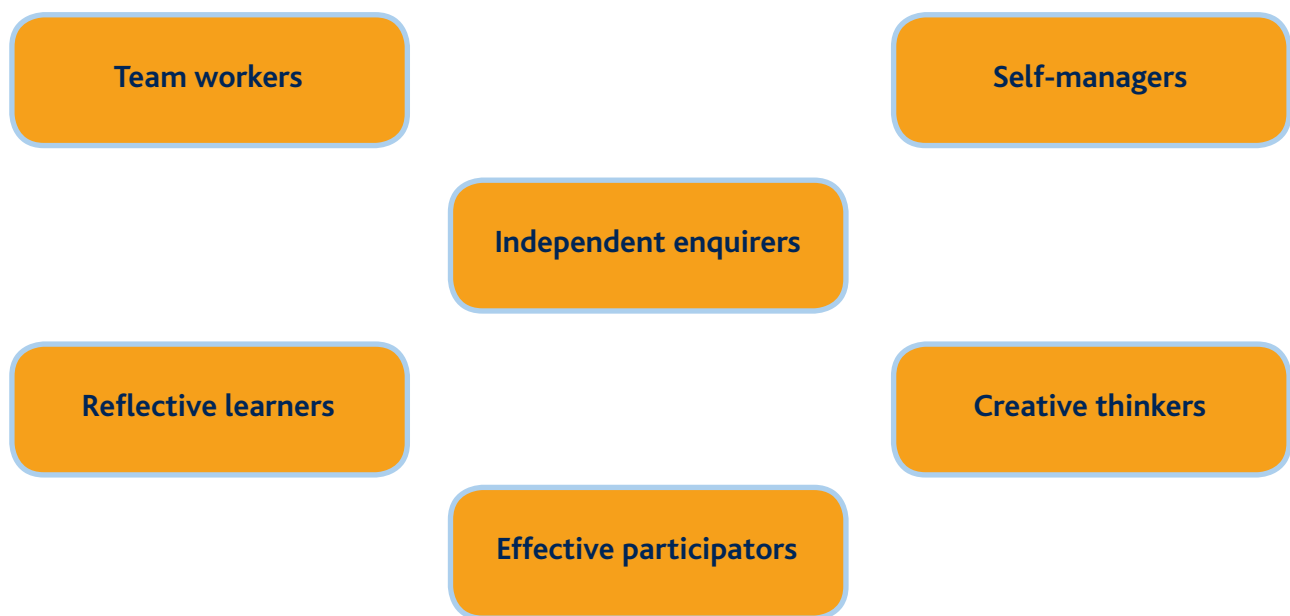
Annexe C

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. In essence the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11–19.

The Skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership role
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

PLTS performance indicator (suggested recording sheet)

Name:	Date:				
	Level of success 1 = low, 5 = high				
Independent enquirers					
Identify questions to answer and problems to resolve	1	2	3	4	5
Plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5
Explore issues, events or problems from different perspectives	1	2	3	4	5
Analyse and evaluate information, judging its relevance and value	1	2	3	4	5
Consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5
Support conclusions, using reasoned arguments and evidence	1	2	3	4	5
Creative thinkers					
Generate ideas and explore possibilities	1	2	3	4	5
Ask questions to extend their thinking	1	2	3	4	5
Connect their own and others' ideas and experiences in inventive ways	1	2	3	4	5
Question their own and others' assumptions	1	2	3	4	5
Try out alternatives or new solutions and follow ideas through	1	2	3	4	5
Adapt ideas as circumstances change	1	2	3	4	5
Reflective learners					
Assess themselves and others, identifying opportunities and achievements	1	2	3	4	5
Set goals with success criteria for their development and work	1	2	3	4	5
Review progress, acting on the outcomes	1	2	3	4	5
Invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5
Evaluate experiences and learning to inform future progress	1	2	3	4	5
Communicate their learning in relevant ways for different audiences	1	2	3	4	5

Team workers					
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
Self-managers					
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Manage their emotions, and build and maintain relationships.	1	2	3	4	5
Effective participants					
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

Note to learner: The circled number represents an indication of your PLTS performance so far.

Note to tutor: Indicate the level of success by circling the appropriate number during your feedback with the learner.

Summary of the PLTS coverage throughout the programme

Personal, learning and thinking skills	Unit									
	1	2	3	4	5	6	7	8	9	10
Independent enquirers	✓	✓	✓	✓		✓	✓	✓	✓	
Creative thinkers		✓		✓	✓					
Reflective learners		✓					✓	✓	✓	
Team workers	✓									
Self-managers	✓	✓			✓					✓
Effective participators										
✓ – opportunities for development										

Personal, learning and thinking skills	Unit									
	11	12	13	14	15	16	17	18	19	20
Independent enquirers	✓	✓	✓	✓			✓	✓	✓	
Creative thinkers				✓		✓	✓	✓	✓	
Reflective learners	✓	✓	✓	✓	✓			✓	✓	
Team workers								✓		
Self-managers			✓		✓		✓	✓	✓	✓
Effective participators										
✓ – opportunities for development										

Personal, learning and thinking skills	Unit									
	21	22	23	24	25	26	27	28	29	30
Independent enquirers	✓		✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers		✓	✓	✓			✓	✓	✓	✓
Reflective learners	✓					✓				✓
Team workers			✓				✓		✓	✓
Self-managers	✓	✓		✓			✓	✓	✓	✓
Effective participators										
✓ – opportunities for development										

Personal, learning and thinking skills	Unit									
	31	32	33	34	35	36	37	38	39	40
Independent enquirers	✓	✓			✓	✓	✓		✓	✓
Creative thinkers	✓	✓	✓	✓	✓	✓		✓	✓	✓
Reflective learners	✓		✓	✓			✓			
Team workers	✓							✓		
Self-managers	✓	✓		✓	✓	✓	✓		✓	✓
Effective participators	✓									
✓ – opportunities for development										

Personal, learning and thinking skills	Unit									
	41	42	43	44	45	46	47	48	49	50
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓		✓
Creative thinkers	✓	✓		✓			✓	✓	✓	✓
Reflective learners	✓			✓						✓
Team workers		✓		✓	✓	✓				
Self-managers	✓	✓		✓	✓	✓	✓	✓	✓	✓
Effective participators										
✓ – opportunities for development										

Personal, learning and thinking skills	Unit									
	51	52	53	54	55	56	57	58	59	60
Independent enquirers	✓		✓	✓	✓	✓		✓		
Creative thinkers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective learners		✓		✓	✓	✓	✓		✓	✓
Team workers			✓		✓					
Self-managers	✓			✓	✓	✓	✓	✓	✓	✓
Effective participators					✓					
✓ – opportunities for development										

Personal, learning and thinking skills	Unit									
	61	62	63	64	65	66	67	68	69	70
Independent enquirers				✓		✓		✓		
Creative thinkers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective learners		✓	✓	✓	✓	✓	✓	✓	✓	✓
Team workers										
Self-managers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Effective participators										
✓ – opportunities for development										

Personal, learning and thinking skills	Unit							
	71	72	73	74	75	76	77	78
Independent enquirers	✓					✓	✓	✓
Creative thinkers	✓	✓	✓	✓	✓	✓	✓	✓
Reflective learners			✓	✓	✓	✓		✓
Team workers								
Self-managers	✓	✓	✓	✓		✓	✓	✓
Effective participators								
✓ – opportunities for development								

Annexe D

Wider curriculum mapping

Study of the Edexcel BTEC Level 3 Nationals in Creative Media Production gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

The Edexcel BTEC Level 3 Nationals in Creative Media Production make a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

The specification contributes to an understanding of:

- spiritual issues – media production is not inherently a spiritual activity; however, individual production practice might be informed by the spiritual beliefs of the practitioner
- moral and ethical issues – learners should be brought to appreciate the need to take responsibility for their own actions when making media products, and to recognise the possible effects of their productions on others; they should also be introduced to the codes of professional practice relevant to the medium (or mediums) within which their programme is contextualised
- social and cultural issues – the media are embedded within the social and cultural; a BTEC National in Creative Media Production programme should, therefore, seek to develop the learner's understanding of the wider cultural and ideological issues relating to the media industries; learners should be introduced to issues such as the positive role of the media as a mechanism for learning and socialisation when it acts as a vehicle for campaigning on social and moral issues, supporting economic development, and circulating discussions relating to race, gender and cultural differences; they should also begin to think about the possible negative effects in such areas as ownership, control and corporate domination, bias, representation of minorities, propaganda, and cultural imperialism; questions around the effects of the media on society – in relation to advertising and consumerism, or the depiction of violence, for example – could also be considered.

Citizenship issues

Learners undertaking Edexcel BTEC Level 3 Nationals in Creative Media Production will have the opportunity to develop their understanding of citizenship issues, for example when working as a member of a team and negotiating group decisions.

Environmental issues

Environmental issues can be brought into the programme if learners wish to use them as a starting point for their own work or wish to study the work of other media professionals who use it as subject matter in their work. Learners should be made aware of the possibilities of using sustainable resources. This may relate to paper-based products or the use of biodegradable materials for recording, packaging and distributing media products.

European developments

There are opportunities within this specification to undertake work with a European dimension even though it is taught in a UK context. This could be done through investigating the work of European media producers or producing original work with a European focus.

Health and safety considerations

As the Edexcel BTEC Level 3 Nationals in Creative Media Production are practically based, health and safety issues are encountered throughout the qualification and health and safety factors will play a major part in the development of skills. The practice and implementation of safe working practices is required in all units that involve practical production activity. Learners will develop awareness of the safety of others as well as themselves in all practical activities and will be expected to observe safe working practices at all times when in a media production environment. Learners should be made aware of the requirements for handling heavy objects, electrical and electronic equipment, and the legislation governing time spent working with VDUs. There is a requirement for learners to be aware of the need to comply with public safety and local by-laws when working off the centre's premises.

Equal opportunities issues

Equal opportunities issues are implicit throughout the Edexcel BTEC Level 3 Nationals in Creative Media Production.

Wider curriculum mapping

Level 3

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Spiritual				✓	✓	✓	
Moral and ethical			✓	✓	✓	✓	✓
Social and cultural		✓	✓	✓	✓	✓	✓
Citizenship issues				✓	✓	✓	
Environmental issues	✓		✓	✓	✓		
European developments				✓	✓	✓	✓
Health and safety considerations	✓		✓	✓	✓		
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓

	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14
Spiritual							
Moral and ethical	✓	✓	✓	✓	✓	✓	✓
Social and cultural	✓	✓	✓	✓	✓	✓	✓
Citizenship issues							
Environmental issues							✓
European developments	✓	✓	✓	✓	✓	✓	✓
Health and safety considerations							✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓

	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21
Spiritual							
Moral and ethical	✓	✓	✓	✓	✓	✓	✓
Social and cultural	✓						
Citizenship issues							
Environmental issues	✓						
European developments	✓						
Health and safety considerations	✓	✓	✓	✓	✓	✓	✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓

	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28
Spiritual					✓	✓	
Moral and ethical	✓	✓	✓	✓	✓	✓	✓
Social and cultural					✓	✓	
Citizenship issues					✓	✓	
Environmental issues					✓	✓	✓
European developments					✓		
Health and safety considerations	✓	✓	✓	✓		✓	✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓

	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35
Spiritual			✓				✓
Moral and ethical	✓	✓	✓	✓	✓	✓	✓
Social and cultural			✓				✓
Citizenship issues			✓				
Environmental issues			✓				
European developments							
Health and safety considerations	✓	✓	✓	✓	✓	✓	✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓

	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42
Spiritual				✓	✓	✓	✓
Moral and ethical	✓	✓		✓	✓	✓	✓
Social and cultural	✓	✓		✓	✓	✓	✓
Citizenship issues				✓	✓	✓	✓
Environmental issues				✓	✓	✓	✓
European developments				✓	✓	✓	✓
Health and safety considerations			✓			✓	
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓

	Unit 43	Unit 44	Unit 45	Unit 46	Unit 47	Unit 48	Unit 49
Spiritual	✓	✓		✓	✓	✓	
Moral and ethical	✓	✓	✓	✓	✓		
Social and cultural	✓	✓		✓	✓	✓	
Citizenship issues		✓		✓	✓		
Environmental issues		✓		✓	✓		
European developments	✓	✓					
Health and safety considerations			✓	✓		✓	✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓	

	Unit 50	Unit 51	Unit 52	Unit 53	Unit 54	Unit 55	Unit 56
Spiritual	✓		✓			✓	✓
Moral and ethical	✓		✓	✓		✓	
Social and cultural	✓		✓	✓	✓	✓	
Citizenship issues	✓		✓				✓
Environmental issues	✓		✓	✓		✓	✓
European developments	✓			✓	✓		✓
Health and safety considerations			✓	✓	✓		✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓

	Unit 57	Unit 58	Unit 59	Unit 60	Unit 61	Unit 62	Unit 63
Spiritual	✓						
Moral and ethical	✓		✓	✓	✓	✓	✓
Social and cultural	✓		✓	✓	✓	✓	✓
Citizenship issues	✓		✓	✓	✓	✓	✓
Environmental issues	✓		✓	✓	✓		
European developments	✓	✓	✓	✓	✓	✓	✓
Health and safety considerations	✓	✓	✓	✓	✓	✓	✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓

	Unit 64	Unit 65	Unit 66	Unit 67	Unit 68	Unit 69	Unit 70
Spiritual		✓				✓	
Moral and ethical		✓				✓	
Social and cultural	✓	✓	✓	✓	✓	✓	
Citizenship issues		✓					
Environmental issues		✓				✓	
European developments		✓					
Health and safety considerations	✓	✓	✓	✓	✓		✓
Equal opportunities issues	✓	✓				✓	

	Unit 71	Unit 72	Unit 73	Unit 74	Unit 75	Unit 76	Unit 77	Unit 78
Spiritual		✓		✓				✓
Moral and ethical		✓		✓		✓		
Social and cultural		✓		✓		✓		
Citizenship issues		✓		✓				✓
Environmental issues		✓		✓				✓
European developments		✓		✓				✓
Health and safety considerations	✓	✓	✓		✓		✓	✓
Equal opportunities issues		✓		✓				

Annexe E

National Occupational Standards

The following grids map the knowledge and understanding covered in the Edexcel BTEC Level 3 Certificates, Subsidiary Diplomas and Extended Diplomas in Creative Media Production against the general categories of Skillset's National Occupational Standards.

KEY

- ✓ indicates that the unit relates to the specified category of National Occupational Standards
- # indicates that the unit could be related to the specified category of National Occupational Standards depending on the medium the learner works in when covering that unit.

The National Occupational Standards covered in the Edexcel BTEC Level 3 Certificates, Subsidiary Diplomas and Extended Diplomas in Creative Media Production are indicated in detail in the Links section of the individual units. Tutors are advised to consult the Standards as detailed in the units to see how they can be used in the teaching of that unit.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17
Animation				#	#												
Broadcast Journalism				#	#												
Camera				#	#												
Design for the Moving Image				#	#												
Directors				#	#												
Editing				#	#											✓	
Interactive Media and Computer Games				#	#							✓	✓				
Lighting for Film and Television				#	#												
Multimedia and Print Journalism			✓	#	#												
Photo Imaging				#	#												

	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34
Animation														#		✓	✓
Broadcast Journalism							✓			✓				#			
Camera				✓	✓	✓				✓	✓	✓	✓	#			
Design for the Moving Image														#	✓	✓	✓
Directors					✓					✓		✓	✓	#			
Editing				✓	✓					✓		✓	✓	#		✓	✓
Interactive Media and Computer Games		✓												#			
Lighting for Film and Television				✓	✓	✓				✓	✓	✓	✓	#			
Multimedia and Print Journalism														#			
Photo Imaging		✓												#			✓
Production Design														#			
Production (Film and Television)					✓	✓				✓	✓	✓	✓	#			
Publishing	✓													#			
Radio Content Creation														#			
Sound				✓	✓	✓				✓	✓	✓	✓	#			
F and X units																	

	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43	Unit 44	Unit 45	Unit 46	Unit 47	Unit 48	Unit 49	Unit 50	Unit 51
Animation																	
Broadcast Journalism		✓	✓			✓						✓					
Camera	✓																
Design for the Moving Image																	
Directors	✓		✓														
Editing	✓			✓													
Interactive Media and Computer Games																	
Lighting for Film and Television	✓																
Multimedia and Print Journalism																	
Photo Imaging																	
Production Design																	
Production (Film and Television)	✓															✓	
Publishing																✓	
Radio Content Creation			✓		✓	✓		✓		✓	✓	✓					
Sound	✓		✓	✓		✓	✓			✓	✓	✓	✓	✓			
F and X units	✓																

	Unit 52	Unit 53	Unit 54	Unit 55	Unit 56	Unit 57	Unit 58	Unit 59	Unit 60	Unit 61	Unit 62	Unit 63	Unit 64	Unit 65	Unit 66	Unit 67	Unit 68
Animation													✓				
Broadcast Journalism																	
Camera											✓						
Design for the Moving Image													✓				
Directors																	
Editing											✓						
Interactive Media and Computer Games					✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Lighting for Film and Television																	
Multimedia and Print Journalism					✓			✓									
Photo Imaging																	
Production Design			✓														
Production (Film and Television)																	
Publishing	✓																
Radio Content Creation																	
Sound											✓						
F and X units						✓											

	Unit 69	Unit 70	Unit 71	Unit 72	Unit 73	Unit 74	Unit 75	Unit 76	Unit 77	Unit 78
Animation										
Broadcast Journalism										
Camera										
Design for the Moving Image										
Directors										
Editing					✓					
Interactive Media and Computer Games	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lighting for Film and Television										
Multimedia and Print Journalism										
Photo Imaging										✓
Production Design										
Production (Film and Television)										
Publishing										
Radio Content Creation										
Sound					✓					
F and X units										

Annexe F

Unit mapping overview

BTEC National in Media Production legacy (specification end date 31/08/2010)/new QCF versions of the BTEC National qualifications in Creative Media Production (specification start date 01/09/2010) – the BTEC Level 3 Certificate in Creative Media Production, BTEC Level 3 Subsidiary Diploma in Creative Media Production, BTEC Level 3 Diploma in Creative Media Production and the BTEC Level 3 Extended Diploma in Creative Media Production.

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in the old unit match the new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but the new unit also contains new topic(s))

NB: this is an approximate guide only. Tutors are strongly advised to compare for themselves those units that correspond to units that they have previously taught and which they intend to continue teaching.

New unit		Old	Match
Unit 1	Pre-Production Techniques for the Creative Media Industries	Unit 2	P
Unit 2	Communication Skills for Creative Media Production	-	-
Unit 3	Research Techniques for the Creative Media Industries	Unit 1	F
Unit 4	Creative Media Production Management Project	Unit 3	F
Unit 5	Working to a Brief in the Creative Media Industries	Unit 4	F
Unit 6	Critical Approaches to Creative Media Products	Unit 5	F
Unit 7	Understanding the Creative Media Sector	Unit 6	F
Unit 8	Understanding the Television and Film Industries	Unit 7	F
Unit 9	Understanding the Radio Industry	Unit 8	F
Unit 10	Understanding the Sound Recording Industry	Unit 9	F
Unit 11	Understanding the Print-Based Media Industries	Unit 10	F
Unit 12	Understanding the Interactive Media Industry	Unit 11	F
Unit 13	Understanding the Computer Games Industry	Unit 12	F
Unit 14	Working Freelance in the Creative Media Sector	Unit 13	F
Unit 15	Developing a Small Business in the Creative Media Industries	Unit 14	F
Unit 16	Film and Video Editing Techniques	Unit 15	F
Unit 17	Audio Production Processes and Techniques	Unit 16	F

New unit		Old	Match
Unit 18	Producing Print-Based Media	Unit 17	F
Unit 19	Digital Graphics for Interactive Media	Unit 18	F
Unit 20	Computer Game Platforms and Technologies	Unit 19	F
Unit 21	Understanding Video Technology	Unit 20	F
Unit 22	Single Camera Techniques	Unit 21	F
Unit 23	Multi-Camera Techniques	Unit 22	F
Unit 24	Writing for Television and Video	Unit 23	F
Unit 25	Television and Video Studies	Unit 24	F
Unit 26	Film Studies	Unit 25	F
Unit 27	Factual Programme Production Techniques for Television	Unit 26	F
Unit 28	Corporate and Promotional Programme Production	Unit 27	F
Unit 29	Music Video Production	Unit 28	F
Unit 30	Advertisement Production for Television	Unit 29	F
Unit 31	Social Action and Community Media Production	Unit 30	F
Unit 32	Designing Idents for Television	Unit 31	F
Unit 33	Stop Motion Animation Production	Unit 32	F
Unit 34	2D Animation Production	Unit 33	F
Unit 35	Producing Video Installation Work	Unit 34	F
Unit 36	Interview Techniques for Creative Media Production	Unit 35	F
Unit 37	Presentation Techniques for Broadcasting	Unit 36	F
Unit 38	Soundtrack Production for the Moving Image	Unit 37	F
Unit 39	Scriptwriting for Radio	Unit 38	F
Unit 40	Speech Package Production	Unit 39	F
Unit 41	News Production for Radio	Unit 40	F
Unit 42	Radio Drama	Unit 41	F
Unit 43	Radio Studies	Unit 42	F
Unit 44	Music-Based Programming	Unit 43	F
Unit 45	Commercial Production for Radio	Unit 44	F
Unit 46	Factual Programme Production Techniques for Radio	-	-
Unit 47	Audio Books and Guides	Unit 45	F
Unit 48	Music Recording	Unit 46	F

New unit		Old	Match
Unit 49	Introduction to Music Technology	Unit 47	F
Unit 50	Writing Copy	Unit 48	F
Unit 51	Page Layout and Design	Unit 49	F
Unit 52	Factual Writing for Print	Unit 50	F
Unit 53	Marketing and Public Relations	Unit 51	F
Unit 54	Digital Graphics for Print	Unit 52	F
Unit 55	Graphic Narrative Production	Unit 53	F
Unit 56	Digital Communication	Unit 54	F
Unit 57	Photography and Photographic Practice	Unit 55	F
Unit 58	DVD Menu Design and Authoring	Unit 56	F
Unit 59	Web Authoring	Unit 57	F
Unit 60	Interactive Media Authoring	Unit 58	F
Unit 61	Interactive Media Design	Unit 59	F
Unit 62	Digital Video Production for Interactive Media	Unit 60	F
Unit 63	Sound in Interactive Media	Unit 61	F
Unit 64	Motion Graphics and Compositing Video	Unit 62	F
Unit 65	Web Animation for Interactive Media	Unit 63	F
Unit 66	3D Modelling	Unit 64	F
Unit 67	3D Animation	Unit 65	F
Unit 68	3D Environments	Unit 66	F
Unit 69	Drawing Concept Art for Computer Games	Unit 67	F
Unit 70	Computer Game Engines	Unit 68	F
Unit 71	Object-Oriented Design for Computer Games	Unit 69	F
Unit 72	Computer Game Design	Unit 70	F
Unit 73	Sound for Computer Games	Unit 71	F
Unit 74	Computer Game Story Development	Unit 72	F
Unit 75	Human-Computer Interfaces for Computer Games	Unit 73	F
Unit 76	Flash for Computer Games	Unit 75	F
Unit 77	Designing Tests for Computer Games	Unit 74	F
Unit 78	Digital Graphics for Computer Games	-	-

Unit mapping in depth

BTEC National in Media Production legacy (specification end date 31/08/2010)/new QCF versions of the BTEC National qualifications in Creative Media Production (specification start date 01/09/2010) – the BTEC Level 3 Certificate in Creative Media Production, BTEC Level 3 Subsidiary Diploma in Creative Media Production, BTEC Level 3 Diploma in Creative Media Production and the BTEC Level 3 Extended Diploma in Creative Media Production.

NB: this is an approximate guide only. Tutors are strongly advised to compare for themselves those units that correspond to units that they have previously taught and which they intend to continue teaching.

New units		Old units		Mapping/comments (new topics in <i>italics</i>)
Number	Name	Number	Name	
Unit 1	Pre-Production Techniques for the Creative Media Industries	Unit 2	Pre-Production Techniques for the Media Industries	Content rearranged and the guided learning hours reduced to take account of the assessment of the unit being undertaken through a production unit.
Unit 2	Communication Skills for Creative Media Production	-	-	New unit.
Unit 3	Research Techniques for the Creative Media Industries	Unit 1	Research Techniques for the Media Industries	
Unit 4	Creative Media Production Management Project	Unit 3	Production Management Project	
Unit 5	Working to a Brief in the Creative Media Industries	Unit 4	Working to a Brief in the Media Industries	
Unit 6	Critical Approaches to Creative Media Products	Unit 5	Critical Approaches to Media Products	
Unit 7	Understanding the Creative Media Sector	Unit 6	Understanding the Media Industries	
Unit 8	Understanding the Television and Film Industries	Unit 7	Understanding the Television and Film Industries	
Unit 9	Understanding the Radio Industry	Unit 8	Understanding the Radio Industry	

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 10	Understanding the Sound Recording Industry	Unit 9	Understanding the Sound Recording Industry	
Unit 11	Understanding the Print-Based Media Industries	Unit 10	Understanding the Print-Based Media Industries	
Unit 12	Understanding the Interactive Media Industry	Unit 11	Understanding the Interactive Media Industry	
Unit 13	Understanding the Computer Games Industry	Unit 12	Understanding the Computer Games Industry	
Unit 14	Working Freelance in the Creative Media Sector	Unit 13	Working Freelance in the Media Industries	
Unit 15	Developing a Small Business in the Creative Media Industries	Unit 14	Developing a Small Business in the Media Industries	
Unit 16	Film and Video Editing Techniques	Unit 15	Film and Video Editing Techniques	
Unit 17	Audio Production Processes and Techniques	Unit 16	Audio Production Processes and Techniques	
Unit 18	Producing Print-Based Media	Unit 17	Producing Print-Based Media	
Unit 19	Digital Graphics for Interactive Media	Unit 18	Digital Graphics for Interactive Media	
Unit 20	Computer Game Platforms and Technologies	Unit 19	Computer Game Platforms and Technologies	
Unit 21	Understanding Video Technology	Unit 20	Understanding Video Technology	
Unit 22	Single Camera Techniques	Unit 21	Single Camera Techniques	
Unit 23	Multi-Camera Techniques	Unit 22	Multi-Camera Techniques	

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 24	Writing for Television and Video	Unit 23	Writing for Television and Video	
Unit 25	Television and Video Studies	Unit 24	Television and Video Studies	
Unit 26	Film Studies	Unit 25	Film Studies	
Unit 27	Factual Programme Production Techniques for Television	Unit 26	Factual Programme Production Techniques for Television	
Unit 28	Corporate and Promotional Programme Production	Unit 27	Corporate and Promotional Programme Production	
Unit 29	Music Video Production	Unit 28	Music Video Production	
Unit 30	Advertisement Production for Television	Unit 29	Advertisement Production for Television	
Unit 31	Social Action and Community Media Production	Unit 30	Social Action and Community Media Production	
Unit 32	Designing Idents for Television	Unit 31	Designing Idents for Television	
Unit 33	Stop Motion Animation Production	Unit 32	Stop Motion Animation Production	
Unit 34	2D Animation Production	Unit 33	2D Animation Production	
Unit 35	Producing Video Installation Work	Unit 34	Producing Video Installation Work	
Unit 36	Interview Techniques for Creative Media Production	Unit 35	Interview Techniques for Media Production	
Unit 37	Presentation Techniques for Broadcasting	Unit 36	Presentation Techniques for Broadcasting	
Unit 38	Soundtrack Production for the Moving Image	Unit 37	Soundtrack Production for Television and Film	
Unit 39	Scriptwriting for Radio	Unit 38	Scriptwriting for Radio	

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 40	Speech Package Production	Unit 39	Speech Package Production	
Unit 41	News Production for Radio	Unit 40	News Production for Radio	
Unit 42	Radio Drama	Unit 41	Radio Drama	
Unit 43	Radio Studies	Unit 42	Radio Studies	
Unit 44	Music-Based Programming	Unit 43	Music-Based Programming	
Unit 45	Commercial Production for Radio	Unit 44	Advertisement Production for Radio	
Unit 46	Factual Programme Production Techniques for Radio	-	-	New unit.
Unit 47	Audio Books and Guides	Unit 45	Talking Books and Guides	
Unit 48	Music Recording	Unit 46	Music Recording	
Unit 49	Introduction to Music Technology	Unit 47	Introduction to Music Technology	
Unit 50	Writing Copy	Unit 48	Writing and Editing Copy	
Unit 51	Page Layout and Design	Unit 49	Page Layout and Design	
Unit 52	Factual Writing for Print	Unit 50	Factual Writing for Print	
Unit 53	Marketing and Public Relations	Unit 51	Marketing and Public Relations	
Unit 54	Digital Graphics for Print	Unit 52	Digital Graphics for Print	
Unit 55	Graphic Narrative Production	Unit 53	Graphic Narrative Production	
Unit 56	Digital Communication	Unit 54	Digital Communication	

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 57	Photography and Photographic Practice	Unit 55	Photography and Photographic Practice	
Unit 58	DVD Menu Design and Authoring	Unit 56	DVD Menu Design and Authoring	
Unit 59	Web Authoring	Unit 57	Web Authoring	
Unit 60	Interactive Media Authoring	Unit 58	Interactive Media Authoring	
Unit 61	Interactive Media Design	Unit 59	Interactive Media Practices	
Unit 62	Digital Video Production for Interactive Media	Unit 60	Video Production for Interactive Media	
Unit 63	Sound in Interactive Media	Unit 61	Sound in Interactive Media	
Unit 64	Motion Graphics and Compositing Video	Unit 62	Motion Graphics and Compositing Video	
Unit 65	Web Animation for Interactive Media	Unit 63	Web Animation for Interactive Media	
Unit 66	3D Modelling	Unit 64	3D Modelling	
Unit 67	3D Animation	Unit 65	3D Animation	
Unit 68	3D Environments	Unit 66	3D Environments	
Unit 69	Drawing Concept Art for Computer Games	Unit 67	Drawing Concept Art for Computer Games	
Unit 70	Computer Game Engines	Unit 68	Computer Game Engines	
Unit 71	Object-Oriented Design for Computer Games	Unit 69	Object-Oriented Design for Computer Games	

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 72	Computer Game Design	Unit 70	Computer Game Design	
Unit 73	Sound for Computer Games	Unit 71	Sound for Computer Games	
Unit 74	Computer Game Story Development	Unit 72	Computer Game Story Development	
Unit 75	Human-Computer Interfaces for Computer Games	Unit 73	Human-Computer Interfaces	
Unit 76	Flash for Computer Games	Unit 75	Flash for Computer Games	
Unit 77	Designing Tests for Computer Games	Unit 74	Designing Tests for Computer Games	
Unit 78	Digital Graphics for Computer Games	-	-	New unit.

Annexe G

Examples of calculation of qualification grade above pass grade

Edexcel will automatically calculate the qualification grade for your learners when your learner unit grades are submitted.

The generic examples below demonstrate how the qualification grade above pass is calculated using the following two tables which are also shown in the section earlier on in the specification *Calculation of the qualification grades above pass grade*.

Points available for credits achieved at different QCF levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit QCF level	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7
Level 3	7	8	9
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit, distinction or distinction* grades (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230-249	Merit	M
250-259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460-499	Merit	M
500-519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880-919	MP
920-959	MM
960-999	DM
1000-1029	DD
1030-1059	DD*
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300-1339	MPP
1340-1379	MMP
1380-1419	MMM
1420-1459	DMM
1460-1499	DDM
1500-1529	DDD
1530-1559	DDD*
1560-1589	DD*D*
1590 and above	D*D*D*

Example 1

Achievement of pass qualification grade

A learner completing a 30-credit Edexcel BTEC Level 3 Certificate **does not** achieve the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Pass	7	$10 \times 7 = 70$
Unit 2	3	10	Pass	7	$10 \times 7 = 70$
Unit 3	3	10	Merit	8	$10 \times 8 = 80$
Qualification grade totals		30	Pass		220

Example 2

Achievement of merit qualification grade

A learner completing a 30-credit Edexcel BTEC Level 3 Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Pass	7	$10 \times 7 = 70$
Unit 2	3	10	Merit	8	$10 \times 8 = 80$
Unit 3	3	10	Merit	8	$10 \times 8 = 80$
Qualification grade totals			Merit		230

Example 3

Achievement of distinction qualification grade

A learner completing a 60-credit Edexcel BTEC Level 3 Subsidiary Diploma achieves the points required to gain a distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Qualification grade totals		60	Distinction		500

Example 4

Achievement of distinction merit qualification grade

A learner completing a 120-credit Edexcel BTEC Level 3 Diploma achieves the points required to gain a distinction merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 15	4	10	Merit	10	$10 \times 10 = 100$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Unit 18	3	10	Pass	7	$10 \times 7 = 70$
Unit 25	3	20	Merit	8	$20 \times 8 = 160$
Qualification grade totals		120	Distinction Merit		980

Example 5

Achievement of merit merit merit qualification grade

A learner completing a 180-credit Edexcel BTEC Level 3 Extended Diploma achieves the points required to gain a merit merit merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Pass	7	$10 \times 7 = 70$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Pass	7	$10 \times 7 = 70$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 12	3	10	Merit	8	$10 \times 8 = 80$
Unit 15	4	10	Pass	9	$10 \times 9 = 90$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Unit 18	3	10	Pass	7	$10 \times 7 = 70$
Unit 20	3	10	Pass	7	$10 \times 7 = 70$
Unit 22	3	10	Merit	8	$10 \times 8 = 80$
Unit 25	3	20	Pass	7	$20 \times 7 = 140$
Unit 35	3	10	Distinction	9	$10 \times 9 = 90$
Unit 36	3	10	Merit	8	$10 \times 8 = 80$
Unit 38	3	10	Distinction	9	$10 \times 9 = 90$
Qualification grade totals		180	Merit Merit Merit		1410

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning

January 2010

For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com

BTEC is a registered trademark of Edexcel Limited

Edexcel Limited. Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07