gateway qualifications

Qualification Specification

Level 2 Digital and Creative Industries

Version 1.1

(November 2019)

learning your way

This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
603/4824/0	Gateway Qualifications Level 2 Award in Digital and Creative Industries
603/4825/2	Gateway Qualifications Level 2 Certificate in Digital and Creative Industries
603/4836/7	Gateway Qualifications Level 2 Diploma in Digital and Creative Industries
603/4838/0	Gateway Qualifications Level 2 Extended Diploma in Digital and Creative Industries

Version and date	Change detail	Section/Page Reference
1.1 November 2019	Addition of grading change statement	19

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer the qualification/s within this specification you must be a Gateway Qualifications recognised centre and be approved to deliver the qualification/s.

If your centre is not yet recognised and/or not yet approved to deliver the qualification, please contact our Development Team:

Telephone: 01206 911211
Email: enquiries@gatewayqualifications.org.uk
Website: www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/

Contents

1. Qualification Information

1.1. About the qualification/s

The qualifications has been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England and Qualifications Wales, the regulator of non-degree qualifications and the qualifications system in Wales.

The qualification provides learners with the knowledge, skills and behaviours in a variety of areas in the digital and creative industries. Centres may build a programme that supports different progression routes including those where digital skills are essential to support the creative process.

The qualifications offer progression from the Level 1 Creative Industries Qualification. They are broad Digital and Creative Industries qualifications that support progression to a number of level 3 programmes including: Games Design or Games Development, IT or Creative Media or the Arts. The qualifications are graded to support progression to level 3 and is assessed through a portfolio of evidence.

Learners have the opportunity to carry out a project that brings together learning from across the qualification.

The qualifications were developed in conjunction with the FE sector.

1.2. Objective

The objective of the qualification is to preparelLearners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding.

1.3. Key facts

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 2 Award in Digital and Creative Industries	60	48	6
Gateway Qualifications Level 2 Certificate in Digital and Creative Industries	150	120	15
Gateway Qualifications Level 2 Diploma in Digital and Creative Industries	450	360	45
Gateway Qualifications Level 2 Extended Diploma in Digital and Creative Industries	600	480	60

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

1.4. Achievement methodology

The qualifications will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

1.5. Geographical coverage

These qualifications have been approved by Ofqual to be offered in England and by Qualification Wales to be delivered in Wales.

If a centre based in Northern Ireland or overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

1.6. Progression opportunities

The qualifications support progression to a number of level 3 programmes including: Games Design or Games Development, IT or Creative Media or the Arts.

1.7. Funding

For information regarding potential sources of funding please visit the following the Education and Skills Funding Agency:

https://www.gov.uk/government/organisations/education-and-skills-funding-agency.

The qualification is listed on S96 as available for delivery to young people aged less than 19 years old (refer to Section 2.1 Age for approval age range of this qualification.

The qualifications are not listed for public funding in Wales.

1.8. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1. Age

The approved age range for these qualifications is: 16-18, 19+.

2.2. Prior qualifications

There are no entry requirements other than that learners should be ready for level 3 study.

2.3. Prior skills/knowledge/understanding

There is no requirement for learners to have prior skills, knowledge or understanding.

2.4. Restrictions

There are no restrictions to entry.

2.5. Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;

- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Details on how to make adjustments for learners is set out in the Reasonable Adjustment and Special Considerations Policy and Procedures.

2.6. Additional requirements/guidance

There are no additional rules or guidance regarding learner entry requirements.

2.7. Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3. Achieving the Qualification

3.1. Qualification structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.2 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies**

Gateway Qualifications Level 2 Award in Digital and Creative Industries

Learners must achieve 6 credits.

Mandatory Group

Unit Number	Unit Title	Level	Guided Learning	Credit Value
M/617/6720	2D Digital Imaging	2	48	6
D/617/6714	3D Modelling	2	48	6
H/617/6715	Animation	2	48	6
K/617/6716	Art and Design: Exploring Mixed Media	2	48	6
J/617/6724	Computer Games Design and Development	2	48	6
M/617/6717	Computer Programming	2	48	6
T/617/6718	Data Management and Analytics	2	24	3
A/617/6719	Database development	2	48	6
T/617/6721	Digital and Creative Industries Project	2	48	6
A/617/6817	Digital Marketing for the Digital and Creative Industries	2	24	3
A/617/6722	Digital Media Narratives	2	24	3
F/617/6723	Digital Photography	2	48	6
A/617/6753	Effective Communication for the Workplace	2	24	3
L/617/6725	Graphic Design	2	48	6
M/617/6751	Improving own Employability Skills	2	24	3
R/617/6726	Interactive Media	2	48	6
Y/617/6727	Mobile App Development	2	48	6
T/617/6752	Numeracy Skills for the Workplace	2	24	3
D/617/6728	Planning and Pitching an Idea in the Digital or Creative Industries	2	24	3
H/617/6729	Preparing to Work in the Digital and Creative Industries	2	24	3
K/617/6747	Sound Production	2	48	6

Unit Number	Unit Title	Level	Guided Learning	Credit Value
T/617/6816	Understanding the Games Industry	2	24	3
F/617/6818	Website Design and Development	2	48	6

Gateway Qualifications Level 2 Certificate in Digital and Creative Industries

Learners must achieve 15 credits including 3 credits from the mandatory group and the remaining credits from the optional group.

Mandatory Group

Learners must achieve all units in this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
H/617/6729	Preparing to Work in the Digital and Creative Industries	2	24	3

Optional Group

Learners must achieve 12 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
M/617/6720	2D Digital Imaging	2	48	6
D/617/6714	3D Modelling	2	48	6
H/617/6715	Animation	2	48	6
K/617/6716	Art and Design: Exploring Mixed Media	2	48	6
J/617/6724	Computer Games Design and Development	2	48	6
M/617/6717	Computer Programming	2	48	6
T/617/6718	Data Management and Analytics	2	24	3
A/617/6719	Database development	2	48	6
T/617/6721	Digital and Creative Industries Project	2	48	6
A/617/6817	Digital Marketing for the Digital and Creative Industries	2	24	3
A/617/6722	Digital Media Narratives	2	24	3
F/617/6723	Digital Photography	2	48	6
A/617/6753	Effective Communication for the Workplace	2	24	3
L/617/6725	Graphic Design	2	48	6
M/617/6751	Improving own Employability Skills	2	24	3
R/617/6726	Interactive Media	2	48	6
Y/617/6727	Mobile App Development	2	48	6
T/617/6752	Numeracy Skills for the Workplace	2	24	3

Unit Number	Unit Title	Level	Guided Learning	Credit Value
D/617/6728	Planning and Pitching an Idea in the Digital or Creative Industries	2	24	3
K/617/6747	Sound Production	2	48	6
T/617/6816	Understanding the Games Industry	2	24	3
F/617/6818	Website Design and Development	2	48	6

Gateway Qualifications Level 2 Diploma in Digital and Creative Industries

Learners must achieve 45 credits including 3 credits from the mandatory group and the remaining credits from the optional group.

Mandatory Group

Learners must achieve the single mandatory unit.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
H/617/6729	Preparing to Work in the Digital and Creative Industries	2	24	3

Optional Group

Learners must achieve 42 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
M/617/6720	2D Digital Imaging	2	48	6
D/617/6714	3D Modelling	2	48	6
H/617/6715	Animation	2	48	6
K/617/6716	Art and Design: Exploring Mixed Media	2	48	6
J/617/6724	Computer Games Design and Development	2	48	6
M/617/6717	Computer Programming	2	48	6
T/617/6718	Data Management and Analytics	2	24	3
A/617/6719	Database development	2	48	6
T/617/6721	Digital and Creative Industries Project	2	48	6
A/617/6817	Digital Marketing for the Digital and Creative Industries	2	24	3
A/617/6722	Digital Media Narratives	2	24	3
F/617/6723	Digital Photography	2	48	6
A/617/6753	Effective Communication for the Workplace	2	24	3
L/617/6725	Graphic Design	2	48	6
M/617/6751	Improving own Employability Skills	2	24	3

Unit Number	Unit Title	Level	Guided Learning	Credit Value
R/617/6726	Interactive Media	2	48	6
Y/617/6727	Mobile App Development	2	48	6
T/617/6752	Numeracy Skills for the Workplace	2	24	3
D/617/6728	Planning and Pitching an Idea in the Digital or Creative Industries	2	24	3
K/617/6747	Sound Production	2	48	6
T/617/6816	Understanding the Games Industry	2	24	3
F/617/6818	Website Design and Development	2	48	6

Gateway Qualifications Level 2 Extended Diploma in Digital and Creative Industries

Learners must achieve 60 credits including 3 credits from the mandatory group and the remaining credits from the optional group.

Mandatory Group

Learners must achieve all units in this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
H/617/6729	Preparing to Work in the Digital and Creative Industries	2	24	3

Optional Group

Learners must achieve 57 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
M/617/6720	2D Digital Imaging	2	48	6
D/617/6714	3D Modelling	2	48	6
H/617/6715	Animation	2	48	6
K/617/6716	Art and Design: Exploring Mixed Media	2	48	6
J/617/6724	Computer Games Design and Development	2	48	6
M/617/6717	Computer Programming	2	48	6
T/617/6718	Data Management and Analytics	2	24	3
A/617/6719	Database development	2	48	6
T/617/6721	Digital and Creative Industries Project	2	48	6
A/617/6817	Digital Marketing for the Digital and Creative Industries	2	24	3
A/617/6722	Digital Media Narratives	2	24	3
F/617/6723	Digital Photography	2	48	6

Unit Number	Unit Title	Level	Guided Learning	Credit Value
A/617/6753	Effective Communication for the Workplace	2	24	3
L/617/6725	Graphic Design	2	48	6
M/617/6751	Improving own Employability Skills	2	24	3
R/617/6726	Interactive Media	2	48	6
Y/617/6727	Mobile App Development	2	48	6
T/617/6752	Numeracy Skills for the Workplace	2	24	3
D/617/6728	Planning and Pitching an Idea in the Digital or Creative Industries	2	24	3
K/617/6747	Sound Production	2	48	6
T/617/6816	Understanding the Games Industry	2	24	3
F/617/6818	Website Design and Development	2	48	6

3.2. Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

This qualification is graded at unit and qualification level.

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

To achieve a Pass	• **learners must evidence all Pass criteria from the assessment and grading grid**
To achieve a Merit	• learners must evidence all Pass and Merit criteria from the assessment and grading grid • should a learner achieve some of the Merit criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Merit criteria • partial achievement of the Merit criteria **cannot** attract the Merit grade.
To achieve a Distinction	• learners must evidence all Pass, Merit and Distinction criteria from the assessment and grading grid • Distinction criteria are qualitative extensions of the Merit criteria • should a learner achieve some of the Distinction criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Distinction criteria • partial achievement of the Distinction criteria cannot attract the Distinction grade.

The qualification grade will be automatically calculated for learners when the learner unit grades are submitted by a centre. The overall grade is calculated based on the rules of combination for the qualification, in the following way:

1. The grade is converted to a number of points per credit (see table below).
2. The units required to meet the rules of combination are selected and the points allocated per credit are applied.
3. If the amount of credit needed for the qualification is less than the amount of credit achieved by the learner, ie the learner has overachieved, the total number of points will be adjusted. This will be calculated as a proportion of the total

number of credits achieved by the required number of credits to complete the overall grade:

No. of credits required x Total No. of Points = Adjusted Points Total
No. of credits achieved

4. Any surplus credits will be listed on the credit transcript.
5. Number of points are totalled and the overall grade applied according to the 'qualification grade' table.

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

	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7

Learners who achieve the correct number of points within the ranges show in the 'qualification grade' table below will achieve the qualification merit or distinction grade:

Level 2 Award in Digital and Creative Industries

	Pass	Merit	Distinction
Points range	30	36	42

Level 2 Certificate in Digital and Creative Industries

	Pass	Merit	Distinction
Points range	75-83	84-92	93-105

Level 2 Diploma in Digital and Creative Industries

	Pass	Merit	Distinction
Points range	225-248	249-272	273-325

Level 2 Extended Diploma in Digital and Creative Industries

	Pass	Merit	Distinction
Points range	300-332	333-365	366-420

Gateway Qualifications monitors the maintenance of qualification standards through its quality assurance activity. In order to maintain standards there may be occasions where it is necessary to change the overall grade threshold. In the event of a change notification will be communicated to centres.

Example 1 - Level 2 Certificate in Digital and Creative Industries

Achievement of pass qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Preparing to work in the Digital and Creative Industries	3	Pass	5	15
Planning and Pitching an Idea in the Digital or Creative Industries	3	Pass	5	15
Data Management and Analytic	3	Distinction	7	21
Numeracy Skills for the Workplace	3	Pass	5	15
Improving own employability skills	3	Pass	5	15
Totals	**15**			**81**

Example 2 - Level 2 Diploma in Digital and Creative Industries

Achievement of merit qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
2 D Digital Imaging	6	Merit	6	36
Animation	6	Pass	5	30
Data Management and Analytic	3	Pass	5	15
Games Design and Development	6	Pass	5	30
Graphic Design	6	Merit	6	36
Improving own employability skills	3	Merit	6	18
Mobile App Development	6	Distinction	7	42
Numeracy Skills for the Workplace	3	Pass	5	15
Planning and Pitching an Idea in the Digital or Creative Industries	3	Merit	6	18
Preparing to work in the Digital and Creative Industries	3	Merit	6	18
Totals	**45**			**258**

Example 3 - Level 2 Extended Diploma in Digital and Creative Industries

Achievement of distinction qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
2 D Digital Imaging	6	Distinction	7	42
Animation	6	Merit	6	36
Data Management and Analytic	3	Merit	6	18
Digital and Creative Industries project	6	Distinction	7	42
Data Management and Analytics	3	Merit	6	18
Games Design and Development	6	Pass	5	30
Graphic Design	6	Distinction	7	42
Improving own employability skills	3	Distinction	7	21
Interactive Media	6	Pass	5	30
Mobile App Development	6	Pass	5	30
Numeracy Skills for the Workplace	3	Merit	6	18
Planning and Pitching an Idea in the Digital or Creative Industries	3	Distinction	7	21
Preparing to work in the Digital and Creative Industries	3	Distinction	7	21
Totals	**60**			**369**

3.3. Recognition of prior learning

Recognition of prior learning is a process that considers if a learner can meet the specified assessment requirements through knowledge, understanding or skills that they already possess and that can contribute towards the attainment of a qualification for which they are undertaking.

3.4. Links to other qualifications

There are no direct links to other qualifications but the qualifications will support progression to a number of level 3 qualifications in Creative Media or the Arts. The qualifications are graded to support progression to level 3 and is assessed through a portfolio of evidence.

4. Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1. Method of assessment

The method of assessment for the qualifications is through a portfolio of evidence.

4.2. Assessment language

This qualification is assessed in English only.

4.3. Assessment materials

There are no specific assessment materials provided for this qualification.

4.4. Suggested Resources

Indicative content has been provided for each unit detailed within the unit specifications in the Appendix. There are no other specific assessment materials provided for this qualification.

4.5. Assessment guidance

Please refer to the grading criteria within the unit specifications in the Appendix.

4.6. Qualification-specific centre requirements

Centres must ensure that they have the appropriate resources in place when delivering performance units from vocational areas.

4.7. Qualification-specific tutor/assessor requirements

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

4.8. Qualification-specific quality assurance requirements

There are no additional internal/external quality assurance requirements for these qualifications.

4.9. Additional requirements/guidance

There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

5. What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as Gateway Qualifications centre please contact:

Gateway Qualifications
Gateway House
3 Tollgate Business Park
Colchester
CO3 8AB

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

6. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

7. Appendices

7.1. Appendix 1 – Unit Details

2D Digital Imaging

Level: Level 2

Credit Value: 6

GLH: 48

Unit Number: M/617/6720

Unit Aim: The aim of this unit is for learners to explore the wide range of digital image making practices used for the creation of images for creative media products. Learners will experiment with the tools and techniques used for the creation of 2D digital images and design, develop and create their own digital images in response to a design brief. They will present an outcome and review their work in in response to the design brief.

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Know about 2D digital image making techniques	1.1 Describe different 2D digital image making techniques. 1.2 Describe how 2D digital images are used in different creative media disciplines.	1.1 Explain how 2D digital image making techniques have been used in relation to a specific creative media product.	

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
2 Be able to experiment with 2D digital image making techniques in response to a design brief.	2.1 Develop own ideas for 2D digital image work to meet a design brief through experimenting with different materials, techniques and processes.	2.1 Explain how experimentation of using 2D digital image making materials, techniques and processes supports the development of relevant ideas.	2.1 Compare at least two different approaches used within the experimentation and how these support the development of relevant ideas.
3 Create a series of 2D digital images in response to a design brief.	3.1 Select appropriate materials, techniques and processes to create digital images for a creative media product. 3.2 Apply appropriate materials, techniques and processes to create digital images for a creative media product.	3.1 Modify planned approach to complete the 2D digital images.	3.1 Apply a range of advanced materials, techniques and processes to complete the 2D digital images.
4 Review the purpose of the 2D digital image work and how this can be improved in response to the brief	4.1 Review the use of digital media techniques used in own work. 4.2 Review how own work meets the design brief.	4.1 Evaluate the strengths and weaknesses in own use of digital image techniques and how well the end product meets the design brief.	4.1 Suggest relevant improvements to own working practices and to the 2D digital image workto more fully meet the design brief.

Indicative Content: 2D Digital Imaging
Learning Outcome 1: **Disciplines with the creative media sector;** (e.g. Television, Film, Music, Radio, Print, Interactive media, Computer games, Photography, Advertising, Special FX) **2D Digital image making techniques;** (e.g. image manipulation software, importing images, scanning images, colour adjustments, selection tools, using layers, image effects, filters, bitmaps, vectors, compression, creating appropriate image sizes, image resolution, using different colour modes and file types) **Products;** (e.g. information based, entertainment, advertising, promotional, educational, commercial.
Learning Outcome 2: **Experimentation;** Learners will use influences form Learning Outcome 1 to try out new ideas using appropriate materials, techniques and processes. At least two mediums will be combined within the experimentations. **Digital materials, techniques and Processes;** Any electronic mediums such as image manipulation software, editing applications, using graphics tablets, digital cameras etc
Learning Outcome 3: **Select and Apply;** Learners will use their experiments in LO2 to select and apply appropriate materials, techniques and process to create mixed media art work **Making adjustments** Learners will show (annotate, verbally discuss / present) how they have adjusted their work within the creation process. **Justifications** Learners will show (annotate, verbally discuss / present) how they have extended their skills during the creation process and justify (annotate, verbally discuss / present) decisions made in order to meet the design brief.

Indicative Content: 2D Digital Imaging
Learning Outcome 4: **Review own work;** Learners will go over and examine the stages of producing their own work. **Evaluate strengths and weakness;** Learners will explain (annotate, verbally discuss / present) the strengths and weakness of the use of mixed media and how this meets the design brief (e.g. initial intentions, design brief challenges and constraints, meeting deadlines). **Improvements;** Learners will outline relevant improvements (e.g. time management, skill development, techniques, use of 2D digital image techniques).

3D Modelling

Level: Level 2

Credit Value: 6

GLH: 48

Unit Number: D617/6714

Unit Aim: The aim of this unit is for learners to investigate the use of 3D modelling in the creative media products. They will use their research findings to undertake purposeful experimentation and apply practical skills to produce their own work in response to a design brief. They will review the use of 3D Modelling materials, techniques and processes in their own work and how they have met the brief.

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Know about the use of 3D modelling in creative media products.	1.1 Describe different examples of 3D modelling used in different creative media products. 1.2 Describe how 3D modelling can enhance a creative media product.	3.1 MiCompare the ways in which 3D modelling has been used to enhance different creative media products.	
2 Be able to explore 3D modelling materials, techniques and processes in response to a design brief.	2.1 Develop own ideas for a 3D model to meet a design brief through experimenting with different materials, techniques and processes.		

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
3 Create a 3D model in response to a design brief.	3.1 Select appropriate materials, techniques and processes to create a 3D model. 3.2 Apply appropriate materials, techniques and processes to create a 3D model for a creative media product.		3.1 DiApply a range of advanced materials, techniques and processes to complete the 3D model.
4 Review the 3D model.	4.1 Review the extent to which the 3D model meets the brief.	4.1 Mii Gather feedback on the 3D model and how it meets the design brief.	4.1 DiiEvaluate the feedback and suggest ways to improve the 3D model.

Indicative Content: 3D Modelling
Learning Outcome 1: **Disciplines with the creative media sector;** (e.g. Television, Film, Music, Radio, Print, Interactive media, Computer games, Photography, Advertising, Special FX) **3D Modelling materials, techniques and Processes;** (e.g. 3D modelling software, using 2D images in 3D software, digital sculpting, wireframes, surface, solids, box modelling, edge modelling, NURBS, image maps, 3D environments, file types) **Products;** (e.g. information based, entertainment, advertising, promotional, educational, commercial)
Learning Outcome 2: **Experimentation;** Learners will use influences from Learning Outcome 1 to try out new ideas using appropriate materials, techniques and processes. All experimentation should be in response to the design brief. **Meets the design brief;** (e.g. initial intentions, design brief challenges and constraints, meeting deadlines).
Learning Outcome 3: **Select and Apply;** Learners will use their experiments in LO2 to select and apply appropriate materials, techniques and process to create 3D product.
Learning Outcome 4: **Review own work;** Learners will go over and examine the stages of producing their own work and the extent to which it meets the brief

Indicative Content: 3D Modelling
Gather feedback Learners will gather feedback from peers on the extent to which the their work meets the brief. They may present the feedback as annotations, orally **Improvements;** Learners will evaluate the feedback and suggest ways that the 3D model could be improved in line with the feedback – for example use of 3D modelling materials, techniques and processes.

Animation

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: H/617/6715
Unit Aim: To be able to plan, prepare and produce a short animation.

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Know about the types and uses of animation.	1.1 Describe the different types of animation. 1.2 Describe the different uses of animation.		
2 Design a short animated production to meet a design brief.	2.1 Prepare a storyboard to include timings, key frames, layers and scripting.		
3 Be able to prepare elements for a short animated production to meet a design brief.	3.1 Prepare the elements for a frame-by-frame short animated production to meet a design brief. 3.2 Edit the individual elements to prepare the frames for a short animated production.	3.1 Enhance the edited elements to prepare sufficient frames for a short animated production.	

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
4 Be able to produce a short-animated production to meet a design brief.	4.1 Use appropriate techniques to combine prepared elements to produce a short-animated production. 4.2 Apply appropriate visual and audio effects to the footage to meet the design brief.	4.1 Combine still and moving images and recorded voice over to produce a short animated production.	4.1 Evaluate the animation against the design brief recommending improvements.

Indicative Content: Animation
Learning Outcome 1: Different types • traditional animation (2D, Cel, Hand drawn) • 3D (Computer generated) • Motion graphics • Stop Motion (Cut – outs) Uses • Advertising • Entertainment • creative arts • education • simulation
Learning Outcome 2: Design computer animation: • Storyboard • Timings • Key frames • Layers • Scripting • Frame rate
Learning Outcome 3: Preparing the footage elements: • Video • images • text

Indicative Content: Animation

- audio
- models
- photographs
- timeline
- script
- title
- running time
- audience
- rough sketches/storyboard

Prepare for the animation:

- 2D/3D
- Record the animation
- stop motion
- frame rates
- motion tweens
- frame by frame animation

Editing:

- transitions
- cuts
- special effects

Visual effects:

- colour correction
- transitions
- chromakey

Indicative Content: Animation
Audio: • applying audio/sound effects to footage • checking audio levels • audio club.
Learning Outcome 4: Present final animated production to meet design brief.

Art and Design: Exploring Mixed Media

Level: Level 2

Credit Value: 6

GLH: 48

Unit Number: K/617/6716

Unit Aim: The aim of this unit is for learners to explore the wide range of art and design practices that use mixed media. They will explore a wide range of art and design disciplines and practitioners and create a series of work in response to a design brief. They will continuously review their work in a reflective journal and create and review final art and design works.

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Know about mixed media approaches in art and design.	1.1 Describe different mixed media approaches used in art and design.	1.1 Explain how mixed media approaches are used within different disciplines in art and design.	1.1 Compare the use of mixed media by two different contemporary art and design practitioners.
2 Be able to explore with mixed media in one art and design discipline in response to a design brief.	2.1 Carry out purposeful experimentation with traditional mixed media materials, techniques and processes. 2.2 Carry out purposeful experimentation with digital mixed media materials, techniques and processes.		

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
3 Be able to create mixed media artwork in response to a design brief.	3.1 Select appropriate materials, techniques and processes to create mixed media art work to meet a design brief. 3.2 Apply appropriate materials, techniques and processes to create mixed media art work to meet a design brief.	3.1 Modify work to complete the art and design work.	3.1 Apply advanced materials, techniques and processes to extend own subject skills and knowledge to complete the art and design work.
4 Be able to review the use of mixed media in own art and design work and how this can be improved in response to the brief.	4.1 Review the use of mixed media in own Art and Design work. 4.2 Review how own work meets the design brief.	4.1 Evaluate the strengths and weaknesses in own use of mixed media and how well the end product meets the design brief.	4.1 Suggest relevant improvements to own working practices and to the mixed media work to more fully meet the design brief.

Indicative Content: Exploring Mixed Media
Learning Outcome 1: **Art and Design Disciplines;** (e.g. Fine Art, Fashion, Textiles, Printmaking, Digital Arts, Architecture, Ceramics, Photography, Graphic Design, Sculpture, Moving Image, Interactive Design, Performance Art, Concept Art, Special FX) **Mixed Media;** (e.g. Collage, Assemblage, Relief work, Installation, Combining 2D and 3D works, Combing Digital and Physical works) Mixed media approaches are those that combine different mediums and methods to make a piece of art work. At least two art mediums (e.g. paint, fabric, pencil, photograph) are combined and used to create a piece of work (e.g. use ink on a photograph or paint on fabric) **Mixed Media Artists** (e.g. Bill Viola, Man Ray, Sara Lucas, Jeff Koons) **Art and Design Practitioners;** Art and design practitioners are professionals who specialise within one or more art and design disciplines. They may work independently or with others in similar or different fields within the creative industries. Art and design practitioners should also be up to date within their own specialism/s and current industry standards.
Learning Outcome 2: **Experimentation;** Learners will use influences form Learning Outcome 1 to try out new ideas using appropriate materials, techniques and processes. At least two mediums will be combined within the experimentations. **Traditional Mixed Media materials, techniques and Processes;** Any physical wet and dry mediums such as paint, pencil, ink etc

Indicative Content: Exploring Mixed Media
Digital Mixed Media materials, techniques and Processes; Any electronic mediums such as image manipulation software, editing applications, using graphics tablets, digital cameras etc
Learning Outcome 3: **Select and Apply;** Learners will use their experiments in LO2 to select and apply appropriate materials, techniques and process to create mixed media art work **Making adjustments;** Learners will show (annotate, verbally discuss / present) how they have adjusted their work within the creation process.
Learning Outcome 4: **Review own work;** Learners will go over and examine the stages of producing their own work. **Evaluate strengths and weakness;** Learners will explain (annotate, verbally discuss / present) the strengths and weakness of the use of mixed media and how this meets the design brief (e.g. initial intentions, design brief challenges and constraints, meeting deadlines). **Improvements;** Learners will outline relevant improvements (e.g. time management, skill development, techniques, use of mixed media).

Computer Games Design and Development

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: J/617/6724
Unit Aim: To be able to design a computer game.

This unit has 3 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Understand different types of computer games.	1.1 Describe different types of computer games and their features. **1.2** Explain how different components are used in the design of a computer game.	1.1 Explain how different features and components of computer games can be used to improve or enhance the user experience.	
2 Be able to design a computer game to meet a given brief.	2.1 Design a computer game with storyline, characters and gameplay appropriate to the given brief and scope. 2.2 Produce a design specification in an appropriate format for a computer game to meet a given brief. 2.3 Create an asset list.		2.1 Evaluate the design and recommend improvements.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
3 Be able to create a computer game.	3.1 Edit assets from the asset list considering appropriate file sizes, types and naming conventions. 3.2 Render assets and prepare them for import to the game engine.	3.1 Import assets into digital game engine to develop a creative digital game level design.	3.1 Develop a digital game level with a consistent theme and style including sophisticated elements such as atmospheric animations.

Indicative Content: Computer Games Design and Development
Learning Outcome 1: Different types of computer games • simulations, • adventure, • puzzle, • action, • combat, • sports, • educational • gamestudio • Wintermute • Engine Features: • Genre • Gamplay • Difficulty • Feedback • Multiplayer • Challenges • Online games Components: • AI, • graphics, • audio, • controller, • motion sensing, • GUI • Fundamentals

Indicative Content: Computer Games Design and Development
• Characters • Connectivity of elements • How character interacts with game Gaming platforms: • Xbox • Playstation • Wii • Computer • App • PC • MAC
Learning Outcome 2: Design a game (2D or 3D level game) • Design documentation • Proposal • Storyboards • Narrative • graphic tools • script • 2D computer/console game • Pencil/colour drawings of character design, level design • Storyline • Characters • Gameplay • technical elements of the game • sound effects

Indicative Content: Computer Games Design and Development
• music • challenges/badges • gather feedback from peers/user testing.
Learning Outcome 3: • Edit assets to prepare for game • File sizes, file types, naming conventions • Import assets into the engine

Computer Programming

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: M/617/6717
Unit Aim: Be able to design and develop a simple computer programme.

This unit has 3 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Understand the key principles of computer programming.	1.1 Explain the tools and techniques used in a given computer program.		
2 Be able to design a computer program to meet a given design brief.	2.1 Determine the requirements of the computer program to meet a given design brief. 2.2 Produce the design for a simple computer program to meet a given design brief.	2.1 Design a computer program to meet a given brief demonstrating technical accuracy and use of appropriate conventions.	

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
3 Be able to create a computer program to meet a given design brief.	3.1 Produce a simple computer program to meet a given design brief, using appropriate programming code and syntax. 3.2 Test the computer program using a test plan. 3.3 Explain how the computer program fulfils the given design brief.	3.1 Produce technical documentation for the program.	3.1 Evaluate the computer program against the design brief, recommending further improvements before implementation.

Indicative Content: Computer Programming
Learning Outcome 1: What is programming: • Software coding Types of programming language • Object oriented • Event driven • procedural Different types of programming language: • Python, • Java, • C++, • Basic, • Scratch, • HRM
Learning Outcome 2: Planning and Design: • identifying the requirements for the computer program eg data requirements, audience, platform, intended use, security needs Structure of programming code: • Main body • Sub routines • Libraries • Device drivers • Definitions • Variables

Indicative Content: Computer Programming
• Layout of code • Comments to explain the process Producing an algorithm: • flowcharts or pseudocode to meet the design brief.
Learning Outcome 3: Develop a solution using suitable programming language eg structural components of a program, sequencing, data types, data structures, strings, variables, constants, subprograms, input/output, operators. Syntax • Uppercase and lowercase characters • Naming conventions • File naming • Extensions • Version control Debug • Debugger software • Trace statements • Monitoring techniques • Error messages Technical Documentation • User guide for the client • Explain coding Test and refine the code: • produce a test plan • Recording the results

Indicative Content: Computer Programming
• screen shots to evidence any changes to refine the code • Apply corrections and improvements • Functionality testing Evaluate the solution against the given design brief – success criteria.

Data Management and Analytics

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: T/617/6718
Unit Aim: To enable learners to understand data management and analytics.

This unit has 2 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Understand data management.	1.1 Outline the purpose of data analytics and the processes involved. 1.2 Explain how an organisation can use a data management system to improve performance.	1.1 Explain the importance of effective data cleaning to organisations, considering legal and ethical issues.	
2 Be able to carry out data analytics for a given purpose.	2.1 Analyse relevant data using appropriate statistical and probability operations. 2.2 Summarise and present relevant findings from the data analysis in an appropriate format.	2.1 Summarise and present the data for a different audience.	2.1 Evaluate the data that has been analysed drawing valid conclusions and explaining how the findings can be used to support performance improvement.

Indicative Content: Data Management and Analytics

Learning Outcome 1:
• Purpose of data analytics and processes involved
  ○ Examine large amounts of data to identify patterns, correlations or insights
  ○ Data can be used to reduce costs
  ○ Decisions can be made quicker
  ○ New products and services can be tested through analytics
  ○ Improving health care
  ○ Machine Learning, Data Management, Data Mining
 	
• Data management decision-making:
  ○ Strategy planning
  ○ Productivity
  ○ Product/service benchmarking
 	
• Legal, ethical and security issues:
  ○ Data protection legislation
  ○ Individual rights
  ○ Security of commercial and personal data
 	
• Storing data:
  ○ Structure/unstructured
  ○ Security
  ○ Data warehouse
 	
• Accessing data:
  ○ Security
  ○ sharing

Learning Outcome 2: • Statistical Techniques and Probability:

Indicative Content: Data Management and Analytics
○ Discrete data ○ Continuous data ○ Spreadsheets, statistical software eg SPSS ○ Mean, median and mode ○ Measures of dispersion, variance, standard deviation, range, interquartile and inter-percentile ranges ○ Normal distribution ○ T-Test ○ Linear relationship ○ Equality of the line of regression and correlation coefficient ○ Regression line for non-linear relationship ○ Presentation of data eg – bar charts, pie charts, histogram • Present findings: ○ Prepare the data for analysis ○ Analyse the data ○ Validity, accuracy, relevance ○ Presentation appropriate format to meet brief and audience ▪ Graphical and numerical data ▪ Reports, presentations, verbal communication

Database Development

Level: Level 2

Credit Value: 6

GLH: 48

Unit Number: A/617/6719

Unit Aim: To be able to design and develop a database.

This unit has 3 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Understand the structure and principles of databases.	1.1 Describe the uses and features of databases. 1.2 Describe the tools and techniques used in databases.		
2 Be able be able to design and develop a simple relational database system to meet a given brief.	2.1 Design a relational database system using database design techniques. 2.2 Develop a relational database with realistic dataset, which includes three tables, queries, data entry-forms, and reports.	2.1 Develop a database demonstrating awareness of user's requirements which includes a customised data entry form, queries using multiple criteria and multiple fields, output data reports based on queries and onscreen navigation.	

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
3 Be able to test a relational database.	3.1 Produce a test plan and test database system.	3.1 Review expected results against actual test results and make necessary amendments. 3.2	3.1 Evaluate the database against the specified user requirements.

Indicative Content: Database Development

Learning Outcome 1:

Uses of databases

- Improve productivity
- Make decisions
- Present information
- Interpret data
- Perform calculations
- Manage large data sets
- Creating and presenting financial reports
- Record keeping
- Collaborative working
- Searching and planning information
- Queries

Tools and techniques

- Table structures
- Attribute characteristics
- Validation rules and texts
- Records
- Relationships
- Forms
- Sorts
- Queries

Referential Integrity

- Primary keys
- Foreign keys
- Cascade update
- Cascade delete

Indicative Content: Database Development
Learning Outcome 2: Be able to design and develop a relational database to meet a given brief. • Entity relationship modelling • Data dictionaries • Input and output screen designs • Single and multiple table structures with appropriate attribute characteristics including attributes names, data types, attribute sizes, attribute formats • Validation rules and text • Edit and records and data existing records and data • Use wizards Customised forms to facilitate data entry. Forms should allow navigation between forms and sub forms, appropriate data entry, include validation checks.
Learning Outcome 3: Testing • Test plan structure e.g. test, date, expected result, actual result, corrective action • Test database functionality • Test database against user requirements; Evaluation • Relational database fit for purpose • Justification of features used • Suggestions for improvements

Digital and Creative Industries Project

Level: Level 2

Credit Value: 6

GLH: 48

Unit Number: T/617/6721

Unit Aim: The aim of this unit is for learners to agree a topic for a digital and creative industries project and to use knowledge and skills from previous units to plan and undertake the project, which will lead to the production of a creative media product. They will then present and review the product and their own working practices.

This unit has 5 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Be able to identify, select and plan for a digital and creative industries project.	1.1 Explain reasons for choosing an agreed topic and scope for a project. 1.2 Identify intended project outcomes and actions they need to take to achieve these. 1.3 Outline skills needed to complete project. 1.4 Plan how to meet agreed deadlines.		1.1 Produce a well-organised and clear plan for the project which includes timelines, order of activities, resources and facilities needed and contingencies.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
2 Be able to carry out research for a project in the digital and creative industries.	2.1 Identify different sources of information relevant to the project. 2.2 Select data that is relevant and reliable. 2.3 Reference evidence and information appropriately.	2.1 Select and combine data from different sources.	2.1 Analyse data systematically to determine its relevance and reliability.
3 Be able to undertake activities to complete a project in the digital and creative industries.	3.1 Apply appropriate skills and knowledge, including findings from research, to complete the project in line with the project aims and plan.	3.1 Monitor progress, making adjustments where needed.	
4 Be able to present project outcomes, including the completed creative media product.	4.1 Select appropriate information to include in a presentation, including reference to process and an explanation of the product itself. 4.2 Use appropriate format and language, including technical terms, to present project 4.3 outcomes to a specific audience.		

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
5 Be able to evaluate the creative media product and own performance.	5.1 Review the creative and media product against own original project aims. 5.2 Review own performance in planning, carrying out and presenting outcomes from the project, identifying strengths and weaknesses.	5.1 Use feedback from others in reviewing own performance.	5.1 Suggest potential improvements to the product and ways in which these could have been achieved.

Indicative Content: Digital and Creative Industries Project
Learning Outcome 1: Evidence may include witness statements, a personal log, notes of meetings, a video diary, blog / vlog. **Creative and Digital Industries;** e.g. Television, Film, Music, Radio, Print, Interactive media, Computer games, Photography, Advertising, Special FX **Example projects could include;** e.g. promotional website, educational game, animation to raise awareness, documentary, rebranding a corporate identity **Intended outcomes may include;** e.g. improved teamwork, raising funds, raising awareness, personal development, meeting client needs **Skills needed may include;** e.g. improving technical skills, communication and interpersonal skills, organisational skills, the ability to motivate others, planning and scheduling, dealing with conflict / difficult situations, meeting with a client, leading a team
Learning Outcome 2: **Sources of information may include:** • Primary sources (e.g. interviews, photographs, visits) • Secondary sources (e.g. practitioner research, books, websites, blogs) • Existing products (e.g. websites, films, TV, Radio, Games, Adverts) **Relevant and reliable data will vary according to the project selected but may include;** e.g. audience ratings, interview transcripts, questionnaire responses **Appropriate referencing;** e.g. author, title and date for books and journals, URL's for websites, full names and positions for information from people
Learning Outcome 3: Evidence may include schedules, a personal log, notes of meetings, a video diary, blog / vlog.

Indicative Content: Digital and Creative Industries Project
Planning; e.g. mind maps, storyboards, scripts, navigation / user interaction, content / assets, design layouts, technical requirements, resources, prototypes, maquettes / test pieces, selecting final ideas, time management, budget / costings **Production;** e.g. creating content, importing resources, editing content / assets, authoring, developing alternative ideas, project management, saving files appropriately, exporting / publishing, keeping a production log, consideration of copyright legislation **Personal skills and knowledge may include;** e.g. carrying out own roles, taking on and completing tasks, providing information, communicating with others, working as a team, supporting others, responding to problems, providing feedback to others
Learning Outcome 4: Evidence may include for example, presentation material, witness statements, a personal log, a video. **Presentation design;** e.g. format and structure, style, formal / informal, group presentation, audience, using visual aids, effective communication, supporting handouts / documents needed, where appropriate, practice / run throughs, conclusions / meeting initial intentions, questions following presentation. **Presentation formats;** e.g. PowerPoint presentation, physical using props, online, demonstration
Learning Outcome 5: Evidence may include for example, witness statements, peer assessments, a personal log, notes of meetings, a video diary. **Evaluation of own performance;** e.g. attendance, reliability, team skills, working independently / self-motivation, communication skills, taking responsibility, meeting objectives, planning, organisation and contingency **Review the creative media project;** e.g. strengths, weaknesses, meeting initial intentions **Review the management of a creative media project;** e.g. working to deadlines, skill development, resources **Improvements to own work;** e.g. feedback from others, improvements to personal performance, improvements to production skills

Digital Marketing for the Digital and Creative Industries

Level: Level 2

Credit Value: 3

GLH: 24

Unit Number: A/617/6817

Unit Aim: The aim of this unit is for learners to undertake the planning and management of a marketing campaign. They will research a range of platforms used for digital marketing such as TV, print and digital advertising, websites and social media to inform the creation of their own campaign. This may be to promote a product or raise awareness of an issue. They will review their work in response to the design brief and outline improvements for future practice.

This unit has 3 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Know about digital marketing approaches used in the digital and creative industries.	1.1 Describe digital marketing approaches used in the digital and creative industries to target different customers. 1.2 Explain the importance of Search Engine Optimisation (SEO) in digital marketing.		

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
2 Understand digital marketing campaigns.	2.1 Outline how different technologies are used in digital marketing campaigns. 2.2 Explain the importance of market research in planning a digital marketing campaign.	2.1 Explain the research requirements for a specific campaign, including how to ensure: • research is conducted lawfully • information gained is valid and reliable.	
3 Be able to create a proposal for a digital marketing campaign to promote a given company, product or service to an audience.	3.1 Identify suitable strategies, using channel(s) appropriate to the company, product or service and a specific audience.		3.1 Justify the strategies and channel(s) proposed.

Indicative Content: Digital Marketing for the Digital and Creative Industries
Learning Outcome 1: **Disciplines within the digital and creative industries;** e.g. Television, Film, Music, Radio, Print, Interactive media, Computer games, Photography, Advertising, Special FX **Digital marketing approaches;** e.g. online, email, social media, Pay Per Click, video, audio, infographics, public relations **Products;** e.g. information based, entertainment, advertising, promotional, educational, commercial) campaigns aimed at retention, acquisition and conversion. **Search Engine Optimisation;** SEO, PPC, Display, Email, Social, Affiliate, Mobile, customer reach, customer acquisition. Meta tags, links to others, analytical tools, budget.
Learning Outcome 2: **Technologies for different marketing campaigns;** • CRM systems, search engines, email, social networks • Legal aspects, data storage, encryption, opting in/out, repositioning, validity and reliability **Planning a digital media campaign;** e.g. copy and images, sound, video content, house style, audience, message, slogan, suitability, location, platform, effective message, marketing to social networking sites **Market research** • Market analysis – product/service, brand awareness, increase sales, customer retention, cost per lead, conversation rate, digital KPIs, audience segmentation, needs, media preferences • Value proposition - informational and geographical needs, digital behaviours, digital channels.
Learning Outcome 3: **Proposal:** Message, links to client brief, legal requirements, digital channel strategy, audience segmentation.

Indicative Content: Digital Marketing for the Digital and Creative Industries
Justifying the strategies; Learners will explain (annotate, verbally discuss / present) the strengths and weakness of the use of mixed media and how this meets the design brief (e.g. initial intentions, design brief challenges and constraints, meeting deadlines, digital channel strategy, audience segmentation, legal requirements, message).

Digital Media Narratives

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	A/617/6722
Unit Aim:	The aim of this unit is for learners to investigate the use of narratives within the digital and creative sector. They will use their research findings to produce their own narratives in response to a design brief.

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Know about the use of narratives within the digital and creative industries.	1.1 Identify effective examples of digital narratives used in creative media products. 1.2 Describe how digital narratives can enhance a creative media product.		1.1 Analyse different uses of digital narratives in creative media products.
2 Be able to plan a narrative for a digital media product.	2.1 Identify audience for digital narrative. 2.2 Develop a plan for a digital narrative to meet a design brief.		
3 Be able to create a narrative for a media product in response to a design brief.	3.1 Select and apply appropriate techniques to create a digital narrative.		

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
4 Be able to review a narrative against the design brief.	4.1 Review the extent to which the narrative meets the brief.	4.1 Gather feedback on the narrative and how it meets the brief. 4.2 Suggest ways to improve the narrative.	

Indicative Content: Digital Media Narratives
Learning Outcome 1: **Purposes of digital narratives;** e.g. information based, entertainment, advertising, promotional, educational, commercial. **Formats;** e.g. written, visual communication, image based, audio, storyboards, comic strips, moving image. **Disciplines with the creative media sector;** e.g. Television, Film, Music, Radio, Print, Interactive media, Computer games, Photography, Advertising, Special FX. **Narrative techniques;** e.g. engaging the audience, purpose / moral, using visual prompts, visualisation, use of positive / negative, personable to the audience, surprise.
Learning Outcome 2: **Planning;** Different elements of plan - Different purpose and audience **Types of writing;** e.g. webpage content, magazine review, synopsis, game storyline, narrative, commentary for a voice over, advertisements. **Meets the design brief;** e.g. initial intentions, design brief constraints.
Learning Outcome 3: **Select and Apply;** Learners select and apply appropriate materials, techniques and process to create a narrative.
Learning Outcome 4: **Review own work;** Learners will go over and examine the stages of producing their own work and the extent to which it meets the brief **Gather feedback** Learners will gather feedback from peers on the extent to which their work meets the brief. They may present the feedback as annotations, orally. **Improvements;** Learners will suggest ways that the narrative could be improved in line with the feedback.

Digital Photography

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: F/617/6723
Unit Aim: Be able to collect and prepare photograph images to meet a design brief.

This unit has 3 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Understand how to set up a digital camera to produce professional digital photographs.	1.1 Explain how to set up and use different features of a digital camera to meet a design brief. 1.2 Outline the importance of light and framing of digital images during set-up.	1.1 Use appropriate technical terms to explain the set-up process required to achieve high-quality images to meet a design brief.	
2 Be able to use features of a digital camera to produce professional digital photographs to meet a design brief.	2.1 Use appropriate camera settings to capture digital photographs to meet a design brief. 2.2 Explain why they have chosen specific features, with reference to the design brief.		2.1 Analyse the effectiveness of the digital features used and the extent to which they have resulted in photographs that meet the design brief.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
3 Be able to produce digital photographs to meet a design brief.	3.1 Edit digital photographs proficiently to enhance the originally captured photographs. 3.2 Prepare and present a range of digital photographic images to meet a design brief.	3.1 Edit digital photographs and enhance them by adding appropriate effects to meet the design brief.	1.1 Assess the effectiveness of the editing skills and techniques applied and the extent to which they have resulted in photographs that meet the design brief.

Indicative Content: Digital Photography
Learning Outcome 1: Features (dependent on camera) • memory card • shake • autofocus • autoexposure • face recognition, • shooting modes, aperture • manual exposure • manual focus • time lapse • foreground/background • balance • panorama • slide show • red-eye preflash • ISO settings • digital zoom Lighting techniques (dependent on equipment available) • shadows • background • importance of light
Learning Outcome 2: **Camera Settings** 1.2 composition 1.3 framing 1.4 rule of thirds

Indicative Content: Digital Photography
1.5 balance 1.6 lighting 1.7 setting up appropriate equipment Annotate the portfolio with brief outline as to what features have been used, why used and how effectively they have resulted in good quality images.
Learning Outcome 3: Technical skills as outlined in features section **Editing:** • Crop • Scaling • Adding effects • Filters • Text on images • Sharpen • blur Select images to be transferred to a computer and/or printed portfolio Portfolio – electronic or paper based Description – annotated elements in the portfolio to show the features used – why and how successfully.

Effective Communication for the Workplace

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: A/617/6753

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Understand the importance of effective communication.	1.1 Explain how effective communication creates a positive impression of the organisation on the customer. 1.2 Explain how effective communication between colleagues enables work to be completed to a high standard. 1.3 Describe the possible impact of poor communication on an organisation.	1.1 Explain the key features of effective communication in a specific workplace.	

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
2 Know how different types of communication are appropriate for different situations.	2.1 Describe the main types of communication, oral and written, used in organisations. 2.2 Explain why different types of communication are required for different circumstances and when communicating with different people.	2.1 Compare and contrast the different approaches taken by an organisation when presenting similar information to different audiences.	2.1 Evaluate the effectiveness of a specific document or other form of communication in presenting information to its intended audience.
3 Use appropriate forms of written communication.	3.1 Select appropriate formats of written communication for different purposes.	3.1 Produce documents that combine visual and text-based information.	3.1 Produce a document that presents complex information in a way that is accessible to the intended audience.
4 Use appropriate forms of oral communication.	4.1 Communicate clearly in speech in different workplace situations, adjusting register and tone to match the audience and purpose of the communication.		4.1 Use oral communication to present complex information or issues, in a manner appropriate to the audience and purpose of the communication.

Indicative Content: Effective Communication for the Workplace
Learning Outcome 1: **Reasons for effective communication may include:** • understanding who the customer/audience is and their needs which promotes confidence between key groups of people **Ways effective communication promotes high standards may include:** • everyone understands the goals that they are working towards • reduces the likelihood of mixed messages. **Possible impact of poor communication may include:** • loss of trust/community disengagement • legal action • financial penalties
Learning Outcome 2: **Examples of main types of communication may include:** • oral - team meetings, telephone conversations, one-to-one meetings, conference calls, Skype • written - email, notes, minutes of meetings, reports, letters, charts, diagrams, illustrations. **Reasons for using different types of communication may include:** • cost • need to respond quickly • gather people together who are working in different parts of the country or internationally • meet specific needs such as visual and auditory impairment, reading difficulties, English is not the first language.
Learning Outcome 3: To achieve this learning outcome learners must provide appropriate evidence of using different forms of written communication.

Indicative Content: Effective Communication for the Workplace
The learner could be set a selection of scenarios for which they need to select an appropriate format (for Pass) and then produce them (for Merit/Distinction). Examples of purposes should be varied and may include: • to record a conversation • to promote a new activity • to present evidence of a problem to a team
Learning Outcome 4: To achieve this outcome learners must provide sufficient evidence to demonstrate their ability to use appropriate forms of oral communication. **Audiences should be varied and may include:** • colleagues • the general public • senior managers **Situations should be varied and may include:** • 1:1 meetings with manager • group meetings with colleagues • presentations • informal conversation

Graphic Design

Level: Level 2

Credit Value: 6

GLH: 48

Unit Number: L/617/6725

Unit Aim: The aim of this unit is for learners to investigate the visual language components used in traditional and contemporary graphic design practice. They will use their research findings to undertake purposeful experimentation and apply practical skills to produce their own work in response to a design brief. They will review the use of visual language components in their own work and how they have met the brief.

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Know about visual language components used in graphic design.	1.1 Describe different traditional and contemporary visual language components used in graphic design using a range of examples.		1.1 Explain how different visual language components have been combined to achieve particular effects in a specific piece of graphic design.
2 Be able to experiment with graphic design visual language components in response to a design brief.	2.1 Develop own ideas to meet a design brief by experimenting with traditional graphic design materials, techniques and processes. 2.2 Develop own ideas to meet a design by experimenting with digital graphic design materials, techniques and processes.		

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
3 Be able to create graphic design work using visual language in response to a design brief.	3.1 Select and apply appropriate materials, techniques and processes to create graphic design work.	3.1 Modify planned approach to complete the graphic design work.	3.1 Apply a range of advanced materials, techniques and processes to complete the graphic design work.
4 Be able to review the use of visual language components in graphic design work.	4.1 Describe the visual language components used in own graphic design work. 4.2 Describe how own work meets the design brief.	4.1 Evaluate the strengths and weaknesses in own use of visual language components and how well the end product meets the design brief.	4.1 Suggest relevant improvements to own working practices and to the graphic design work to more fully meet the design brief.

Indicative Content: Graphic Design
Learning Outcome 1: **Visual Language;** Colour, tone, line, texture, composition, typography, **Examples of Graphic Design;** e.g. Illustration, games, signage, advertising, packaging, typography, branding, online
Learning Outcome 2: **Experimentation;** Learners will use influences form Learning Outcome 1 to try out new ideas using appropriate materials, techniques and processes. All experimentation should be in response to the design brief. **Traditional graphic design materials, techniques and processes;** Any physical wet and dry mediums such as paint, pencil, ink etc **Digital graphic design materials, techniques and processes;** Any electronic mediums such as image manipulation software, editing applications, using graphics tablets, digital cameras **Meets the design brief;** e.g. initial intentions, design brief challenges and constraints, meeting deadlines.
Learning Outcome 3: **Select and Apply;** Learners will use their experiments in LO2 to select and apply appropriate materials, techniques and process to create graphic design work **Making adjustments;** Learners will show (annotate, verbally discuss / present) how they have adjusted their work within the creation process. **Justifications** Learners will show (annotate, verbally discuss / present) how they have extended their skills during the creation process and justify (annotate, verbally discuss / present) decisions made in order to meet the design brief.

Indicative Content: Graphic Design
Learning Outcome 4: **Review own work;** Learners will go over and examine the stages of producing their own work. **Evaluate strengths and weakness;** Learners will explain (annotate, verbally discuss / present) the strengths and weakness of the use of graphic design components and how these meet the design brief (e.g. initial intentions, design brief challenges and constraints, meeting deadlines). **Improvements;** Learners will outline relevant improvements (e.g. time management, skill development, techniques, use of mixed media).

Improving Own Employability Skills

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: M/617/6751

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Understand the responsibilities and working patterns associated with a specific role in a work environment.	1.1 Explain the responsibilities and tasks associated with a specific job role in a chosen work environment. 1.2 Explain the working patterns (e.g. typical hours, shift-work) associated with a specific job role in a chosen work environment.	1.1 Explain how a specific job role fits within the staff structure in a chosen work environment.	1.1 Explain the inter-relationship between different roles in a specific work environment.
2 Be able to work with due regard for health and safety in the work environment.	2.1 Follow relevant legislation and workplace guidelines for health and safety in the work environment.	2.1 Contribute to the minimising of risks and hazards through own conduct in the work environment.	2.1 Explain the legal responsibilities of employers and employees for health and safety in the work environment.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
3 Be able to meet the professional standards expected in a chosen work environment.	3.1 Follow instructions in a specific work environment to complete tasks to a set standard, seeking help if needed. 3.2 Observe relevant codes of conduct and guidelines in a work environment (e.g. for personal presentation, punctuality, ringing in sick).	3.1 Apply understanding gained from completing one task to other related tasks.	3.1 Demonstrate use of initiative in completing tasks.
4 Be able to review own learning gained in a work environment.	4.1 Describe skills and knowledge gained in a work environment. 4.2 Outline areas where further development is still needed.	4.1 Describe the relevance of the skills and knowledge gained to their future career plans. 4.2 Outline key actions to be taken to increase own work-related knowledge and skills.	4.1 Explain how their experience in a work environment has enabled them to assess their own employability skills and behaviours.

Indicative Content: Improving Own Employability Skills
Learning Outcome 1: Responsibilities and tasks for a specific role will be outlined in the job description. These will vary according to the role. Difference between responsibilities and tasks. Examples of working patterns include: • working hours (regular or irregular) • Shift patterns • number of breaks provided
Learning Outcome 2: Evidence may include witness statements, certificates or a personal log. Examples may include: • attending Induction/work based training • following procedures during a live event, when setting up equipment • personal presentation • adjusting desk and chair to ensure good posture • knowledge of location of First Aid Kit and how to reach First Aiders.
Learning Outcome 3: Learners need to provide sufficient and valid evidence to achieve this outcome. Evidence may include witness statements, peer assessment or a personal log.
Learning Outcome 4: Skills and knowledge developed/needed may include: • product development knowledge • understanding of an industry/workplace • customer service skills • personal organisation

Indicative Content: Improving Own Employability Skills
• personal presentation • communication skills • understanding of health and safety • digital skills.

Interactive Media

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: R/617/6726
Unit Aim: To be able to create an interactive media product to meet a design brief.

This unit has 3 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Know about the elements of interactive media production	1.1 Describe the different platforms, features and assets that can be used in the development of an interactive media product. 1.2 Describe how the elements can be used to meet the needs of the intended use.	1.1 Describe techniques and sources that are needed in the development of an interactive media product.	
2 Be able to prepare assets to author an interactive media product to meet a design brief.	2.1 Source appropriate assets to be used in the interactive media product to meet a design brief. 2.2 Use appropriate editing techniques to prepare assets for use in the interactive media product.		

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
3 Be able to author an interactive media product to meet a design brief.	3.1 Use different techniques to develop an interactive media product to meet a design brief. 3.2 Use suitable methods to test the interactive media product to meet a design brief. 3.3 Export and publish an interactive media product in a suitable format.	3.1 Make improvements to the product on the basis of feedback from testing.	3.1 Produce an interactive media product using audio and video elements to meet the design brief and optimise this into a format that enables it to be viewed in at least two different systems.

Indicative Content: Interactive Media
Learning Outcome 1: Platforms; handheld, desktop, interactive TV, gaming platforms Features – links, multimedia, levels, hit counters Audience – age, interest, income, gender Source – magazines, internet, books, social media Techniques – sound editing, animation, video/image editing/manipulation Process – storyboards, flow charts.
Learning Outcome 2: **Assets:** • scanned • photographs • edited audio • edited video • image manipulation • 3D **Edit**: • image resolution • file size • quality of images/assets • frame size • audio files • animations • video • crop • contrast

Indicative Content: Interactive Media
• brightness • filters • resize • compression.
Learning Outcome 3: **Media authoring:** • video editing • app • animation • website authoring • audio effects • transitions • sound creation **Exporting:** • file size • rendering • optimisation • viewed in different formats • publishing **Testing:** • test plans, • user testing • problem solving

Mobile App Development

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: Y/617/6727
Unit Aim: Be able to create mobile apps.

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Be able to produce a design specification for a mobile app to appeal to a specific audience.	1.1 Produce a design specification including • proposed solution that matches user requirements • resources • constraints • legal and ethical considerations.	1.1 Outline alternative solutions to meet user requirements in the design specification for the mobile app.	
2 Develop a mobile app to meet a design specification.	2.1 Prepare content and file formats to meet design specification. 2.2 Produce a mobile app to meet the design specification using appropriate programming language tools.	2.1 Optimise mobile app for compatibility on a range of devices.	2.1 Evaluate the usability of the mobile app to meet design specification, identifying areas for improvement.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
3 Test the mobile app against the design specification.	3.1 Carry out testing using a test plan to test functionality of the mobile app.		3.1 Suggest improvements to the mobile app based on testing and user experience feedback.

Indicative Content: Mobile App Development
Learning Outcome 1: **Design Specification** • Mobile games on apps • Interface • Operating device Requirements for the app: • Capability of the device • Input and output requirements – touch screen, voice, video, audio, vibration • Audience Requirements **Design Specification:** • Target platform • Screen layout and navigation • Control structures • Algorithms • Data Validation • Device capabilities • Alternative solutions • Constraints • Legal and Ethical consideration
Learning Outcome 2: • Programming constructs eg – constants, operators, input and output commands, variables, assignment, sequence, selection, iterations • Data types eg char, integer, real, Boolean • Object and classes • Event handling eg forms, screen components, actions

Indicative Content: Mobile App Development
• Device compatibilities eg APIs, Andrios, Ios • Executable for target device
Learning Outcome 3: • Produce a test plan/table • Test functionality • Usability • User interaction • Completeness • Accuracy • Design specification • User experience • User testing

Numeracy Skills for the Workplace

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: T/617/6752

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Be able to recognise when to use numeracy skills in the digital or creative industries.	1.1 Outline how numeracy skills can be used to find solutions in different digital or creative industry related situations.	1.1 Give examples situations in the digital or creative industries which call for a range of different numeracy skills.	
2 Be able to select appropriate mathematical approach to solving problems in the digital or creative industries.	2.1 Identify possible mathematical methods that could be used to solve specific problems in the digital or creative industries. 2.2 Select the most appropriate mathematical approach for each situation.	2.1 Select the most appropriate mathematical approach to solve a specific problem in the digital or creative industries, requiring multiple mathematical steps or processes.	

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
3 Be able to apply appropriate numeracy skills in digital or creative industries related context.	3.1 Collect and collate supporting information needed to apply numeracy skills in a digital or creative industries related situation. 3.2 Apply different mathematical approaches, using the appropriate numeracy skills, to problems or situations in a digital or creative industries related context. 3.3 Use appropriate checking procedures and evaluate their effectiveness at each stage.	3.1 Apply a suitable mathematical approach, using a range of appropriate numeracy skills to a specific problem in a digital or creative industries context requiring multiple mathematical steps or processes.	3.1 Link different numerical skill sets in addressing a specific problem or situation in a digital or creative industries context, demonstrating appropriate levels of precision and accuracy.
4 Be able to interpret and communicate results in situations where they have applied numeracy skills in a digital or creative industries related context	4.1 Analyse findings from the mathematical approaches applied to in a digital or creative industries related context Identify solutions to public services related problems or tasks based on their findings. 4.2 Use mathematical justifications to explain their conclusions or recommendations to others.		4.1 Communicate results relating to a specific digital or creative industries related problem or situation, using mathematical justifications, in a way that takes into account audience and purpose.

Indicative Content: Numeracy Skills for the Workplace
Learning Outcome 1: **Examples of when to use numeracy skills in digital or creative industries could include:** • Calculating the amount of materials needed to meet a brief • Making payments to suppliers when calculations are required for part payment of invoices/multiple factors are required to determine actual payment • Checking bills and invoices for equipment and supplies • Recording and analysing information on computers and other technology to keep accurate records, **Examples of situations which call for a range of different numeracy skills could include:** • Calculating the number of staff needed for varying events and numbers of participants and calculating the resulting staffing costs • Calculating the number, sizes and area of designated areas which will fit into a given space • Using computers and other technology to record information and use to solve problems and assess trends/patterns or make predictions.
Learning Outcome 2: **Possible mathematical methods identified could include:** • Measuring volume – • Working out a temperature range from measuring temperature in different spaces or at different times – (e.g. building / facility temperature) • Calculating angles – (e.g. placing equipment at the correct angle) • Decimal notation for money; approximation and rounding • Calculating percentages, fractions and ratios (e.g. staff to people ratios; percentage of a facility being used) • Calculating percentage increases / decreases (e.g. increase / decrease in income or expenditure); • Calculating averages (mean, median, mode; e.g.) • Complex and or overlapping time calculations (e.g. start and end times, rota timings) • Estimating skills – (e.g. the number of staff needed for specific events; the potential costs of equipment) • Use of computers / technology such as spreadsheets to record and calculate data and financial transactions.

Indicative Content: Numeracy Skills for the Workplace
Learning Outcome 3: Appropriate numeracy skills will include applying the appropriate methods as detailed in learning outcome 2 (above) in addition to: • Collecting and collating complex data with multiple factors (e.g. number of participants at specific age groups / users; costs of equipment in relevant multiples; booking records / quantities / timings;). • Checking and evaluation procedures – for accuracy – (e.g. using calculators; computers and technology for checking manual calculations; checking calculations against estimates; rounding figures; using inverse calculations i.e. checking multiplication by calculating division; considering alternative methods which may have been more suitable).
Learning Outcome 4: **Analysing findings could include:** • Using spreadsheets or paper/calculator to calculate, analyse and interpret complex data (e.g. for analysing results of events with multiple factors; comparing current and potential costs to make savings) • Use of graphs, diagrams and, charts to present findings (e.g. graphs showing percentage of users using each area of a facility;; scaled charts showing facility layout, l, sizes and areas, income and expenditure, charts showing percentage increase/decrease of energy use) • Using fractions, ratios and percentages to make comparisons – (e.g. daily usage of a public services facility as a percentage of total usage; percentage increase / decrease to compare income / expenditure month to month, year to year. Interpreting and identifying solutions can be shown through prepared feedback to a senior team member or by the use of programmes such as Excel to apply mathematical ideas in practical situations and being able to manipulate figures. **Mathematical justifications could be shown through report writing and may include:** • Clear comparisons with other data sets showing differences or similarities - (e.g. savings that could be made on staff costs; increases / decreases in equipment expenditure and usage over set time periods; changes in types of crimes committed over varying periods of time;) • Identification of any errors or anomalies in the data • Recognition of the accuracy and reliability of the data collected, analysed and interpreted • Recognition of bias in the data collected and analysed – • Recognition that the correct mathematical methods have been used to collect, analyse, interpret and present data.

Planning and Pitching an Idea in the Digital or Creative Industries

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: D/617/6728
Unit Aim: Be able to pitch an idea in response to a brief in the digital and creative industries.

This unit has 2 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Be able to plan a pitch to a client in the digital or creative industries for a project to meet a given brief.	1.1 Assess the brief to understand key requirements. 1.2 Use appropriate techniques to generate ideas for the project. 1.3 Select and combine elements to arrive at a suitable idea to meet the client's brief.	1.1 Describe the requirements of the project showing selected ideas and those discounted to meet audience needs, budget and timescales.	
2 Pitch an idea to a client for a digital or creative industries project.	2.1 Select key content and present it in an appropriate format for a pitch. 2.2 Communicate clearly to the client an idea for a digital or creative industries project to meet a given brief.	2.1 Present persuasively, an idea that matches the brief, using a combination of different presentation techniques to meet audience needs.	2.1 Use technical terms accurately in explaining how the proposal fulfils the brief effectively, giving clear and full answers to questions from the audience.

Indicative Content: Planning and Pitching an Idea in the Digital or Creative Industries
Learning Outcome 1: **Understand the design brief and client:** • target audience • purpose of the product • software to use to meet the design brief • formats and methods • persuasive techniques • audience profile • budget • timescales **Elements:** • script • story • summary of ideas • visual representation of ideas – eg choice of software • annotate selected ideas and which discounted and why
Learning Outcome 2: **Prepare the pitch:** • format • layout • presentation • ideas • accuracy • professional presentation of materials

Indicative Content: Planning and Pitching an Idea in the Digital or Creative Industries
Present the ideas: • verbal communication • engagement with client • persuasive techniques • selling the idea • presentation skills including resources and aids • body language and eye contact • adapt style to meet the needs of the audience • professional delivery supported with materials.

Preparing to Work in the Digital and Creative Industries

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: H/617/6729
Unit Aim: Be able to understand different employment opportunities available within the creative industries sector.

This unit has 3 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Understand employment opportunities in the digital and creative industries.	1.1 Describe employment roles within the digital and creative industries sector. 1.2 Explain the knowledge, skills and behaviours needed to work in the digital and creative industries sector.		
2 Be able to assess self against roles within the digital or creative industries.	2.1 Explain suitability for a specific role in the digital or creative industries, identifying both strengths and areas for development to meet the role requirements.		

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
3 Be able to plan own development to support progression into the digital or creative industries.	3.1 Produce a plan to address own areas for development in preparation for a career in the digital or creative industries.	3.1 Produce a plan which cites specific training or qualifications needed to address own areas for development and includes a realistic timescale.	3.1 Explain the role of continuous professional development in the digital or creative industries, with reference to one or more specific career progression routes of interest to self.

Indicative Content: Preparing to Work in the Digital and Creative Industries
Learning Outcome 1: Research employment opportunities: • sources of information • different types of employment contracts • trends in employment • advice and guidance on employment and training • digital and creative industries eg advertising, crafts, fashion, design, film, IT, publishing Identify employment opportunities and use these to identify knowledge, skills and behaviours required in the employment industry Research what its like to work in this section eg: • being creative • practical skills • freelance • project based work • working hours • keeping up to date with industry developments
Learning Outcome 2: • SWOT • Assessment against job role • Continuous personal development • Learning style – eg Honey and Mumford
Learning Outcome 3: Personal development plan • Weakness • Reflection • benefits of lifelong learning

Indicative Content: Preparing to Work in the Digital and Creative Industries
• identify development needs • look at development opportunities to address weaknesses • formulate plan which includes weakness, how to be addressed and timescale • recording CPD activities – review and evaluate • success criteria, • timescale.

Sound Production

Level: Level 2

Credit Value: 6

GLH: 48

Unit Number: K/617/6747

Unit Aim: The aim of this unit is for learners to investigate the purpose of sound in a range of creative media disciplines. Learners will use their research findings to undertake purposeful experimentation and apply practical skills to produce their own sound files to be used in a creative media product. They will review the use of design and technical skills in their own work and how they have met initial intentions.

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Know how sound is used in creative media disciplines.	1.1 Describe the different ways in which sound is used in creative media products from a range of different creative media disciplines.		1.1 Compare the way in which is sound is used to create a particular effect within two different creative media products.
2 Be able to experiment with hardware and software, sound techniques and processes for a specific creative media product.	2.1 Experiment with different hardware and software, testing out different techniques and processes, to identify the most appropriate approach(es) for creating sound for a specific creative media product.		

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
3 Be able to create a sound sequence to be used in a creative media product.	3.1 Select appropriate hardware and software to create a sound sequence. 3.2 Apply appropriate materials, techniques and processes to produce a sound sequence. 3.3 Use an appropriate method to test the sound sequence in a creative media product.	3.1 Modify planned approach to complete the sound sequence.	3.1 Apply a range of advanced materials, techniques and processes to complete the sound sequence.
4 Be able to review a sound sequence developed for use in a media product.	4.1 Describe the stages of production of the sound sequence. 4.2 Review the effectiveness of the sound sequence in media product.	4.1 Evaluate strengths and weaknesses in own working practices and how well the end product meets the design brief.	4.1 Suggest relevant improvements to own working practices and to the sound sequence to more fully meet the design brief.

Indicative Content: Sound Production
Learning Outcome 1: **Disciplines with the creative media sector;** e.g. Television, Film, Music, Radio, Print, Interactive media, Computer games, Photography, Advertising, Special FX **Purposes of sound in creative media products;** e.g. diegetic, non-diegetic, soundtracks, sound effects, narration, commentaries, voice overs, use of silence **Products;** e.g. information based, entertainment, advertising, promotional, educational, commercial
Learning Outcome 2: **Experimentation;** Learners will use influences from Learning Outcome 1 to try out new ideas using appropriate materials, techniques and processes. All experimentation should be in response to the design brief. **Materials, techniques and processes;** e.g. computer, microphones, digital recorders, editing applications, sound channels, volume, layering, using existing sound files, file types for different platforms, testing, compression, recording audio, audio libraries, sound levels, filters / effects **Meets the design brief;** e.g. initial intentions, design brief challenges and constraints, meeting deadlines.
Learning Outcome 3: **Select and Apply;** Learners will use their experiments in LO2 to select and apply appropriate materials, techniques and process to create a sound sequence. **Testing;** e.g. importing the sound/s file/s into the creative media product, making edits based on tests
Learning Outcome 4: **Stages of production;** e.g. initial interpretations of the design brief, research, design, planning and creating the product

Indicative Content: Sound Production
Review own work; Learners will go over and examine the stages of producing their own work. **Evaluate strengths and weakness;** Learners will explain (annotate, verbally discuss / present) the strengths and weakness of the use of graphic design components and how these are suitable for the product (e.g. type of product, platform, accessibility, purpose, distribution). **Improvements;** Learners will outline relevant improvements (e.g. time management, skill development, techniques, use of materials, techniques and processes).

Understanding the Games Industry

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	T/617/6816
Unit Aim:	The aim of this unit is for learners to explore the structure of the games industry, the different types of job roles available and market trends.

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Know the structure of the computer game industry.	1.1 Explain the different types of companies that make up the computer games industry. 1.2 Explain the different job roles within the computer games industry.	1.1 Explain how the industry has been dominated by a small number of computer game companies in recent years.	1.1 Evaluate how the computer games industry has evolved over the last 10 years.
2 Know about market trends within the computer games industry.	2.1 Describe different market trends within the computer games industry. 2.2 Assess how two or more different factors have influenced recent market trends within the computer games industry.		2.1 Evaluate the impact of two or more specific factors within the computer games industry explaining how the industry has responded and using up to date statistics.

Indicative Content: Understanding the Games Industry
Learning Outcome 1: **Structure of the computer games industry;** Geographical scope (international, national, local) Size (large, small-size and medium-size businesses, sole traders, external contractors) Structure (public, private, cross-sector) Institutions (Developer, publisher, distributor, hardware, retail, consumer) **Types of companies within the computer games industry:** **Sectors of the computer games industry;** e.g. PC, console, mobile, research, design, production, distribution **Employment links:** Contracts, freelance, conditions, homeworking, hourly paid, salaried, pay on completion, technical, creative, managerial, sales, marketing, financial, testers, artists and modellers, programmers, engineers and writers, job roles. **Departments:** Design, production, programming marketing, distribution, financial HR, QA.
Learning Outcome 2: **Market Trends** Subscription, marketing channels, competitors, international and national markets, size of audience, number of games companies, different sizes companies, types of games, rise/decline sales, player demographics. **Business Models** Evolved, diversification, casual games, financial performance, portfolio of games, retail model, digital model, distribution model, subscription model, trading model, advertising model. **Financial Models** Financial responsibilities, preparing a budget, franchises, outsourcing, crowdfunding, business angels.

Website Design and Development

Level: Level 2

Credit Value: 6

GLH: 48

Unit Number: F/617/6818

Unit Aim: The aim of this unit is for learners to investigate website design and plan, design and create their own website in response to a brief. They will use their understanding of website design and apply practical skills to produce their own functional website or prototype for a website. They will test and evaluate the website against the client brief.

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Understand website design fundamentals.	1.1 Describe different types of websites and their key features. 1.2 Explain how and why different features are used in the design of a website.	1.1 Assess how well a specific website has been designed with reference to its key purpose(s) and target audience/users.	
2 Be able to produce a design proposal for a website to meet client brief.	2.1 Produce a design proposal to meet the client's brief for a website including: • core aspects of web content • navigation scheme • design details (e.g. colours, font, layout, graphics) • search engine optimisation features.		2.1 Justify design choices made with reference to the client's brief.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
3 Be able to create a website to meet an agreed design proposal for a website.	3.1 Create website of at least five pages in line with design proposal. 3.2 Develop style sheets in line with the design proposal.	3.1 Optimise the website for display in two different browsers.	
4 Be able to test the website against the client brief.	4.1 Use a test plan to test functionality of the web pages. 4.2 Collect and analyse feedback from user testing of the website.		4.1 Suggest improvements to the website based on testing and user experience feedback.

Indicative Content: Website Design and Development
Learning Outcome 1: **Types of Websites;** e.g. information based, entertainment, advertising, promotional, educational, commercial, target audience, retail, operating online, the ways that organisations do business, transactional data e.g. cookies/tracking, targeted marketing and personalisation techniques, google analytics, payment systems, security issues, legislation **Website features:** Website 2.0 technologies, product or service based, target audience, requirements, uploading to web server **Website Design:** Usability, white space, page layout, spacing, navigation, alignment, accessibility, multimedia, search engine optimisation, performance (different browsers, bandwidth, hits, upload and download speeds, interactivity). **Platforms;** e.g. desktop, mobile phone, tablet, interactive TV
Learning Outcome 2: **Design Specification:** e.g. mind maps, layout of the pages (buttons, navigation) site structure / navigation structure, different types of links between the pages, design layouts, technical requirements, human resources, text, colours, backgrounds, physical resources, schedules, creating / acquiring assets, target platform, screen layout and navigation, validation, multimedia features. **Resources:** Client side scripting, create/edit assets for the website (eg graphics, animation, audio, video), HTML, HTML 5, tables, forms, navigation menus or hyperlinks, hot spots, buttons, rollover images, templates and colour schemes. **Usability;** e.g. aesthetics, display, testing, different of browsers **Accessibility;** e.g. navigation, interactivity, language, display, alt text, audio commentary, instructions

Indicative Content: Website Design and Development
Learning Outcome 3: **Create website:** Software, HTML, Client side scripting, create/edit assets for the website (eg graphics, animation, audio, video), HTML 5, tables, forms, navigation menus or hyperlinks, hot spots, buttons, rollover images, templates and colour schemes, browser features, alt tags. **Cascading Style Sheets:** Background colour, background images, text formatting, borders, padding, heading styles, element, position Java script, rollovers, embedding scripts into web pages, compatibility. Optimisation
Learning Outcome 4: **Produce a test plan/table and test the website:** Test functionality, usability, accessibility, user interaction, completeness, accuracy, design specification, user experience, user testing.

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