



**BTEC Level 3 Certificate,  
BTEC Level 3 Subsidiary Diploma,  
BTEC Level 3 90-credit Diploma,  
BTEC Level 3 Diploma and  
BTEC Level 3 Extended Diploma in**

# **Creative Media Production Specification**

**For first teaching September 2010  
90-credit Diploma – first teaching  
September 2012  
Issue 3**

## **Edexcel, BTEC and LCCI qualifications**

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These qualifications were previously entitled:

Edexcel BTEC Level 3 Certificate in Creative Media Production

Edexcel BTEC Level 3 Subsidiary Diploma in Creative Media Production

Edexcel BTEC Level 3 90-credit Diploma in Creative Media Production

Edexcel BTEC Level 3 Diploma in Creative Media Production

Edexcel BTEC Level 3 Extended Diploma in Creative Media Production

The QNs remain unchanged.

This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website at [qualifications.pearson.com](http://qualifications.pearson.com)

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*All information in this specification is correct at time of publication.*

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The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).

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# BTEC qualification titles covered by this specification

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**Pearson BTEC Level 3 Certificate in Creative Media Production**

**Pearson BTEC Level 3 Subsidiary Diploma in Creative Media Production**

**Pearson BTEC Level 3 90-credit Diploma in Creative Media Production**

**Pearson BTEC Level 3 Diploma in Creative Media Production**

**Pearson BTEC Level 3 Extended Diploma in Creative Media Production**

These qualifications have been accredited to the National Framework.

Your centre should use the Qualification Number (QN) when seeking funding for learners.

The Qualification Number (QN) for the qualifications in this publication are:

|  |            |
|--|------------|
| Pearson BTEC Level 3 Certificate in Creative Media Production        | 500/7845/8 |
| Pearson BTEC Level 3 Subsidiary Diploma in Creative Media Production | 500/7842/2 |
| Pearson BTEC Level 3 90-credit Diploma in Creative Media Production  | 600/6445/6 |
| Pearson BTEC Level 3 Diploma in Creative Media Production            | 500/7888/4 |
| Pearson BTEC Level 3 Extended Diploma in Creative Media Production   | 500/7878/1 |

The appropriate qualification title, QN and unit reference number (URN) will appear on each learner's certificate. You should tell your learners this when your centre recruits them and registers them with us.

## What are BTEC Level 3 qualifications?

The BTEC qualifications in this specification are undertaken in further education, by 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 qualifications in this specification are:

- Pearson BTEC Level 3 Certificate in Creative Media Production
- Pearson BTEC Level 3 Subsidiary Diploma in Creative Media Production
- Pearson BTEC Level 3 90-credit Diploma in Creative Media Production
- Pearson BTEC Level 3 Diploma in Creative Media Production
- Pearson BTEC Level 3 Extended Diploma in Creative Media Production.

They maintain the same equivalences, benchmarks and other articulations (for example SCAAT points, UCAS Tariff points) as their predecessor qualifications. The table below identifies the titling conventions and variations between the predecessor and new qualifications:

| <b>Predecessor BTEC Nationals</b><br>(accredited 2007) | <b>BTEC Level 3 qualifications</b><br>(for delivery from September 2010) |
|--|--|
| Not applicable   | Pearson BTEC Level 3 Certificate   |
| Edexcel Level 3 BTEC National Award                    | Pearson BTEC Level 3 Subsidiary Diploma                                  |
| Not applicable   | Pearson BTEC Level 3 90-credit Diploma                                   |
| Edexcel Level 3 BTEC National Certificate              | Pearson BTEC Level 3 Diploma   |
| Edexcel Level 3 BTEC National Diploma                  | Pearson BTEC Level 3 Extended Diploma                                    |

The BTEC qualifications in this specification are 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. These qualifications accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations. The qualifications provide career development opportunities for those already in work, and progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

The BTEC qualifications in this specification 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 qualifications 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 level 3 qualification, a learner can progress to or within employment and/or continue their study in the same, or related vocational area.



## Total Qualification Time

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For all regulated qualifications, Pearson specifies a total number of hours that it is expected the average learner will be required to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT).

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction, supervised study giving feedback on performance.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

These qualifications also have a credit value, which is equal to one tenth of TQT. Pearson consults with users of these qualifications in assigning TQT and credit values.

This suite of BTEC Level 3 qualifications is available in the following sizes:

- Certificate – 300 TQT (30 credits, 180 GLH)
- Subsidiary Diploma – 600 TQT (60 credits, 360 GLH)
- 90-credit Diploma – 900 TQT (90 credits, 540 GLH)
- Diploma – 1200 TQT (120 credits, 720 GLH)
- Extended Diploma – 1800 TQT (180 credits, 1080 GLH).

## Pearson BTEC Level 3 Certificate – 30 credits

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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.

## Pearson BTEC Level 3 Subsidiary Diploma – 60 credits

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The 60-credit BTEC Level 3 Subsidiary Diploma extends the specialist work-related focus of the BTEC Level 3 Certificate qualification 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 duplicating 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.

## **Pearson BTEC Level 3 90-credit Diploma – 90 credits**

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This qualification broadens and expands the specialist work-related focus of the BTEC Level 3 Subsidiary Diploma and encompasses the essential skills, knowledge and understanding needed to gain confidence and progression.

There is potential for the qualification to prepare learners for progression within education or into employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to study in detail or work in a particular area of work. It is broadly equivalent to 1.5 GCE A Levels and provides a programme of study manageable in a year so that learners can bank and then build on their achievement. In this way it encourages progression for those learners who wish to undertake a one-year course of study because of individual circumstances.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a larger or different level 3 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. Learners may also be able to use the BTEC Level 3 90-credit Diploma to gain partial achievement and have the requisite skills, knowledge and understanding needed in the sector.

For adult learners the BTEC Level 3 90-credit Diploma can extend their experience of working in a particular sector. It could also be a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

## **Pearson BTEC Level 3 Diploma – 120 credits**

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The 120-credit BTEC Level 3 Diploma broadens and expands the specialist work-related focus of the BTEC Level 3 Subsidiary Diploma and the BTEC Level 3 90-credit Diploma qualifications. 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 programme. Other learners may want to extend the specialism they studied on the BTEC Level 3 Certificate, BTEC Level 3 Subsidiary Diploma or the BTEC Level 3 90-credit Diploma programme.

## **Pearson BTEC Level 3 Extended Diploma – 180 credits**

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The 180-credit BTEC Level 3 Extended Diploma extends and deepens the specialist work-related focus of the BTEC Level 3 90-credit Diploma and the BTEC Level 3 Diploma qualifications. 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, HND 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.

## Key features of these BTEC qualifications in Creative Media Production

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The BTEC qualifications in this specification have been developed in the creative media sector to:

- provide vocationally-related education and training for those who are intending to work, or who already work, in the creative media sector
- give learners the opportunity 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 Pearson BTEC Level 5 Higher National Diploma in Creative Media Production
- give learners the opportunity to develop skills, knowledge and understanding relevant to the media industries in an applied learning context
- give learners the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life.

## Rationale for these BTEC qualifications in Creative Media Production

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The Pearson BTEC Level 3 qualifications in this specification 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 Pearson BTEC Level 3 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 90-credit 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

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These BTEC qualifications 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. NOS form the basis of National Vocational Qualifications (NVQs). The qualifications in this specification 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.

- 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.

See *Annexe E* for details of NOS mapping against units.

# Rules of combination for Pearson BTEC Level 3 qualifications in this specification

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The rules of combination specify the:

- total credit value of the qualification
- the minimum credit to be achieved at, or above, the level of the qualification
- the mandatory unit credit
- the optional unit credit
- the maximum credit that can come from other level 3 BTEC units in this qualification suite..

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

## **Pearson 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 credits.
- 5 This qualification is not designed to include credit from other level 3 BTEC units.

## **Pearson 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 credits.
- 5 A maximum of 10 optional credits can come from other level 3 BTEC units to meet local needs.

## **Pearson BTEC Level 3 90-credit Diploma in Creative Media Production** (unendorsed and endorsed titles)

- 1 Qualification credit value: a minimum of 90 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 60 credits.
- 3 Mandatory unit credit: 30 credits.
- 4 Optional unit credit: 60 credits.
- 5 A maximum of 10 optional credits can come from other level 3 BTEC units to meet local needs.

### **Pearson 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 level 3 BTEC units to meet local needs.

### **Pearson 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 level 3 BTEC units to meet local needs.

## Pearson BTEC Level 3 Certificate in Creative Media Production (Television and Film)

The Pearson BTEC Level 3 Certificate in Creative Media Production (Television and Film) is 30 credits and has 180 guided learning hours. It consists of **two** 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 level 3 BTEC units.

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>   |   |        |       |
| 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     |

## Pearson BTEC Level 3 Certificate in Creative Media Production (Radio)

The Pearson BTEC Level 3 Certificate in Creative Media Production (Radio) is 30 credits and has 180 guided learning hours. It consists of **two** 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 level 3 BTEC units.

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>   |   |        |       |
| 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     |



## Pearson BTEC Level 3 Certificate in Creative Media Production (Sound Recording)

The Pearson BTEC Level 3 Certificate in Creative Media Production (Sound Recording) is 30 credits and has 180 guided learning hours. It consists of **two** 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 level 3 BTEC units.

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>   |   |        |       |
| 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     |

## Pearson BTEC Level 3 Certificate in Creative Media Production (Print-Based Media)

The Pearson BTEC Level 3 Certificate in Creative Media Production (Print-Based Media) is 30 credits and has 180 guided learning hours. It consists of **two** 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 level 3 BTEC units.

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>   |   |        |       |
| 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     |

## Pearson BTEC Level 3 Certificate in Creative Media Production (Interactive Media)

The Pearson BTEC Level 3 Certificate in Creative Media Production (Interactive Media) is 30 credits and has 180 guided learning hours. It consists of **two** 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 level 3 BTEC units.

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>   |   |        |       |
| 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     |

## Pearson BTEC Level 3 Certificate in Creative Media Production (Games Development)

The Pearson BTEC Level 3 Certificate in Creative Media Production (Games Development) is 30 credits and has 180 guided learning hours. It consists of **two** 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 level 3 BTEC units.

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>   |   |        |       |
| 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     |

## Pearson BTEC Level 3 Subsidiary Diploma in Creative Media Production (Television and Film)

The Pearson BTEC Level 3 Subsidiary Diploma in Creative Media Production (Television and Film) is 60 credits and has 360 guided learning hours. It consists of **three** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>  |   |        |       |
| 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     |

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

The Pearson BTEC Level 3 Subsidiary Diploma in Creative Media Production (Radio) is 60 credits and has 360 guided learning hours. It consists of **three** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>  |   |        |       |
| 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     |

## Pearson BTEC Level 3 Subsidiary Diploma in Creative Media Production (Sound Recording)

The Pearson BTEC Level 3 Subsidiary Diploma in Creative Media Production (Sound Recording) is 60 credits and has 360 guided learning hours. It consists of **three** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>  |   |        |       |
| 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     |

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

The Pearson BTEC Level 3 Subsidiary Diploma in Creative Media Production (Print-Based Media) is 60 credits and has 360 guided learning hours. It consists of **three** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>  |   |        |       |
| 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     |



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

The Pearson BTEC Level 3 Subsidiary Diploma in Creative Media Production (Interactive Media) is 60 credits and has 360 guided learning hours. It consists of **three** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
|  | <b>Optional units</b>                                       |        |       |
| 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     |

## Pearson BTEC Level 3 Subsidiary Diploma in Creative Media Production (Games Development)

The Pearson BTEC Level 3 Subsidiary Diploma in Creative Media Production (Games Development) is 60 credits and has 360 guided learning hours. It consists of **three** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>  |   |        |       |
| 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     |

## Pearson BTEC Level 3 90-credit Diploma in Creative Media Production

The Pearson BTEC Level 3 90-credit Diploma in Creative Media Production is 90 credits and has 540 guided learning hours. It consists of **four** mandatory units **plus** optional units that provide for a combined total of 90 credits (where at least 60 credits must be at level 3 or above).

A maximum of 10 optional credits can come from other level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson BTEC Level 3 90-credit 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     |
| 7   | Understanding the Creative Media Sector                      | 10     | 3     |
| <b>Optional units</b>   |  |        |       |
| 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     |
| 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     |

| Pearson BTEC Level 3 90-credit Diploma in Creative Media Production |  |    |   |
|---|--|----|---|
| Unit  | Optional units <i>(continued)</i>                  |    |   |
| 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 |
| 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 |

| Pearson BTEC Level 3 90-credit Diploma in Creative Media Production |                                     |           |          |
|---|-------------------------------------|-----------|----------|
| Unit  | Optional units <i>(continued)</i>   |           |          |
| 76  | Flash for Computer Games            | <b>10</b> | <b>3</b> |
| 77  | Designing Tests for Computer Games  | <b>10</b> | <b>3</b> |
| 78  | Digital Graphics for Computer Games | <b>10</b> | <b>3</b> |

## Pearson BTEC Level 3 90-credit Diploma in Creative Media Production (Television and Film)

The Pearson BTEC Level 3 90-credit Diploma in Creative Media Production (Television and Film) is 90 credits and has 540 guided learning hours. It consists of **four** mandatory units **plus** optional units that provide for a combined total of 90 credits (where at least 60 credits must be at level 3 or above).

A maximum of 10 optional credits can come from other level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson BTEC Level 3 90-credit 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     |
| 8   | Understanding the Television and Film Industries            | 10     | 3     |
| <b>Optional units</b>   |   |        |       |
| 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     |

## Pearson BTEC Level 3 90-credit Diploma in Creative Media Production (Radio)

The Pearson BTEC Level 3 90-credit Diploma in Creative Media Production (Radio) is 90 credits and has 540 guided learning hours. It consists of **four** mandatory units **plus** optional units that provide for a combined total of 90 credits (where at least 60 credits must be at level 3 or above).

A maximum of 10 optional credits can come from other level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson BTEC Level 3 90-credit 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     |
| 9   | Understanding the Radio Industry                            | 10     | 3     |
| <b>Optional units</b>   |   |        |       |
| 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     |

## Pearson BTEC Level 3 90-credit Diploma in Creative Media Production (Sound Recording)

The Pearson BTEC Level 3 90-credit Diploma in Creative Media Production (Sound Recording) is 90 credits and has 540 guided learning hours. It consists of **four** mandatory units **plus** optional units that provide for a combined total of 90 credits (where at least 60 credits must be at level 3 or above).

A maximum of 10 optional credits can come from other level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson BTEC Level 3 90-credit 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     |
| 10  | Understanding the Sound Recording Industry                  | 10     | 3     |
|   | <b>Optional units</b>                                       |        |       |
| 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     |
| 63  | Sound in Interactive Media                                  | 10     | 3     |
| 73  | Sound for Computer Games                                    | 10     | 3     |



## Pearson BTEC Level 3 90-credit Diploma in Creative Media Production (Print-Based Media)

The Pearson BTEC Level 3 90-credit Diploma in Creative Media Production (Print-Based Media) is 90 credits and has 540 guided learning hours. It consists of **four** mandatory units **plus** optional units that provide for a combined total of 90 credits (where at least 60 credits must be at level 3 or above).

A maximum of 10 optional credits can come from other level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson BTEC Level 3 90-credit 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     |
| 11  | Understanding the Print-Based Media Industries              | 10     | 3     |
| <b>Optional units</b>   |   |        |       |
| 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     |

## Pearson BTEC Level 3 90-credit Diploma in Creative Media Production (Interactive Media)

The Pearson BTEC Level 3 90-credit Diploma in Creative Media Production (Interactive Media) is 90 credits and has 540 guided learning hours. It consists of **four** mandatory units **plus** optional units that provide for a combined total of 90 credits (where at least 60 credits must be at level 3 or above).

A maximum of 10 optional credits can come from other level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson BTEC Level 3 90-credit 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     |
| 12  | Understanding the Interactive Media Industry                | 10     | 3     |
| <b>Optional units</b>   |   |        |       |
| 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     |

## Pearson BTEC Level 3 90-credit Diploma in Creative Media Production (Games Development)

The Pearson BTEC Level 3 90-credit Diploma in Creative Media Production (Games Development) is 90 credits and has 540 guided learning hours. It consists of **four** mandatory units **plus** optional units that provide for a combined total of 90 credits (where at least 60 credits must be at level 3 or above).

A maximum of 10 optional credits can come from other level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson BTEC Level 3 90-credit 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     |
| 13  | Understanding the Computer Games Industry                   | 10     | 3     |
| <b>Optional units</b>   |   |        |       |
| 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     |

## Pearson BTEC Level 3 Diploma in Creative Media Production

The Pearson BTEC Level 3 Diploma in Creative Media Production is 120 credits and has 720 guided learning hours. It consists of **six** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>                                     |  |        |       |
| 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     |
| 29  | Music Video Production                                       | 10     | 3     |
| 30  | Advertisement Production for Television                      | 10     | 3     |
| 31  | Social Action and Community Media Production                 | 10     | 3     |

| Pearson BTEC Level 3 Diploma in Creative Media Production |  |    |   |
|---|--|----|---|
| Unit  | Optional units <i>(continued)</i>                  |    |   |
| 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 |
| 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 |

| Pearson BTEC Level 3 Diploma in Creative Media Production |  |           |          |
|---|--|-----------|----------|
| Unit  | Optional units <i>(continued)</i>            |           |          |
| 74  | Computer Game Story Development              | <b>10</b> | <b>3</b> |
| 75  | Human-Computer Interfaces for Computer Games | <b>10</b> | <b>3</b> |
| 76  | Flash for Computer Games                     | <b>10</b> | <b>3</b> |
| 77  | Designing Tests for Computer Games           | <b>10</b> | <b>3</b> |
| 78  | Digital Graphics for Computer Games          | <b>10</b> | <b>3</b> |

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

The Pearson BTEC Level 3 Diploma in Creative Media Production (Television and Film) is 120 credits and has 720 guided learning hours. It consists of **seven** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>   |  |        |       |
| 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     |
| 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     |

## Pearson BTEC Level 3 Diploma in Creative Media Production (Radio)

The Pearson BTEC Level 3 Diploma in Creative Media Production (Radio) is 120 credits and has 720 guided learning hours. It consists of **seven** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>   |  |        |       |
| 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     |



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

The Pearson BTEC Level 3 Diploma in Creative Media Production (Sound Recording) is 120 credits and has 720 guided learning hours. It consists of **seven** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>   |  |        |       |
| 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     |

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

The Pearson BTEC Level 3 Diploma in Creative Media Production (Print-Based Media) is 120 credits and has 720 guided learning hours. It consists of **seven** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>   |  |        |       |
| 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     |

## Pearson BTEC Level 3 Diploma in Creative Media Production (Interactive Media)

The Pearson BTEC Level 3 Diploma in Creative Media Production (Interactive Media) is 120 credits and has 720 guided learning hours. It consists of **seven** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>   |  |        |       |
| 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     |
| 66  | 3D Modelling   | 10     | 3     |
| 67  | 3D Animation   | 10     | 3     |
| 68  | 3D Environments  | 10     | 3     |

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

The Pearson BTEC Level 3 Diploma in Creative Media Production (Games Development) is 120 credits and has 720 guided learning hours. It consists of **seven** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>   |  |        |       |
| 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     |

## Pearson BTEC Level 3 Extended Diploma in Creative Media Production

The Pearson BTEC Level 3 Extended Diploma in Creative Media Production is 180 credits and has 1080 guided learning hours. It consists of **seven** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>  |  |        |       |
| 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     |
| 29   | Music Video Production                                       | 10     | 3     |
| 30   | Advertisement Production for Television                      | 10     | 3     |

| Pearson BTEC Level 3 Extended Diploma in Creative Media Production |  |    |   |
|--|--|----|---|
| Unit   | Optional units <i>(continued)</i>                  |    |   |
| 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 |
| 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 |

| Pearson BTEC Level 3 Extended Diploma in Creative Media Production |  |    |   |
|--|--|----|---|
| Unit   | Optional units <i>(continued)</i>            |    |   |
| 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 |

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

The Pearson BTEC Level 3 Extended Diploma in Creative Media Production (Television and Film) is 180 credits and has 1080 guided learning hours. It consists of **eight** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>  |  |        |       |
| 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     |



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

| <b>Unit</b> | <b>Optional units</b> <i>(continued)</i>       |           |          |
|-------------|--|-----------|----------|
| 37          | Presentation Techniques for Broadcasting       | <b>10</b> | <b>3</b> |
| 38          | Soundtrack Production for the Moving Image     | <b>10</b> | <b>3</b> |
| 62          | Digital Video Production for Interactive Media | <b>10</b> | <b>3</b> |

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

The Pearson BTEC Level 3 Extended Diploma in Creative Media Production (Radio) is 180 credits and has 1080 guided learning hours. It consists of **eight** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>  |  |        |       |
| 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     |

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

The Pearson BTEC Level 3 Extended Diploma in Creative Media Production (Sound Recording) is 180 credits and has 1080 guided learning hours. It consists of **eight** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>  |  |        |       |
| 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     |

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

The Pearson BTEC Level 3 Extended Diploma in Creative Media Production (Print-Based Media) is 180 credits and has 1080 guided learning hours. It consists of **eight** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| <b>Optional units</b>  |  |        |       |
| 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     |

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

The Pearson BTEC Level 3 Extended Diploma in Creative Media Production (Interactive Media) is 180 credits and has 1080 guided learning hours. It consists of **eight** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
|  | <b>Optional units</b>  |        |       |
| 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     |
| 66   | 3D Modelling   | 10     | 3     |

| <b>Pearson BTEC Level 3 Extended Diploma in Creative Media Production (Interactive Media)</b> |  |           |          |
|---|--|-----------|----------|
| <b>Unit</b>   | <b>Optional units</b> <i>(continued)</i> |           |          |
| 67  | 3D Animation                             | <b>10</b> | <b>3</b> |
| 68  | 3D Environments                          | <b>10</b> | <b>3</b> |

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

The Pearson BTEC Level 3 Extended Diploma in Creative Media Production (Games Development) is 180 credits and has 1080 guided learning hours. It consists of **eight** 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 level 3 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 qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

| Pearson 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     |
| 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

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All units are internally assessed in the BTEC qualifications in this specification.

All assessment for the BTEC qualifications in this specification 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

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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 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 and 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 fit-for-purpose 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 *Rules of combination for Pearson BTEC Level 3 qualifications in this specification*).

### 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 levels and unit grades* below).

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

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

| Unit level     | Points per credit |          |             |
|----------------|-------------------|----------|-------------|
|                | Pass              | Merit    | Distinction |
| Level 2        | 5                 | 6        | 7           |
| <b>Level 3</b> | <b>7</b>          | <b>8</b> | <b>9</b>    |
| 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 90-credit Diploma

| Points range above pass grade | Grade |  |
|-------------------------------|-------|--|
| 660-689                       | MP    |  |
| 690-719                       | MM    |  |
| 720-749                       | DM    |  |
| 750-769                       | DD    |  |
| 770-789                       | D*D   |  |
| 790 and above                 | D*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                     | D*D   |  |
| 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                     | D*DD   |  |
| 1560-1589                     | D*D*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

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Pearson's qualification specifications set out the standard to be achieved by each learner in order for them to gain the qualification. This is done throughout the 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 guidance related to the unit to support tutors, deliverers and assessors and to provide coherence of understanding and consistency of delivery and assessment.

## Approval

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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
- Pearson 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 Pearson. Pearson 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. Pearson 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 these BTEC programmes 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 *UK BTEC Quality Assurance Handbook*, 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 programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## **Programme design and delivery**

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

In BTEC qualifications each unit has a number of centres are advised to take this into account when planning the programme of study associated with this specification.

## Mode of delivery

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Pearson does not define the mode of study for the BTEC qualifications in this specification. 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

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The BTEC qualifications in this specification 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 Pearson.

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

## Delivery approach

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It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC 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 to demonstrate 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 qualification and the related NVQs and Functional Skills that also contribute to the scheme.

## Meeting local needs

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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, Pearson will ensure that the rule of combination allows centres to make use of units from other BTEC specifications in this suite. Centres are required to ensure that the coherence and purpose of the qualification is retained and to ensure that the vocational focus is not diluted.

For information about limitations on variations from standard specifications, see *Rules of combination for Pearson BTEC Level 3 qualifications in this specification*.

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

## Additional and specialist learning

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Additional and specialist learning (ASL) consists of accredited qualifications. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications that are valid against different lines of principal learning can be identified on the Register of Regulated Qualifications.

## Functional skills

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The BTEC qualifications in this specification 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

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

# Access and recruitment

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Pearson'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 Pearson'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

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Most BTEC qualifications are 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 Criminal Records Bureau (CRB) checks.

## Access arrangements for learners with disabilities and specific needs

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Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications should be awarded in a way that is fair to every learner.

We are committed to ensuring that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be fairly compared to the achievement of their peers.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Pearson website.

## 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.

Pearson 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

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All units in BTEC level 3 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

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The unit title will appear on the learner's Notification of Performance (NOP).

### Level

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All units and qualifications 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 level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

### Credit value

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Each unit in BTEC 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 met all the learning outcomes of the unit.



## Guided learning hours

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Guided learning hours for the unit as defined on page 3.

## Aim and purpose

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The aim is a succinct statement that summarises the learning outcomes of the unit.

## Unit introduction

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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

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

## Unit content

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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 underpinning 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 delivery of the unit to cover all the unit content.

It is not a requirement of the unit specification that all 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 that could be covered or that could be replaced by other, similar material).

## Assessment and grading grid

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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

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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* – the outline learning plan has been included in every unit as guidance and demonstrates one way in 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 Pearson 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 list of resource materials for learners that benchmark the level of study.

## Further information

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For further information please call Customer Services on 020 7010 2188 (calls may be recorded for quality and training purposes) or email: [TeachingMedia@pearson.com](mailto:TeachingMedia@pearson.com)

## Useful publications

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Further copies of this document and related publications can be obtained by contacting us:

Telephone: 0845 172 0205

Email: [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Related information and publications include:

- Functional Skills publications – specifications, tutor support materials and question papers
- the current Pearson publications catalogue and update catalogue.

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

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Creative media National Occupational Standards can be obtained from:

Skillset

Focus Point

21 Caledonian Road

London

NI 9GB

Telephone: +44 (0) 20 7713 9800

Website: [www.skillset.org](http://www.skillset.org)

Website link: [www.skillset.org/standards/standards/](http://www.skillset.org/standards/standards/)

## Professional development and training

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Pearson 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](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson UK to discuss your training needs.

The training we provide:

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

# Annexe A

## The Pearson BTEC qualification framework for the creative media sector

Progression opportunities within the framework.

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

| Level | General qualifications                     | BTEC full vocationally-related qualifications  | BTEC Short Courses  | NVQ/occupational |
|-------|--|--|---|------------------|
| 3     | GCE in Media: Communication and Production | Pearson BTEC Level 3 Certificate, Subsidiary Diploma, 90-credit Diploma, Diploma and Extended Diploma in Creative Media Production | Pearson BTEC Level 3 Award, Certificate and Diploma in Interactive Use of Media<br>Pearson BTEC Level 3 Award, Certificate and Diploma in Photography |                  |
| 2     |  | Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Creative Media Production                                    | Pearson BTEC Level 2 Award, Certificate and Diploma in Interactive Use of Media<br>Pearson BTEC Level 2 Award, Certificate and Diploma in Photography |                  |
| 1     |  | Pearson BTEC Level 1 Award, Certificate and Diploma in Creative Media Production   | Pearson BTEC Level 1 Award, Certificate and Diploma in Interactive Use of Media<br>Pearson BTEC Level 1 Award, Certificate and Diploma in Photography |                  |
| Entry |  | Pearson BTEC Entry Level Award in Creative Media Production (Entry 3)  |   |                  |

# Annexe B

## Grading domains: BTEC level 3 generic grading domains

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

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



# Annexe C

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## Personal, learning and thinking skills

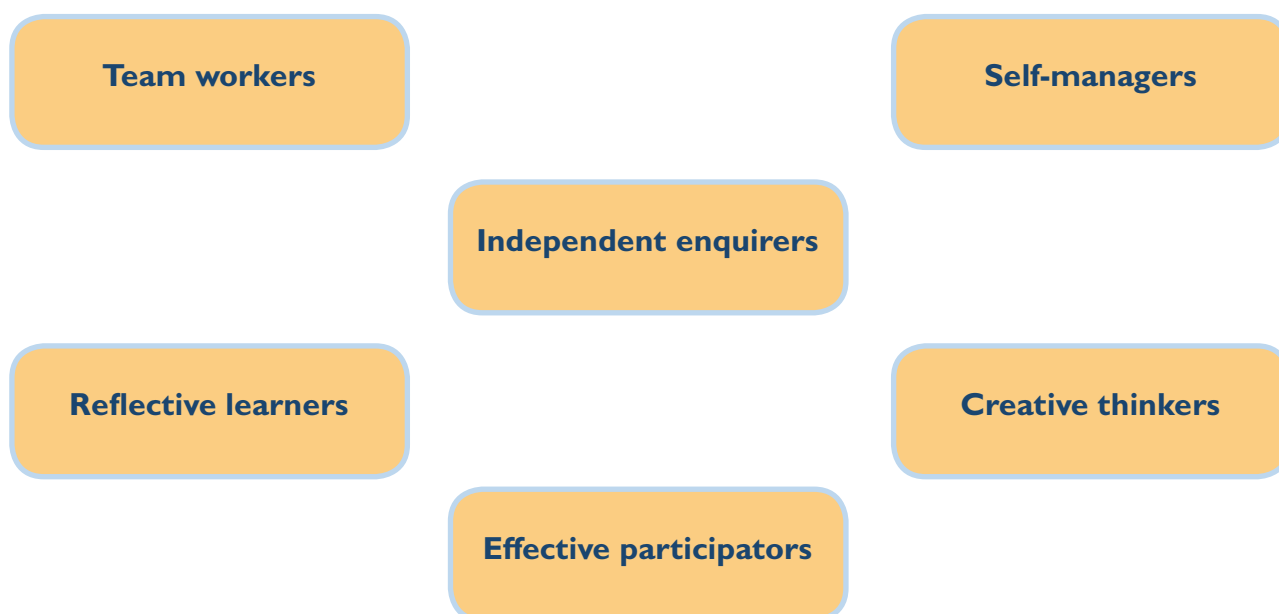
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### A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

Source – QCDA

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

## 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<br>1 = low, 5 = high |   |   |   |   |
| <b>Independent enquirers</b>  |                                       |   |   |   |   |
| 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 |
| <b>Creative thinkers</b>  |                                       |   |   |   |   |
| 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 |
| <b>Reflective learners</b>  |                                       |   |   |   |   |
| 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 |

| <b>Team workers</b>  |   |   |   |   |   |
|--|---|---|---|---|---|
| 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 |
| <b>Self-managers</b>   |   |   |   |   |   |
| 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 |
| <b>Effective participators</b>   |   |   |   |   |   |
| 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

This table shows where units support the development of personal, learning and thinking skills.

### Key

- ✓ indicates opportunities for development
- a blank space indicates no opportunities for development

| 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

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## Wider curriculum mapping

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The qualifications in this specification give 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 BTEC qualifications in this specification make a positive contribution to wider curricular areas as appropriate.

## Spiritual, moral, ethical, social and cultural issues

These qualifications contribute 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** – learners should understand the wider cultural and ideological issues relating to the media industries; they 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 BTEC qualifications in this specification 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 BTEC qualifications in this specification 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 BTEC qualifications in this specification.

## Wider curriculum mapping

### Level 3

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

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

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

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

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

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

|                                  | <b>Unit 57</b> | <b>Unit 58</b> | <b>Unit 59</b> | <b>Unit 60</b> | <b>Unit 61</b> | <b>Unit 62</b> | <b>Unit 63</b> |
|----------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Spiritual issues                 | ✓              |                |                |                |                |                |                |
| Moral and ethical issues         | ✓              |                | ✓              | ✓              | ✓              | ✓              | ✓              |
| Social and cultural issues       | ✓              |                | ✓              | ✓              | ✓              | ✓              | ✓              |
| 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 issues                 |         | ✓       |         |         |         | ✓       |         |
| Moral and ethical issues         |         | ✓       |         |         |         | ✓       |         |
| Social and cultural issues       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       |         |
| 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 issues                 |         | ✓       |         | ✓       |         |         |         | ✓       |
| Moral and ethical issues         |         | ✓       |         | ✓       |         | ✓       |         |         |
| Social and cultural issues       |         | ✓       |         | ✓       |         | ✓       |         |         |
| 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 EPearson BTEC Level 3 Certificate, Subsidiary Diploma, 90-credit Diploma, Diploma and Extended Diploma 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 Pearson 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                        |        |        |        | #      | #      |        |        |        |        |         |         |         |         |         |         |         |         |
| Production Design                    |        |        |        | #      | #      |        |        |        |        |         |         |         |         |         |         |         |         |

|         |                                  |   |   |   |   |   |
|---------|----------------------------------|---|---|---|---|---|
| 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 |                                  |   |   |   | ✓ |   |
|         | Production (Film and Television) |   |   |   |   |   |
|         | Publishing                       |   |   |   |   |   |
|         | Radio Content Creation           |   |   |   |   |   |
|         | Sound                            |   |   |   |   |   |
|         | F and X units                    |   |   |   |   |   |









# Annexe F

## Unit mapping overview

BTEC National in Media Production (specification end date 31/08/2010)/new versions of the BTEC 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 90-credit 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 |
|---|---------|-------|
| <b>Unit 1</b> Pre-Production Techniques for the Creative Media Industries   | Unit 2  | P     |
| <b>Unit 2</b> Communication Skills for Creative Media Production            | -       | -     |
| <b>Unit 3</b> Research Techniques for the Creative Media Industries         | Unit 1  | F     |
| <b>Unit 4</b> Creative Media Production Management Project                  | Unit 3  | F     |
| <b>Unit 5</b> Working to a Brief in the Creative Media Industries           | Unit 4  | F     |
| <b>Unit 6</b> Critical Approaches to Creative Media Products                | Unit 5  | F     |
| <b>Unit 7</b> Understanding the Creative Media Sector                       | Unit 6  | F     |
| <b>Unit 8</b> Understanding the Television and Film Industries              | Unit 7  | F     |
| <b>Unit 9</b> Understanding the Radio Industry                              | Unit 8  | F     |
| <b>Unit 10</b> Understanding the Sound Recording Industry                   | Unit 9  | F     |
| <b>Unit 11</b> Understanding the Print-Based Media Industries               | Unit 10 | F     |
| <b>Unit 12</b> Understanding the Interactive Media Industry                 | Unit 11 | F     |
| <b>Unit 13</b> Understanding the Computer Games Industry                    | Unit 12 | F     |
| <b>Unit 14</b> Working Freelance in the Creative Media Sector               | Unit 13 | F     |
| <b>Unit 15</b> Developing a Small Business in the Creative Media Industries | Unit 14 | F     |
| <b>Unit 16</b> Film and Video Editing Techniques                            | Unit 15 | F     |
| <b>Unit 17</b> Audio Production Processes and Techniques                    | Unit 16 | F     |

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



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

## Unit mapping in depth

BTEC National in Media Production (specification end date 31/08/2010)/new versions of the BTEC 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 90-credit 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 italics)   |
|---------------|---|---------------|--|--|
| Number        | Name  | Number        | Name   |  |
| <b>Unit 1</b> | Pre-Production Techniques for the Creative Media Industries | <b>Unit 2</b> | 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. |
| <b>Unit 2</b> | Communication Skills for Creative Media Production          | -             | -  | New unit.  |
| <b>Unit 3</b> | Research Techniques for the Creative Media Industries       | <b>Unit 1</b> | Research Techniques for the Media Industries       |  |
| <b>Unit 4</b> | Creative Media Production Management Project                | <b>Unit 3</b> | Production Management Project                      |  |
| <b>Unit 5</b> | Working to a Brief in the Creative Media Industries         | <b>Unit 4</b> | Working to a Brief in the Media Industries         |  |
| <b>Unit 6</b> | Critical Approaches to Creative Media Products              | <b>Unit 5</b> | Critical Approaches to Media Products              |  |
| <b>Unit 7</b> | Understanding the Creative Media Sector                     | <b>Unit 6</b> | Understanding the Media Industries                 |  |
| <b>Unit 8</b> | Understanding the Television and Film Industries            | <b>Unit 7</b> | Understanding the Television and Film Industries   |  |
| <b>Unit 9</b> | Understanding the Radio Industry                            | <b>Unit 8</b> | Understanding the Radio Industry                   |  |

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

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

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

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

| New units      |  | Old units      |                                    | Mapping/comments (new topics in italics) |
|----------------|--|----------------|------------------------------------|--|
| Number         | Name   | Number         | Name                               |  |
| <b>Unit 72</b> | Computer Game Design                         | <b>Unit 70</b> | Computer Game Design               |  |
| <b>Unit 73</b> | Sound for Computer Games                     | <b>Unit 71</b> | Sound for Computer Games           |  |
| <b>Unit 74</b> | Computer Game Story Development              | <b>Unit 72</b> | Computer Game Story Development    |  |
| <b>Unit 75</b> | Human-Computer Interfaces for Computer Games | <b>Unit 73</b> | Human-Computer Interfaces          |  |
| <b>Unit 76</b> | Flash for Computer Games                     | <b>Unit 75</b> | Flash for Computer Games           |  |
| <b>Unit 77</b> | Designing Tests for Computer Games           | <b>Unit 74</b> | Designing Tests for Computer Games |  |
| <b>Unit 78</b> | 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 learners when unit grades are submitted. The generic examples below demonstrate how the qualification grade above pass is calculated.

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

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

| Unit level     | Points per credit |          |             |
|----------------|-------------------|----------|-------------|
|                | Pass              | Merit    | Distinction |
| Level 2        | 5                 | 6        | 7           |
| <b>Level 3</b> | <b>7</b>          | <b>8</b> | <b>9</b>    |
| 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 90-credit Diploma

| Points range above pass grade | Grade |
|-------------------------------|-------|
| 660-689                       | MP    |
| 690-719                       | MM    |
| 720-749                       | DM    |
| 750-769                       | DD    |
| 770-789                       | D*D   |
| 790 and above                 | D*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                     | D*D   |
| 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                     | D*DD   |
| 1560-1589                     | D*D*D  |
| 1590 and above                | D*D*D* |

## Example 1

### Achievement of pass qualification grade

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

|                                   | Level | Credit    | Grade       | Grade points | Points per unit =<br>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            | $10 \times 8 = 80$                  |
| <b>Qualification grade totals</b> |       | <b>30</b> | <b>Pass</b> |              | <b>220</b>                          |

## Example 2

### Achievement of merit qualification grade

A learner completing a 30-credit 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            | $10 \times 8 = 80$               |
| <b>Qualification grade totals</b> |       |        | <b>Merit</b> |              | <b>230</b>                       |

## Example 3

### Achievement of distinction qualification grade

A learner completing a 60-credit 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            | $10 \times 9 = 90$               |
| <b>Qualification grade totals</b> |       | <b>60</b> | <b>Distinction</b> |              | <b>500</b>                       |

## Example 4

### Achievement of distinction distinction grade

A learner completing a BTEC Level 3 90-credit Diploma achieves the points required to gain a distinction 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 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            | $10 \times 7 = 70$               |
| <b>Qualification grade totals</b> |       | <b>90</b> | <b>Distinction Distinction</b> |              | <b>750</b>                       |

## Example 5

### Achievement of distinction merit qualification grade

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

|                                   | Level | Credit     | Grade                    | Grade points | Points per unit =<br>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            | $20 \times 8 = 160$                 |
| <b>Qualification grade totals</b> |       | <b>120</b> | <b>Distinction Merit</b> |              | <b>980</b>                          |

## Example 6

### Achievement of merit merit merit qualification grade

A learner completing a 180-credit 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 =<br>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            | $10 \times 9 = 90$                  |
| <b>Qualification grade totals</b> |       | <b>180</b> | <b>Merit<br/>Merit<br/>Merit</b> |              | <b>1410</b>                         |

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