Qualification Specification for:

OCN NI Level 2 Award in Creative Arts and Digital Technologies
  ➢ **Qualification No: 603/2855/1**

OCN NI Level 2 Certificate in Creative Arts and Digital Technologies
  ➢ **Qualification No: 603/0131/4**

Qualification Regulation Information

OCN NI Level 2 Award in Creative Arts and Digital Technologies
Qualification Number: 603/2855/1

Operational start date: 15 January 2018
Operational end date: 31 December 2030
Certification end date: 31 December 2032

OCN NI Level 2 Certificate in Creative Arts and Digital Technologies
Qualification Number: 603/0131/4

Operational start date: 01 August 2016
Operational end date: 31 December 2030
Certification end date: 31 December 2032

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification and the certification end date is the last date by which learners can claim their certificate.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications (**http://register.ofqual.gov.uk/**). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

OCN NI Contact Details

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Foreword

This document explains OCN NI's requirements for the delivery and assessment of the following regulated qualifications:

- → **OCN NI Level 2 Award in Creative Arts and Digital Technologies**
- → **OCN NI Level 2 Certificate in Creative Arts and Digital Technologies**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualification
- The structure and content of the qualification
- Unit details
- Assessment requirements for the qualification
- OCN NI's quality assurance arrangements for the qualification
- Administration

OCN NI will notify centres in writing of any major changes to this specification. We will also publish changes on our website at **www.ocnni.org.uk**

This specification is provided online, so the version available on our website is the most up to date publication. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

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About Regulation

OCN NI

Open College Network Northern Ireland (OCN NI) is a regulated Awarding Organisation based in Northern Ireland. OCN NI is regulated by CCEA Regulation to develop and award professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is regulated by Ofqual to award similar qualification types in England.

The Regulated Qualifications Framework: an overview

The Regulated Qualifications Framework (RQF) was introduced on 1st October 2015: the RQF provides a single framework for all regulated qualifications.

Qualification Level

The level indicates the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels (Levels 1-8) supported by three 'entry' levels (Entry 1-3).

Qualification Size

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in terms of Total Qualification Time (TQT), and the part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours (GLH).

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Qualification Summary

The creative and digital technologies sectors are recognised as growth areas within the economy. The OCN NI Creative Arts and Digital Technologies qualifications have been designed to meet emerging skills requirements in these sectors. The qualifications have been designed to offer a wide range of options mirroring the careers and occupations available within these sectors.

Grading
Grading for these qualifications is pass/fail.

Sector Subject Area
9.1   Performing arts

Qualification Target Group
The qualifications are targeted at individuals who wish to develop the required technical and creative skills and knowledge to progress to further training or employment within a wide range of creative industries.

Progression Opportunities
The OCN NI Level 2 Award in Creative Arts and Digital Technologies qualification provides progression to the OCN NI Level 2 Certificate in Creative Arts and Digital Technologies as well as to higher level qualifications in these areas.

NI Entitlement Framework
OCN NI has a wide range of vocational and technical qualifications available to offer in schools through the Entitlement Framework. The NIEFQAN file shows details of GCSE Guided Learning Hours (GLHs) size equivalences for level 1 and level 2 qualifications, and A-level Guided Learning Hours (GLH) size equivalences for qualifications at level 3.

The system is designed to enable schools to report their performance. The information on GLHs/size equivalency applies only to the allocation of school performance points.

It is not intended for use in relation to the equivalency of qualifications for employment and/or further/higher education purposes.

Entry Requirements
There are no formal entry requirements however learners should be at least 14 years old on completion of the qualification and receive appropriate advice and guidance on the suitability of the qualification. It would also be expected that learners have an interest or previous experience in this area as well as the necessary communication and ICT skills to be able to complete assessment at this level.

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Minimum Resources Required to Produce Digital Products

- access to a computer lab (preferably weekly)
- access to devices capable of recording video (learners' mobile devices are suitable)
- access to devices capable of recording audio (learners' mobile devices are suitable)
- access to devices capable of capturing photography (learners' mobile devices are suitable)

Recommended Free Software Packages

- **Inkscape –** graphics and illustration (requires installation)
- **Canva.com** – page design and layout
- **GIMP** – image manipulation (requires installation)
- **Pixlr.com** – image manipulation
- **Animoto.com** – video editing
- **Youtube Editor** – video editing
- **Audacity** – audio editing (requires installation)

Qualification Support

A Qualification Support pack is available for OCN NI centres within the login area of the OCN NI website (https://www.ocnni.org.uk/my-account/), which includes additional support for teachers, eg planning and assessment templates, guides to best practice, etc.

Delivery Languages

These qualifications are available in English only at this time. If you wish to offer the qualifications in Welsh or Irish (Gaeilge) then please contact OCN NI who will review demand and provide as appropriate.

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Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval
New and existing OCN NI recognised centres must apply for and be granted approval to deliver the qualification prior to the commencement of delivery.

Centre Staffing
Centres are required to have the following roles in place as a minimum, although a member of staff may hold more than one role*:

- Centre contact
- Programme Co-ordinator
- Tutor
- Assessor
- Internal Verifier

*Note: A person cannot be an internal verifier for their own assessments.

Tutors
Tutors delivering the qualification should be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of one year's experience in the area of creative arts and digital technologies.

Assessors
The qualifications are assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved through internally set, internally assessed, and internally verified evidence.

Assessors must:
- be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of one year's relevant experience in the area of creative arts and digital technologies
- have a minimum of one year's experience in the area they are assessing
- have direct or related relevant experience in assessment
- assess all assessment tasks and activities

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Internal Verification

OCN NI qualifications must be scrutinised through the centre's internal quality assurance processes as part of the recognised centre agreement with OCN NI. The centre must appoint an experienced and trained centre internal verifier whose responsibility is to act as the internal quality monitor for the verification of the delivery and assessment of the qualifications.

The centre must agree a working model for internal verification with OCN NI prior to delivery of the qualifications.

Internal Verifiers must:

- have at least one year's occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training if not already completed

Internal verifiers are required to:
- support tutors and assessors
- sample assessments according to the centre's sampling strategy
- ensure tasks are appropriate to the level being assessed
- maintain up-to-date records supporting the verification of assessment and learner achievement

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Structure and Content

Level 2 Award in Creative Arts and Digital Technologies

Learners must achieve a minimum of 6 credits. These credits can be taken from any of the units.

Total Qualification Time (TQT) for this qualification: 60 hours
Guided Learning Hours (GLH) for this qualification: 48 hours

Level 2 Certificate in Creative Arts and Digital Technologies

Learners must achieve a minimum of 15 credits. These credits can be taken from any of the units.

Total Qualification Time (TQT) for this qualification: 150 hours
Guided Learning Hours (GLH) for this qualification: 120 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	Level
H/616/8288	CBE083	Event Organisation within the Fine Arts or Performing Arts	60	6	Two
D/506/6512	CBA319	Health and Safety in a Working Environment	30	3	Two
K/616/8289	CBE084	Teamwork Skills in Practice within the Creative Arts and Digital Technology Sectors	30	3	Two
Y/508/6497	CBD602	Location Sound Recording	60	6	Two
H/508/6535	CBD603	Three Dimensional Modelling and Animation	80	8	Two
H/506/6477	CBA285	Capturing and Editing Audio Sequences	30	3	Two
L/506/6487	CBA294	Using Imaging Software Tools	40	4	Two
Y/506/6489	CBA296	Using Multimedia Software	40	4	Two
J/508/6463	CBD409	Film and Video Production	70	7	Two

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A/508/6475	CBD412	Live Sound Engineering	40	4	Two
L/508/6464	CBD405	Preparing for a Career or Further Study in the Creative Industries	30	3	Two
D/616/8290	CBE085	Using Social Media to Market and Promote Events, Products and Services	40	4	Two
R/508/6465	CBD410	Sound Checking an Ensemble	40	4	Two
Y/508/6466	CBD411	Sound for Moving Image	60	6	Two
D/508/6467	CBD413	Studio Mixing	60	6	Two
H/508/6468	CBD414	Composition	80	8	Two
K/508/6469	CBD415	Multi-track Recording	70	7	Two
D/508/6470	CBD417	Practical Presentation Skills	30	3	Two
H/508/6471	CBD416	Song Writing Skills	30	3	Two
K/508/6472	CBD408	Using Cameras and Accessories for Film and Video	60	6	Two
R/506/6538	CBA687	Developing Drawing Skills for Painting	30	3	Two
L/506/6540	CBA689	Drawing Development Methods and Skills	30	3	Two
R/506/6541	CBA690	Musical Ensemble Skills	60	6	Two
Y/506/6542	CBA691	Performance Realisation Skills - Performer	90	9	Two
D/506/6543	CBA692	Technical Sound and Audio Production	30	3	Two
H/506/6544	CBA693	Undertaking a Solo Performance	60	6	Two
H/616/8291	CBE086	Problem Solving Skills within the Creative Arts and Digital Technology Sectors	30	3	Two
F/507/8927	CBC998	Digital Fabrication	20	2	Two

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M/506/6496	CBA303	Capturing, Editing and Presenting Video Sequences	30	3	Two
T/506/6497	CBA304	Developing Websites	40	4	Two
K/506/6576	CBA700	Life Drawing	30	3	Two
K/616/8292	CBE087	Creative Writing	30	3	Two
M/616/8293	CBE088	Design Project	40	4	Two
T/616/8294	CBE089	Approaches to Digital Imaging and Printing	60	6	Two
A/616/8295	CBE090	Lighting in Photography	40	4	Two
F/616/8296	CBE091	The Photographic Project	60	6	Two
J/616/8297	CBE092	Using a Film or Digital Camera	60	6	Two
L/616/8298	CBE093	Developing Photography Techniques using Materials and Resources	30	3	Two
R/616/8299	CBE094	Photography: A Creative Approach to Picture Making	30	3	Two
A/616/8300	CBE095	Photography: Using a Camera and Accessories	40	4	Two

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Unit Details

Title	Event Organisation within the Fine Arts or Performing Arts
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBE083
Unit Reference No	H/616/8288

Unit purpose and aim(s): This unit will enable the learner to understand how to and set up and run an event within the Fine Arts or Performing Arts sectors.

Learning Outcomes	Assessment Criteria

1. Be able to plan an event within the fine arts or performing arts sectors.	1.1. Describe the purpose of an event.
	1.2. Compare an event in the fine arts sector to one in the performing arts.
	1.3. Describe the issues to be considered when planning an event within the fine arts or performing arts sectors, including:
	  a) relevant legislation or regulations
	  b) marketing
	  c) setting up, running and posting event activities
	  d) roles of those involved
	  e) risk assessments
	1.4. Develop an event plan.
	1.5. Allocate required roles and responsibilities to run the event.
	1.6. Secure resources for the event.

2. Understand the role of the event manager and others involved in the event within the fine arts or performing arts sectors.	2.1. Describe the responsibilities of the event manager. 2.2. Describe the roles of other stakeholders in fine arts or performing arts events and how they should communicate.

3. Be able to publicise and run an event within the fine arts or performing arts sectors.	3.1. Describe and demonstrate how to produce an event publicity plan.
	3.2. Summarise the activities involved in running an event including:
	  a) conducting a risk assessment
	  b) venue set up and co-ordination
	  c) liaising with stakeholders and event users
	3.3. Run event in line with event plan.
	3.4. Address any issues arising from running event.
	3.5. Perform post event activities in line with event plan.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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	A collection of documents containing work that shows the learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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Title	Health and Safety in a Working Environment
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA319
Unit Reference No	D/506/6512

Unit purpose and aim(s): This unit will enable the learner to know about health and safety requirements, procedures and equipment in own workplace.

Learning Outcomes	Assessment Criteria
1. Be aware of health and safety procedures and policy at work.	1.1. Identify the personnel responsible for Health and Safety in own workplace. 1.2. Describe Health and Safety procedures and policy for own organisation including the following: a) Health and Safety at Work Legislation relevant to your region. b) Control of Substances Hazardous to Health Regulations relevant to your region
2. Know how to maintain a safe working environment in own workplace.	2.1. Describe ways of maintaining a safe working environment and correct reporting procedures. 2.2. Assess potential risks within own workplace. 2.3. Describe the purpose and use of safety equipment and/or clothing to minimise risk. 2.4. Outline own organisation's emergency evacuation procedures. 2.5. Describe the process and benefits of a risk assessment. 2.6. Carry out a risk assessment in own workplace.
3. Be aware of responsibility for Health and Safety in own workplace.	3.1. Describe own responsibility for health and safety including: a) correct procedure for manual handling b) correct procedures for the use of display screen equipment c) control of substances hazardous to health

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Teamwork Skills in Practice within the Creative Arts and Digital Technology Sectors
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE084
Unit Reference No	K/616/8289

Unit purpose and aim(s): This unit will enable the learner to understand the different roles and responsibilities within a team and contribute to and reflect on a team activity within the creative arts and digital technology sectors.

Learning Outcomes	Assessment Criteria
1. Understand the different roles and responsibilities in a team within the creative arts and digital technology sectors.	1.1. Summarise different roles and responsibilities in a team within the creative arts and digital technology sectors. 1.2. Describe own role and responsibilities within a team in a given situation.
2. Be able to contribute to the setting of team and own goals.	2.1. Describe the process used to set team goals. 2.2. Describe goals identified by the team and individually. 2.3. Carry out a team activity. 2.4. Demonstrate how to communicate appropriately within the team in a range of situations.
3. Be aware of others' rights to communicate within a team.	3.1. Describe why it is important to allow others to express their views or responses without interruption.
4. Recognise the importance of co-operation within a team.	4.1. Describe a range of situations when co-operation is necessary to achieve a team goal.
5. Be able to review team performance.	5.1. Summarise skills brought to a team activity by: a) self b) others 5.2. Assess activity identifying areas for improvement.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Location Sound Recording
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBD602
Unit Reference No	Y/508/6497

Unit purpose and aim(s): This unit will enable the learner to understand and demonstrate the practice of sound recording on location.

Learning Outcomes	Assessment Criteria
1. Understand the properties of microphones, their application and the basic principles of recording high quality sound.	1.1. Identify a range of types of microphones in terms of their characteristics and application. 1.2. Describe what is meant by sync and non-sync sound recording. 1.3. Describe the impact of recording levels, gain and distortion on a recording.
2. Be able to participate in the development of a plan for location sound recording in a short production.	2.1. Carry out a recce during the pre-production process. 2.2. Participate in the development of a plan for using and recording sound in a short production. 2.3. Participate in production plan discussions including how sound integrates with overall production plan.
3. Be able to record sound for a short production.	3.1. Set-up a field mixer and boom or other external recording device and monitor audio during production. 3.2. Describe the application of atmospherics in a production. 3.3. Assess the importance of professionalism and the main roles of individuals involved in a production. 3.4. Use location recording techniques within a team to complete a short production.
4. Be able to reflect on own performance.	4.1. Reflect on your role as sound recordist identifying areas for improvement.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
Aural examination	Assessment activities based around listening stimuli, for example, aural question and answer, dictation, transcription, word and sound discrimination.	Audio/video record Tutor notes / record Record of observation

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Title	Three Dimensional Modelling and Animation
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD603
Unit Reference No	H/508/6535

Unit purpose and aim(s): This unit will enable the learner to understand how to produce a three dimensional (3D) model, add texture, add lights, and animate a simple character within a 3D scene. Learners will develop basic skills in using 3D application software.

Learning Outcomes	Assessment Criteria
1. Know about the development of computer 3D animation.	1.1. Describe the development of computer 3D animation.
2. Be able to apply 3D modelling concepts to the building of a simple 3D scene.	2.1. Describe and demonstrate how 2D drawing can be made into 3D models using polygons.
3. Be able to build a simple 3D character and add rigging.	3.1. Assess different modelling techniques that can be used to create a 3D model. 3.2. Produce a 3D model from 2D drawings. 3.3. Apply armature rig to a 3D modelled character. 3.4. Create a simple 3D scene.
4. Be able to use 3D character animation techniques and render final 3D animation.	4.1. Produce a simple 3D animation using a camera move. 4.2. Produce a simple 3D character animation. 4.3. Assess possible rendering techniques. 4.4. Render out a 3D animation.
5. Understand Health and Safety procedures and safe studio practice.	5.1. Carry out identified Health and Safety procedures. 5.2. Demonstrate safe studio practice.
6. Be able to reflect on own performance in 3D modelling and animation.	6.1. Reflect on own performance in producing a 3D model and animation identifying possible areas for improvement.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Capturing and Editing Audio Sequences
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA285
Unit Reference No	H/506/6477

Unit purpose and aim(s): This unit will enable the learner to understand how to capture and edit audio sequences.

Learning Outcomes	Assessment Criteria
1. Be able to use audio hardware and software to capture sequences.	1.1. Describe correct combinations of input device and audio software which minimise compatibility issues. 1.2. Use input devices and built-in audio software to capture audio sequences. 1.3. Describe audio file formats, impact of file size and format. 1.4. Identify when to use different types of information coding and compression. 1.5. Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available.
2. Be able to use audio software tools.	2.1. Compare audio editing software. 2.2. Cut and paste sequences to meet needs. 2.3. Combine information of different forms or from different sources, in line with copyright constraints. 2.4. Describe impact of copyright constraints on using others' information.
3. Be able to play and present audio sequences.	3.1. Describe features and constraints of playback software and display devices. 3.2. Identify and use appropriate playback software and audio devices for use. 3.3. Select and use appropriate combination of software and display device to play back audio sequences. 3.4. Adjust playback and display settings so that sequences are presented to meet needs.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Using Imaging Software Tools
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA294
Unit Reference No	L/506/6487

Unit purpose and aim(s): This unit will enable the learner to use imaging software tools.

Learning Outcomes	Assessment Criteria
1. Be able to obtain, insert and combine information for images.	1.1. Identify images needed to meet requirements. 1.2. Demonstrate how to obtain, input and prepare images to meet needs. 1.3. Describe what copyright and other constraints apply to the use of images. 1.4. Use appropriate techniques to organise and combine information from different sources and forms. 1.5. Describe the context in which the images will be used. 1.6. Compare different file formats uses for saving images for different presentation methods. 1.7. Store and retrieve files effectively, in line with local guidelines and conventions where available.
2. Be able to use imaging software tools to create, manipulate and edit images.	2.1. Describe the technical factors affecting images that need to be taken into account. 2.2. Select and use suitable techniques to create images. 2.3. Use guidelines and dimensioning tools appropriately to enhance precision. 2.4. Select and use appropriate tools and techniques to manipulate and edit images. 2.5. Use IT tools to check images meet needs and make corrections as necessary. 2.6. Identify and respond to quality problems with images to ensure they meet needs.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Using Multimedia Software
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA296
Unit Reference No	Y/506/6489

Unit purpose and aim(s): This unit will enable the learner to understand how to use multimedia software.

Learning Outcomes	Assessment Criteria
1. Be able to plan multimedia products.	1.1. Assess the type of multimedia outcome required including necessary specifications. 1.2. Select and use appropriate techniques to plan and communicate the content, design and layout of multimedia products. 1.3. Describe how the different elements of the content will be sourced and how they will relate in the design layout. 1.4. Plan the use of interactive features and transitions to meet needs. 1.5. Describe how copyright and other constraints affect use of own and others' information.
2. Be able to obtain, input and combine content to build multimedia outcomes.	2.1. Select and use an appropriate combination of input device, software and input techniques to obtain and input content for multimedia outcomes. 2.2. Combine information from different sources and types to provide multimedia outcomes. 2.3. Describe the file format and storage media to be used. 2.4. Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available.
3. Be able to use multimedia software tools to edit and format multimedia content.	3.1. Select and use appropriate techniques to edit and format multimedia outcomes. 3.2. Manipulate images and graphic elements accurately. 3.3. Use IT tools to check content and quality making corrections as required.
4. Be able to play and present multimedia outcomes.	4.1. Describe what combination of display device and software to use for displaying different multimedia file formats. 4.2. Select and use appropriate software for displaying multimedia outcomes. 4.3. Select and use appropriate navigation techniques and playback controls to suit the files. 4.4. Adjust the display settings of the software and display device to present outcomes effectively.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Title	Film and Video Production
Level	Two
Credit Value	7
Guided Learning Hours (GLH)	56
OCN NI Unit Code	CBD409
Unit Reference No	J/508/6463

Unit purpose and aim(s): This unit will enable the learner to understand and undertake film and video production.

Learning Outcomes	Assessment Criteria
1. Know the film and video production process.	1.1. Illustrate the key milestones of the film and video production process. 1.2. Compare different genres of film and video and how this impacts on the production process. 1.3. Outline the potential health and safety issues associated with film and video production.
2. Be able to produce pre-production materials.	2.1. Create pre-production materials for an original short film, or sequence of a film in a chosen genre including: a) treatment b) script c) storyboard d) set designs e) recce f) risk assessment g) daily shooting schedule h) crew and actor call sheets 2.2 Assess pre-production materials developed identifying areas for possible improvement.
3. Be able to produce production materials.	3.1 Create production materials for use in an original short film, or sequence of a film, by: a) setting up appropriate equipment b) following shooting script/storyboard c) following safe working practices d) following production processes 3.2 Assess production materials developed identifying areas for possible improvement.
4. Be able to develop a final version of a short film or sequence of a film.	4.1 Illustrate the steps involved in the post production process. 4.2 Use appropriate equipment and software to edit production materials to a final version including: a) editing film appropriately b) inclusion of transitions and / or visual effects c) inclusion of credits d) editing audio appropriately and inclusion of audio effects as required 4.3 Assess the post production process and final version of film developed identifying areas for possible improvement.
5. Know the certification process.	5.1 Outline the certification process for film and video.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
Aural examination	Assessment activities based around listening stimuli, for example, aural question and answer, dictation, transcription, word and sound discrimination.	Audio/video record Tutor notes / record Record of observation
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Live Sound Engineering
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBD412
Unit Reference No	A/508/6475

Unit purpose and aim(s): This unit will enable the learner to understand how to perform live sound engineering.

Learning Outcomes	Assessment Criteria
1. Be able to set optimal signal to noise ratio.	1.1. Describe the importance of optimal signal to noise ratio and how to use sound equipment to achieve this. 1.2. Demonstrate the use of sound equipment to optimise signal to noise ratio.

2. Be able to maintain a mix.	2.1. Describe what makes a good mix.
	2.2. Maintain a mix using:
	  a) pre-fade listen (PFL)
	  b) equalisation (EQ)
	  c) sub-grouping
	  d) digital effects
	  e) auxiliary sends

3. Be able to maintain contact with the stage.	3.1. Describe the importance of monitoring the stage. 3.2. Provide performers with an optimal mix that will enhance the overall performance.
4. Be able to perform post performance activities.	4.1. Describe the potential health and safety issues and equipment damage risks associated with post performance activities. 4.2. Safely power down rig in the correct sequence. 4.3. Break down the rig systematically. 4.4. Describe and follow correct stowage procedures for component parts.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Preparing for a Career or Further Study in the Creative Industries
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBD405
Unit Reference No	L/508/6464

Unit purpose and aim(s): This unit will enable the learner to understand how to plan for a career or further study in the media sector.

Learning Outcomes	Assessment Criteria
1. Be able to identify employment and education opportunities in the creative industries sector.	1.1. Identify potential opportunities within one sector of the creative industries in relation to: a) Starting a business b) employment c) further study
2. Be able to match creative industries sector opportunities to own personal qualities.	2.1. Assess own qualities in relation to creative industries sector opportunities including: a) interests b) attributes c) skills d) relevant achievements e) experience 2.2. List sources of information and other resources available to support the following: a) starting own business b) gaining employment c) progressing to further study
3. Be able to plan own career or further study in the creative industries sector.	3.1. Identify the elements that should be in own career or further study plan. 3.2. Describe relevant personal information in relation to the creative industries sector to either start a business, gain employment or progress to further study. 3.3. Assemble a portfolio of creative industries work and/or expertise for use in either a business presentation, career or further study interview. 3.4. Develop a plan for own career or further study in a chosen creative industries sector.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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Title	Using Social Media to Market and Promote Events, Products and Services
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBE085
Unit Reference No	D/616/8290

Unit purpose and aim(s): This unit will enable the learner to understand and use social media safely and use social media for marketing and promotion.

Learning Outcomes	Assessment Criteria
1. Understand the opportunities and threats associated with using social media.	1.1. Compare the positive and negative aspects of using social media. 1.2. Describe at least three risks associated with using social media and how best to minimise these.
2. Understand the application n of social media.	2.1. Compare how at least three social media sites may be used by groups, individuals, businesses and organisations. 2.2. Summarise potential risks to an organisation associated with using social media for marketing or promotion. 2.3. Demonstrate the use of various social media sites to communicate and upload content including: a) Facebook b) Blogging c) Twitter d) YouTube e) Snapchat f) Instagram
3. Be able to use social media for marketing and promotion.	3.1. Compare how businesses and organisations may use social media to market and promote products, services, brand and/or events. 3.2. Summarise issues that should be considered when planning a social media campaign including: a) mobile or non-mobile platforms b) nature of campaign c) nature of product, service or event d) target market 3.3. Develop and implement a social marketing campaign for a given product, service, brand or event.

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Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learner's work	Electronic portfolio E-tests

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Title	Sound Checking an Ensemble
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBD410
Unit Reference No	R/508/6465

Unit purpose and aim(s): This unit will enable the learner to understand how to conduct sound checks for ensemble performance.

Learning Outcomes	Assessment Criteria
1. Know how to perform a sound check.	1.1. List the activities involved in performing a sound check. 1.2. Assess the potential health and safety issues associated with performing sound checks and identify how they should be addressed.
2. Be able to prepare a Public Address (PA) system for sound check.	2.1. Choose and apply appropriate techniques to capture sound from a range of instruments. 2.2. Line check each connected channel. 2.3. Troubleshoot any problems in line with own parameters of responsibility.
3. Be able to sound check instruments.	3.1. Sound check each instrument and adjust levels appropriately including: a) applying appropriate Equalisation (EQ) for each instrument b) applying gating/compression to instruments as appropriate c) apply effects appropriately
4. Be able to work with performers.	4.1. Assess the needs of performers identifying any associated issues and how they may be resolved. 4.2. Communicate effectively with performers.
5. Be able to create a balanced mix.	5.1. Compare different mixes for a range of genres and styles. 5.2. Maintain a clear mix in line with given style/genre.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
Aural examination	Assessment activities based around listening stimuli, for example, aural question and answer, dictation, transcription, word and sound discrimination.	Audio/video record Tutor notes / record Record of observation
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Sound for Moving Image
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBD411
Unit Reference No	Y/508/6466

Unit purpose and aim(s): This unit will enable the learner to understand the use of sound in film and techniques used in capturing sound for film.

Learning Outcomes	Assessment Criteria
1. Understand the relationship between sound and picture in film.	1.1. Compare the relationship of sound and picture for a range of genres and media that use moving image. 1.2. Describe the agreed design concepts for given moving image. 1.3. Outline the main requirements for sound design in film. 1.4. Assess how design aspects of particular moving image segments impact upon sound requirements.
2. Know how to develop a plan for sound in a short film production.	2.1. Describe how to plan for using and recording sound in a short film production. 2.2. Agree the production plan with others explaining how plan for sound integrates with overall film production plan.
3. Be able to record sound for a short film production.	3.1. Compare techniques for recording and post production of sound for a range of film applications including: a) compression b) sound formats 3.2. Use recording techniques to produce a soundtrack for a short film production. 3.3. Monitor progress of sound requirements against a given plan. 3.4. Use editing techniques for sound during post-production for a short film production.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
Aural examination	Assessment activities based around listening stimuli, for example, aural question and answer, dictation, transcription, word and sound discrimination	Audio/video record Tutor notes / record Record of observation
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Studio Mixing
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBD413
Unit Reference No	D/508/6467

Unit purpose and aim(s): This unit will enable the learner to understand and apply mixing techniques using a studio mixing desk.

Learning Outcomes	Assessment Criteria
1. Understand what is meant by mixing.	1.1. Describe what is meant by mixing and how it is used in the production of music. 1.2. Compare the application of mixing techniques to a range of musical types and genres.

2. Be able to demonstrate mixing technique.	2.1. Describe the function and controls on a mixing desk.
	2.2. Describe and demonstrate the use of a mixing desk including:
	  a) applying mixing at appropriate times
	  b) the stages of mixing
	  c) creating balance in a recording in terms of pan and dynamic levels
	  d) making a clean recording
	  e) depth of field and stereo field
	  f) how effects can be used to refine and/or modify recording

3. Be able to evaluate a good mix.	3.1. Assess a musical project with respect to how appropriate mixing may improve the resultant project. 3.2. Assess what effects will complement the mix. 3.3. Assess the extent to which the end product meets the initial project outline.

Assessment Guidance

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Aural examination	Assessment activities based around listening stimuli, for example, aural question and answer, dictation, transcription, word and sound discrimination.	Audio/video record Tutor notes / record Record of observation
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Composition
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD414
Unit Reference No	H/508/6468

Unit purpose and aim(s): This unit will enable the learner to understand how to create original musical compositions.

Learning Outcomes	Assessment Criteria
1. Be able to identify the starting point for an original composition.	1.1. Describe and demonstrate how a range of aspects of musical theory and structure act as a focus for the creation of an original composition. 1.2. Describe and demonstrate how the music technology process can act as a focus for the creation of an original composition. 1.3. Describe and demonstrate how a project brief/theme can act as a focus for the creation of an original composition.
2. Be able to assess instrumentation.	2.1. Assess instrumentation for a genre. 2.2. Assess instrumentation through listening. 2.3. Justify selection of vocal or instrumental sources for an original composition.
3. Be able to use hook, melody and rhythm in music.	3.1. Describe and assess the use of hook, melody and rhythm. 3.2. Create melodic and rhythmic parts for an original composition.
4. Be able to implement arrangement and structuring techniques.	4.1. Assess structure through listening and analysis. 4.2. Use structuring within an original composition. 4.3. Compose arrangements in line with genre. 4.4. Assess overall effectiveness of end product.

Assessment Guidance

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Assessment Method	Definition	Possible Content
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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
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Aural examination	Assessment activities based around listening stimuli, for example, aural question and answer, dictation, transcription, word and sound discrimination.	Audio/video record Tutor notes / record Record of observation
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Multi-track Recording
Level	Two
Credit Value	7
Guided Learning Hours (GLH)	56
OCN NI Unit Code	CBD415
Unit Reference No	K/508/6469

Unit purpose and aim(s): This unit will enable the learner to understand how to make multi-track recordings.

Learning Outcomes	Assessment Criteria
1. Be able to plan a recording.	1.1. Illustrate the steps involved in making a multi-track recording. 1.2. Outline the resources needed to make a given recording and develop a recording schedule.
2. Understand health and safety issues associated with making recordings.	2.1 Outline the health and safety issues associated with making recordings and how to conduct a risk assessment. 2.2 Outline how to undertake a risk assessment for a given recording session.

3. Understand the use of microphones in the recording process.	3.1 Compare a range of microphones in terms of their application to making a recording including:
	  a) microphone types
	  b) application and design
	  c) pick up patterns
	3.2 Compare the placement of microphones for a range of different recording situations.
	3.3 Outline how spill may be minimised or used in a complementary fashion.

4 Understand the recording process.	4.1 Compare the impact of a range of room acoustics on the recording process/plan. 4.2 Outline the multi-track recording process. 4.3 Outline the use of outboard equipment or inline effects that are applied during the recording process. 4.4 List a range of digital processing and digital effects and outline how they can be applied to recorded material.
5 Be able to record an ensemble and review the recording.	5.1 Use digital recorders to record the given ensemble. 5.2 Reflect on the process and product identifying any areas that may be improved.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Practical Presentation Skills
Level	Level 2
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBD417
Unit Reference No	D/508/6470

Unit purpose and aim(s): This unit will enable the learner to understand how to present to audiences

Learning Outcomes	Assessment Criteria

1. Understand the skills involved in preparing and delivering presentations.	1.1. Give three reasons why presentations may be necessary.
	1.2. Describe the most common delivery styles and structures for presentations.
	1.3. Explain the importance of:
	  a) preparation
	  b) planning
	  c) presentation
	  d) performance
	1.4. Describe the main elements that make up each of the above.

2. Be able to use different visual aids and delivery styles in presentations.	2.1. Select a variety of visual aids for use within given presentations, giving reasons for selection. 2.2. Select and use appropriate delivery styles for given presentations, giving reasons for selection.
3. Be able to plan a presentation.	3.1. Identify and select different sources of information relevant to the topic of presentation. 3.2. Follow a given structure to plan a presentation that reflects appropriate content and structure for the task.
4. Be able to deliver a presentation.	4.1. Introduce topic clearly. 4.2. Speak audibly, using tone and register appropriate to the audience and level of formality. 4.3. Present material logically, linking ideas together. 4.4. Present an effective conclusion. 4.5. Explain key concepts. 4.6. Use appropriate evidence to support the ideas, arguments and opinions presented.
5. Understand how to assess performance and identify areas for improvement.	5.1. Assess own performance. 5.2. Obtain feedback from audience. 5.3. Identify areas for own improvement.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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	A collection of documents containing work that shows the learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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Title	Song Writing Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBD416
Unit Reference No	H/508/6471

Unit purpose and aim(s): This unit will enable the learner to understand how to compose songs

Learning Outcomes	Assessment Criteria
1. Understand popular music genres.	1.1. Compare a range of popular music genres in terms of: a) musical style b) form
2. Understand subject matter in popular music.	2.1. Assess how subject matter can affect the popular music song in relation to: a) feel b) tonality c) nature
3. Understand the use of lyrics devices.	3.1. Describe how the lyrics reinforce the musical considerations in a range of popular music songs. 3.2. Compare a range of lyrical devices and how they are used.
4. Understand the use of compositional devices.	4.1. Assess how the compositional devices reinforce the lyrical devices in a range of popular music songs. 4.2. Compare a range of compositional devices and how they are used.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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Aural examination	Assessment activities based around listening stimuli, for example, aural question and answer, dictation, transcription, word and sound discrimination.	Audio/video record Tutor notes / record Record of observation
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Using Cameras and Accessories for Film and Video
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBD408
Unit Reference No	K/508/6472

Unit purpose and aim(s): This unit will enable the learner to demonstrate the skills involved in producing still images and video

Learning Outcomes	Assessment Criteria
1. Understand safe photographic and video making practice.	1.1. Describe and use safe working practices in the production of photographic images and video.
2. Know how to use the features of a camera and accessories.	2.1. Identify camera structure, layout and controls in terms of camera usage. 2.2. Compare camera settings for different video and photographic subjects. 2.3. Describe the use of a range of accessories to assist with the recording of still images and video including: a) tripods using both integral and external spirit levels b) sound recording equipment c) lighting sources
3. Be able to use a camera and accessories to capture images and video.	3.1. Compare how to frame images and video to best effect. 3.2. Compare the use of lighting sources in photography and video. 3.3. Identify lighting techniques for sources and those for subjects. 3.4. Compare the options for capturing sound when creating video. 3.5. Use camera features and accessories to capture still images and video.
4. Be able to transfer images and video from a camera.	4.1. Use appropriate software to transfer and/or download captured content from a camera. 4.2. Prepare and produce video segments with audio and/or photographs.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
Oral Examination	An assessor poses questions to the learner in spoken form. The student has to be the question in such a way as to demonstrate sufficient knowledge of the subject in order to pass the exam	Tutor notes / record Audio / Video record. Record of observation

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Title	Developing Drawing Skills for Painting
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA687
Unit Reference No	R/506/6538

Unit purpose and aim(s): This unit will enable the learner to develop skills in using various drawing methods for painting.

Learning Outcomes	Assessment Criteria
1. Be able to use drawing media.	1.1. Describe the application and use different media.
2. Be able to use different drawing surfaces.	2.1. Describe how and when to use different drawing surfaces. 2.2. Demonstrate the use of different drawing surfaces.
3. Understand the use of drawing in the preparation and production of paintings.	3.1. Describe the use of drawing in the preparation and production of paintings.
4. Be able to use line and tone.	4.1. Use drawing skills and processes related to line and tone.
5. Be able to use sketchbooks.	5.1. Use supporting research and notation when selecting and collecting information. 5.2. Use information from research and sketchbook details for drawing and painting development.
6. Understand the relationship between drawing and painting.	6.1. Describe the relationship between drawing and painting, in practical and historical terms.
7. Be able to adhere to Health and Safety procedures.	7.1. Carry out identified Health and Safety procedures. 7.2. Demonstrate safe studio practice.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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Title	Drawing Development Methods and Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA689
Unit Reference No	L/506/6540

Unit purpose and aim(s): This unit will enable the learner to develop different drawing methods.

Learning Outcomes	Assessment Criteria
1. Be able to use different drawing media.	1.1. Describe how and when to use different drawing media. 1.2. Demonstrate the use of different drawing media.
2. Be able to draw on different surfaces.	2.1. Describe how and when to use different drawing surfaces. 2.2. Demonstrate the use of different drawing surfaces.
3. Be able to draw three-dimensional form, mass, space, structure and scale.	3.1. Describe the following: a) three-dimensional form b) mass c) space d) structure e) scale 3.2. Use three-dimensional form, mass, space, structure and scale, using drawing materials and mark-making techniques.
4. Be able to make drawings at varying tempos.	4.1. Demonstrate making drawings at different paces and over varying lengths of time.
5. Be able to use sketchbooks.	5.1. Use supporting research and notation to select and collect information. 5.2. Select items from research and sketchbooks to influence and develop own drawing work.
6. Understand Health and Safety procedures and safe studio practice.	6.1. Carry out identified Health and Safety procedures. 6.2. Demonstrate safe studio practice.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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Title	Musical Ensemble Skills
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBA690
Unit Reference No	R/506/6541

Unit purpose and aim(s): This unit will enable the learner to understand how to perform as part of an ensemble.

Learning Outcomes	Assessment Criteria
1. Be able to perform as part of an ensemble.	1.1. Describe what is meant by ensemble skills. 1.2. Demonstrate playing as an ensemble listening to other members and matching dynamics and timbre. 1.3. Perform an ensemble piece to produce a consistent and good quality sound.
2. Be able to undertake a successful rehearsal schedule.	2.1. Describe the technical demands of each piece through individual practice and ensemble rehearsals. 2.2. Describe what is involved in putting each piece together as an ensemble. 2.3. Describe the importance of individual players within the overall framework of the ensemble.
3. Be able to demonstrate musical competence.	3.1. Perform chosen pieces in conjunction with other members of the ensemble demonstrating a performance that is: a) together b) evenly balanced c) well articulated d) has a sense of pulse and movement e) illustrates a successful interpretation of the music f) communicates well with its audience 3.2. Describe own contribution and success of the performance as a whole and identify possible areas for improvement.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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Title	Performance Realisation Skills - Performer
Level	Two
Credit Value	9
Guided Learning Hours (GLH)	72
OCN NI Unit Code	CBA691
Unit Reference No	Y/506/6542

Unit purpose and aim(s): This unit will enable the learner to demonstrate performance realisation skills.

Learning Outcomes	Assessment Criteria
1. Be able to demonstrate the disciplines and techniques central to effective realisation.	1.1. Demonstrate how to operate with focused and controlled energy appropriate to a given task. 1.2. Demonstrate how to work in a positive and committed manner during preparation and delivery. 1.3. Demonstrate how to communicate a clear understanding of the text and sub-text through realisation. 1.4. Demonstrate how to make the piece accessible through realisation.
2. Be able to review own performance.	2.1. Describe the details of own personal contribution to performance/realisation. 2.2. Assess own performance/realisation identifying areas for improvement taking into account audience feedback.
3. Be able to review the realisation.	3.1. Describe the production including the views of production team and audience. 3.2. Assess how the production/realisation may be improved.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Technical Sound and Audio Production
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA692
Unit Reference No	D/506/6543

Unit purpose and aim(s): This unit will enable the learner to develop skills in sound and audio production.

Learning Outcomes	Assessment Criteria
1. Understand health and safety issues relating to sound and audio production.	1.1. Describe and agree to health and safety rules relating to sound and audio production.
2. Be able to use sound and audio production equipment.	2.1. Identify and use a range of sound and audio equipment for recording and storing sound. 2.2. Use sound and audio equipment safely.
3. Be able to develop ideas for production.	3.1. Demonstrate how to develop an idea to support production through use of recording, editing and altering sound. 3.2. Create finished sound/audio product. 3.3. Assess the development of the idea and use of techniques.
4. Understand professional working methods.	4.1. Describe current professional working methods and compare to own.
5. Be able to work within a group situation.	5.1. Demonstrate working co-operatively within a team. 5.2. Describe the importance of individual responsibility within the team.
6. Reflect on own work.	6.1. Demonstrate how to receive and respond positively to feedback from others. 6.2. Assess own work identifying areas for improvement.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Undertaking a Solo Performance
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBA693
Unit Reference No	H/506/6544

Unit purpose and aim(s): This unit will enable the learner to understand how to perform a solo performance.

Learning Outcomes	Assessment Criteria
1. Be able to demonstrate basic technical skills on an instrument.	1.1. Describe tuning method for chosen instrument. 1.2. Describe and demonstrate articulation and intonation techniques using a simple piece of music. 1.3. Describe the importance of correct posture.
2. Be able to develop good practice routines.	2.1. Describe the importance of practice for improvement. 2.2. Develop a practice schedule over a given period with input from others. 2.3. Carry out the practice schedule. 2.4. Assess own musical development.
3. Be able to develop an appreciation of music from different periods and styles.	3.1. Compare two pieces which have contrasting styles or from differing periods.
4. Understand musical competence and performance.	4.1. Describe what is meant by musical competence and how it is achieved. 4.2. Choose and perform two pieces giving a rounded performance showing the following: a) general security of notes and rhythms b) suitable tempo c) reasonable sense of continuity d) prompt recovery from any slips

Assessment Guidance		

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Problem Solving Skills within the Creative Arts and Digital Technology Sectors
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE086
Unit Reference No	H/616/8291

Unit purpose and aim(s): This unit will enable the learner to understand and apply problem solving methodologies within the creative arts and digital technology sectors.

Learning Outcomes	Assessment Criteria
1. Be able to select a problem solving methodology appropriate to the creative arts and digital technology sectors.	1.1. Compare at least two problem solving methodologies in terms of appropriateness for use in following sectors: a) creative arts b) digital technologies 1.2. Use an appropriate methodology to identify and scope a problem within the creative arts and digital technology sectors 1.3. Select an appropriate problem solving methodology. 1.4. Summarise sources of information or support available for the methodology chosen.
2. Be able to develop an action plan to address a problem.	2.1. Produce and assess an action plan to address the problem. 2.2. Implement and monitor the action plan ensuring appropriate information is maintained including: a) timeframe b) associated risks c) resources
3. Be able to review effectiveness of action plan.	3.1. Produce a report on effectiveness of solution including identifying areas that might improve solution.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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Title	Digital Fabrication
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	14
OCN NI Unit Code	CBC998
Unit Reference No	F/507/8927

Unit purpose and aim(s): This unit will enable the learner to understand how to design and fabricate using digital fabrication equipment.

Learning Outcomes	Assessment Criteria
1. Understand health and safety issues associated with digital fabrication.	1.1 Describe the health and safety issues associated with digital fabrication. 1.2 Demonstrate the application of health and safety practice relating to digital fabrication.
2. Use software to create designs.	2.1 Use 2D design software to create complex polygonal shapes to meet requirements of specific design brief. 2.2 Use software features to produce designs that can be fabricated. 2.3 Save files in appropriate formats. 2.4 Describe the use of machines for various schemes of work.
3. Be able to fabricate a design.	3.1. Demonstrate the use of machine specific Computer Aided Manufacture (CAM) software. 3.2. Demonstrate the fabrication of a design that utilises more than one machine / process. 3.3. Demonstrate the application of health and safety practice relating to digital fabrication.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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Title	Capturing, Editing and Presenting Video Sequences
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA303
Unit Reference No	M/506/6496

Unit purpose and aim(s): This unit will enable the learner to understand how to capture, edit and present video sequences.

Learning Outcomes	Assessment Criteria
1. Be able to use video hardware and software to capture sequences.	1.1. Use input devices and video software to capture information and avoid any compatibility issues. 1.2. Select and use an appropriate combination of input device and video software to record sequences. 1.3. Describe the impact file size and file format will have on saving sequences. 1.4. Identify when to use different types of information coding and compression. 1.5. Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available.
2. Be able to use video software tools and techniques to combine and edit sequences.	2.1. Select and use appropriate video software tools to mark up and edit sequences. 2.2. Organise and combine information for sequences in line with any copyright constraints. 2.3. Describe how copyright constraints affect use of own and others' information.
3. Be able to play and present video sequences.	3.1. Describe the features and constraints of playback software and display devices. 3.2. Select and use an appropriate combination of video playback software and display device to suit the file format. 3.3. Describe and use the settings which may be adjusted to improve the quality of presentations.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Developing Websites
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBA304
Unit Reference No	T/506/6497

Unit purpose and aim(s): This unit will enable the learner to understand how to develop basic websites.

Learning Outcomes	Assessment Criteria

1. Be able to create structures and styles for websites.	1.1. Plan and create website to include:
	  a) page content
	  b) templates and layout
	  c) navigation
	1.2. Create, select and use styles to keep the appearance of webpages consistent and easily understood.
	1.3. Describe issues that need to be taken into account including:
	  a) copyright
	  b) access
	1.4. Describe file types to use for saving content.
	1.5. Store and retrieve files in line with local guidelines and conventions where available.

2. Be able to use software tools to prepare content for websites.	2.1. Prepare content for webpages so that it is ready for editing and formatting. 2.2. Organise and combine information required for webpages. 2.3. Select and use appropriate editing and formatting techniques to aid both clarity and navigation. 2.4. Select and use appropriate development techniques to link information across pages. 2.5. Change the file formats appropriately for content. 2.6. Use IT tools to check webpages are fit for purpose making any necessary amendments.
3. Be able to publish websites.	3.1. Select and use appropriate testing methods to check that all elements of websites are working making any necessary amendments. 3.2. Select and use an appropriate programme to upload and publish the website. 3.3. Respond appropriately to problems with multiple page websites.

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Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Title	Life Drawing
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBA700
Unit Reference No	K/506/6576

Unit purpose and aim(s): This unit will provide the learner with an introduction to different life drawing approaches

Learning Outcomes	Assessment Criteria
1. Recognise different life drawing approaches.	1.1. Compare different approaches to life drawing. 1.2. Outline principles underpinning life drawing. 1.3. Demonstrate shadowing, proportion and shape.

2. Understand proportion when drawing from a life model.	2.1. Draw using a live model incorporating:
	   a) proportions
	   b) shadowing
	   c) shape
	   d) line
	   e) tone

3. Understand the importance of maintaining a personal sketchbook.	3.1. Describe the importance of maintaining a personal sketchbook. 3.2. Compile and use a personal sketchbook to demonstrate development of technique and ideas.
4. Understand safe working practices.	4.1. Demonstrate safe working practices.

Assessment Guidance		

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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Title	Creative Writing
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE087
Unit Reference No	K/616/8292

Unit purpose and aim(s): This unit will enable the learner to produce and assess a piece of creative writing.

Learning Outcomes	Assessment Criteria

1. Be able to produce a piece of writing that is clear and has structured direction and shape.	1.1. Assess the importance of clear, structured direction and shape in creative writing.
	1.2. Produce a piece of writing that shows:
	   a) clear editing
	   b) clear structure and direction
	   c) shape
	1.3. Assess own work in respect of structure, direction and shape.

2. Be able to produce a piece of writing that demonstrates appropriate form and genre for a given media.	2.1. Produce a piece of writing that shows:
	   a) form
	   b) a chosen genre
	   c) appropriateness for given media
	2.2. Assess use of form and chosen genre for work in relation to technical and aesthetic elements.

3. Be able to produce a piece of writing that conveys ideas, mood, plot, narrative and dialogue.	3.1. Produce, explaining strategies employed, a piece of writing that conveys:
	   a) ideas
	   b) mood
	   c) plot
	   d) narrative
	   e) dialogue
	3.2. Illustrate the development of the work from initial idea to completion.

4. Be able to assess own and others' work.	4.1. Assess own work identifying areas for improvement. 4.2. Assess own work in relation to technical and aesthetic elements identifying areas for further development. 4.3. Assess the work of others, offering feedback. 4.4. Assess the work of others in relation to own work.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Design Project
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBE088
Unit Reference No	M/616/8293

Unit purpose and aim(s): This unit will enable learners to source and collate relevant information to meet a design brief. Learners will plan work and evaluate stages of the design process in a safe working environment. Learners will also use sketchbooks/journals to show a development of ideas, work independently and evaluate their work with reference to their peers and other artists.

Learning Outcomes	Assessment Criteria
1. Be able to source research material for a design project.	1.1. Source appropriate materials and background information. 1.2. Collate and annotate research material and background information in a logical order. 1.3. Assess material with regard to the design brief.
2. Be able to plan work to meet deadlines using project management skills.	2.1. Work independently to identify objectives and deadlines. 2.2. Produce work in an organised and professional manner whilst adhering to deadlines. 2.3. Assess work through stages of the design process in relation to project management and adjust objectives accordingly.
3. Be able to translate research and design development work into a final product.	3.1. Use sketchbooks and/or journals to show the development of personal and diverse ideas. 3.2. Produce work which demonstrates originality and individuality in the generation of creative design ideas through all stages of production and design.
4. Be able follow a project plan to meet a design brief.	4.1. Work independently to research, plan and complete a design project to meet a brief. 4.2. Demonstrate logical progression in the development of their ideas. 4.3. Assess own work in relation to a project brief on the following bases: a) one to one b) within a group
5. Be able to reflect on own design work.	5.1. Assess own work through all stages of development illustrating aesthetic, technical and theoretical considerations. 5.2. Assess own work with reference to that of peer group and other artists.
6. Understand Health and Safety procedures.	6.1. Carry out identified Health and Safety procedures. 6.2. Demonstrate safe studio practice.

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Assessment Guidance
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
Oral Examination	An assessor poses questions to the learner in spoken form. The learner has to answer the question in such a way as to demonstrate sufficient knowledge of the subject in order to pass the exam	Tutor notes / record Audio / Video record. Record of observation

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Title	Approaches to Digital Imaging and Printing
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBE089
Unit Reference No	T/616/8294

Unit purpose and aim(s): This unit will enable learners to describe approaches to digital imaging and printing and to use images to meet specific needs. Learners will evaluate techniques used and demonstrate safe working practices.

Learning Outcomes	Assessment Criteria
1. Understand approaches to digital imaging and printing.	1.1. Compare different approaches to digital imaging and printing for at least five different situations.
2. Be able to apply digital images and printing techniques.	2.1. Use digital images to achieve at least five different complex solutions. 2.2. Produce digital prints from digital imaging sources to achieve at least five different complex solutions. 2.3. Assess techniques used in digital images and prints.
3. Understand safe working practices.	3.1. Demonstrate safe working practices.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
Oral Examination	An assessor poses questions to the learner in spoken form. The learner has to answer the question in such a way as to demonstrate sufficient knowledge of the subject in order to pass the exam	Tutor notes / record Audio / Video record. Record of observation

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Title	Lighting in Photography
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBE090
Unit Reference No	A/616/8295

Unit purpose and aim(s): This unit will enable learners to understand and compare photography lighting sources. Learners will understand light metering techniques, use and assess lighting sources to meet specific goals. Learners will also identify and use safe working practices.

Learning Outcomes	Assessment Criteria
1. Understand lighting sources for photography.	1.1. Describe lighting sources for photography. 1.2. Compare lighting sources for photography applications.
2. Know about light metering techniques.	2.1. Describe light metering techniques for lighting sources. 2.2. Describe light metering techniques for lighting subjects.
3. Be able to use lighting sources for photography.	3.1. Use lighting sources to photograph at least five different subjects to meet identified photographic goals. 3.2. Assess lighting for photography.
4. Understand safe photographic practice.	4.1. Describe safe working practices in lighting for photography. 4.2. Use safe working practices in lighting for photography.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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Oral Examination	An assessor poses questions to the learner in spoken form. The learner has to answer the question in such a way as to demonstrate sufficient knowledge of the subject in order to pass the exam	Tutor notes / record Audio / Video record. Record of observation

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Title	The Photographic Project
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBE091
Unit Reference No	F/616/8296

Unit purpose and aim(s): This unit will enable learners to carry out and assess research for a photographic project. Learners will identify appropriate resources and use suitable presentational formats. Learners will also demonstrate safe working practices.

Learning Outcomes	Assessment Criteria
1. Understand how to carry out and assess research for a photographic project.	1.1. Identify a subject for a photographic project. 1.2. Carry out research for a photographic project. 1.3. Assess research for a photographic project.
2. Be able to produce a photographic project.	2.1. Identify photographic resources to complete a photographic project. 2.2. Produce a range of photographic images to meet self-determined goals. 2.3. Identify appropriate and employ presentational forms for a photographic project. 2.4. Assess the photographic project identifying possible areas for improvement.
3. Understand Health and Safety practices.	3.1. Describe and use safe working practices in a photographic project.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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| Oral Examination | An assessor poses questions to the learner in spoken form. The learner has to answer the question in such a way as to demonstrate sufficient knowledge of the subject in order to pass the exam | Tutor notes / record Audio / Video record. Record of observation |

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Title	Using a Film or Digital Camera
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBE092
Unit Reference No	J/616/8297

Unit purpose and aim(s): This unit will enable learners to identify and compare contexts/approaches in photography. Learners will identify camera characteristics and produce a range of visual outcomes. Learners will also produce and assess their photographs and demonstrate safe working practices.

Learning Outcomes	Assessment Criteria
1. Understand contextual perspectives and approaches to photography.	1.1. Compare at least five contextual perspectives and approaches to photography.
2. Be able to use the features of camera systems and photographic equipment.	2.1. Illustrate the features of at least three different film and digital camera systems and related photographic equipment. 2.2. Use camera features to produce at least five different visual outcomes.
3. Be able to control a camera for specified outcomes.	3.1. Produce photographs for at least five specified purposes. 3.2. Assess own photographic activity and outcomes identifying possible areas for improvement.
4. Be able to employ safe working photographic practices.	4.1. Illustrate safe working photographic practices. 4.2. Use safe photographic working practices.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

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Oral Examination	An assessor poses questions to the learner in spoken form. The learner has to answer the question in such a way as to demonstrate sufficient knowledge of the subject in order to pass the exam	Tutor notes / record Audio / Video record. Record of observation

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Title	Develop Photography Techniques using Materials and Resources
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE093
Unit Reference No	L/616/8298

Unit purpose and aim(s): This unit will enable the learner to understand and use materials and resources in the production of photographic items.

Learning Outcomes	Assessment Criteria
1. Understand the requirements of the photographic process.	1.1. Describe how available materials may be used as techniques for your photography items. 1.2. Summarise the resources and skills required for the photographic process including: a) tools and equipment b) materials c) photographic techniques 1.3. Describe how to maintain a safe working environment for the photographic process.
2. Understand how to use materials and resources to develop photography techniques.	2.1. Use appropriate tools and equipment in the photographic process. 2.2. Select and use materials, techniques and resources in the photographic process. 2.3. Summarise reasons for your choice of resources, materials and techniques. 2.4. Demonstrate technical skills required to make effective use of materials, techniques and resources for your photography items. 2.5. Maintain a safe working environment.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Photography: A Creative Approach to Picture Making
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE094
Unit Reference No	R/616/8299

Unit purpose and aim(s): This unit will enable the learner to plan and undertake a photographic assignment safely.

Learning Outcomes	Assessment Criteria
1. Be able to plan and respond to a photographic assignment.	1.1. Develop a plan to respond to a given photographic assignment including the following: a) a description of intended approach b) a strategy to monitor tasks
2. Be able to conduct research to inform own picture making.	2.1. Assess the picture making of a recognised photographer. 2.2. Compare picture making of other photographers to own picture making. 2.3. Describe how the picture making of other photographers can inform own picture making.
3. Be able to undertake a negotiated approach to a picture making assignment.	3.1. Describe why a negotiated approach to a picture making assignment may result in better photographic outcome. 3.2. Respond using a negotiated approach to a given assignment in order that the picture making process may best achieve the creative outcomes required of the assignment. 3.3. Use a range of equipment appropriate to the context of the assignment work.
4. Know how to put together images.	4.1. Use a selection of images for presentation, giving reasons for selection.
5. Understand Health and Safety procedures and safe studio and/or location practice.	5.1. Carry out identified Health and Safety procedures and safe studio and/or location practice.

Assessment Guidance		

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Title	Photography - Using a Camera and Accessories
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBE095
Unit Reference No	A/616/8300

Unit purpose and aim(s): This unit will enable the learner to understand how to use a camera and accessories. The learner will also develop skills relating to framing and lighting images, printing images and working safely on a photographic project.

Learning Outcomes	Assessment Criteria
1. Be able to use a camera and accessories to create images.	1.1. Summarise camera structure, layout and controls in terms of camera usage. 1.2. Use camera controls. 1.3. Illustrate the use of recording media in either film or digital cameras. 1.4. Illustrate camera settings for different subjects. 1.5. Demonstrate the use of a camera and tripod including: a) set up b) use at varying heights c) using an integral or external spirit level 1.6. Produce photographic images.
2. Know how to frame and light an image.	2.1. Describe how to frame an image. 2.2. Describe the importance of light and lighting in framing an image and how this may be achieved.
3. Be able to transfer images from a camera for printing.	3.1. Select images to be transferred. 3.2. Transfer camera images. 3.3. Prepare images for printing. 3.4. Print photographic images.
4. Know about Health and Safety procedures.	4.1. Identify Health and Safety issues. 4.2. Follow correct Health and Safety procedures.

Assessment Guidance		

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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Quality Assurance of Centre Performance

External Verification

All OCN NI recognised centres are subject to External Verification. External verification visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the centre's risk rating for the qualifications and to assure OCN NI of the maintenance of the integrity of the qualifications.

The External Verifier will review the delivery and assessment of the qualifications. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the EV report and will inform OCN NI's annual assessment of centre compliance and risk. The External Verifier is appointed by OCN NI.

Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal verification

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant assessor and internal verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

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Administration

Registration
A centre must register learners within 20 working days of commencement of a qualification.

Certification
Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

Charges
OCN NI publishes all up to date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

Equality, Fairness and Inclusion
OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

Retention of Evidence
OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

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**OCN NI Level 2 Award in Creative Arts and Digital Technologies
Qualification Number: 603/2855/1**

Operational start date: 15 January 2018
Operational end date: 31 December 2030
Certification end date: 31 December 2032

**OCN NI Level 2 Certificate in Creative Arts and Digital Technologies
Qualification Number: 603/0131/4**

Operational start date: 01 August 2016
Operational end date: 31 December 2030
Certification end date: 31 December 2032

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