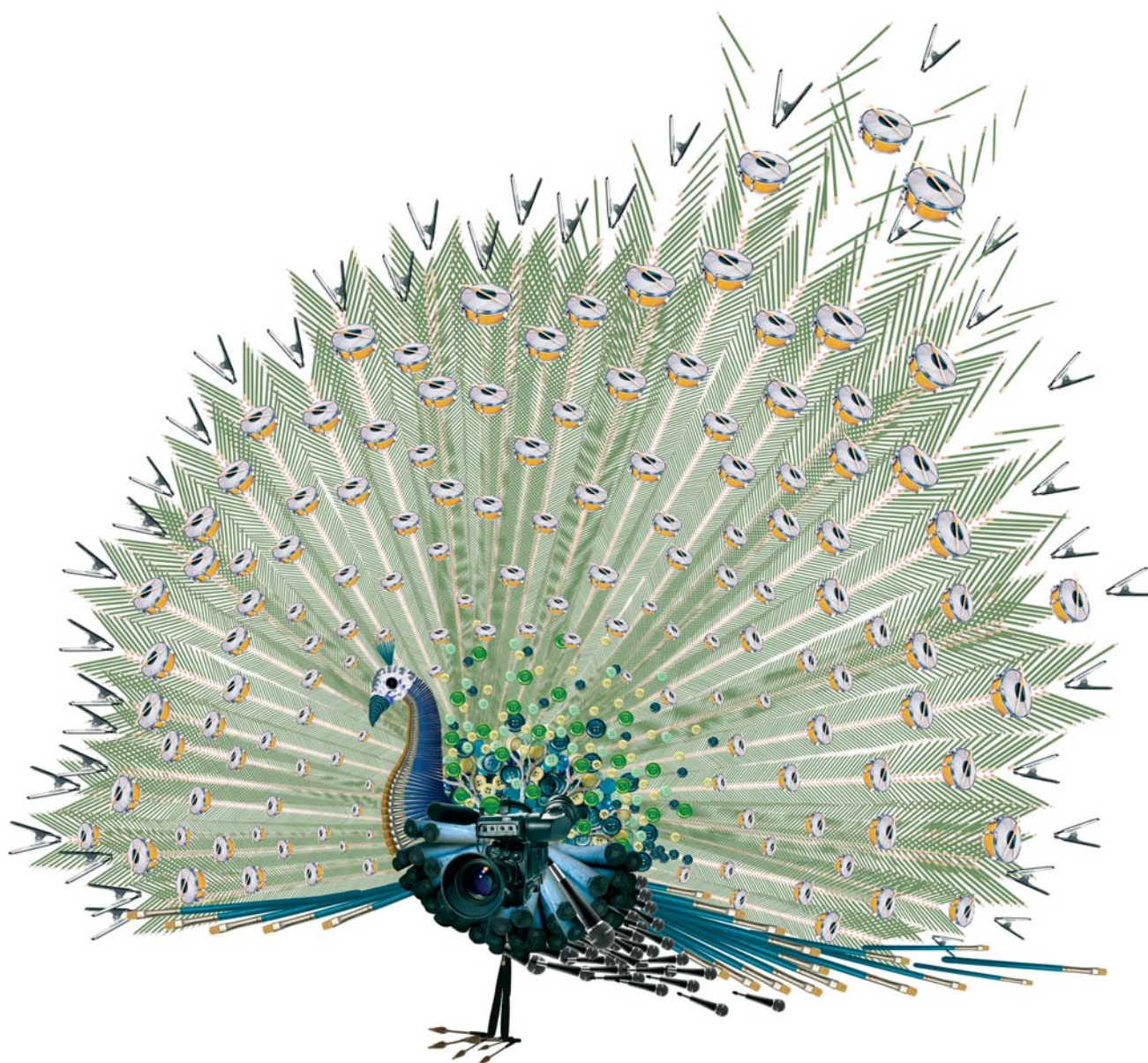


## CREATIVE AND MEDIA

Unit 5: Working with a client

Unit 6: Realisation and review



## Creative and Media

### Level 3 Unit 5: Working with a client

### Level 3 Unit 6: Realisation and review

#### Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract content to create a scheme of work to suit your delivery needs and/or balance of specialist disciplines used to deliver the Creative and Media diploma within the consortia. This scheme of work can also be adjusted by adding workshops to support learners who have/need additional learning time.

It will be necessary for each consortium to address the appropriate health and safety, and legal and ethical issues related to the choice of specialist disciplines used in the delivery of each unit.

These units are linked and are internally assessed and marked through an assignment driven by a commission brief from a client.

<b>Total GLH</b>	180 (2 x 90)
<b>Aim</b>	The purpose of these linked units is for learners to negotiate and respond to a commission brief from a client: moving from initial research and planning through to realisation and review.
<b>Notes</b>	<p>Units 5 and 6 are linked. Unit 5 will be treated as being a necessary part of the preparation required for Unit 6: it is therefore important that the brief developed in Unit 5 is realised in Unit 6. Unit 5 may also be linked to Unit 4, in which learners will have identified possible sources of commissions.</p> <p>Learners' production diaries and teacher observation records are essential in identifying individual contributions to the production process and must be available for external moderation.</p> <p>Sessions are based on 3 GLH per session delivery.</p>

Topic	Activities, assignments, assessments, resources	AC/LO	PLTS	FS	GLH	Other comments
<p><b>1</b> Receiving the commission brief (Unit 5)</p>	<p>Introduce the demands of an externally set commission brief and the client's requirements. An example of a brief could be the local council's Leisure &amp; Recreation Department wanting to promote participation by young people in sport/exercise under the title 'Don't Just Sit There'.</p> <p>Discuss possible responses to the brief in readiness for a meeting with the client.</p>	AC1a	IE1 CT1 RL1 SM1	E1–3	9	<p>The choice of client (internal or external) is very important. The client must be available and willing to engage in ongoing dialogue. Suitable clients can often be found amongst teaching staff working in other departments who frequently have real briefs they can commission for students to carry out on their behalf.</p> <p>Learners will need to keep a production diary that documents the production process from these initial sessions right through to completion of the creative outcome and its submission to the client. An A2 sketchbook may well be a useful vehicle for recording the process.</p>

Topic	Activities, assignments, assessments, resources	AC/LO	PLTS	FS	GLH	Other comments
<p><b>2</b> Confirming the parameters of the brief with the client (Unit 5)</p>	<p>Arrange a meeting with the client to discuss the parameters of the brief.</p> <p>Establish with the client the proposed deadline for completion.</p> <p>Agree a schedule of meetings where progress can be relayed.</p>	AC2a, b	CT3, 4 RL3, 4 TW1, 2 SM6 EP1–5	E1, 3 ICT3	9	<p>Client liaison is essential if the creative journey is to have relevance and meaning. Well-briefed clients are invaluable; through them learners can be set internal deadlines and take part in processes of negotiation.</p> <p>By the end of this stage learners need to have documented outline proposals to confirm the brief.</p>

Topic	Activities, assignments, assessments, resources	AC/LO	PLTS	FS	GLH	Other comments
<b>3</b> Generating ideas (Unit 5)	<p>Learners should re-read the brief and make decisions about any research needed. They should finalise their research requirements.</p> <p>In pairs or small groups, tutorials should be used for learners to feed back and collate initial research findings.</p> <p>Learners should use a variety of methods to record research including mind maps, diagrams, flow charts.</p> <p>Research outcomes should feed into learners' decision making including the initial ideas for the creative outcome.</p> <p>Learners must use the production log to record research findings and personal learning.</p> <p>Learners should gather research evidence in the form of photographs, film footage, records of interviews undertaken, data analysed, etc.</p> <p>Learners must complete their research findings.</p>	AC1b	IE1–3 CT1, 2 RL2	E1–3 M2, 3 ICT2, 3	24	<p>By the end of this stage learners will have selected from and used a variety of methods to record their initial research findings.</p> <p>They will have entered their findings in their production diary. Remind learners that this diary should be sustained throughout the production process.</p>

Topic	Activities, assignments, assessments, resources	AC/LO	PLTS	FS	GLH	Other comments
<b>4</b> Developing a proposal (Unit 5)	<p>Learners must explore different ways of meeting the brief, either individually or as part of a team.</p> <p>Learners should experiment with a variety of methods for interlinking two creative disciplines in a proposal.</p> <p>They should assess the potential of different ideas and firm up on one idea for development.</p>	AC1a, b	IE3, 4 CT4–6 RL3 TW1, 2 SM3 EP1–3	E1–3	30	<p>It is important for learners to be reminded of the need for their proposed creative outcome to combine two disciplines.</p> <p>Learners also need to evidence this development from their initial outline proposals.</p>
<b>5</b> Present the proposal (Unit 5)	<p>Learners can then rehearse their presentations with each other in order to refine their content and delivery.</p> <p>The feedback should be used to refine their presentations.</p> <p>Learners will then deliver the presentations of their proposal to their client and target audience.</p>	AC2a, b	RL6 TW5 EP5	E1–3 ICT1–3	6	<p>An expansive notion of ‘presentation’ should be considered. The emphasis is on the communication of ideas and information in creative ways. The vehicle for the process of communication is only limited by imagination.</p>
<b>6</b> Client consultation and final modifications to proposal (Unit 5)	<p>Client feedback must be given on the initial proposal.</p> <p>Modifications to the proposal should be discussed.</p> <p>Agreed actions must occur prior to the production of the creative outcome.</p>	AC3a–c	CT3, 4 RL3, 4 TW1, 2 SM6 EP1–5	E1 ICT3	12	<p>Client consultation should result in a clear course of action in order for learners to address the production process with confidence.</p>

Topic	Activities, assignments, assessments, resources	AC/LO	PLTS	FS	GLH	Other comments
7 Action planning for delivery of brief (Unit 6)	<p>Students should begin their action planning for the completion of their creative outcome, based on client feedback and agreed modifications.</p> <p>They should develop a production schedule.</p> <p>Learners must undertake appropriate pre-production activities and maintain liaison with the client.</p>	AC1a–c AC2a	IE4 CT5, 6 RL6 TW5 SM3, 4 EP5	E1–3 M2, 3 ICT1–3	24	Ensure that learners are systematic in their ‘recording’ of the planning and pre-production work in their production diary, as this is valuable evidence of the process for the external moderator.
8 Deliver the creative outcome in response to the brief and present it to the client and target audience (Unit 6)	<p>Learners must make their creative outcome combining two disciplines.</p> <p>They should undertake the production process professionally with due consideration given to H&amp;S, permissions and legal/ethical issues.</p> <p>The creative outcome must be made available to receive client and target audience feedback.</p> <p>Feedback should be collected and recorded.</p>	AC2b–d	RL1–3 TW1–3 SM1, 2 EP1–3	E1 ICT1–3	30	<p>Teachers will no longer be guiding learners who will be working independently through this stage.</p> <p>By the end of this period learners will realise a creative outcome for a specified audience, which combines two disciplines.</p> <p>Learners must be open to client and audience feedback, as this will influence any suggested modifications.</p>
9 Review and evaluate the finished creative outcome (Unit 6)	Learners should review feedback and note suggestions for improvement.	AC3a	IE6 RL4, 5 TW6	E2, 3 ICT1–3	12	Suggestions for improvements should be documented prior to meeting with the client.

Topic	Activities, assignments, assessments, resources	AC/LO	PLTS	FS	GLH	Other comments
<p><b>10</b> Client liaison and final modifications prior to delivery of creative outcome to client (Unit 6)</p>	<p>After discussion with the client, learners should make the necessary modifications to the creative outcome in light of the review and feedback.</p> <p>Provide individual/small group tutorials to support the process.</p> <p>Learners must present the finished creative outcome to the client.</p>	AC3b, c	CT3, 4 RL3, 4 TW1, 2 SM6 EP1–5	E1 ICT1–3	24	Any necessary modifications that are agreed need to take place by a strict deadline in order for the brief to be realised within the 90 GLH.