

Creative and Media

Level 3 Principal Learning

Specification (7323)
Assessment 2009 onwards

This Principal Learning specification should be read in conjunction with:

- Creative and Media Diploma Companion Document (see <http://www.skillset.org>)
- Specimen assessment materials and mark schemes for Principal Learning
- Teacher guidance materials for Principal Learning
- Examiners' Reports for Principal Learning
- Specifications for other components of Diplomas ie Functional Skills specifications, Project specifications and Additional and Specialist Learning specifications

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You can get further copies of this specification from:

AQA Logistics Centre Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester M17 1EH or you can download it from our website:

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Chris Jones Director General.

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1 Introduction

1.1 Why choose AQA-City & Guilds?

AQA is the UK's main provider of GCSEs and A levels. Over 3.5 million AQA examinations are taken every year and AQA is recognised by schools and colleges as the number one choice for customer service and high quality products.

City & Guilds is a household name for vocational qualifications. City & Guilds offers over 500 awards across a range of industries. With over 8500 centres in over 100 countries, City & Guilds is recognised by employers worldwide. It works closely with employers and industry bodies to ensure that its qualifications provide the benchmark standard for workplace skills and knowledge.

Diplomas are a blend of academic and vocational skills and that is why AQA-City & Guilds is the ideal choice for any school, college or consortium looking to offer them. The collaboration brings together the leading providers of qualifications in both fields to provide all the support you need to deliver them at one point of contact.

Why are AQA and City & Guilds so popular?

- **Specifications**

These are designed to the highest standards, so that teachers, learners and learners' parents or guardians can be confident that an AQA-City & Guilds award provides an accurate measure of achievement. Assessment structures have been designed to achieve a balance between rigour, reliability and demands on learners and teachers.

- **Support**

AQA-City & Guilds runs the most extensive programme of Diploma support meetings available in the UK; these are free of charge in the first years of a new specification and are offered at a very reasonable cost thereafter. These meetings explain the specification and suggest practical teaching strategies and approaches that really work. Further support is available from Diploma Advisors.

- **Service**

AQA-City & Guilds Diplomas are administered from AQA's offices in Manchester and Guildford. We are committed to providing an efficient and effective service and we are at the end of a phone when you need information, advice or guidance. We will try to resolve issues the first time you contact us and will work with you to find the solution.

- **Ethics**

AQA and City & Guilds are registered charities. We have no shareholders to pay. We exist solely for the good of education. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer with either AQA or City & Guilds, we thank you for your support. If you are thinking of adopting AQA-City & Guilds for Diplomas, we look forward to welcoming you.

1.2 Why choose the Creative and Media Diploma?

The Creative and Media Diploma provides experiential learning for learners who wish to acquire knowledge and develop skills in the broad context of the Creative and Media industries. This Diploma gives learners the opportunity:

- to discover more about the Creative and Media industries
- to explore creativity
- to develop their skills and apply them creatively.

The Diploma will enable learners to progress into further and higher education and future employment. The Principal Learning of the Creative and Media Diploma provides essential knowledge, skills and understanding required to meet the needs of the Creative and Media sectors. It also offers a wide choice of sector-related disciplines from art and design, performing arts and media.

Learners following a Creative and Media programme will also:

- develop Functional Skills in English, Mathematics and ICT
- produce a project which complements the Principal Learning and/or supports their progression
- have a particularly wide choice of Additional and Specialist Learning from which they can choose other qualifications which reflect their interests and abilities.

1.3 How do I start using this specification?

- Your school or college must pass through the Government Gateway process in order to receive approval to offer Diplomas in Creative and Media. Gateway 1 approved consortia start teaching Diplomas in 2008 and Gateway 2 is approving consortia to start teaching in 2009. More information is available on the DCSF website:
(<http://www.dfes.gov.uk>)
- If you are a Gateway approved centre working as part of a consortium delivering Diplomas, you will also need to register your centre with us. (See Section 5.2.) This will enable AQA to ensure that you receive all the material you need to help you to deliver units and to enter your learners for examinations. This is particularly important where examination material is issued before the entry deadline. You can let us know by completing the appropriate registration forms. We will send copies to your exams officer and they are also available on the AQA website:
(http://www.aqa.org.uk/admin/p_entries.html)
- Almost all examination centres in England and Wales are approved by either AQA or City & Guilds or both. A small minority are not. If your centre is new to both AQA and City & Guilds, please contact our centre approval section at:
centreapproval@aqa.org.uk

1.4 How do I find out more?

Use Ask AQA – our online information service

Centres offering AQA-City & Guilds Diplomas will have 24-hour access to answers to the most commonly-asked questions at:

<http://www.aqa.org.uk/rn/askaqa.php>

If the answer to your question is not available you can submit a query for our team. Our target response time is two days.

Contact your Diploma Advisor

You may also contact the Diploma Advisor for your region. Please check current details on

<http://www.diplomainfo.org.uk>

Diploma Advisors have particular expertise in:

- supporting centres and consortia on Gateway applications
- curriculum development and delivery including consortium operation
- assessment and quality assurance
- dealing with work experience.

Attend a Teacher Support meeting

Details of the full range of current Teacher Support meetings are also available on our website. There is a link to our fast and convenient online booking system for Teacher Support meetings at:

<http://events.aqa.org.uk/ebooking/>

If you need to contact the Teacher Support team you can call us on 01483 477860 or e-mail us at:

teachersupport@aqa.org.uk

Contact the Exams Office Support department

Our Exams Office Support department offers administrative support for the Diplomas. There is an office team to deal with your queries about:

- general administration
- general documents
- results documents
- timetable information
- publication orders.

You can contact us on 0870 410 1836 or e-mail: **eos@aqa.org.uk**

The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see:

http://www.aqa.org.uk/regional_officer.php

2 Specification at a glance

2.1 Advanced Diploma at a glance – 1080 GLH (guided learning hours)

- comparable to 3 GCE A Levels
- 2 years FT study
- all components are compulsory
- Progression Qualification available - consists of Principal Learning and Generic Learning only – ie no additional or specialist learning

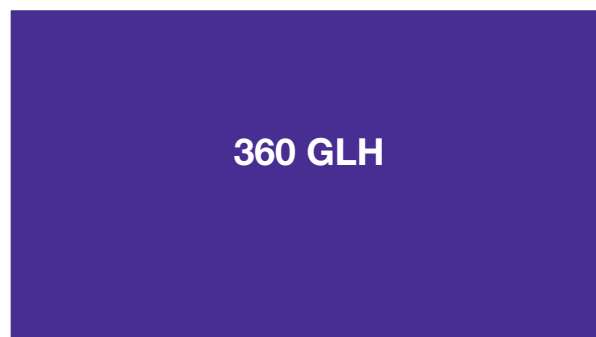
**1 Principal Learning
Includes Personal,
Learning and
Thinking Skills
(PLTS)**



2 Generic Learning



**3 Additional and
Specialist Learning**



4 Work Experience



2.2 Level 3 Creative and Media Principal Learning at a glance

- all 6 units are compulsory

<p>Unit 1 90 GLH Communicating creatively Internally set and marked</p>	<p>Unit 2 90 GLH Exploring professional creativity Externally assessed</p>
<p>Unit 3 90 GLH Realising creativity Externally assessed</p>	<p>Unit 4 90 GLH Creating opportunity Internally set and marked</p>
<p>Unit 5 90 GLH Working with a client Internally set and marked</p>	<p>Unit 6 90 GLH Realisation and review Internally set and marked</p>

3 Principal learning

3.1 Personal, Learning and Thinking Skills

The Framework of Personal, Learning and Thinking Skills 11-19 comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. For each group there is a focus statement that identifies the main PLTS in that group. This is followed by a set of outcome statements that are indicative of behaviours and personal qualities associated with each group of skills.

Each group of skills is distinctive and coherent. The groups are also inter-connected. Learners are likely to encounter skills from several groups in any one learning experience.

Listed below are the PLTS that are integrated within the assessment criteria in each unit. A copy of the PLTS framework should be given to each learner. Following these descriptors is a table showing the PLTS in the six units of the Level 3 Creative and Media Diploma.

Independent enquirers

Focus:

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

Young people:

IE1 identify questions to answer and problems to resolve

IE2 plan and carry out research, appreciating the consequences of decisions

IE3 explore issues, events or problems from different perspectives

IE4 analyse and evaluate information, judging its relevance and value

IE5 consider the influence of circumstances, beliefs and feelings on decisions and events

IE6 support conclusions, using reasoned arguments and evidence

Creative thinkers

Focus:

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

Young people:

CT1 generate ideas and explore possibilities

CT2 ask questions to extend their thinking

CT3 connect own and others' ideas and experiences in inventive ways

CT4 question own and others' assumptions

CT5 try out alternatives or new solutions and follow ideas through

CT6 adapt ideas as circumstances change

Reflective learners

Focus:

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

Young people:

RL1 assess themselves and others, identifying opportunities and achievements

RL2 set goals with success criteria for their development and work

RL3 review progress, acting on the outcomes

RL4 invite feedback and deal positively with praise, setbacks and criticism

RL5 evaluate experiences and learning to inform future progress

RL6 communicate their learning in relevant ways for different audiences

Team workers

Focus:

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

Young people:

TW1 co-operate with others to work towards common goals

TW2 reach agreements, managing discussions to achieve results

TW3 adapt behaviour to suit different roles and situations

TW4 show fairness and consideration to others

TW5 take responsibility, showing confidence in themselves and their contribution

TW6 provide constructive support and feedback to others

Self-managers

Focus:

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

Young people:

SM1 seek out challenges or new responsibilities and show flexibility when priorities change

SM2 work towards goals, showing initiative, commitment and perseverance

SM3 organise time and resources, prioritising actions

SM4 anticipate, take and manage risks

SM5 deal with competing pressures, including personal and work-related demands

SM6 respond positively to change, seeking advice and support when needed

Effective participators

Focus:

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

Young people:

EP1 discuss issues of concern, seeking resolution where needed

EP2 present a persuasive case for action

EP3 propose practical ways forward, breaking these down into manageable steps

EP4 identify improvements that would benefit others as well as themselves

EP5 try to influence others, negotiating and balancing diverse views to reach workable solutions

EP6 act as an advocate for views and beliefs that may differ from their own

This table shows the coverage of PLTS in the six units of the Level 3 Creative and Media Diploma.

Level 3 Creative and Media Diploma

PLTS	IE	CT	RL	TW	SM	EP
Unit 1	*		*			
Unit 2	*		*			
Unit 3	*		*		*	*
Unit 4		*			*	
Unit 5		*	*		*	*
Unit 6			*	*	*	*

Teamwork could potentially be achieved through any unit in which the learners work in teams. Learners should be encouraged to take part in group work for at least one unit in a level in order to achieve the PLTS. Some units are unsuitable for group work and this has been identified in the unit.

3.2 Functional Skills signposting

The units may use and/or contribute towards the underpinning skills and knowledge of the Functional Skills in the following areas, depending on the precise nature of the work done in the Diploma.

The Diploma	Functional Skills		
Unit	English	Mathematics	Information and Communication Technology
Unit 1 Communicating creatively	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using Mathematics Level 2 • Analysing and processing using Mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 2 Exploring professional creativity	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using Mathematics Level 2 • Analysing and processing using Mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 3 Realising creativity	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using Mathematics Level 2 • Analysing and processing using Mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 4 Creating opportunity	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using Mathematics Level 2 • Analysing and processing using Mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2

Unit	English	Mathematics	Information and Communication Technology
Unit 5 Working with a client	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using Mathematics Level 2 • Analysing and processing using Mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 6 Realisation and review	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using Mathematics Level 2 • Analysing and processing using Mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2

3.3 The four themes of the Creative and Media Diploma

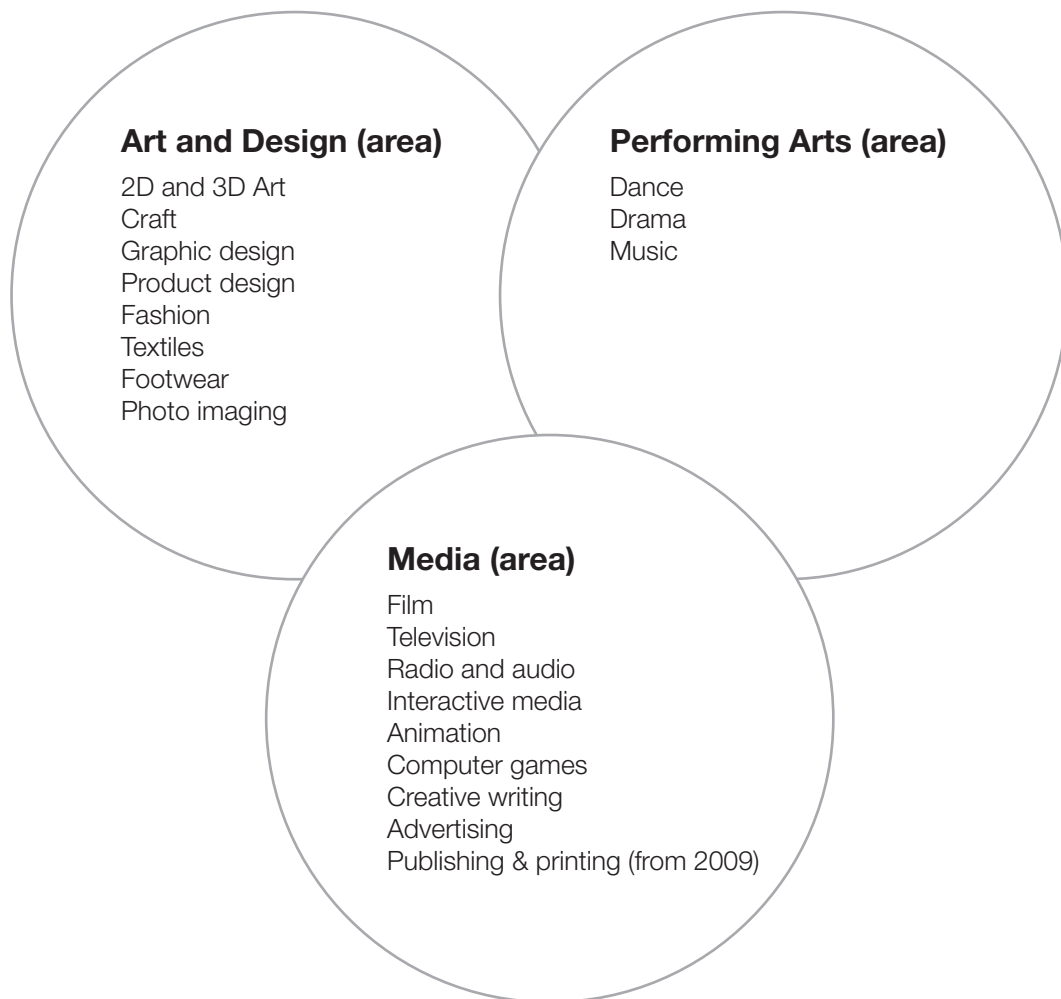
The generic Creative and Media processes of this Diploma are structured into four themes:

- 1 Creativity in context
- 2 Thinking and working creatively
- 3 Principles, processes and practice
- 4 Creative businesses and enterprise

Learners at this level are encouraged to apply their learning by producing and/or making artefacts or outcomes which demonstrate their capability and appreciation of the four themes. Skills and knowledge relating to each theme are listed in the table at the end of each of the six units for this Level 3 Diploma.

3.4 Sector-related disciplines

The generic Creative and Media processes must be applied and evaluated through a range of sector-related disciplines. These disciplines relate to the three areas of Art and Design, Performing Arts and Media as shown below. This approach supports a wide range of progression routes into further and higher education, training or future employment, within or outside the Creative and Media industries.



Sector-related disciplines (for example visual art or moving image) do not exist within set boundaries and have strong connections across disciplines. This interdisciplinary approach is central to the Creative and Media Diploma.

Some of these discipline headings describe subjects, which may be familiar as part of a school or college curriculum, for example drama and dance, others relate more clearly to activities within the Creative and Media industries, for example advertising and interactive media.

Learners will be required to select combinations of sector-related disciplines as the context for project-based learning, through which they will demonstrate the knowledge, understanding and skills relating to the four themes. Sector-related disciplines do not need to be equally weighted when combined together. The centre and the learner will identify how each discipline supports and/or interrelates with other disciplines in achieving the planned outcomes.

The list of sector-related disciplines is not intended as a comprehensive or mutually exclusive list of areas for study or employment opportunities. It is an indication of potential disciplines a learner may wish to explore in developing knowledge and understanding about creativity and the realities of working in the Creative and Media industries.

3.5 Rules of combination of sector-related disciplines

Learners who wish to take their Principal Learning at Level 3 from the Creative and Media Diploma **must achieve six** units.

- Each learner's overall programme will be constructed around one or two major sector-related disciplines which will feature in all or most of the units.
- At least **four** units must cover a **minimum of two** sector-related disciplines.
- **A minimum of four different sector-related disciplines must be taken across the whole level.**
- Up to **two** units may focus on **one** sector-related discipline alone if appropriate.
- Each sector-related discipline must relate to **two or more** units.

Example for a learner whose major disciplines are 2D and 3D art and craft:

Unit 1 from 2D and 3D art

+

Unit 2 from 2D and 3D art and craft

+

Units 3 and 4 combining 2D and 3D art and/or craft with film

+

Units 5 and 6 combining 2D and 3D art with television or interactive media

3.6 Level 3 Units

Level 3 Unit 1: Communicating creatively (CAM3U1)

What is this unit about?

The purpose of this unit is to develop learners' understanding of the creative process within a sector context, by orchestrating a response to a brief which demonstrates creativity across two disciplines.

Learners will understand the importance of adopting creative approaches to issues set by briefs, and exploit possibilities for adopting interdisciplinary approaches to problem-solving. This unit is an introduction to the Level 3 Creative and Media Diploma.

Learners will be required to present their responses to the brief using an appropriate format. They should be encouraged to experiment both with ideas and technologies or techniques to create imaginative responses, supported by examples of how the final outcome might appear.

Learners must review their own work and get feedback from both client and audience. They should use the review and the feedback to improve their work.

This unit, alongside the others within the Level 3 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which will provide opportunities to develop teamworking skills.

3

Learning outcomes

The learner will:

- 1 understand how to develop and assess ideas and create a proposal in response to a brief
- 2 be able to produce and present ideas in a proposal for a creative outcome that links two disciplines
- 3 review and evaluate their work, the process and their proposal, in light of client and audience feedback.

Assessment criteria

1 Exploration, development and assessment of ideas in response to a brief

The learner can:

- a investigate and explore different ways in which to meet the demands of a brief (IE1, 3)
- b develop ideas for interlinking two creative disciplines as a means of meeting the requirements of the brief
- c assess the potential of these ideas and produce a production plan for the idea they feel best fits the brief (IE4).

2 Development and presentation of a proposal for a creative idea to the client or audience

The learner can:

- a produce and present to the client or audience a proposal for the idea that they feel best fits the brief, combining two disciplines
- b receive feedback on the proposal and amend ideas in light of feedback (RL4).

3 Review and evaluation of the work, the process and the proposal

The learner can:

- a review own work and the process including (RL1, 3, 5):
 - i how well the chosen idea met the brief
 - ii feedback from the client or audience
 - iii opportunities for further development
 - iv how successfully the two disciplines were combined.

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available in Section 3.1 of this specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Guided learning hours

It is recommended that a minimum of 90 guided learning hours be spent on this unit.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

This method of assessment will enable learners to meet the evidence requirements using a local context and in association with real business users, helping to meet their business requirements.

Learners will use two disciplines to create a proposal for a creative outcome showing ideas derived from research into the brief. They will learn that sometimes they will have to work within previously defined constraints which may restrict their creativity.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group, it must be clear which evidence is to be credited to the individual learner.

The assignment will take approximately 30 of the 90 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance in Section 4.4 of this specification, and evidence should be kept for moderation purposes.

Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 a record of their investigation into the brief
- 2 a proposal for a creative idea, combining two disciplines
- 3 a presentation of this proposal to the client or audience, with feedback recorded
- 4 a report containing:
 - a self evaluation of their work, the process and their proposal
 - reference to the feedback received
 - opportunities for improvement.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment criteria topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Assignment structure

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Investigate and explore a set brief.
- Undertake appropriate pre-production research and planning, including a schedule for completion.
- Draw up a production schedule/plan of action.
- Develop a proposal for the chosen creative outcome.
- Present the proposal to the client/target audience and record feedback.
- Review and evaluate the work, the process, and the proposal, in light of feedback received.
- Identify potential opportunities for improvement.

Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Exploration, development and assessment of ideas, in response to a brief	35%	21
2 Development and presentation of a proposal for a creative idea to the client or audience	35%	21
3 Review and evaluation of the work, the process and the proposal	30%	18
Total	100%	60

Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
1 Exploration, development and assessment of ideas, in response to a brief	<p>0 – 7 marks</p> <p>Provided limited evidence of competence in the investigation.</p> <p>Shown limited evidence of the generation of ideas.</p> <p>Made a limited attempt to pick the most appropriate idea. Produced a limited production plan.</p>	<p>8 – 14 marks</p> <p>Completed an investigation which is clear and of an acceptable standard.</p> <p>Provided some evidence of flair and creativity in the selection and generation of ideas.</p> <p>Attempted to pick the most appropriate idea with reasons. Produced a satisfactory production plan.</p>	<p>15 – 21 marks</p> <p>Undertaken an investigation of high quality, which demonstrates clear evidence of imaginative and proficient exploration and generation of ideas.</p> <p>Clearly shown imagination and flair in the selection of stimuli and assessment of ideas.</p> <p>Produced a detailed production plan.</p>
2 Development and presentation of a proposal for a creative idea to the client or audience	<p>0 – 7 marks</p> <p>Produced a proposal which demonstrates some creativity and suggests some resources to be used.</p> <p>Combined two disciplines in the proposal.</p> <p>Made some attempt at an account which may not be wholly appropriate.</p> <p>Sought audience feedback and made a limited attempt to amend outcome in light of this.</p>	<p>8 – 14 marks</p> <p>Produced a proposal which makes links with the research and demonstrates a level of creativity, with evidence of appropriate use of resources.</p> <p>Effectively combined two disciplines in the proposal.</p> <p>Provided a proposed outcome which is well presented and recognisable as being generally fit for purpose in relation to both the context and its appeal.</p> <p>Received audience feedback and amended outcome in light of this.</p>	<p>15 – 21 marks</p> <p>Produced a proposal which is clearly informed by its links to the research and demonstrates a high level of creativity, with evidence of considered and imaginative use of resources.</p> <p>Combined two disciplines to make an accomplished and engagingly presented proposal.</p> <p>Provided a proposal which is well conceived, imaginative and clearly fit for purpose.</p> <p>Sought detailed audience feedback and made thorough changes to outcome in light of this.</p>
3 Review and evaluation of the work, the process and the proposal	<p>0 – 6 marks</p> <p>Made some attempt at a review and evaluation.</p>	<p>7 – 12 marks</p> <p>Provided a review and evaluation which cover their work, the process and their proposal.</p> <p>Offered evidence of some engagement with client or audience feedback and fitness for purpose; considered amendment and development.</p>	<p>13 – 18 marks</p> <p>Provided a thorough and comprehensive review and evaluation of their work, the process and their proposal.</p> <p>Presented detailed consideration of client or audience feedback and fitness for purpose; offered imaginative and creative suggestions for amendment and further development.</p>

Guidance for teachers

In this unit, learners will be required to respond to an internally set brief. Teachers will need to take care that the brief which they set is appropriate and allows learners to explore the potential for a creative outcome which interlinks two disciplines. Learners must choose disciplines in accordance with the combination of sector-related disciplines which can be found in Sections 3.4 and 3.5 of this specification. Teachers may wish to stipulate or limit learner choice where there are limitations in resources.

The emphasis in this unit is on creative ideas and experimenting with techniques in order to explore approaches to the brief, rather than on the production of a realised outcome.

Learners will need to identify a client for the brief. The client will need to be accessible so that the learner can try out ideas and get feedback on potential approaches.

The learner will also need to access a target audience for the brief. Again, the audience will need to be as available as possible to provide feedback, which will form a fundamental part of shaping both the response and the review section.

Learners will be required to make a presentation of their work using an appropriate format to reflect the chosen disciplines, the client and the target audience. The presentation should focus on the development of ideas in response to the brief. It should be supported by examples of production work illustrating possible creative outcomes. It is not necessary that these are realised outcomes but rather an indication of work in progress.

The process of reflection should be seen as an integral part of decision making. The learner should produce appropriate evidence of evaluation of both process and progress.

Individual and group work

The unit provides opportunities for learners to work independently, in pairs, or as part of a team. Learners' choices about working individually or co-operatively may change throughout the progress of the unit, depending on preference and the appropriateness of different ways of working for different tasks.

Constraints

The emphasis in this unit is on diversity and critical understanding in depth. The analysis should not necessarily be entirely written, although it is expected that ideas will be articulated in written form throughout the unit. Diversity of approach, the exploration of alternative solutions, and the processes of analysis and comparison should be encouraged throughout the unit. There must be evidence of at least two different sector-related disciplines.

Resources

Learners should be provided with advice which supports them in their choice of an appropriate context of study; one which, in the opinion of the teacher, capitalises on the resources available and chosen sector-related disciplines.

Opportunities should be taken to use different technologies in exploring a variety of approaches to recording and presentations. The appropriateness of these will often depend on the sector-related discipline. The impact and use of new technologies should be encouraged and teachers should provide guidance to the learner on choice where necessary.

Themes

Throughout this unit, the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media Companion Document.

Theme One – Creativity in context

Development of:

- a critical perspective in response to Creative and Media products
- an understanding of how the historical development of principles and practices can influence contemporary practice
- an ability to use a range of new technologies in the production and distribution of Creative and Media products.

Theme Two – Thinking and working creatively

Development of:

- effective communication using a diverse range of means and for a range of purposes
- critical appraisal of a range of media forms
- questioning and challenging of own and others' assumptions.

Theme Three – Principles, processes and practice

Development of:

- the use and manipulation of materials, techniques and technologies, including new technologies, to meet an intended purpose
- an appreciation of Health and Safety and other considerations and constraints, including legal, ethical and environmental concerns.

Theme Four – Creative business and enterprise

Development of:

- an understanding of intellectual property rights and why they must be protected.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which will provide opportunities to develop teamworking skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- exploring and evaluating opportunities for combining different recording methods and techniques

Creative thinkers

- exploring and evaluating opportunities for combining different recording methods and techniques

Reflective learners

- using and evaluating different sources of information
- developing recording skills and combining these skills using both traditional methods and new technologies
- organising and presenting the outcomes of research
- reviewing their presentation in light of feedback

Self-managers

- using and evaluating different sources of information
- organising and presenting the outcomes of research

Effective participators

- using and evaluating different sources of information
- developing recording skills and combining these skills using both traditional methods and new technologies
- identifying and assessing the impact of creative products within their cultural and social context
- organising and presenting the outcomes of research.

Level 3 Unit 2: Exploring professional creativity (CAM3U2)

What is this unit about?

The purpose of this unit is for learners to explore the nature of professional creativity. They will do so by investigating the Creative and Media sector during a period of work placement. Learners will use their investigation to respond to an externally set brief.

Learners will understand at first hand the nature of work patterns and protocols within the Creative and Media sector.

Learners will present, using at least two disciplines, their findings from the investigation into the Creative and Media industry. They will be expected to receive feedback on their findings and report on this feedback, giving opportunities for further development. Learners must both review their own work and get feedback from others.

This unit, alongside the others within the Level 3 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS.

Learning outcomes

The learner will:

- 1 be able to carry out research into structures and job roles of two practitioners in the Creative and Media industry
- 2 be able to make a presentation in response to a brief, combining two disciplines and evaluating job roles and organisations in the Creative and Media industry
- 3 be able to review and evaluate their research and presentation in light of feedback, and suggest improvements.

Assessment criteria

1 Research into structures and job roles in the Creative and Media industry

The learner can:

- a investigate the nature of the Creative and Media sector through a focus on two practitioners and their organisations (IE2)
- b undertake primary research within the organisation in order to identify:
 - i organisational structure
 - ii job roles and functions
 - iii working practices, relationships and protocols
- c undertake secondary research in order to investigate the relationship of the organisation to the sector as a whole (IE3)
- d collate, summarise and evaluate their findings.

2 Present an evaluation of roles and organisations within the Creative and Media industries, to a specified audience, in response to a brief

The learner can:

- a assess and evaluate the organisation and roles within it (IE2)
- b arrange the information in an appropriate presentation combining two disciplines, making reference to their research findings
- c present findings to, and seek feedback from, a specified audience (RL4).

3 Review and evaluate the research and presentation

The learner can:

- a assess the two different disciplines selected and the research undertaken (RL1)
- b review and evaluate the research and recording methods used and suggest further development of the work presented (RL3)
- c review and evaluate the feedback from the audience and suggest how the presentation might be amended (RL4, 5).

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available in Section of 3.1 of this specification and also within this unit in the section on Personal, Learning and Thinking Skills.

3

Guided learning hours

It is recommended that a minimum of 90 guided learning hours be spent on this unit.

Assessment

This unit will be externally assessed. Learners will be asked to complete a brief set by AQA-City & Guilds. The brief, which will be available six weeks in advance, will link closely to the research that they will undertake as part of their period of placement in the Creative and Media industry.

They are expected to use their period of work placement as the basis for detailed research into a particular aspect of the industry. This research will provide a springboard from which to complete a response to the externally set brief.

The learner's work, including their presentation and report, will be externally assessed by AQA-City & Guilds. It is important that centres make appropriate arrangements to ensure that the learner's presentation is recorded in a format that will allow for external marking.

The assignment will take approximately 30 of the 90 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance in Section 4.4 of this specification, and evidence should be kept for moderation purposes.

Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 a report of their investigation into at least two creative practitioners, from one or more Creative and Media organisations, using primary and secondary sources of information, including an evaluation of their research findings
- 2 a presentation combining two different disciplines given to a specified audience, responding to an externally set brief and making reference to the learner's investigations and research findings
- 3 a report including a brief summary of their investigations, a review and evaluation of the fitness for purpose of their presentation in light of audience feedback, and suggestions for improvements to their presentation.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment criteria topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Weighting of assessment criteria topics

Assessment criteria topic	Subtopic	Weighting	Marks
1 Research into structures and job roles in the Creative and Media Industry	1.1 Research into structures and job roles	20%	12
	1.2 Collation, summary and evaluation of research findings	20%	12
2 Present an evaluation of roles and organisations within the Creative and Media industries, to a specified audience, in response to a brief	2.1 Presentation content – evaluation of job roles and structures in response to the set brief, with reference to research findings	20%	12
	2.2 Presentation style and format, including appropriate use of two disciplines, and suitability for the specified audience	20%	12
3 Review and evaluate their research and presentation	3.1 Review and evaluation of research and recording methods, presentation and use of two disciplines chosen	10%	6
	3.2 Review and evaluation of audience feedback and suggestions for improvement	10%	6
Total		100%	60

Guidance for teachers

The purpose of this unit is to develop learners' understanding of further progression in the creative industries, eg apprenticeships, further education, employment, or higher education. They will do this by researching and experiencing different roles within the industry.

Ideally this unit will involve either a work placement or work shadowing. Workshops with professionals or in-house projects could be included where sector-specific work placements are inappropriate.

Learners are expected to develop their research skills and apply them in a realistic setting. They will be expected to show responsibility in a work placement, be flexible in responding to the demands made of them, show initiative in coping with a variety of tasks, manage time by completing tasks within a timescale, and to work hours determined by the nature of the work placement (within legal constraints).

Teachers will need to ensure that all learners are fully briefed in preparation for their period of work placement. It may be useful for a learner to make prior contact with an organisation in order to ensure appropriate opportunities will be available for research to be carried out. Issues of commercial confidentiality will need to be respected.

Learners will be issued with an externally set brief, six weeks in advance of the assessment date, which will provide a context in which the learners will present the findings of their research. Teachers are advised to consider the brief with the learners and offer appropriate guidance to ensure they choose suitable means of presenting their work.

Individual and group work

Learners may work either individually, in pairs or in small groups for this unit. The unit does, however, present important opportunities for learners to develop their individual creativity. It is suggested therefore that they work individually unless there is a particular reason for a group-based activity.

Constraints

Availability of work placements is one obvious constraint. Where none are available, an in-house event could be staged. For example, using a centre's specialist status, learners could work with partner centres to deliver a project in two disciplines, eg a theatre company with learners delivering workshops or a company that plans and sets up performance events for the academic year. This could lead to advertising, writing reviews, lighting, sound, photography, performing etc.

Teachers may also see this unit as an opportunity to explore the issues of copyright and intellectual property.

Resources

Resource needs in this unit will obviously be determined by the focus of the work placements available or the nature of the research into the creative industries being carried out.

Themes

Throughout this unit, the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media Companion Document.

Theme One – Creativity in context

Development of:

- the critical appraisal of the work and practices of a diverse range of practitioners
- the ability to use a range of new technologies in the production and distribution of Creative and Media products
- an understanding of the impact of diversity and representation in relation to content and the production of content.

Theme Two – Thinking and working creatively

Development of:

- inventiveness and flexibility in adopting new ideas and in exploring alternative solutions
- effective communication using a range of means and for a range of purposes
- primary and secondary research to support the realisation of creative ideas.

Theme Three – Principles, processes and practice

Development of:

- awareness of the function and effect of established generic conventions and principles
- the use and manipulation of materials, techniques and technologies, including new technologies, to meet an intended purpose
- an understanding of the impact of digital and emerging technologies on industry, production practices, products and audiences.

Theme Four – Creative business and enterprise

Development of:

- an understanding of professional working practices and industry protocols
- transferable skills by responding to a brief or commission, including negotiating with clients
- an understanding of intellectual property rights and why they must be protected.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which will provide opportunities to develop teamworking skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- carrying out primary and secondary research based on a period of work placement
- investigating and evaluating industry structures and available job roles
- assessing the nature of practices and relationships in the workplaces
- presenting and reviewing research

Reflective learners

- inviting feedback and dealing positively with praise and criticism
- assessing themselves, identifying opportunities and achievements
- evaluating experiences and learning to inform future progress

Self-managers

- carrying out primary and secondary research based on a period of work placement
- investigating and evaluating industry structures and available job roles
- assessing the nature of practices and relationships in the workplaces
- presenting and reviewing research

Effective participators

- carrying out primary and secondary research based on a period of work placement
- investigating and evaluating industry structures and available job roles
- assessing the nature of practices and relationships in the workplaces.

Level 3 Unit 3: Realising creativity (CAM3U3)

What is this unit about?

The purpose of this unit is for learners to respond to a brief, bringing a piece of work from conception to realisation. Learners will be required to meet the demands of an externally set brief from a client. They will understand the importance of working creatively within the constraints of a brief, and of meeting the needs of both client and audience.

This unit will be assessed using an externally set assignment. Learners will be given a brief and asked to develop their own ideas in response to this brief. Learners will be asked to produce a creative outcome, combining at least two disciplines, and then present this to the client.

Learners must both review their own work and get feedback from an identified audience. They should use the review and the feedback to suggest improvements to their work.

This unit, alongside the others within the Level 3 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which will provide opportunities to develop teamworking skills.

Learning outcomes

The learner will:

- 1 be able to develop ideas for a specified audience and a production schedule or action plan, in response to a brief and in liaison with the client
- 2 know how to implement a production schedule or action plan to guide production, combining two disciplines, from conception to realisation
- 3 be able to present the creative outcome to the client and audience, and to review and evaluate the production process in light of audience and client feedback.

Assessment criteria

1 Development of ideas and an action plan in response to a brief

The learner can:

- a develop and explore ideas in response to a brief (IE3)
- b liaise and negotiate with the client to determine the appropriate response to a brief (EP1, 5)
- c produce an agreed creative outcome schedule or action plan to the requirements of the brief
- d record the development of ideas.

2 Production of a creative outcome, combining two disciplines, from conception to realisation

The learner can:

- a undertake pre-production planning in preparation (SM3)
- b select the appropriate materials, techniques and technologies
- c produce the creative outcome, combining at least two disciplines, in a timely manner
- d maintain ongoing liaison with client.

3 Presentation and review of the creative outcome and production process

The learner can:

- a present the creative outcome to a specified audience
- b assess the two different disciplines selected for their fitness for purpose in light of experience (RL1)
- c undertake a review of the creative outcome, process, and feedback from the audience and client, with suggestions of how the work might be amended (RL4).

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available in Section 3.1 of this specification and also within this unit in the section on Personal, Learning and Thinking Skills.

3

Guided learning hours

It is recommended that a minimum of 90 guided learning hours be spent on this unit.

Assessment

This unit will be externally assessed. Learners will be asked to complete a brief set by AQA-City & Guilds, which will be available six weeks in advance of the assessment deadline.

Learners are expected to take the brief and develop ideas in response to it, based upon observed practice in the industry. They will need to ensure access to technology, materials and other resources as well as experiment with ideas and techniques to develop possible solutions to the brief.

Learners will record and present their ideas in a way which aids the selection process and is appropriate to the context. This might take such forms as photographs, drawings, samples, scripts or sound recordings, depending upon the practicalities of the discipline. Learners will be aware that there are many methods in which ideas can be presented and that they need to select that which they consider enhances their work and allows a client to understand the presentation of the ideas.

The learner's work, including their presentation and report, will be externally assessed by AQA-City & Guilds. It is important that centres make appropriate arrangements to ensure that the learner's presentation is recorded in a format that will allow for external marking.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group, it must be clear which evidence is to be credited to the individual learner.

The assignment will take approximately 30 of the 90 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance in Section 4.4 of this specification, and evidence should be kept for moderation purposes.

Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 a record of the development of ideas in response to the brief, together with liaison with the client and target audience
- 2 an action plan/production schedule for the production of a creative outcome, combining two disciplines
- 3 a presentation of the creative outcome to the client and specified audience
- 4 a review of the creative outcome and presentation in light of feedback from client and audience, with suggestions for improvement.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment criteria topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Weighting of assessment criteria topics

Assessment criteria topic	Subtopic	Weighting	Mark
1 Development of ideas and an action plan in response to a brief	1.1 Explore, develop and record ideas, including liaison with the client	10%	6
	1.2 Produce an agreed action plan/production schedule to the requirements of the brief	15%	9
2 Production of a creative outcome, combining two disciplines, from conception to realisation	2.1 Undertake pre-production planning, and selection of appropriate technologies, techniques and materials	20%	12
	2.2 Create and deliver the creative outcome, combining at least two disciplines, according to plan, maintaining liaison with the client	30%	18
3 Presentation and review of the creative outcome and production process	3.1 Present the completed creative outcome to a specified audience, and gain audience feedback	10%	6
	3.2 Review and evaluate the creative outcome, process, and feedback from client and audience, with suggestions for improvements	15%	9
Total		100%	60

Guidance for teachers

Learners must choose disciplines in accordance with the combination of sector-related disciplines which can be found in Sections 3.4 and 3.5 of this specification. Teachers may wish to stipulate or limit learner choice where there are limitations in resources.

This unit is based on an externally set brief which will be provided by AQA-City & Guilds. Each learner should be issued with a copy of the brief and offered guidance as to appropriate ways in which to respond, specifically in terms of the discipline most appropriate to themselves.

The purpose of this unit is to develop learners' ability to develop a creative outcome which is based upon their ideas and responses to the brief. Teachers will need to support the learner through the exploration and development of the brief, experimental work and the recording of these to ensure the methods chosen are appropriate to the discipline in which they are working.

The detail of the brief, materials and equipment will be determined by the nature of the client's requirements. Teachers may find it useful to ask a senior member of staff or an outside agency to undertake the role of 'client'. This will provide opportunities for learners to have direct access to the client and enable them to undertake negotiation about the production process and the final outcome.

Learners are expected to take the brief and develop their ideas based upon observed practice in the industry. They will need to ensure access to technology, materials and other resources as well as experiment with ideas and techniques to develop possible solutions to the brief. They will record and present their ideas in a way which aids the selection process and is appropriate to the context. This might take such forms as photographs, drawings, samples, scripts or sound recordings, depending upon the practicalities of the discipline. Learners should be aware that there are many methods in which ideas can be presented and that they need to select that which they consider enhances their work and allows a client to understand the presentation of the ideas.

Individual and group work

Learners may work either individually, in pairs or as a group in this unit. They will gain significant interpersonal and communication skills in this unit, as well as developing their individual creativity. They should develop self-reliance and learn from the feedback both from the client and from the audience at the time of the presentation.

Constraints

Teachers are expected to support the learner in their dealings with a client during this unit. Teachers will need to ensure that learners present unique and original work which, though stimulated by the work and practice of others, is not a copy of it.

Resources

Resource needs in this unit will obviously be determined by the focus and context, and the requirements of the client. It is expected that this unit will deliver advanced and complex resolutions, executed and realised to a high level of skill. It is important in this unit and at this level that the learner understands and uses new technologies and practices whenever appropriate.

The presentation of the unit must be appropriate to the item or creative outcome produced. It is likely that a combination of methods will be used. Learners will need to employ a level of sophistication and professionalism in order to present their work for this unit.

Themes

Throughout this unit, the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media Companion Document.

Theme One – Creativity in context

Development of:

- an understanding of the cultural, economic, political and social forces that influence the production, distribution and consumption of creative outcomes
- an ability to use a range of technologies in the production and distribution of Creative and Media outcomes
- an understanding of the impact of diversity and representation in relation to content and the production of content.

Theme Two – Thinking and working creatively

Development of:

- inventiveness and flexibility in adopting new ideas and in exploring alternative solutions
- effective communication using a range of means and for a range of purposes
- negotiating and solving problems in the production process
- the questioning and challenging of own and other's assumptions.

Theme Three – Principles, processes and practice

Development of:

- the stages in the production process, how they relate to each other and where they apply across other disciplines
- the use and manipulation of materials, techniques and technologies, including new technologies, to meet an intended purpose
- an appreciation of Health and Safety and other considerations and constraints, including legal, ethical and environmental concerns
- a diverse range of Creative and Media forms that meet a set brief
- an appreciation of the user, audience or consumer as important in the creation of Creative and Media outcomes
- an understanding of the impact of digital and emerging technologies on industry, production practices, products and audiences.

Theme Four – Creative business and enterprise

Development of:

- an understanding of project management and working within time and budgetary constraints
- an understanding of professional working practices and industry protocols
- transferable skills by responding to a brief or commission, including negotiating with clients
- an understanding of intellectual property rights and why they must be protected.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which will provide opportunities to develop teamworking skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- liaising and negotiating with a client and responding as appropriate
- formulating a production schedule or action plan to guide a creative outcome from conception to realisation
- working within budgetary, legal and regulatory constraints, and observing Health and Safety regulations
- reviewing the creative outcome in light of client and audience feedback

Creative thinkers

- producing and presenting the creative outcome
- reviewing the creative outcome and the production process in light of feedback

Reflective learners

- reviewing the creative outcome in light of client and audience feedback
- responding to a client's brief by offering a workable proposal, and planning the creative outcome
- producing and presenting the creative outcome
- reviewing the creative outcome and the production process in light of feedback

Self-managers

- developing ideas based on a client brief
- liaising and negotiating with a client and responding as appropriate
- formulating an action plan to guide a creative outcome from conception to realisation
- producing and presenting the creative outcome

Effective participators

- developing ideas based on a client brief
- liaising and negotiating with a client and responding as appropriate
- formulating an action plan to guide a creative outcome from conception to realisation
- working within budgetary, legal and regulatory constraints, and observing Health and Safety regulations
- producing and presenting the creative outcome
- reviewing the creative outcome and the production process in light of feedback.

Level 3 Unit 4: Creating opportunity (CAM3U4)

What is this unit about?

The purpose of this unit is for learners to appreciate the importance of being active in seeking opportunities for creativity within a sector context. They will learn how to seek out opportunities in the forms of commissions, to be aware of competition, and to respond to these opportunities by creating proposals and pitches.

This unit also requires learners to appreciate the need to be proactive in promoting their creative output by showcasing and presenting work to potential clients.

This unit, alongside the others within the Level 3 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS.

Learning outcomes

The learner will:

- 1 know how to research opportunities for putting forward creative ideas
- 2 understand how to submit proposals for possible commissions, build and present a portfolio of work, and develop a promotional showcase for their work
- 3 be able to review and evaluate their own creative strengths and the potential opportunities for promoting their creative outcome.

Assessment criteria

1 Research opportunities for putting forward creative ideas

The learner can:

- a investigate opportunities for undertaking creative endeavours within the Creative and Media sector (SM1)
- b assess these opportunities and identify appropriate creative responses.

2 Submit proposals for possible commissions, build and present a portfolio of work, and develop a promotional showcase for their work

The learner can:

- a submit proposals in response to a brief or for a potential commission
- b create a portfolio of their work which could be used for interviews (CT1, 5, 6)
- c develop a promotional showcase for their work using appropriate formats, including web-based technologies.

3 Review and evaluate their own creative strengths and the potential opportunities for promoting their creative input

The learner can:

- a review and evaluate their own creative strengths
- b review and evaluate the potential opportunities to promote their creative input
- c review and evaluate the need to use different means of promotion in different situations and for different clients (EP4).

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available in Section 3.1 of this specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Guided learning hours

It is recommended that a minimum of 90 guided learning hours be spent on this unit.

Assessment

This unit is assessed internally through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

Assessment of this unit will be through the submission of evidence which should include a proposal for providing creative input, portfolio and promotional showcase of their work, and a review and evaluation of their strengths and the potential opportunities.

The assignment will take approximately 40 of the 90 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance in Section 4.4 of this specification, and evidence should be kept for moderation purposes.

Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 a proposal for providing creative input in response to a brief or for a potential commission
- 2 a portfolio of their work in a format appropriate for demonstration at interviews
- 3 a promotional showcase for their work, using appropriate formats including web-based technologies
- 4 a review and evaluation of their own creative strengths, of potential opportunities to promote their creative input, and of different means of promotion for different situations.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment criteria topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Assignment structure

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Identify potential opportunities for creative input.
- Produce a portfolio of creative output using an appropriate format.
- Investigate opportunities for utilising web-based technologies to showcase creative output.
- Develop a promotional showcase for the work.
- Review and evaluate creative strengths and the potential opportunities for promoting the creative input.

Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Research opportunities for putting forward creative ideas	25%	15
2 Submit proposals for possible commissions, build and present a portfolio of work, and develop a promotional showcase for their work	50%	30
3 Review and evaluate their own creative strengths and the potential opportunities for promoting their creative input	25%	15
Total	100%	60

Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
1 Research opportunities for putting forward creative ideas	<p>0 – 5 marks</p> <p>Produced some evidence of appropriate research into opportunities and consideration of possible creative responses.</p>	<p>6 – 10 marks</p> <p>Undertaken research which is generally engaged and mostly appropriate; demonstrated the ability to identify potential opportunities for their creative input and range of possible responses.</p>	<p>11 – 15 marks</p> <p>Undertaken research which is engaged, accomplished and thoroughly appropriate; clearly demonstrated the ability to identify and assess potential opportunities for their creative input, with a well-considered range of possible responses.</p>
2 Submit proposals for possible commissions, build and present a portfolio of work, and develop a promotional showcase for their work	<p>0 – 10 marks</p> <p>Made some attempt to create a proposal, assemble a portfolio of work and develop a promotional showcase, but with a limited degree of finish and engagement with creative opportunities.</p>	<p>11 – 20 marks</p> <p>Competently produced a proposal, portfolio and promotional showcase which demonstrate some degree of finish, with appropriate use of resources and engagement with creative opportunities.</p>	<p>21 – 30 marks</p> <p>Produced a proposal, portfolio and promotional showcase which demonstrate a high level of coherence and finish, with evidence of sophisticated, imaginative and confident use of resources, and clear engagement with creative opportunities.</p>
3 Review and evaluate their own creative strengths and the potential opportunities for promoting their creative input	<p>0 – 5 marks</p> <p>Made some attempt to assess their own creative strengths and opportunities for promoting their creative input.</p>	<p>6 – 10 marks</p> <p>Provided a competent assessment of their own creative strengths and a review of opportunities for promoting their creative input, which recognises the need for different approaches to different clients or situations.</p>	<p>11 – 15 marks</p> <p>Provided a thorough and well-considered review and evaluation of their own creative strengths and of opportunities for promoting their creative input, with a coherent and convincing assessment of the need for different approaches to different clients or situations, including a range of examples.</p>

3

Guidance for teachers

The purpose of this unit is to develop learners' understanding of the importance of seeking out and exploiting opportunities for creative ventures within an enterprise culture.

Teachers will need to ensure that learners are provided with opportunities to explore the commercial and industrial environments in which creativity takes place, through close contact with practitioners and commissioners of creative output. This might take place through such means as visits, practitioner workshops and work placements. Local arts groups and production companies will also be a source of useful information. The unit will also require learners to be up-to-date with the trade press and related websites. In this way learners will be encouraged to remain abreast of developments in their fields of interest. They will need to be guided and encouraged to seek out opportunities for entering competitions, seeking commissions and putting forward proposals.

Teachers and learners will benefit from the support of professionals within the classroom. Authenticity can be added to classroom teaching by encouraging a competitive approach to many of these activities and asking creative professionals to support the process by acting as arbiters in the process.

This unit also requires learners to develop their presentation skills. It should be seen as an opportunity to generate and collate materials that will form a portfolio for the learner's use in progression either to the job market or into Higher Education. The emphasis should be on showcasing work appropriate to specific progression opportunities, as well as the ability to articulate and contextualise the contents of the portfolio. Teachers might like to consider role play exercises as one method of doing this eg simulated interviews.

Learners should also be aware of the opportunities that technology provides for promotion. Websites, blogs, and similar opportunities for showcasing and networking need to be explored.

Individual and group work

Since this unit is about self-promotion, learners should be encouraged to work individually.

Resources

This unit should be seen as an opportunity to develop and showcase portfolio evidence, as well as to acquire skills in responding to opportunities for creativity from external sources. It is to be hoped that the unit will also provide learners with opportunities to follow up and develop ideas. They should be encouraged to experiment and adopt innovative approaches in responding to opportunities.

Themes

Throughout this unit, the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media Companion Document.

Theme One – Creativity in context

Development of:

- a critical perspective in response to a diverse range of Creative and Media products
- an understanding of the cultural, economic, political and social forces that influence the production, distribution and consumption of products
- an understanding of the impact of diversity and representation in relation to content and the production of content.

Theme Two – Thinking and working creatively

Development of:

- inventiveness and flexibility in adopting new ideas and in exploring alternative solutions
- effective communication using a range of means and for a range of purposes
- questioning and challenging of own and other's assumptions.

Theme Three – Principles, processes and practice

Development of:

- the use and manipulation of materials, techniques and technologies, including new technologies, to meet an intended purpose
- an appreciation of Health and Safety and other considerations and constraints, including legal, ethical and environmental concerns
- an appreciation of the user, audience or consumer as important in the creation of Creative and Media products.

Theme Four – Creative business and enterprise

Development of:

- an understanding of project management and working within time and budgetary constraints
- an understanding of professional working practices and industry protocols
- transferable skills by responding to a brief or commission, including negotiating with clients
- an understanding of marketing and promotion, including self-promotion for working in the Creative and Media industries
- an understanding of enterprising and entrepreneurial activities to support innovation.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- recognising and exploiting opportunities for showcasing and promoting creative output, using new technologies where appropriate

Self-managers

- developing skills in seeking out and responding to opportunities for creative enterprise
- building, organising and orchestrating portfolio evidence appropriate to progression and employment opportunities
- promoting and showcasing their own creative output

Effective participators

- developing skills in seeking out and responding to opportunities for creative enterprise
- responding to, preparing and developing proposals in light of commissions, competitions and sponsorship opportunities
- building, organising and orchestrating portfolio evidence appropriate to progression and employment opportunities
- promoting and showcasing their own creative output.

Level 3 Unit 5: Working with a client (CAM3U5)

What is this unit about?

The purpose of this unit is for the learner to seek out and undertake the initial planning, research and preparation of a commission based on a brief from a client.

The unit is linked to Level 3 Unit 6: Realisation and review, in which the learners will be required to bring this commission to fruition by developing and delivering the creative output. The unit might also be linked to Level 3 Unit 4: Creating opportunity, in which learners will have identified possible sources of commissions.

Learners will understand the importance of developing ideas, undertaking research and carrying out planning in order to meet the needs of the client's brief. They will be able to respond to the brief using two disciplines and will need to demonstrate their skills in meeting the demands of the brief and negotiating with the client.

This unit gives learners the opportunity to utilise the skills they have developed in their chosen discipline to propose and negotiate to produce an original creative outcome to meet a specified client brief.

This unit, alongside the others within the Level 3 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which will provide opportunities to develop teamworking skills.

3

Learning outcomes

The learner will:

- 1 be able to generate ideas and outline proposals to confirm understanding of a brief with a client
- 2 be able to undertake appropriate pre-production research, planning and selection of an approach, and draw up a detailed action plan or production schedule and proposal
- 3 be able to present the proposal to, and negotiate with, the client to ensure that the proposal meets their needs.

Assessment criteria

1 Generate ideas and outline proposals to confirm understanding of a brief with a client

The learner can:

- a identify and draw up ideas in response to a brief for a potential Creative and Media project (CT1)
- b either individually, or as a small group working as a production team, confirm the brief with the client by discussing outline ideas and proposed approach (CT2).

2 Undertake appropriate pre-production research, planning and selection of an approach, and draw up a detailed action plan / production schedule, and proposal

The learner can:

- a undertake appropriate pre-production research, planning and selection of best ideas to meet the brief
- b draw up a detailed action plan or production schedule for the creative outcome selected (SM3).

3 Present proposal, consult and negotiate with the client to ensure that the proposal meets their needs

The learner can:

- a consult with the client to confirm the proposal and draft action plan or production schedule
- b negotiate with the client for a specific commission for the creative output, including defined target audience, delivery and constraints
- c make modifications by agreement with the client, to improve the proposed creative outcome and/or to meet client needs (RL3).

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available in Section 3.1 of this specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Guided learning hours

It is recommended that a minimum of 90 guided learning hours be spent on this unit.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

Learners will be required to produce a proposal for supplying creative output in response to a client brief. They will need to generate ideas and realistic production plans, in outline and then in detail, as a basis for consultation and negotiation of a specific commission with the client, making appropriate modifications to meet client needs.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group, it must be clear which evidence is to be credited to the individual learner.

The assignment will take approximately 30 of the 90 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance in Section 4.4 of this specification, and evidence should be kept for moderation purposes.

Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 outline proposals to confirm the brief
- 2 an action plan or production schedule for the creative output selected
- 3 a proposal for supplying the creative output to the client
- 4 a specific commission, agreed with the client, for delivery of the creative output
- 5 a revised proposal and action plan or production schedule, including modifications agreed with the client
- 6 a record of research, planning, selection, consultation and negotiation with the client, and modifications requested and agreed.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment criteria topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Assignment structure

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Generate initial creative ideas in response to the brief.
- Confirm understanding of the brief with the client.
- Develop an outline approach, plan and proposals.
- Undertake pre-production research and planning.
- Select the best approach and ideas to meet the brief.
- Draw up a detailed action plan/production schedule.
- Develop and present a proposal to the client.
- Consult and negotiate a specific commission with the client.
- Make modifications to the proposal and action plan to meet client needs.

Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Generate ideas and outline proposals to confirm understanding of a brief with a client	20%	12
2 Undertake appropriate pre-production research, planning and selection of an approach, and draw up a detailed action plan/production schedule, and proposal	40%	24
3 Present proposal, consult and negotiate with the client to ensure that the proposal meets their needs	40%	24
Total	100%	60

Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
1 Generate ideas and outline proposals to confirm understanding of a brief with a client	<p>0 – 4 marks</p> <p>Produced some ideas and responses to the brief.</p> <p>Attempted to confirm the brief with the client.</p>	<p>5 – 8 marks</p> <p>Generated an appropriate range of ideas and possible responses.</p> <p>Used the responses to confirm the brief with the client.</p>	<p>9 – 12 marks</p> <p>Generated a thoroughly appropriate and imaginative range of ideas and responses.</p> <p>Used the responses convincingly to confirm the client's needs and the terms of the brief.</p>
2 Undertake appropriate pre-production research, planning and selection of an approach, and draw up a detailed action plan/production schedule, and proposal	<p>0 – 8 marks</p> <p>Undertaken some research and planning and selected an approach in response to the brief.</p> <p>Research and planning approach demonstrates some creativity.</p> <p>Provided an outline plan which suggests some resources required.</p>	<p>9 – 16 marks</p> <p>Undertaken systematic research and planning, and selected an appropriate approach, in response to the brief.</p> <p>Research and planning approach demonstrates creativity and imagination.</p> <p>Provided a practical action plan/production schedule, which suggests appropriate resources required.</p>	<p>17 – 24 marks</p> <p>Undertaken systematic and thorough research and planning, and selected an imaginative and creative approach, in response to the brief.</p> <p>Research and planning approach demonstrates creativity and imagination.</p> <p>Provided a coherent, practical and realistic action plan/production schedule, including timescales, which suggests well considered and imaginative use of resources.</p>
3 Present proposal, consult and negotiate with the client to ensure that the proposal meets their needs	<p>0 – 8 marks</p> <p>Made some attempt to consult and negotiate with the client to ensure proposals meet the brief.</p>	<p>9 – 16 marks</p> <p>Provided evidence of adequate consultation and negotiation with the client to ensure that the proposals and plans meet the brief.</p> <p>Considered some modifications to meet client needs.</p>	<p>17 – 24 marks</p> <p>Provided evidence of thoroughly effective consultation and negotiation with the client to ensure the detailed proposals and plans meet the brief.</p> <p>Made appropriate modifications by agreement to meet client needs.</p>

Guidance for teachers

This unit will require learners to generate a proposal and agree a commission with a client. They will need to be supported both in seeking out the commission and selecting a response that makes realistic demands upon the time and resources that they have at their disposal.

This unit is the preparatory unit for Level 3 Unit 6: Realisation and review, in which learners are required to produce a creative outcome appropriate to the needs of a client and a specified target audience. It is important that centres identify the common basis of these two units and seek to deliver them accordingly.

Learners will need to develop their negotiation skills when dealing with a client whose perception of what is viable in creative terms may differ from their own.

Research

This unit will be based on a brief developed by the learner in conjunction with a client. Successful delivery of the unit will depend upon learners being introduced to research methods and developing an awareness of the relative importance of different sources of information. Learners should be encouraged to be independent in their research activities and to employ a variety of research techniques.

Links with the community and local industry

Centres will need to cultivate links with local organisations and companies in order that learners can make direct contact with potential clients and undertake the necessary primary research into the needs of the client.

Individual and group work

Learners may work individually, in pairs or in small groups of up to four members. In order to reflect Creative and Media practice, teamwork is encouraged so that all participants are actively involved in each stage of the production process and are able to work in co-operation towards a shared end. Learners may find it useful to keep a production diary for Level 3 Units 5 and 6 which will reflect both their own role within the production and presentation and the broader demands of the production and presentation process.

Constraints

The brief for Units 5 and 6 is self-generated by the learner and they need to be aware that the Creative and Media industries operate within certain constraints. It is important that learners are helped to develop a clear understanding of working practices, alongside a realistic appraisal of their own capabilities and of the scope of the resources available.

Resources

It is acknowledged that centres will not necessarily be able to provide learners with access to industry standard resources in all areas. However, it is essential that learners have the opportunity to develop skills and techniques which reflect as closely as possible those used in contemporary Creative and Media industries.

Legal and ethical considerations

Learners will need to be made aware of legal and ethical issues affecting the process of Creative and Media production. These include the laws of defamation, intellectual property rights, privacy, and discrimination. Learners will also need to be made aware of Health and Safety issues arising from the process of Creative and Media production.

Deadlines

As with all the units, it is essential that learners understand the need to meet deadlines. The client brief should mirror industry practice and learners need to plan their response in a systematic fashion that takes into account contingencies and allows for time to make revisions where necessary.

Teacher observation

Assessment for Level 3 Units 5 and 6 involves an element of teacher observation. This relates to the learner's contribution to the process of production as well as the completed creative outcome itself. Teachers must, therefore, ensure that there are opportunities to observe the production process in order that an evaluation can be made of each individual learner's ability to meet the evidence requirements.

Themes

Throughout this unit, the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media Companion Document.

Theme One – Creativity in context

Development of:

- generating ideas and responses to a client brief
- drawing up a realistic action plan
- consultation and negotiation with the client.

Theme Two – Thinking and working creatively

Development of:

- generating ideas and responses to a client brief
- assessing and selecting the best ideas for the purpose
- communicating ideas
- planning for production as a flexible process.

Theme Three – Principles, processes and practice

Development of:

- preparation and planning for proposals
- developing the proposal and action plan
- planning for production as a flexible process
- consultation, negotiation and agreement of a commission.

Theme Four – Creative business and enterprise

Development of:

- identifying an approach and ideas to meet a client brief
- consultation, negotiation and agreement of a commission
- planning for production as a practical and realistic process.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which will provide opportunities to develop teamworking skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- negotiating a brief with a client, balancing creativity and practicalities
- explaining factors to be considered when negotiating a brief

Creative thinkers

- negotiating a brief with client, balancing creativity and practicalities
- creating a proposal and presenting it to a client

Reflective learners

- evaluating the product against the brief and making proposals for future improvement
- explaining indicators of success

Team workers

- drawing up a production schedule
- demonstrating awareness of professional practice – to include ongoing client liaison
- explaining the importance of professional practice

Self-managers

- undertaking appropriate pre-production planning
- keeping a production diary to record production research/planning
- making appropriate creative outcome arrangements
- drawing up a production schedule

Effective participators

- negotiating a brief with a client, balancing creativity and practicalities
- undertaking appropriate pre-production planning
- keeping a production diary to record production research and planning
- creating a proposal and presenting it to a client
- drawing up a production schedule
- demonstrating awareness of professional practice – to include ongoing client liaison
- evaluating the product against proposals for future improvement
- explaining factors to be considered when negotiating a brief
- appreciating the constraints that a brief might provide
- explaining the importance of professional practice.

Level 3 Unit 6: Realisation and review (CAM3U6)

What is this unit about?

The purpose of this unit is to enable the learner to complete the creative process started in Level 3 Unit 5: Working with a client, by completing the commission negotiated with the client.

Learners will implement their production plan to develop and deliver the creative outcome to meet the agreed client commission or brief. They will understand the importance of working to professional standards and maintaining ongoing dialogue with the client and target audience in producing a creative outcome that is fit for purpose.

This unit, alongside the others within the Level 3 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which will provide opportunities to develop teamworking skills.

Learning outcomes

The learner will:

- 1 understand how to implement an action plan or production schedule based on research and preparatory work, to deliver an agreed client commission
- 2 be able to deliver the creative outcome to meet the agreed client brief, and present the creative outcome effectively to the target audience, demonstrating awareness of professional practice
- 3 be able to review and evaluate the creative outcome, against the brief and in light of feedback from the audience and client, and make appropriate modifications to improve it.

Assessment criteria

1 Implement a plan of action/production schedule based on research and preparatory work, to deliver an agreed client commission

The learner can:

- a develop a plan of action/production schedule taking into account timescales, resources and budget (SM3)
- b identify an appropriate target audience and make arrangements for testing the developing project at appropriate intervals
- c liaise and negotiate with the client to ensure that the intended outcome meets with their requirements.

2 Deliver the creative outcome to meet the agreed client brief, and present the product effectively to the target audience, demonstrating awareness of professional practice

The learner can:

- a organise the logistics appropriate to the creative outcome process
- b complete the creative production work professionally
- c test and monitor progress and responses from the client and target audience, and modify the creative outcome as appropriate
- d present the product effectively to the target audience, gaining feedback from them (RL4).

3 Review and evaluate the product, against the brief and in light of feedback from the audience and client, and make appropriate modifications to improve it

The learner can:

- a review and evaluate feedback from the target audience and the client
- b propose and agree with the client any modifications or improvements
- c make the agreed amendments and modifications to the product (RL3) (EP4).

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available in Section 3.1 of this specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Guided learning hours

It is recommended that a minimum of 90 guided learning hours be spent on this unit.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

Learners will be required to manage the project within available resources, budget and timescales; submit the creative outcome for client feedback before the agreed deadline and make any necessary revisions agreed; deliver the finished product/presentation to client by the agreed deadline; and formally present their work to a target audience, gaining feedback.

The learner will maintain and submit a production diary. Teacher observation and their production diary will be used to assess their ability to work as a member of a production team.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group, it must be clear which evidence is to be credited to the individual learner.

The assignment will take approximately 30 of the 90 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance in Section 4.4 of this specification, and evidence should be kept for moderation purposes.

Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 an action plan or production schedule
- 2 a creative outcome as the result of the completed production process
- 3 a presentation to the target audience
- 4 a record of feedback from the audience
- 5 a review and evaluation of the outcome in light of client or audience feedback
- 6 a record or production diary recording the production process, liaison and consultation with the client, outcomes delivered, feedback received, and agreed modifications made.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment criteria topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Assignment structure

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Produce an appropriate action plan/production schedule.
- Liaise with the client and respond to their requirements appropriately.
- Research the needs of the target audience.
- Produce the creative outcome.
- Continue to liaise and negotiate with the client to ensure the outcome meets their requirements.
- Present the outcome to the target audience and document feedback.
- Review and evaluate the product in light of client response and audience feedback.
- Make appropriate modifications and amendments by agreement with the client.

Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Implement a plan of action/production schedule based on research and preparatory work, to deliver an agreed client commission	25%	15
2 Deliver the creative outcome to meet the agreed client brief, and present the product effectively to the target audience, demonstrating awareness of professional practice	50%	30
3 Review and evaluate the product, against the brief and in light of feedback from the audience and client, and make appropriate modifications to improve it	25%	15
Total	100%	60

Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
1 Implement a plan of action/ production schedule based on research and preparatory work, to deliver an agreed client commission	<p>0 – 5 marks</p> <p>Produced an outline action plan or production schedule.</p> <p>Attempted to provide a timescale and to include required resources.</p> <p>Identified a target audience.</p> <p>Made some attempt to liaise with the client.</p>	<p>6 – 10 marks</p> <p>Produced an adequately detailed action plan or production schedule.</p> <p>Taken into account timescales and required resources are taken into.</p> <p>Identified a target audience and made arrangements for testing.</p> <p>Provided some evidence of liaison and negotiation with the client.</p>	<p>11 – 15 marks</p> <p>Produced a thoroughly detailed and coherent action plan or production schedule.</p> <p>Provided a detailed and realistic timescale, including a comprehensive list of required resources.</p> <p>Identified a target audience and agreed well considered arrangements for testing with the audience.</p> <p>Provided evidence of effective liaison and negotiation with the client to ensure the intended outcome meets their requirements.</p>
2 Deliver the creative outcome to meet the agreed client brief, and present the product effectively to the target audience, demonstrating awareness of professional practice	<p>0 – 10 marks</p> <p>Undertaken some planning and organising of logistics for the production process.</p> <p>Produced a creative outcome produced which partly meets the client brief and some aspects of the action plan or production plan.</p> <p>Made a presentation to the target audience, with limited feedback gained demonstrating only limited awareness of professional practice.</p>	<p>11 – 20 marks</p> <p>Undertaken sound planning and organising of logistics for the production process.</p> <p>Produced a creative outcome produced which meets the client brief and most aspects of the action plan or production plan.</p> <p>Made an effective presentation to the target audience, with feedback gained demonstrating some awareness of professional practice.</p>	<p>21 – 30 marks</p> <p>Undertaken thoroughly effective planning and organising of logistics for the production process.</p> <p>Produced an imaginative creative outcome produced which directly meets the client brief and effectively delivers to the action plan or production plan.</p> <p>Made a convincing, engaging and effective presentation to the target audience, with detailed and relevant feedback recorded, demonstrating thoroughly professional practice.</p>

3

Assessment grid (continued)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
3 Review and evaluate the product, against the brief and in light of feedback from the audience and client, and make appropriate modifications to improve it	<p>0 – 5 marks</p> <p>Attempted to review and evaluate the feedback received.</p> <p>Made limited proposals and consultation with the client for modifications.</p> <p>Made a minimal attempt to modify the creative outcome.</p>	<p>6 – 10 marks</p> <p>Undertaken a systematic review and evaluation of the feedback from both client and target audience.</p> <p>Used feedback as the basis for proposing and agreeing with the client some modifications or improvements.</p> <p>Made some modifications or amendments.</p>	<p>11 – 15 marks</p> <p>Undertaken a systematic, thorough and coherent review and evaluation of the feedback from both client and target audience.</p> <p>Analysed the feedback and used it as the basis for proposing and negotiating with the client some improvements and modifications to meet the client needs.</p> <p>Made some appropriate modifications or amendments.</p>

3

Guidance for teachers

This unit brings to completion the creative process instigated in Level 3 Unit 5: Working with a client, in which learners negotiated a specific commission with a client to supply the creative product. It is important that centres identified the common basis of these two units and seek to deliver them accordingly.

Research

This unit will be based on a brief initially negotiated and developed by the learner in conjunction with a client in Unit 5. Successful delivery of the unit will depend upon learners utilising appropriate creative and production skills when implementing the planning and preparatory work undertaken in Unit 5.

Links with the community and local industry

Centres will need to cultivate links with local organisations and companies in order that learners can make direct contact with potential clients and obtain necessary feedback on the developing production.

Individual and group work

While it is likely that learners will continue to adopt the same approach to working on this unit as in Unit 5, this is by no means a prerequisite. Learners may wish to use Unit 5 as an opportunity for to seek out commissions, plan and develop ideas individually. Learners could work collaboratively when this is more appropriate to the discipline.

Learners may work individually, in pairs or in small groups of up to four members. In order to reflect Creative and Media practice, teamwork is encouraged so that all participants are actively involved in each stage of the production process and are able to work in co-operation towards a shared end.

The production diary and evaluation are individual undertakings, and will reflect both the learner's own role within the production and presentation and the broader demands of the production and presentation process. It is important that learners are given adequate guidance and support in the writing and structuring of the production diary and the evaluation.

Constraints

The brief for Level 3 Units 5 and 6 is self-generated by the learner and they need to be aware that the Creative and Media industries operate within certain constraints. It is important that learners are helped to develop a clear understanding of working practices, alongside a realistic appraisal of their own capabilities and of the scope of the resources available.

Resources

It is acknowledged that centres will not necessarily be able to provide learners with access to industry standard resources in all areas. However, it is essential that learners have the opportunity to develop skills and techniques which reflect as closely as possible those used in contemporary Creative and Media industries.

Legal and ethical considerations

Learners will need to be made aware of legal and ethical issues affecting the process of Creative and Media production. These include the laws of defamation, intellectual property rights, privacy, and discrimination. Learners will also need to be made aware of Health and Safety issues arising from the process of Creative and Media production.

Deadlines

As with all the units, it is essential that learners understand the need to meet deadlines. The client brief should mirror industry practice and learners need to plan their response in a systematic fashion that takes into account contingencies and allows for time to make revisions where necessary.

Teacher observation

Assessment for Level 3 Units 5 and 6 involves an element of teacher observation. This relates to the learner's contribution to the process of production as well as the completed creative outcome itself. Teachers must, therefore, ensure that there are opportunities to observe the production process in order that an evaluation can be made of each individual learner's ability to meet the evidence requirements.

Themes

Throughout this unit, the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media Companion Document.

Theme One – Creativity in context

Development of:

- drawing up a realistic action plan
- creation and production of the creative outcome
- consultation and negotiation with the client
- making appropriate modifications to meet client needs.

Theme Two – Thinking and working creatively

Development of:

- implementing production as a flexible process
- making appropriate modifications to meet client needs.

Theme Three – Principles, processes and practice

Development of:

- developing the product
- organising logistics for production
- monitoring progress
- testing with the client
- consultation, negotiation and agreement of modifications.

Theme Four – Creative business and enterprise

Development of:

- producing and delivering the product to plan, within timescales and constraints agreed
- presenting the product to target audience and gaining relevant feedback
- critical review and evaluation in light of client/audience feedback
- consultation, negotiation and agreement of modifications with the client
- planning for production as a practical and realistic process.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which will provide opportunities to develop teamworking skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- negotiating a brief with a client, balancing creativity and practicalities
- explaining factors to be considered when negotiating a brief

Creative thinkers

- negotiating a brief with a client, balancing creativity and practicalities
- creating a proposal and presenting it to a client

Reflective learners

- evaluating product against brief and making proposals for future improvement
- explaining indicators of success

Team Workers

- drawing up a production schedule
- undertaking creative outcome work
- demonstrating awareness of professional practice – to include ongoing client liaison
- explaining the importance of professional practice

Self-managers

- undertaking appropriate pre-production planning
- keeping a creative outcome diary to record production research/planning
- making appropriate production arrangements
- drawing up a production schedule

Effective participators

- negotiating a brief with a client, balancing creativity and practicalities
- undertaking appropriate pre-production planning
- keeping a creative outcome diary to record production research/planning
- creating a proposal and presenting it to a client
- making appropriate creative outcome arrangements
- drawing up a creative outcome schedule
- undertaking creative outcome work
- demonstrating awareness of professional practice – to include ongoing client liaison
- presenting product to client/target audience
- invoicing the client
- evaluating product against proposals for future improvement
- explaining factors to be considered when negotiating a brief
- appreciating the constraints that a brief might provide
- explaining the importance of professional practice
- appreciating the importance of client need/target audience
- explaining indicators of success.

4 Assessment

4.1 Aims

Diploma courses based on this specification should encourage learners to:

- 1 develop a broad understanding and knowledge of the Creative and Media sector
- 2 develop skills and attributes related to the Creative and Media sector
- 3 develop additional and specialist knowledge and skills to complement and broaden, deepen or extend learning about the Creative and Media sector
- 4 apply:
 - 4.1 Functional Skills at Level 2 in Mathematics, English and ICT
 - 4.2 transferable Personal, Learning and Thinking Skills (PLTS) in independent enquiry, creative thinking, reflective learning, team working, self-managing and effective participation
 - 4.3 investigative and project management skills through a Diploma project
 - 4.4 skills gained through work experience
- 5 learn through experience of applying knowledge and skills to tasks or contexts including those that have the characteristics of real work eg the minimum 10 days' work experience, including:
 - 5.1 planning and reflecting on their experience
 - 5.2 drawing out and articulating lessons learnt
 - 5.3 applying their learning to new activities or situations.

4.2 National criteria

This Principal Learning Creative and Media specification complies with the following:

- Criteria for the specialised Diploma qualifications in Creative and Media at levels 1, 2 and 3 (published QCA November 2006)
- Criteria for the accreditation of Diploma qualifications at levels 1, 2 and 3 (published QCA April 2007)
- Operating Rules for Component and Diploma awarding bodies version 1.0 (published QCA 2007)
- the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria (published QCA 2004)

4.3 Prior learning

There are no prior learning requirements.

4.4 Internal assessment

Internally assessed units will comply with the Joint Council for Qualifications Instructions for conducting coursework/portfolios – please see JCQ website:

<http://www.jcq.org.uk>

Task setting

Clear guidance, with exemplars of suitable internal assessment, is available to all consortia centres in order to ensure that suitable tasks are set. AQA-City & Guilds will give guidance on task setting and the moderator will review a selection of proposed tasks to check that they are suitable at the early advisory visits.

The teacher at a centre with overall responsibility for internal standardisation is also responsible for the standardisation of task setting.

Guidance is provided on the total amount of time that a task should take, on the amount of time that specific activities within a task should take and on the form of supervision expected.

Control criteria for tasks

The internally assessed assignments are to be taken under controlled conditions and the forms of evidence required in each unit will drive the controls needed. Where specific guidance is required, it will be found in the assessment section of the unit concerned. The following controls should be in place where appropriate for individual tasks.

Performance – A video or DVD recording of the whole performance, or a witness testimony describing the performance, will be necessary as evidence of ephemeral work.

Research of relevant sources of material – A bibliography or list of sources eg museums, businesses, organisations, websites will provide evidence of research. The teacher may also question learners on their research and submit signed notes from these questions as evidence.

Record of interviews with business, industry or third party representatives – Transcripts or audio recordings (if permitted by the individual concerned), or the learner's own record of the interview and evidence of permission or observation or witness statement by an observer may be used as evidence of interactions with learners.

Creative outcome or production – Where this is produced over time, it is possible that the teacher may not supervise the whole of the process, however, sufficient supervision must take place to ensure that the material for assessment is the unaided work of the learner. Photographs, recordings and witness testimony can also be utilised to confirm that the work belongs to an individual learner.

Practical assignment – These must be conducted under supervision and the outcome should be submitted for moderation if possible.

Portfolio of evidence – This must be submitted for moderation.

The above controls are summarised for reference in the following table.

Form of evidence	Method of control								
	Video/DVD recording	Photographs	Witness statement	Bibliography or list of sources	Signed notes evidencing questions asked by teacher	Transcript or audio recording	Learner's own record	Supervision	Submission of artefact or product
Performance	1		2						
Research of relevant sources of material				1	2				
Record of interviews with business, industry or third party representatives			2 with learner's own record			1 with evidence of permission	2 with witness statement		
Creative outcome or Production	2	2	2			2		1*	1*
Practical assignment	2	2	2			2		1*	1 if possible
Portfolio of evidence									1*

4

Please note:

Control methods rated 1 are the most preferable type to be used. Those rated 2 may be used if employing the favoured method is not practical, or as a way of providing additional evidence of the learner having met the assessment criteria.

*Where the number 1 is followed by an asterisk, this indicates that any other control method may accompany but not substitute the use of this method.

Guidance by the teacher

The work assessed must be solely that of the learner. Any assistance given to an individual learner which is beyond that given to the group as a whole must be recorded.

Unfair practice

At the start of the course, the supervising teacher is responsible for informing learners of the AQA-City & Guilds Regulations concerning malpractice. Learners must not take part in any unfair practice in the preparation of work to be submitted for assessment, and must understand that to present material copied directly from books or other sources, without acknowledgement, will be regarded as deliberate deception. Centres must report suspected malpractice to AQA-City & Guilds.

Applying the assessment grid

When assessing learners' work, teachers/assessors should consider the level of attainment demonstrated in four broad areas within the demands and context of the specific unit being assessed:

- the depth and breadth of understanding
- the level of skills
- the level of synthesis, analysis and evaluation
- the level of independence and originality.

In the assessment grid for each unit, mark ranges are specified for each assessment criteria topic. When assessing a learner's work, teachers/assessors should use their professional judgement to identify for each assessment criteria topic, the mark band description within which that work falls and then the mark within that range that best describes the depth and quality of the work.

To achieve the higher mark bands, learners should show greater depth and breadth of understanding, higher level skills, higher levels of synthesis, analysis and evaluation and higher levels of independence and originality as required in the assessment criteria. Work that clearly meets all the requirements of the mark band description should be awarded the maximum mark identified.

Aspects of the work that might fall short of meeting, in full, the description but which do not, in the judgement of the teacher/assessor, sufficiently influence the overall level of achievement to merit the work being assigned to a lower mark band, will reduce the mark awarded within the identified range available. This can be expressed as identifying the 'best-fit' approach, where the areas of strength in the work submitted by the learner can be allowed to compensate for weaknesses in other areas.

Assessors will use archived exemplars as they become available as a reference point. By comparing their own learners' work with archive work which has an assessment commentary attached, the assessor will be able to position the work either on a higher or lower point.

Assessment of group work

Group work is a useful way of obtaining information for some activities but it is important that individual learners meet the assessment criteria requirements. Teachers/assessors assessing the evidence will need to be convinced of its individual authenticity. Questioning can be used in order to clarify the validity, authenticity and sufficiency of evidence and, under these circumstances, the teacher/assessor may wish to include a dated witness statement detailing this evidence. It is expected that the use of such statements will be kept to a minimum, so that they constitute a very minor part of the submitted evidence.

Annotation of written/photographic evidence can also be used to detail an individual's contribution.

It is recognised that there can be instances where learners are required to carry out tasks as part of a group and that group-working skills are an integral part of the assessment requirements. In such cases this general guidance on group work will be superseded by the specific requirements and instructions of the individual unit(s).

Internal standardisation of marking

The centre is required to standardise the assessment across different teachers and teaching groups, within and across units, to ensure that all work at the centre has been judged against the same standards. If two or more teachers are involved in marking units, one teacher must be designated as responsible for internal standardisation.

Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate.

The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA-City & Guilds.

4.5 Supervision and authentication of internally assessed work

The Head of Centre is responsible to AQA-City & Guilds for ensuring that internally assessed work is conducted in accordance with AQA-City & Guilds instructions and JCQ instructions.

In order to meet the regulators' Operating Rules for Component and Diploma Awarding Bodies, AQA-City & Guilds requires:

- **learners** to sign the record form to confirm that the work submitted is their own
- **teachers/assessors** to confirm on the record form that the work assessed is solely that of the learner concerned and was conducted under the conditions laid down by the specification
- **the teacher/assessor responsible for internal standardisation** also to sign the Centre Declaration Sheet (CDS) to confirm that internal standardisation has taken place and that the work presented is that of the learners named. If only one teacher has undertaken the marking, that person must sign this form.

The completed record form must be attached to each learner's work and the Centre Declaration Sheet must be sent to the moderator. Failure to sign either or both the record form and the CDS may delay the processing of the learners' results.

The teacher should be sufficiently aware of the learner's standard and level of work to appreciate if the work submitted is beyond the ability of the learner.

In most centres teachers are familiar with learners' work through class and assignments. Where this is not the case, teachers should make sure that all internally assessed work is completed under direct supervision or controls listed in Section 4.4.

In all cases, some direct supervision is necessary to ensure that the work submitted can be confidently authenticated as the learner's own.

If it is believed that a learner has received additional assistance and this is acceptable within the guidelines for the internally assessed units, the teacher/assessor should award a mark which represents the learner's unaided achievement. The authentication statement should be signed and information given on the relevant form.

If the teacher/assessor is unable to sign the authentication statement for a particular learner, then the learner's work cannot be accepted for assessment.

4.6 Malpractice

Teachers should inform learners of the JCQ Regulations concerning malpractice.

Learners must not:

- submit work which is not their own
- lend work to other learners
- allow other learners access to, or the use of, their own independently-sourced material (this does not mean that learners may not lend their books to another learner, but learners should be prevented from plagiarising other learners' research)
- include work copied directly from books, the Internet or other sources without acknowledgement or an attribution
- submit work typed or word processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in internally assessed work is identified by a centre after the learner has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA-City & Guilds at the earliest opportunity. The form, JQM/M1, should be used. Copies of the form can be found on the JCQ website:

(<http://www.jcq.org.uk>)

Malpractice in internally assessed work discovered prior to the learner signing the declaration of authentication need not be reported to AQA-City & Guilds, but should be dealt with in accordance with the centre's internal procedures. AQA-City & Guilds would expect centres to treat such cases very seriously. Details of any work which is not the learner's own must be recorded on the cover sheet or other appropriate place.

4.7 Moderation

AQA-City & Guilds will ensure that in consortia where learners from more than one centre are taught and assessed together, a single moderator for each line of learning will be appointed subject to consideration of workload.

Moderation of internally assessed work will take place in two stages and the same moderator will be responsible for each.

Stage 1 – a visit from a moderator representing AQA-City & Guilds at a fairly early stage during the delivery of Principal Learning

The moderator will inspect some work and check such matters as:

- task setting against assessment criteria
- understanding of controlled conditions
- taking and marking of internal assessments
- arrangements for internal standardisation
- coverage of PLTS
- coverage of Applied Learning.

The moderator will give advice, feedback and guidance on each of the above. Stage 1 will be seen as a technical advisory visit and will cover the Principal Learning units.

Stage 2 – a check by the moderator on the taking and marking of samples of Principal Learning units

Internally assessed work will normally be reviewed at the centre but may be sent to the moderator. The samples to be moderated will be agreed with the centre for each identified unit in accordance with the moderation procedures. During the moderation visit, the moderator will normally assess samples of work with the teacher and discuss the standards in order to ensure that they are in line with the national standards for this qualification. If necessary, further samples may be requested and adjustments may be applied to the centre's marks. Mark adjustments will normally preserve the centre's order of merit, but if major discrepancies are discovered, AQA-City & Guilds reserves the right to alter the order of merit.

Centre marks for all units must be submitted to AQA-City & Guilds and to the moderator by the specified deadline (see <http://www.aqa.org.uk/deadlines.php>). Claiming and moderation of internal assessment is only available in the summer term.

Further details will be given in moderation procedures documentation to be issued by AQA-City & Guilds.

4.8 Post-moderation procedures

On publication of the results for Principal Learning units, AQA-City & Guilds will provide centres with details of the final marks for the internally assessed units.

The learners' work will be returned to the centre after moderation has taken place. The centre will receive a report with, or soon after, despatch of published results giving feedback on the appropriateness of the task set, the accuracy of the assessments, and the reasons for any adjustment to the marks.

4.9 Retaining evidence and re-using marks

The centre must retain the work of all learners for each internally assessed unit, with record forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned to learners after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA-City & Guilds.

4.10 External assessment

The external assessments will be timetabled twice a year, in January and June, and the dates will be published at the start of the academic year.

4.11 Factors affecting individual learners

Teachers should be able to accommodate the occasional absence of learners by ensuring that the opportunity is given for them to make up missed assessments.

If work is lost, AQA-City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform AQA Candidate Support of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course, the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA-City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

5 Administration

5.1 Availability of Principal Learning units

All internally assessed Principal Learning units for this specification are available once a year only, commencing in June 2009. External assessments will be timetabled twice a year, in January and June, and the dates will be published at the start of the academic year.

5.2 Centre registration

Centres wishing to prepare learners for this specification should apply for approval to offer Principal Learning before teaching begins. Completed application forms should be submitted to Centre Registration, AQA, Stag Hill House, Guildford, Surrey, GU2 7XJ. Applications can only be considered from centres which have received approval through the Gateway process to offer Level 3 Creative and Media Principal Learning. Further details of the approval process are available on the website at:

<http://www.diplomainfo.org.uk>

5.3 Centre requirements

Resources

Centres must have access to sufficient equipment in the centre or in other centres within the consortium to ensure that learners have the opportunity to cover all the practical activities. Any requirement for specialised equipment is to be found in the description of the units themselves.

Health and safety

The importance of safe working practice and the demands of the Health and Safety at Work Act 1974 must be stressed to all learners. Learners have responsibilities for maintaining the safety of others as well as their own. Anyone behaving in an unsafe fashion must be stopped and a suitable warning given by the teacher responsible. It is essential that all learners acquire habits required to promote health and safety in the workplace and that their learning avoids potentially unpleasant or dangerous consequences.

Centre staff

Centre staff should be technically competent in all the areas for which they are delivering education and training and/or should also have relevant experience of providing the necessary practical training.

Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and skills in the vocational area remain current and take account of any national or legislative developments.

5.4 Entries

Please refer to the current version of Entry Procedures and Codes for up-to-date entry procedures. You should use the following entry codes for the Principal Learning units:

Unit 1 (CAM3U1)

Unit 2 (CAM3U2)

Unit 3 (CAM3U3)

Unit 4 (CAM3U4)

Unit 5 (CAM3U5)

Unit 6 (CAM3U6)

5.5 Quality assurance

Internal quality assurance

Registered centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre registration by AQA-City & Guilds and the centre's and/or consortium's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and AQA-City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- AQA-City & Guilds external examinations
- AQA-City & Guilds externally set briefs or assignments
- internal quality assurance
- AQA-City & Guilds external moderation.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- the setting of appropriate tasks (see Section 4.4)
- the application of appropriate control of tasks (see Section 4.4)
- training in the use of the assessment grid (see Section 4.4)
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place (see Sections 4.4 and 4.5)
- the completion by learners and teachers/assessors of the record form for each learner's work (see Section 4.5).

External quality assurance

External quality assurance is provided by the two stage moderation system described in Section 4.7. External moderation of internally assessed work is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres and that national standards are maintained.

In order to carry out their quality assurance role, external moderators must have appropriate teaching and vocational knowledge and expertise. AQA-City & Guilds will appoint external moderators and will ensure that they attend regular training and development meetings designed to keep them up-to-date, to ensure standardisation of all assessments and to share good practice.

External moderators:

- provide advice and support to staff in centres
- ensure the quality and consistency of assessments within and between centres and over time by the use of systematic sampling
- regularly visit centres to ensure that they continue to meet the centre registration requirements of AQA-City & Guilds
- provide feedback to centres and to AQA-City & Guilds.

In order to monitor compliance with JCQ requirements, particularly for administering external tests, JCQ inspectors will regularly visit centres.

AQA-City & Guilds requires the Head of Centre to:

1. facilitate any inspection of the Centre which is undertaken on behalf of AQA-City & Guilds
2. make secure arrangements to receive, check and keep examination material secure at all times, maintain the security of AQA-City & Guilds confidential material from receipt to the time when it is no longer confidential and keep scripts secure from the time they are collected from the candidates to their despatch to AQA-City & Guilds.

5.6 Irregularities

Centres must inform AQA of any irregularity, including any candidate who arrives late for a test. For detailed instructions please refer to the current *JCQ Instructions for Conducting Examinations* which is available to view or to download from the JCQ's website:

<http://www.jcq.org.uk>

5.7 Awarding grades and reporting results

The Level 3 Creative and Media Diploma will be reported on a six-grade scale: A*, A, B, C, D and E. Learners who fail to reach the minimum standard for grade E will be recorded as U (Unclassified) and will not receive a qualification certificate.

The Principal Learning and Level 3 Project will be graded separately and will use the same grading system as the Diploma. Principal Learning and the Level 3 Project will be separately certificated but learners will not receive individual certificates for units of Principal Learning.

5.8 Certification of the Diploma

AQA-City & Guilds is a registered Diploma Awarding Body and will certificate the Diploma in accordance with the requirements and timetable to be published separately by QCA. AQA conducts the administration of the Principal Learning units for this specification on behalf of AQA-City & Guilds.

5.9 CABs, DABs and the Diploma aggregation service

AQA is recognised as a Component Awarding Body and offers the widest range of GCE and GCSE qualifications of any unitary awarding body in the UK. These are listed in QCA's Diploma Catalogue. Similarly, City & Guilds is recognised as a Component Awarding Body and offers the widest range of NVQ, VRQ and City & Guilds' own brand qualifications, which are listed in QCA's Diploma Catalogue.

AQA-City & Guilds has been recognised as a Component Awarding Body to certificate Creative and Media Principal Learning and Project qualifications for Diplomas.

AQA-City & Guilds has been recognised as a Diploma Awarding Body by QCA in order to certificate whole Diploma qualifications for the Creative and Media Diploma at all three levels.

Learners who have registered for Diploma awards with AQA-City & Guilds will on completion receive a Diploma certificate and a Diploma transcript. The transcript will conform to QCA's specification in terms of the design and information included. The data for the transcript will be supplied by the Diploma aggregation service which is designed to enable the data sharing, results aggregation and grading supporting functions required for the operation of the Diploma as a composite qualification.

5.10 Enquiries about results

The services available for enquiries about results include a clerical check, re-mark of external assessments and re-moderation of internally assessed work. Requests must be submitted within the specified period after the publication of results for individual assessments.

In cases where a post-results enquiry reveals inaccurate assessment, the result may be confirmed, raised or lowered.

For further details of enquiries about results services, please consult the current version of the *JCQ Post-Results Services* booklet.

5.11 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Learners may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification.

Learners will be graded on the basis of the work submitted for assessment.

5.12 Access arrangements and special consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCSE, GCE, GNVQ, AEA, Entry Level, Basic Skills & Key Skills Access Arrangements and Special Consideration*. This is published on the JCQ website:

http://www.jcq.org.uk/access_arrangements/

or you can follow the link from our website:

http://www.aqa.org.uk/admin/p_special_3.html

Access arrangements

We can make arrangements so that learners with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a learner with visual impairment.

Special consideration

We can give special consideration to learners who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for either access arrangements or special consideration should be submitted to AQA-City & Guilds by the Examinations Officer at the centre.

5.13 Language of examinations

We will provide units for this specification in English only.

5.14 Qualification titles

The qualification based on this specification is:

AQA-City & Guilds Level 3 Principal Learning in Creative and Media.

Appendix A

Connections to other qualifications

The Level 3 Creative and Media Diploma incorporates the following qualifications:

1 Functional Skills qualifications in English, Mathematics and ICT

For details of the AQA Functional Skills specifications please go to:

http://www.aqa.org.uk/qual/gcse/functional_skills.php

For details of the City & Guilds Functional Skills specifications please go to:

<http://www.cityandguilds.com/functionalskills>

2 The Level 3 Project qualification

For details of the AQA-City & Guilds Level 3 Project specification go to:

<http://www.diplomainfo.org.uk/aboutdiplomas/projects.html>

Appendix B

Additional and Specialist Learning for the Level 3 Creative and Media Diploma

The complete list of accredited qualifications which has been recognised as eligible for Additional and Specialist Learning for the Level 3 Creative and Media Diploma is published on the National Database of Accredited Qualifications. Visit:

<http://www.accreditedqualifications.org.uk>

AQA and City & Guilds qualifications which have been recognised as eligible for Additional and Specialist Learning for the Creative and Media Diploma are also published on:

<http://www.diplomainfo.org.uk>

Appendix C

Other issues

European Dimension

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Environmental Education

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education 1993* in preparing this specification and associated specimen units.

Avoidance of Bias

AQA-City & Guilds has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.



