Qualification Specification:

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**

OCN NI Level 2 Extended Certificate in Creative Arts and Digital Technologies

- **Qualification No: 603/2937/3**

OCN NI Level 2 Diploma in Creative Arts and Digital Technologies

- **Qualification No: 603/2938/5**

Version: 4.0

1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	New format + scope + full suite in one specification	V4.0 September 2026

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3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

OCN NI Contact Details

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Suite of Creative Arts and Digital Technologies qualifications.**

This specification will provide guidelines for centres to ensure the effective and correct delivery of these qualifications. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 2 Suite of Creative Arts and Digital Technologies qualifications.

- **Qualification Features**: this includes the key characteristics and features of these qualifications, such as their intended audience, purpose, and credit value.

- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess these qualifications. These include guidelines on staff qualifications, resources, and required procedures.

- **Structure and Content:** this details the structure and content of the qualifications including units, and any specific content that learners will be required to study.

- **Assessment Requirements:** this details assessment criteria and assessment methods for these qualifications, ensuring that summative assessment approaches are clear.

- **Quality Assurance:** the quality and consistency of delivery and assessment of these qualifications are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external verification that all centres offering these qualifications must adhere to are detailed.

- **Administration:** guidance on the administrative aspects of delivering these qualifications, including registration, certification, and record-keeping.

- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.
To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Specimen Assessment Materials**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.

- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of these qualifications. The pack includes planning and assessment templates, guides to best practice, etc.

- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk

- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of these qualifications by contacting their designated Business Development Advisor or by contacting us on Contact Us | OCN NI

5. About these Qualifications

5.1 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
Review date: 31 December 2030

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

Operational start date: 01 August 2016
Review date: 31 December 2030

OCN NI Level 2 Extended Certificate in Creative Arts and Digital Technologies
Qualification number: 603/2937/3

Operational start date: 01 March 2018
Review date: 31 December 2030

OCN NI Level 2 Diploma in Creative Arts and Digital Technologies
Qualification number: 603/2938/5

Operational start date: 01 March 2018
Review date: 31 December 2030

The qualifications' operational start and end dates define the regulated qualifications' lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualifications and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at Ofqual Register. This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk .

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for these qualifications is:

Subject Area: 9.2 Crafts, Creative Arts and Design

These qualifications are mapped to the following National Occupational Standards:

CBE083 – Event Organisation within the Fine Arts or Performing Arts

- URN: **TDASTL53-** Lead an Extra Curricular Activity
- URN: **SKSCMGS7-** Manage projects in the creative industries

CBA319 – Health and Safety in a Working Environment

- URN: **PROHSS1**- Make sure your own actions reduce risks to health and safety
- URN: **PROHSS2** - Develop procedures to safely control work operations

CBE084 – Teamwork Skills in Practice within the Creative Arts and Digital Technology Sectors

- URN: **SKSP21** - Coordinate activities to support production team members
- URN: **SKSCMGS10** - Work collaboratively with colleagues, partners and suppliers in the creative industries

CBD602 – Location Sound Recording

- URN: **SKSRACC12**- Record audio content
- URN: **CCSMT5** -Set up and operate microphones

CBD603 – Three-Dimensional Modelling and Animation

URN: **SKSVFX6**- Create animation rigs
URN: **SKSIM16**- Create animated assets for games and interactive media projects

CBA285 – Capturing and Editing Audio Sequences

URN: **CCSMT14** - Deliver audio outputs to meet creative requirements
URN: **SKSPP10**- Create effects

CBA294 – Using Imaging Software Tools

- URN: **SKSPI04** - Originate and develop a visual idea for photo imagery
- URN**: SKSPI05** - Agree the photo imaging brief

CBA296 – Using Multimedia Software

- URN: **SKS PUB19** - Edit Content
- URN: **SKSJ21**- Create multi-platform content for editorial use

CBD409 – Film and Video Production

- URN: **SKSP1** - Generate ideas for film or television productions
- URN: **SKSP12** - Plan and schedule productions

CBD412 – Live Sound Engineering

- URN: **CCSMT1** - Develop the design brief for a recording studio control room, live area and programming suite
- URN: **SKSCMGS10**- Work collaboratively with colleagues, partners and suppliers in the creative industries

CBD405 – Preparing for a Career or Further Study in the Creative Industries

- URN: **CLDCD02** -Reflect on, develop and maintain own skills and practice in career development
- URN: **SKSCMGS1**- Manage and market your services in the creative industries

CBE085 – Using Social Media to Market and Promote Events, Products and Services

- URN: **CCSAPLE25** - Support publicity activities for arts projects and live events
- URN: **SKSCMGS12** - Develop and use professional networks in the creative industries

CBD410 – Sound Checking an Ensemble

- URN: **CCSMPR15** - Use digital production technology in composing music
- URN: **CCSMPR23**- Rehearse music

CBD411 – Sound for Moving Image

- URN: **CCSMT12** - Mix audio material to meet creative requirements
- URN: **SKSPP17** – Ingest material

CBD413 – Studio Mixing

- URN: **CCSMT9-** Apply analogue and digital effects to audio material
- URN: **CCSMT8-** Modify audio material using samplers and synthesisers

CBD414 – Composition

- URN: **CCSMPR15** -Use digital production technology in composing music
- URN: **CCSMPR7** -Use digital production technology in arranging music

CBD415 – Multi-track Recording

- URN: **CCSMT11** - Equalise audio material to meet creative requirements
- URN: **CCSMT12** - Mix audio material to meet creative requirements

CBD417 – Practical Presentation Skills

- URN: **INSBA015** - Develop and deliver a presentation
- URN: **TECHDUPP2** - Create enhanced digital presentations

CBD416 – Song Writing Skills

- URN: **CCSMPR19** - Create lyrics
- URN: **CCSMPR16** - Write musical works

CBD408 – Using Cameras and Accessories for Film and Video

- URN: **SKSDP3** -Record continuity and technical camera details during shooting
- URN: **SKSC1** -Identify camera equipment for productions

CBA687 – Developing Drawing Skills for Painting

- URN: **CCSDES10** -Create visual designs
- URN: **CCSDES32** -Apply concepts and theories of creativity and innovation to your own design work

CBA689 – Drawing Development Methods and Skills

- URN: **CCSDES10** - Create visual designs
- URN: **SKSPD7** - Create drawings to meet production requirements

CBA690 – Musical Ensemble Skills

- URN: **CCSMPR23** - Rehearse music
- URN: **SKSCMGS10** - Work collaboratively with colleagues, partners and suppliers in the creative industries

CBA691 – Performance Realisation Skills – Performer

- URN: **CCSMPR24** -Perform music
- URN: **CCSMPR46** - Apply critical listening skills

CBA692 – Technical Sound and Audio Production

- URN: **CCSFL16** -Reduce risks to health and safety in your freelance work in creative and cultural industries
- URN: **CCSMT4 -**Prepare equipment and material for recording sessions

CBA693 – Undertaking a Solo Performance

- URN: **CCSMPR24** -Perform music
- URN: **CCSMPR23** -Rehearse music

CBE086 – Problem Solving Skills within the Creative Arts and Digital Technology Sectors

- URN: **SKSCMGS7** -Manage projects in the creative industries
- URN: **SKSCMGS17** -Provide creative and strategic direction for creative industry projects

CBC998 – Digital Fabrication

- URN: **CCSFL16** - Reduce risks to health and safety in your freelance work in creative and cultural industries
- URN: **PROHSS1** -Make sure your own actions reduce risks to health and safety

CBA303 – Capturing, Editing and Presenting Video Sequences

- URN: **SKSDP3** Record continuity and technical camera details during shooting
- URN: **SKSC18** Monitor aesthetic and technical quality of shots

CBA304 – Developing Websites

- URN: **CCSDES10**- Create visual designs
- URN: **SKSIM16**- Create animated assets for games and interactive media projects

CBA700 – Life Drawing

- URN: **SKSPD7** - Create drawings to meet production requirements
- URN: **CCSDES32** - Apply concepts and theories of creativity and innovation to your own design work

CBE087 – Creative Writing

- URN: **SKSANIM4**- Create scripts
- URN: **SKSP3** - Deliver scripts for scripted productions

CBE088 – Design Project

- URN: **SKSCMGS7** - Manage projects in the creative industries
- URN: **SKSP15** - Organise pre-production activities on film or television productions

CBE089 – Approaches to Digital Imaging and Printing

- URN: **SKSPI04** -Originate and develop a visual idea for photo imagery
- URN: **SKSPI07** - Evaluate and select technology and/or equipment

CBE090 – Lighting in Photography

- URN: **SKSC7** -Set and control lights for camera single shoots
- URN: **SKSL1** - Conduct a recce from an electrical viewpoint

CBE091 – The Photographic Project

- URN: **SKSPI04** -Originate and develop a visual idea for photo imagery
- URN: **SKSPI05** - Agree the photo imaging brief

CBE092 – Using a Film or Digital Camera

- URN: **SKSPI01** -Understand the photo imaging sector in the UK and its opportunities
- URN: **SKSPI07** -Evaluate and select technology and/or equipment

CBE093 – Develop Photography Techniques using Materials and Resources

- URN: **SKSPI07** -Evaluate and select technology and/or equipment
- URN: **SKSPI09** -Undertake photo imaging assignments

CBE094 – Photography: A Creative Approach to Picture Making

- URN: **SKSPI04** -Originate and develop a visual idea for photo imagery
- URN: **SKSPI05** -Agree the photo imaging brief

CBE095 – Photography - Using a Camera and Accessories

- URN: **SKSPI07** -Evaluate and select technology and/or equipment
- URN: **SKSPI09** - Undertake photo imaging assignments

CBH059 - Introduction to Special FX Make up

- URN: **SKSCMGS2** - Make the most of opportunities to increase your skills and experience in the creative industries
- URN: **CLDCD02** - Reflect on, develop and maintain own skills and practice in career development

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualifications' Aims and Objectives

Qualifications' Aim

The aim of the OCN NI Level 2 Suite of Creative Arts and Digital Technologies (CADT) qualifications is to provide learners with the skills, knowledge, and practical experience needed to progress into further education, training, or employment within the creative arts and digital technology sectors.

Qualifications' Objectives

The objectives of the OCN NI L2 Creative Arts and Digital Technologies qualifications are to enable learners to:

- develop skills and knowledge applicable across a wide range of creative arts and digital technologies areas
- prepare for entry into employment in the creative arts and digital technologies sector and/or
- progress to further/higher education

5.5 Target Learners

The OCN NI Level 2 Creative Arts and Digital Technologies 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.

5.6 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.

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)

5.7 Progression

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 the Level 2 Extended Certificate and the L2 Diploma in Creative Arts and Digital Technologies. It also provides opportunity to progress to higher level qualifications in these areas, such as The OCN NI L3 Award, Certificate, Extended Certificate and Diploma in Creative Arts and Digital Technologies.

5.8 Delivery Language

These qualifications are exclusively available in English. If there is a desire to offer these qualifications in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

5.9 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.

6. Centre Requirements for Delivering these Qualifications

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver these qualifications prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (such as, equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualifications
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for these qualifications, it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer these qualifications centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

*Note: An individual cannot serve as an Internal Verifier for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering these qualifications are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. This competence should enable them to effectively impart knowledge and practical skills to learners.

- **Qualifications:** Tutors delivering these qualifications must have at least one years' experience in the creative and digital technology sectors and hold a relevant qualification one level higher than the qualifications. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

- **Relevant Industry Experience:** In addition to academic qualifications, tutors must have a minimum of one years of relevant, hands-on experience.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of these qualifications takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.

- **Relevant Industry Experience:** A minimum of one years of practical experience in the creative arts and digital technologies industry. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.

- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.

- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer (IQA) plays a crucial role in the Centre's internal quality assurance processes. The Centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Quality Assurer for this qualification must meet the following criteria:

- **Relevant Industry Experience:** A minimum of one years of practical experience in a creative arts and digital technologies related area is a prerequisite. This practical background is essential for IQAs to effectively evaluate a learner's capabilities in real-world contexts.
- **Internal Quality Assurance Expertise:** IQAs should have direct or related experience in the field of verification. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Internal Quality Assurers Qualification:** IQA should hold or be currently undertaking a recognised IQA qualification; or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQAs are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Suite of Creative Arts and Digital Technologies (CADT) qualifications is designed to provide learners with practical and transferable skills across a range of creative and digital disciplines. The qualifications enable learners to develop technical competence, creativity, problem-solving abilities and effective communication skills through vocationally relevant learning experiences. They support learners in exploring career pathways within the creative and digital sectors, while also preparing them for progression to higher-level study, training, apprenticeships, or employment. The flexible structure allows learners to pursue areas that match their interests and aspirations, helping them build confidence, independence and industry-related knowledge.

7.2 Qualification Level

In the context of the OCN NI Level 2 Suite of Creative Arts and Digital Technologies qualification, it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. These qualifications align with Level 2, which signify a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 2 Award in Creative Arts and Digital Technologies	
Total Qualification Time (TQT):	60 hours
Total Credits Required:	6 credits
Guided Learning Hours (GLH):	48 hours
OCN NI Level 2 Certificate in Creative Arts and Digital Technologies	
Total Qualification Time (TQT):	150 hours
Total Credits Required:	15 credits
Guided Learning Hours (GLH):	120 hours

OCN NI Level 2 Extended Certificate in Creative Arts and Digital Technologies	
Total Qualification Time (TQT):	300 hours
Total Credits Required:	30 credits
Guided Learning Hours (GLH):	240 hours
OCN NI Level 2 Diploma in Creative Arts and Digital Technologies	
Total Qualification Time (TQT):	600 hours
Total Credits Required:	60 credits
Guided Learning Hours (GLH):	480 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 2 Award in Creative Arts and Digital Technologies** learners must complete 6 credits. These credits can be taken from any of the units.

To achieve the **OCN NI Level 2 Certificate in Creative Arts and Digital Technologies** learners must complete 15 credits. These credits can be taken from any of the units.

To achieve the **OCN NI Level 2 Extended Certificate in Creative Arts and Digital Technologies** learners must complete a minimum of 30 credits. These credits can be taken from any of the units.

To achieve the **OCN NI Level 2 Diploma in Creative Arts and Digital Technologies** learners must complete a minimum of 60 credits. These can be taken from any of the units.

8. Assessment Structure

These qualifications are assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for these qualifications is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required. Explanations of command words/verbs used in the assessment criteria can be found in Appendix 1 of this document.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, internal verifiers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are Level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Possible Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 2 Award in Creative Arts and Digital Technologies
Total Qualification Time (TQT) for this qualification: 60 hours
Guided Learning Hours (GLH) for this qualification: 48 hours

In order to achieve this qualification, the learner must successfully complete 6 credits. These credits can be taken from any of the units.

OCN NI Level 2 Certificate in Creative Arts and Digital Technologies
Total Qualification Time (TQT) for this qualification: 150 hours
Guided Learning Hours (GLH) for this qualification: 120 hours

In order to achieve this qualification, the learner must successfully complete 15 credits. These credits can be taken from any of the units.

OCN NI Level 2 Extended Certificate in Creative Arts and Digital Technologies
Total Qualification Time (TQT) for this qualification: 300 hours
Guided Learning Hours (GLH) for this qualification: 240 hours

In order to achieve this qualification, the learner must successfully complete 30 credits. These credits can be taken from any of the units.

OCN NI Level 2 Diploma in Creative Arts and Digital Technologies
Total Qualification Time (TQT) for this qualification: 600 hours
Guided Learning Hours (GLH) for this qualification: 480 hours

*Please note that the units highlighted in RED in the unit summary table may not be appropriate for delivery within a school-based environment.

If your centre wishes to be considered for delivery of any of these units, please contact a member of the OCN NI Business Team for an Exemptions Approval Form.

In order to achieve this qualification, the learner must successfully complete 60 credits. These credits can be taken from any of the units.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
H/616/8288	CBE083	Event Organisation within the Fine Arts or Performing Arts	6	48	Two
D/506/6512	CBA319	Health and Safety in a Working Environment	3	24	Two
K/616/8289	CBE084	Teamwork Skills in Practice within the Creative Arts and Digital Technology Sectors	3	24	Two

Y/508/6497	CBD602	Location Sound Recording	6	48	Two
H/508/6535	CBD603	Three-Dimensional Modelling and Animation	8	64	Two
H/506/6477	CBA285	Capturing and Editing Audio Sequences	3	24	Two
L/506/6487	CBA294	Using Imaging Software Tools	4	32	Two
Y/506/6489	CBA296	Using Multimedia Software	4	32	Two
J/508/6463	CBD409	Film and Video Production	7	56	Two
A/508/6475	CBD412	Live Sound Engineering	4	32	Two
L/508/6464	CBD405	Preparing for a Career or Further Study in the Creative Industries	3	24	Two
D/616/8290	CBE085	Using social media to Market and Promote Events, Products and Services	4	32	Two
R/508/6465	CBD410	Sound Checking an Ensemble	4	32	Two
Y/508/6466	CBD411	Sound for Moving Image	6	48	Two
D/508/6467	CBD413	Studio Mixing	6	48	Two
H/508/6468	CBD414	Composition	8	64	Two
K/508/6469	CBD415	Multi-track Recording	7	56	Two
D/508/6470	CBD417	Practical Presentation Skills	3	24	Two
H/508/6471	CBD416	Song Writing Skills	3	24	Two
K/508/6472	CBD408	Using Cameras and Accessories for Film and Video	6	48	Two
R/506/6538	CBA687	Developing Drawing Skills for Painting	3	24	Two
L/506/6540	CBA689	Drawing Development Methods and Skills	3	24	Two
R/506/6541	CBA690	Musical Ensemble Skills	6	48	Two
Y/506/6542	CBA691	Performance Realisation Skills - Performer	9	72	Two
D/506/6543	CBA692	Technical Sound and Audio Production	3	24	Two
H/506/6544	CBA693	Undertaking a Solo Performance	6	48	Two

H/616/8291	CBE086	Problem Solving Skills within the Creative Arts and Digital Technology Sectors	3	24	Two
F/507/8927	CBC998	Digital Fabrication	2	14	Two
M/506/6496	CBA303	Capturing, Editing and Presenting Video Sequences	3	24	Two
T/506/6497	CBA304	Developing Websites	4	32	Two
K/506/6576	CBA700	Life Drawing	3	24	Two
K/616/8292	CBE087	Creative Writing	3	24	Two
M/616/8293	CBE088	Design Project	4	32	Two
T/616/8294	CBE089	Approaches to Digital Imaging and Printing	6	48	Two
A/616/8295	CBE090	Lighting in Photography	4	32	Two
F/616/8296	CBE091	The Photographic Project	6	48	Two
J/616/8297	CBE092	Using a Film or Digital Camera	6	48	Two
L/616/8298	CBE093	Developing Photography Techniques using Materials and Resources	3	24	Two
R/616/8299	CBE094	Photography: A Creative Approach to Picture Making	3	24	Two
A/616/8300	CBE095	Photography: Using a Camera and Accessories	4	32	Two
D/652/3896	CBH059	Introduction to Special FX Makeup	3	24	Two

10. Unit Content

10.1 Event Organisation within the Fine Arts or Performing Arts

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. Identify the required roles and responsibilities to run the event. 1.6. Identify and 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. Carry out event in line with event plan. 3.4. Identify 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.	
NOS: • URN: **TDASTL53-** Lead an Extra Curricular Activity • URN: **SKSCMGS7-** Manage projects in the creative industries	

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

Learning Outcome	Unit Title: Event Organisation within the Creative Arts and Digital Technologies (CADT) sector

1. Be able to plan an event within the fine arts or performing arts sectors.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand the purposes of a creative arts event of their choosing within the CADT sector, including:
	  ○ to showcase practical work to possible clients and prospective employers
	  ○ to entertain an audience for their enjoyment
	  ○ to gain a profit from tickets and possibly selling the work involved
	  ○ to inform an audience about social or historical events such as pride
	  ○ to educate an audience on certain issues or important events such as climate change
	• There are a number of creative and/or digital mediums which can be chosen within the CADT sector including:
	  ○ film and video
	  ○ photography
	  ○ sound
	  ○ 3D modelling
	  ○ animation
	• Learners will understand the requirements and issues which are necessary when planning an event in the CADT sector
	  ○ Knowledge of legislation or regulations which are based on the specific event chosen including:
	  ▪ licenses
	  ▪ health and safety
	  ▪ copyright such as intellectual property (IP)
	  ○ Understand the CADT sector roles in the chosen event including:
	  ▪ event manager
	  ▪ graphic designer
	  ▪ photographer/ videographer
	  ▪ curators
	  ○ Understand the importance of risk assessment/ Recce
	  ▪ Risks linked to events
	  ○ Understand how important marketing is for successful events in the CADT sector
	  ▪ Online methods of marketing
	  • social media
	  • emails
	  • websites
	  • digital adverts
	  ▪ Offline methods of marketing
	  • flyers
	  • leaflets
	  • physical adverts
	  ○ How to plan event timetables (pre, during and post CADT sector event)
	  ▪ Learners will consider and research the responsibilities of an Events Manager
	  ▪ Learners will understand who the stakeholders are and their place within the hierarchy of CADT sector events including:
	  • organisers
	  • attendees
	  • sponsors
	  • press
	  • volunteers
	  • local council
	• Learners will learn how to communicate with stakeholders
	  ○ Online communication

	▪ social media ▪ email ○ Offline communication ▪ phone calls ▪ letters
2. Understand the purpose, roles, responsibilities and issues of an event within the creative arts and digital technologies sector.	**Scope** Teaching will cover: • Learners will utilise the details of planning a specific CADT sector event based on previous research ○ Use the previous research and understanding of legislation or regulations based on the CADT sector event including: ▪ licenses ▪ health and safety ▪ copyright such as intellectual property (IP) ○ Understand and assign roles in the CADT sector event including: ▪ event manager ▪ graphic designer ▪ photographer/ videographer ▪ curators ○ Obtain layouts of the proposed space/s for the CADT sector event including: ▪ map/s ▪ diagram/s ▪ photographs ○ Complete risk assessment/ Recce related to the CADT sector event ▪ Risks linked to events ○ Plan for specific CADT sector event requirements ▪ Include planning on pre-event activities including: • posting the details of the event online • liaising with stakeholders and event attendees • confirming venue set up and co-ordination ▪ Include planning on vent activities including: • run the event in line with the plan • address any issues arising from running the event ▪ Include planning on post-event activities in line with the event plan • confirm any technology that will need to be powered down after the event to conserve energy and leave the venue in an appropriate standard • arrange for any CADT sector work/material to be removed with appropriate care using only qualified staff • arrange for staff to clear up remaining food and other waste • arrange to remove all other resources obtained for the event including: ○ chairs ○ tables ○ boards ○ projector • Learners will use the plan to allocate work to staff for different roles and responsibilities based on the CADT sector event • Learners will secure appropriate resources for the CADT sector event including: ○ chairs ○ tables ○ boards for display ○ projector ○ food and drink

3. Be able to publicise and run an event within the creative arts and digital technologies sector.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand the importance and necessity of publicity plans and marketing events
	  ○ Online publicity/ marketing
	  ▪ social media
	  ▪ emails
	  ▪ websites
	  ▪ digital adverts
	  ○ Offline publicity/ marketing
	  ▪ flyers
	  ▪ leaflets
	  ▪ physical adverts
	• Learners will complete pre-event activities to a competent level including:
	  ○ posting/ emailing in relation to the CADT sector event online
	  ○ liaising with stakeholders and event attendees based on lists provided by the events manager
	  ○ completing the venue set up and co-ordination-based on the planning for the CADT sector event
	• Learners will complete event activities in relation to the CADT sector event including:
	  ○ run the event in line with the plan they created
	  ○ address any issues arising from running the event by solving/ mitigating the concerns
	• Learners will perform post-event activities in line with the CADT sector specific event plan
	  ○ power down any technology
	  ○ arrange for any CADT work/materials to be removed with care
	  ○ clear up food and other waste
	  ○ remove all resources including:
	  ▪ chairs
	  ▪ tables
	  ▪ boards
	  ▪ projector

10.2 Health and Safety in a Working Environment

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.

NOS:
URN: **PROHSS1**- Make sure your own actions reduce risks to health and safety
URN: **PROHSS2** - Develop procedures to safely control work operations

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	Learner notes/written work Learner log/diary Peer notes Record of observation

	OR A collection of documents containing work that shows the learner's progression through the course	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

Learning Outcome	Unit Title: Health and Safety in a Working Environment

1. Be aware of health and safety procedures and policy at work.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand about identifying Health and Safety personnel in the workplace which will be chosen based on the CADT sector practical unit
	• Learners will understand the Health And Safety procedures and policies in the workplace based on local legislation (listed below) and the chosen CADT sector practical unit
	  ○ The Health and Safety at Work (Northern Ireland) Order 1978
	  ○ Management of Health and Safety at Work Regulations (NI) 2000
	  ○ Workplace (Health, Safety and Welfare) Regulations (NI) 1993
	  ○ Health and Safety (Display Screen Equipment) Regulations (NI) 1992
	  ○ Provision and Use of Work Equipment Regulations (NI) 1999
	  ○ Manual Handling Operations Regulations (NI) 1992
	  ○ Personal Protective Equipment at Work Regulations (NI) 1993
	  ○ The Control of Substances Hazardous to Health Regulations (NI) 2003 (COSHH)
	  ○ Control of Lead at Work Regulations (NI) 2003
	  ○ Control of Asbestos at Work Regulations (NI) 2003

2. Know how to maintain a safe working environment in own workplace.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand that when they encounter any Health and Safety issues and concerns while completing their CADT sector practical unit, what the reporting procedures in the office (classroom) or at a CADT sector activity such as a media shoot will be
	• Learners will understand what the potential risks are when completing their CADT sector practical unit, which can be a specific activity or in the office (classroom) including:
	  ○ tripping hazards such as bags, boxes, chairs
	  ○ are there any food or drinks that could be knocked over
	  ○ are staff members (students) using their DSE equipment appropriately such as: posture, sitting an appropriate distance from the machines or using a footstool if required
	  ○ can windows be opened/ closed if needed
	  ○ do the staff members (students) know how to exit the building if the fire alarm sounds
	• Learners will understand why a Recce is needed for CADT practical units such as for a media shoot
	  ○ benefits of a Recce taking place
	  ○ the process a Recce needs to complete
	• Learners will list the potential risks by visiting their potential CADT sector practical work site and complete a risk assessment/Recce including:
	  ○ Tripping hazards already present
	  ○ Where cables will be placed as can be tripped over if not taped down
	  ○ Food and drink the crew will bring/ or needed as part of practical work such as for a prop
	  ○ Where people enter compared to where equipment will be located
	  ○ Loose floor surfaces such as rugs
	  ○ Low lights above where the filming will take place (as extra lighting will be needed)
	  ○ Environmental concerns such as rain causing mud

	• Learners will understand the required safety equipment and/ or clothing needed for certain activities, including:
	  ○ headphones if loud noises
	  ○ safety glasses if issues could affect eyes
	  ○ wellington boots if issues where will be walking
	• Learners will understand what the emergency evacuation procedures are at their office (classroom)

3. Be aware of responsibility for Health and Safety in own workplace.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand how they are responsible for Health and Safety in their own workplace by looking at the 3 legislations below and considering their own responsibility when completing work
	  ○ Manual Handling Operations Regulations (NI) 1992 - 'Manual Handling' from https://www.hse.gov.uk
	  ○ The Health and Safety (Display Screen Equipment) Regulations (Northern Ireland) 1992- 'Working with DSE' from https://www.hse.gov.uk
	  ○ The Control of Substances Hazardous to Health Regulations (NI) 2003 - 'COSHH' from https://www.hse.gov.uk

10.3 Teamwork Skills in Practice within the Creative Arts and Digital Technology Sectors

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.

NOS:
URN: **SKSP21** - Coordinate activities to support production team members
URN: **SKSCMGS10** - Work collaboratively with colleagues, partners and suppliers in the creative industries

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 notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	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

Learning Outcome	Unit Title: Teamwork Skills in Practice within the Creative Arts and Digital Technologies (CADT) sector

1. Understand the different roles and responsibilities in a team within the creative arts and digital technologies sector.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand the roles in a CADT team such as:
	  ○ team leader
	  ○ graphic designer
	  ○ photographer/ videographer
	  ○ sound
	• Learners will understand the responsibilities in a CADT team including:
	  ○ communication
	  ○ place in hierarchy
	  ○ CADT specialism
	  ○ teamwork
	  ○ team building

2. Be able to contribute to the setting of team and own goals.	**Scope**
	
	Teaching will cover:
	
	• learners will understand what goals are
	• learners will arrange meeting/s with their CADT team
	• learners will set goals related to the team project
	  ○ each member will add own contribution to goal
	  ○ the team will discuss each other's goals and agree on team goals

3. Be aware of others' rights to communicate within a team.	**Scope**
	
	Teaching will cover:
	
	• Learners will research how to communicate appropriately when working in a team
	• Learners will demonstrate they understand how to communicate in a team by:
	  ○ no interruptions
	  ○ listening to peers
	  ○ correct tone of voice and word use
	  ○ correct body language

4. Recognise the importance of co-operation within a team.	**Scope** Teaching will cover: • learners will understand how all the team members need to work together to achieve a successful CADT project • learners will demonstrate co-operation in a group to achieve a team goal ○ learners will understand the importance of co-operation
5. Be able to review team performance.	**Scope** Teaching will cover:

	• Learners will understand the skills needed in a team
	  ○ Technical skills needed in a CADT project such as:
	  ▪ using a camcorder to video a CADT project to a good standard
	  ▪ using audio equipment to record appropriate background sounds needed for a CADT project
	  ▪ editing images competently within a CADT project
	  ○ Interpersonal skills needed in a team such as:
	  ▪ communication
	  ▪ leadership
	  ▪ co-operation
	  ▪ punctuality
	• Learners will check skills within their CADT team
	  ○ their own skills
	  ○ their team members skills
	• Learners will understand how important it is to develop skills
	• Learners will look at areas for improvement within their CADT team
	  ○ improvements they could make to own skills
	  ○ improvements team members could make to their skills

10.4 Location Sound Recording

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.

NOS:

- URN: **SKSRACC12**- Record audio content
- URN: **CCSMT5** -Set up and operate microphones

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

Learning Outcome	Unit Title: Location Sound Recording

1. Understand the properties of microphones, their application and the basic principles of recording high-quality sound.	**Scope**
	
	Teaching will cover:
	
	• Learners will have an understanding of the different microphones needed for location sound recording
	  ○ characteristics of the location sound recording microphones
	  ○ application of the locations sound recording microphones
	• Learners will gain an understanding of sync sound recording
	  ○ recording sounds alongside video in production
	• Learners will gain an understanding of non-sync sound recording
	  ○ recording sounds to be added in post-production
	• Learners will demonstrate an understanding of the details of recording
	  ○ sound recording levels
	  ○ understanding how gain relates to the signal
	  ○ the negative effects of distortion
	• Learners will understand background atmospherics in production
	• Learners will understand the main roles needed in a sound production crew related to location sound recording
	  ○ director
	  ○ cameraperson (for sync recording)
	  ○ soundperson
	  ○ producer
	  ○ editor
	• Learners will know how to communicate within their location sound recording team
	  ○ understand the importance of professionalism

2. Be able to participate pre-production planning for location sound recording in a short production.	**Scope**
	
	Teaching will cover:
	
	• Learners will create pre-production planning paperwork
	  ○ Meetings with short production crew to discuss requirements
	  ▪ confirm image and sound
	  ○ Create pre-production paperwork related to sound in a short production
	  ▪ linked to the production paperwork such as storyboards
	  ○ Cover how sound is integrated in the production process
	  ▪ a list of how sound will be recorded in the short production shoot
	  ○ Recce of the location to be recorded
	  ▪ alongside the Recce of the video (images)
	  ▪ separate sounds for post-production

3. Be able to record sound for a short production.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand how to set up recording equipment
	• Learners will set up sound equipment including:
	  ○ field mixer
	  ○ boom
	  ○ other external recording device/s
	• Learners will understand how to monitor audio during production stage

	• Learners will demonstrate how to monitor sound during the production stage • Learners will understand how to assess the final recordings • Learners will assess final recordings ○ making required amendments

4. Be able to reflect on own performance.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand the role of the sound recordist in location sound recording
	  ○ by reflecting on how they performed as a sound recordist
	  ○ by identifying areas for improvement as a sound recordist for future sound recording projects

10.5 Three-Dimensional Modelling and Animation

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. Produce 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.

NOS:

URN: **SKSVFX6** Create animation rigs
URN: **SKSIM16** Create animated assets for games and interactive media projects

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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Three-Dimensional (3D) Modelling and Animation

1. Know about the development of computer 3D animation.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand the development of computer 3D animation
	  ○ the important dates related to technology and innovation of computer 3d animation
	  ○ how each development helped further computer-generated imagery (CGI)

2. Understand Health and Safety procedures and safe studio practice.	**Scope** Teaching will cover: • Learners will understand Health and Safety procedures related to the computer area used to complete work • Learners will demonstrate safe studio practices while working with computers

3. Be able to apply 3D modelling concepts to the building of a simple model.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand the main concepts of 3D modelling
	• Learners will be able to demonstrate the main concepts of 3D modelling
	  ○ How a 2D drawing can be used as a basis of a 3D design
	  ○ How polygons should be used appropriately to create the D model
	  ▪ not over-using polygons
	• Learners will understand the main 3D Modelling techniques
	• Learners will demonstrate the main 3D modelling techniques
	• Learners will understand how rigging relates to the animation of a 3D model
	• Learners will apply basic armature rigging to provided 3D model assets

4. Be able to build a simple 3D object and scene.	**Scope**
	
	Teaching will cover:
	
	• Learners will be able to build a basic 3D object and scene
	  ○ planning a 3D object which will be placed in the scene
	  ○ modelling the 3D object for the scene
	  ○ applying basic armature rig to the object fort the scene
	  ○ planning a 3D scene using 2D drawings
	  ○ modelling a 3D scene using 2D drawings

5. Be able to use 3D animation techniques and render final 3D animation.	**Scope**
	
	Teaching will cover:
	
	• Learners will be able to animate a basic 3D object and scene
	  ○ Planning a 3D animation with the object and scene
	  ○ Completing a 3D animation with the object and scene
	  ▪ the object will use the rigging added in LO4

	▪ using lights within the software ▪ using camera within the software • Learners will understand rendering techniques • Learners will render their basic 3D object and scene
6. Be able to reflect on own performance in 3D modelling and animation.	**Scope** Teaching will cover: • Learners will understand the roles of 3D modeller and 3D animator in the creation of assets and basic scenes o by reflecting on their own work o by identifying areas for improvement for future 3D projects

10.6 Capturing and Editing Audio Sequences

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. Identify different forms of information 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. Demonstrate how to 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.

NOS:
URN: **CCSMT14** - Deliver audio outputs to meet creative requirements
URN: **SKSPP10**- Create effects

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 notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	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

Learning Outcome	Unit Title: Capturing and Editing Audio Sequences

1. Be able to use audio hardware and software to capture sequences.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand how to use combinations of equipment to capture audio sequences
	• Learners will demonstrate how to use combinations of equipment to capture audio sequences
	  ○ audio input devices
	  ○ audio software
	• Learners will understand audio file formats
	• Learners will understand file size including compression
	• Learners will understand how to capture audio sequences
	• Learners will capture appropriate audio sequences
	  ○ Using appropriate audio device/s
	  ○ Using appropriate audio software
	• Learners will understand how to store audio sequences
	• Learners will store audio sequences including:
	  ○ By using the appropriate file formats with audio files
	  ○ By saving files to the appropriate size
	  ▪ Using compression if appropriate

2. Be able to use audio editing software tools.	**Scope**
	
	Teaching will cover:
	
	• Learners will research different editing software for audio sequences
	• Learners will choose an appropriate editing software
	• Learners will understand copyright when using other's audio material
	  ○ Including Intellectual Property (IP)
	• Learners will have knowledge of editing software for audio sequences
	• Learners will demonstrate editing audio samples into one sequence
	  ▪ Using audio sequences recorded themselves
	  ▪ Incorporating audio material created by others

3. Be able to play and present audio sequences.	**Scope**
	
	Teaching will cover:
	
	• Learners will research audio playback equipment
	  ○ By considering playback software
	  ○ By considering display devices
	• Learners will understand how to select and test playback equipment
	• Learners will select and test playback equipment
	  ○ Playback software
	  ○ Display devices
	• Learners will adjust playback settings based on tested audio samples
	• Learners will play the final audio sequences using the adjusted settings

10.7 Using Imaging Software Tools

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.

NOS:

- URN: **SKSPI04** - Originate and develop a visual idea for photo imagery
- URN**: SKSPI05** - Agree the photo imaging brief

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 notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	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

Learning Outcome	Unit Title: Using Imaging Software Tools (UIST)

1. Be able to use a brief to obtain images and catalogue the appropriate sources and information.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand what a media brief is how it is used in relation to a UIST project
	  ○ How to read a media brief
	  ○ Client requirements from a media brief
	• Learners will obtain images based on the requirements of the brief and save to a folder
	• Learners will input thumbnails of the images into a table
	  ○ Including a reference of where images can be obtained
	• Learners will prepare the images by editing so they fulfil the requirements of the brief
	• Learners will understand about copyright and constraints of the images
	• Learners will use their knowledge to research copyright and constraints on collected images
	• Learners will understand how to appropriately catalogue images and written material
	• Learners will catalogue images and written material
	  ○ Using organisational techniques
	  ○ Including all appropriate information including sources
	• Learners will understand about file formats and their uses
	• Learners will save the files based on the requirements of the brief
	• Learners will understand how images are saved for different presentation methods
	• Learners will save images for different presentation methods including:
	  ○ Presentation software
	  ○ Website
	  ○ Social Media
	• Learners will have knowledge of planning a media product
	• Learners will plan the media product based on the requirements of the media brief
	  ○ Including the images and written material
	• Learners will understand how to appropriate name files
	• Learners will store all the images and written material appropriately
	  ○ Filenames
	  ○ Filetypes
	• Learners will be able to retrieve the stored files upon request

2. Be able to use imaging software tools to create, manipulate and edit images.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand which technical factors can affect images
	• Learners will consider which technical factors could affect the images from LO1
	• Learners will analyse different imaging software and select an appropriate one
	• Learners will have knowledge of imaging software tools and techniques
	• Learners will demonstrate imaging software techniques
	• Learners will have knowledge of imaging guidelines and dimensioning tools in imaging software
	• Learners will use guidelines and dimensioning tools in imaging software when editing their media product
	• Learners will use tools and techniques in imaging software to edit their media product
	  ○ Such as cropping, colour contrast, typeface of written material
	• Learners will obtain peer reviews
	  ○ Understand how to analyse these reviews
	  ○ Make corrections to work based on peer reviews
	• Learners will understand how to display work

	○ Physically such as posters attached to boards ○ Digitally such as digital posters on a projector • Learners will display their final media project work based on the media project ○ Physical ○ Digital

10.8 Using Multimedia Software

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. Identify and 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. Demonstrate how to adjust the display settings of the software and display device to present outcomes effectively.

Assessment Guidance
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.
NOS: • URN: **SKS PUB19** - Edit Content • URN: **SKSJ21**- Create multi-platform content for editorial use

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

Learning Outcome	Unit Title: Using Multimedia Software

1. Be able to plan multimedia products.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand copyright and other constraints of multimedia work
	  ○ based on their own work
	  ○ based on the use of other's work included in their project
	• Learners will understand the importance of planning
	• Learners will create a plan based on a media brief provided to them including:
	  ○ type of multimedia project, such as website or game
	  ○ assets to be included in the project
	  ▪ created for project
	  ▪ sourced externally, so copyright needs to be considered
	  ○ content to be included within the project, such as how will the assets be used within the project
	  ○ design of the chosen project such as making sure it looks appropriate for its intended use
	  ○ layout of the chosen project (for example if a website, wireframes of the pages)
	  ▪ interactive features
	  ▪ transitions
	• Learners will understand file formats and storage media
	• Learners will save all work in appropriate file formats
	• Learners will store work appropriately
	.

2. Be able to obtain, input and combine assets to build the multimedia content.	**Scope**
	
	Teaching will cover:
	
	• Learners will source multimedia assets appropriate to the project
	  ○ copyright information to be included
	• Learners will retrieve multimedia assets from different sources including:
	  ○ external inputs such as photographs from a camera
	  ○ internet such as asset libraries
	• Learners will store all work and make sure all multimedia assets are retrievable

3. Be able to use multimedia software tools to manipulate and edit multimedia content.	**Scope**
	
	Teaching will cover:
	
	• Learners will create assets to be used in the project such as:
	  ○ video
	  ○ photography
	  ○ sound
	  ○ animation
	• Learners will manipulate assets so they are appropriate for use in the project
	  ○ own assets if not created for project or if changes are needed
	  ○ other's assets, including confirming copyright information
	• Learners will be able to use multimedia techniques to edit the multimedia content
	  ○ editing such as cropping or colour change
	  ○ addition such as effects and transitions

	○ manipulating such as adding/ deleting elements of an asset (such as adding or deleting part of a photograph) • Learners will select the appropriate multimedia techniques for the project ○ editing ○ addition ○ manipulation • Learners will use multimedia techniques to edit multimedia content ○ editing ○ addition ○ manipulation • Learners will consult the media brief from LO1 to make sure all content is appropriate to the project ○ make corrections as needed ○ investigate obtaining copyright for own project
4. Be able to present a multimedia product.	**Scope** Teaching will cover: • Learners will understand how to use playback equipment for multimedia content including navigation ○ playback software for multimedia content ○ display devices for multimedia content • Learners will select appropriate playback equipment for multimedia content including navigation ○ playback software for multimedia content ○ display devices for multimedia content • Learners will use playback equipment for multimedia content including navigation ○ playback software for multimedia content ○ display devices for multimedia content

10.9 Film and Video Production

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 postproduction 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 postproduction 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.

Assessment Guidance
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.
NOS: • URN: **SKSP1** - Generate ideas for film or television productions • URN: **SKSP12** - Plan and schedule productions

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

Learning Outcome	Unit Title: Film and Video Production

1. Know the film and video production process.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand the five stages of the film and video production process
	  ○ research
	  ○ pre-production
	  ○ production
	  ○ post-production
	  ○ marketing
	• Learners will have knowledge of a variety of genres of film and video such as:
	  ○ romance
	  ○ horror
	  ○ sci-fi
	  ○ action
	• Learners will understand how to implement the five-stage production process
	• Learners will have knowledge of film and video Health and Safety issues
	• Learners will follow the film and video Health and Safety standards and solve (or mitigate) any issues

2. Be able to produce pre-production materials.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand pre-production in a film and TV setting
	  ○ Including appropriate paperwork
	  ▪ treatment
	  ▪ script
	  ▪ storyboard
	  ▪ set designs
	  ▪ recce/ risk assessment
	  ▪ daily shooting schedule
	  ▪ crew and actor call sheets
	• Learners will create pre-production paperwork materials including:
	  ○ treatment
	  ○ script
	  ○ storyboard
	  ○ set designs
	  ○ recce/ risk assessment
	  ○ daily shooting schedule
	  ○ crew and actor call sheets
	• Learners will be able to assess own pre-production materials
	  ○ areas for improvement
	  ○ updating based on assessment

3. Be able to produce production materials.	**Scope** Teaching will cover: • Learners will understand production in a film and TV setting • Learners will follow pre-production paperwork materials including: ○ Setting up appropriate equipment based on planned design

	▪ considering Health and Safety such as taping cables so not a tripping hazard o Following shooting script/storyboard o Following safe working practices ▪ using health and safety standards o Following production processes ▪ checking video has been set-up such as white balance ▪ sound checks ▪ any additional equipment such as additional lighting, dolly, tie clip microphones ▪ safety checks ● considering health and safety standards • Learners will be able to assess own production work o areas for improvement o updating based on assessment
4. Be able to develop a final version of a short film or sequence of a film.	**Scope** Teaching will cover: • Learners will research and understand the five stages of the film and video post-production process • Learners will complete post-production by using editing equipment to edit production material including: o editing the film/ tv appropriately o inclusion of transitions and / or visual effects o inclusion of credits o editing audio appropriately ▪ inclusion of audio effects as required • Learners will be able to assess own post-production work o areas for improvement o updating based on assessment
5. Know the certification process.	**Scope** Teaching will cover: • Learners will understand the certification process for film and video • Learners will demonstrate knowledge of the certification process in relation to own film and TV project

10.10 Live Sound Engineering

Title	Live Sound Engineering
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. Demonstrate how to safely power down rig in the correct sequence. 4.3. Demonstrate how to 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.

NOS:

- URN: **CCSMT1** - Develop the design brief for a recording studio control room, live area and programming suite
- URN: **SKSCMGS10**- Work collaboratively with colleagues, partners and suppliers in the creative industries

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	Record of observation Learner notes/written work

	tutor or by learners, to enable learners to practise and apply skills and knowledge	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

Learning Outcome	Unit Title: Live Sound Engineering
1. Be able to set optimal signal to noise ratio.	**Scope** Teaching will cover: • Learners will understand the optimal signal to noise ratio using sound equipment • Learners will demonstrate the optimal signal to noise ratio using sound equipment ○ a sound mixer

2. Be able to maintain a mix.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand what a good mix is considering the different techniques available
	  ○ pre-fade listen (PFL)
	  ▪ to set input gain
	  ○ equalisation (EQ)
	  ▪ frequency balance
	  ○ sub-grouping
	  ▪ grouping multiple input channels to control with a single fader
	  ○ digital effects such as:
	  ▪ reverb
	  ▪ delay
	  ▪ chorus
	  ▪ flanger
	  ▪ panning
	  ▪ distortion
	  ○ auxiliary sends
	  ▪ create a separate and parallel audio output
	  • can be used to route signal to other devices such as:
	  ○ effects unts
	  ○ monitor systems
	• Learners will demonstrate how to maintain a mix using the different techniques available including:
	  ○ pre-fade listen (PFL)
	  ○ equalisation (EQ)
	  ○ sub-grouping
	  ○ digital effects
	  ○ auxiliary sends

3. Be able to maintain contact with the stage.	**Scope** Teaching will cover: • Learners will know how to monitor the stage during a live performance • Learners will monitor the stage during a live performance • Learners will demonstrate optimal mixes based on the performance needs using LO1-3
4. Be able to perform post-performance activities.	**Scope** Teaching will cover:

	• Learners will understand how to complete post-performance activities
	  ○ Health and Safety issues
	  ▪ Which need to be solved (or mitigated)
	  ○ Equipment damage risks
	  ▪ Which need to be mitigated
	  ○ Powering down the rig
	  ▪ So that it is safe to break apart
	  ○ Breaking down the rig
	  ▪ Into its component parts
	  ○ Stowing procedures for component parts
	  ▪ So that all are stored safely
	• Learners will complete post-performance activities
	  ○ Health and Safety issues
	  ○ Equipment damage risks
	  ○ Powering down the rig
	  ○ Breaking down the rig
	  ○ Stowing procedures for component parts

10.11 Preparing for a Career or Further Study in the Creative Industries

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.

NOS:

- URN: **CLDCD02** -Reflect on, develop and maintain own skills and practice in career development
- URN: **SKSCMGS1**- Manage and market your services in the creative industries

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be	Learner notes/written work Learner log/diary Peer notes

	assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	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

Learning Outcome	Unit Title: Preparing for a Career or Further Study in the Creative Arts and Digital Technologies (CADT) sector

1. Be able to identify personal employment and education opportunities in the Creative Arts and Digital Technologies sector.	**Scope**
	
	Teaching will cover:
	
	• Learners will study different CADT areas including:
	  ○ photography
	  ○ film and video
	  ○ 3D modelling and animation
	  ○ sound
	  ○ animation
	• Learners will study different opportunities in the CADT sector
	  ○ Starting a business
	  ▪ self- employment
	  ○ Employment
	  ▪ Working for other companies
	  • full-time
	  • part-time
	  • contractual
	  • voluntary
	  ○ Further study
	  ▪ Qualifications available
	  • requirements to apply for courses
	  • future qualifications available once relevant qualifications obtained (such as l3 to apply for a degree)

2. Be able to match Creative Arts and Digital Technologies sector opportunities to own personal qualities.	**Scope**
	
	Teaching will cover:
	
	• Learners will research job opportunities in their chosen CADT sector
	• Learners will understand the qualities needed for their chosen CADT sector including:
	  ○ interests
	  ○ attributes
	  ○ skills
	  ○ relevant achievements
	  ○ experience
	• Learners will look at own qualities related to the CADT sector including:
	  ○ interests
	  ○ attributes
	  ○ skills
	  ○ relevant achievements
	  ○ experience
	• Learners will find sources of information and other resources for CADT sector including:
	  ○ Starting a business
	  ▪ self- employment
	  ○ Employment
	  ▪ Working for other companies
	  • full-time
	  • part-time
	  • contractual
	  • voluntary

	○ Further study ▪ Qualifications available • requirements to apply for courses • future qualifications available once relevant qualifications obtained (such as l3 to apply for a degree) • Learners will understand how to develop qualities and skills needed for CADT sector chosen job opportunities • Learners will assess own qualities and skills which need developing for the chosen CADT sector job opportunities
3. Be able to plan own career or further study in the Creative Arts and Digital Technologies sector.	**Scope** Teaching will cover: • Learners will know how to create an action plan for their future progression based on LO2 • Learners will create an action plan based on their chosen CADT sector ○ For own future career pathway ▪ Skills and qualities needed • what skills and qualities learners already have • which skills and qualities need improving • which skills and qualities need to be obtained ○ For opportunities for further study to develop their skills and knowledge alongside qualifications • Learners will understand what is required in a CADT portfolio • Learners will create a CADT portfolio including: ○ Showreel of practical work ▪ saved in a physical format such as printed ▪ digital such as on the internet or a USB stick ○ CV showing their present and planned qualifications and skills

10.12 Using Social Media to Market and Promote Events, Products and Services

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.

Assessment Guidance
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.
NOS: URN: **CCSAPLE25** - Support publicity activities for arts projects and live events URN: **SKSCMGS12** - Develop and use professional networks in the creative industries

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
E-assessment	The use of information technology to assess learner's work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Using Social Media to Market and Promote Events, Products and Services

1. Understand the opportunities and threats associated with using social media.	**Scope**
	
	Teaching will cover:
	
	• Learners will learn how to compare aspects of social media
	  ○ positive aspects such as easy communication
	  ○ negative aspects such as online bullying
	• Learners will learn the risks of using social media to promote:
	  ○ products such as others copying your posts/images to sell fake items
	  ○ services such as being in the wrong place so getting no customers
	  ○ brands such as bullies using social media to create negativity against a brand
	  ○ events such as can get too many people arriving at small events or re-posting but with wrong information
	• Learners will use the opportunities of using social media to promote:
	  ○ products such as items which are usually to be sold
	  ▪ finding an appropriate place for the advertisement
	  ○ services such as things people or companies can do
	  ▪ finding groups where the services are appropriate to the types of members
	  ○ brands such as getting recognition for the name
	  ▪ being linked to well-known social media presence
	  • influencers
	  • other well-known brands
	  • appropriate clubs/ groups
	  ○ events such as getting the date and times clearly shown
	  ▪ being posted in an appropriate page for potential event attendees

2. Understand the application of social media.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand how social media sites are used to promote products, services, brands and/or events. Social media sites:
	  ○ Facebook
	  ○ X (formerly Twitter)
	  ○ YouTube
	  ○ Snapchat
	  ○ Instagram
	• Learners will understand the different uses of social media by:
	  ○ individuals such as non-commercial use
	  ○ groups such as clubs, hobbies, usually non-commercial
	  ○ businesses such as companies who usually make money so commercial
	  ○ organisations such as companies who are voluntary or charities so not commercial but can be aiming to make money for the cause it is related to
	• Learners will understand the issues when planning a social media campaign including:
	  ○ Platforms
	  ▪ mobile such as smart phones
	  ▪ non-mobile such as home computers
	  ○ Nature of campaign such as what will the campaign incorporate such as:
	  ▪ aim such as what it hopes to achieve
	  ▪ purpose such as why it is needed and for whom

	▪ strategy such as how it hopes to achieve the aim and purpose o Nature of product, service or event such as what is the campaign trying to get people to do such as: ▪ buy something ▪ join a group or club ▪ sign up to the service • online such as through the social media • offline such as using the details provided ▪ take part in an online event ▪ visit an external event o Target audience such as who is the campaign aimed such as: ▪ age ▪ where they live ▪ gender ▪ social-economic area such as what job and wage they make
3. Be able to use social media for marketing and promotion.	**Scope** Teaching will cover: • Learners will know about developing a social media campaign o Planning (pre-production) ▪ create a strategy with aim and purpose ▪ layout sketches and designs ▪ target audience • age • where they live • gender • social-economic area such as what job and wage they make ▪ platforms • mobile such as smart phones • non-mobile such as home computers • Learners will know about implementing a social media campaign o production ▪ complete the campaign designed in pre-production • Learners will know about reviewing a social media campaign o what went well o what could be improved

10.13 Sound Checking an Ensemble

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. Select and apply appropriate techniques to capture sound from a range of instruments. 2.2. Review each connected channel. 2.3. Demonstrate how to resolve any problems in line with own parameters of responsibility.
3. Be able to sound check instruments.	3.1. Demonstrate how to 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.

NOS:

- URN: **CCSMPR15** - Use digital production technology in composing music
- URN: **CCSMPR23**- Rehearse music

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

Learning Outcome	Unit Title: Sound Checking an Ensemble

1. Know how to perform a sound check.	**Scope**
	
	Teaching will cover:
	
	• Learners will know activities needed to perform a sound check
	  ○ create an input list
	  ▪ all channels such as instruments and microphones for voice use
	  ○ line check
	  ▪ making sure each line is working correctly
	  ○ setting input gain for each line
	  ○ testing instruments and microphones
	• Learners will know Health and Safety related to sound checks
	  ○ consider equipment used and any issues such as cables and size of equipment
	  ○ how issues should be addressed or mitigated
	• Learners will complete health and safety documentation
	  ○ based on the issues found in the sound check (LO2- LO4)
	  ○ how to address or mitigate the issues

2. Be able to prepare a Public Address (PA) system for sound check.	**Scope** Teaching will cover: • Learners will know techniques to capture sound from chosen instruments ○ Such as using a condenser or dynamic microphone • Learners will complete line checking with all connected channels • Learners will set gain for each input • Learners will test all instruments and microphones for voice use • Learners will troubleshoot issues when preparing to sound check

3. Be able to work with performers.	**Scope**
	
	Teaching will cover:
	
	• Learners will communicate with performers during sound checking
	  ○ clear instructions
	  ○ be respectful/ tone of voice
	• Learners will assess needs of performers
	  ○ how issues can be addressed or mitigated

4. Be able to sound check instruments.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how to sound check each instrument and adjust levels including:
	  ○ applying appropriate Equalisation (EQ)
	  ○ applying gating/compression
	  ○ applying effects

5. Be able to create a balanced mix.	**Scope** Teaching will cover: • Learners will know a range of sound mixes ○ Genres such as:

	▪ folk ▪ EDM ▪ classical ▪ pop o Styles such as: ▪ musical theatre ▪ music ▪ film and TV music ▪ video game music • Learners will know how to maintain a clear mix during a sound check linked to: o Genres such as: ▪ folk ▪ EDM ▪ classical ▪ pop o Styles such as: ▪ musical theatre soundtrack ▪ pantomime soundtrack ▪ music soundtracks ▪ film and tv sound ▪ video game sound ▪ radio production

10.14 Sound for Moving Image

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. Be able to 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 postproduction 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.

NOS:

- URN: **CCSMT12** - Mix audio material to meet creative requirements
- URN: **SKSPP17** – Ingest material

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	Record of observation Learner notes/written work

	tutor or by learners, to enable learners to practise and apply skills and knowledge	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

Learning Outcome	Unit Title: Sound for Moving Images (Note- this unit needs to run alongside a practical unit such as film)

1. Understand the relationship between sound and picture in moving images such as a short film.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand the relationship between sound and picture
	  ○ Different genres in moving images such as:
	  ▪ romance
	  ▪ horror
	  ▪ sci-fi
	  ▪ action
	  ▪ western
	  ○ Moving image media which can be created in a short form such as:
	  ▪ short film
	  ▪ animation
	  ▪ TV show episode
	• Learners will understand the main concepts for sound design
	  ○ Types of sound such as:
	  ▪ dialogue
	  ▪ background sounds
	  ▪ foley
	  ▪ music
	  ▪ special effects (SFX)
	  ▪ mixing
	  ○ Correcting issues within sound design such as lack of clarity
	  ○ How the sounds then relate to the pictures

2. Know how to develop a plan for sound in a short moving image production such as a short film.	**Scope**
	
	Teaching will cover:
	
	• Learners will be able to create pre-production material for sound within a short moving image production
	  ○ Plan for recording/ creating sounds such as:
	  ▪ Types of sounds:
	  • dialogue
	  • foley
	  • music
	  • special effects (SFX)
	  • mixing
	  ▪ Paperwork:
	  • Release forms for copyrighted music
	  • Contact list for cast and crew
	  • Reference sheet
	  ○ dialogue
	  ○ foley
	  ○ background sounds
	  ○ mixing during production
	  • Log of sound recorded
	  • Cue sheets for post-production
	  ○ music
	  ○ mixing completed material
	  ○ special effects (SFX)
	  ○ How the sound plan integrates with the main production plan
	  ▪ Production type such as:

	• short film • animation • TV show ▪ Incorporating sound paperwork into the overall pre-production planning • Recce which includes sound separately ○ considering the location and any issues which would affect sound ○ layout sketches/ images showing where sound equipment will be placed • Log of sound being added to log of pictures • Sound cue sheets being added to other picture post-production paperwork
3. Be able to record sound for a short moving image production.	**Scope** Teaching will cover: • Learners will understand and use techniques for the production of soundtracks including: ○ Compression such as: ▪ ratio ▪ threshold ▪ attack ▪ release ▪ knee ▪ make-up gain ○ Sound formats such as: ▪ WAV ▪ AIFF ▪ BWF ▪ PCM ▪ DSD ▪ FLAC ▪ MP3 • Learners will record sounds for a short moving image production ○ dialogue ○ foley ○ background sounds ○ mixing during production • Learners will monitor the production by comparing to the per-production plan from LO2 • Learners will understand and use techniques for post-production of soundtrack including: ○ Compression such as: ▪ downward ▪ upward ▪ sidechain ▪ parallel ▪ multiband ○ Sound formats such as: ▪ WAV ▪ AIFF ▪ AAF ▪ OMF

	▪ MP3 ▪ BWF • Learners will use the post-production plan created in LO2 and complete post-production o Editing ▪ music ▪ mixing completed material ▪ special effects (SFX)

10.15 Studio Mixing

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

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

NOS:

- URN: **CCSMT9-** Apply analogue and digital effects to audio material
- URN: **CCSMT8-** Modify audio material using samplers and synthesisers

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

Learning Outcome	Unit Title: Studio Mixing

1. Understand what is meant by studio mixing.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand studio mixing
	  ○ How studio mixing is used in the production of music
	  ○ Studio mixing techniques based on:
	  ▪ Musical types such as:
	  • musical theatre soundtrack
	  • pantomime soundtrack
	  • music soundtracks
	  • film and tv sound
	  • video game sound
	  • radio production
	  ▪ Musical genres
	  • folk
	  • EDM
	  • classical
	  • pop

2. Be able to demonstrate studio mixing techniques.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand and be able use functions and controls on a studio mixing desk
	  ○ Using a studio mixing desk including:
	  ▪ applying studio mixing at appropriate times
	  ▪ the stages of studio mixing
	  • Preparation
	  ○ organisation – clearly differentiate tracks
	  ○ clean up – remove unwanted elements
	  ○ gain – adjust volume
	  • Balancing
	  ○ volume balance
	  ○ panning
	  • Equalisation (EQ)
	  ○ remove unwanted frequencies
	  • Compression
	  ○ control dynamics
	  • Effects such as:
	  ○ reverb
	  ○ delay
	  • Automation
	  ○ Create movement for example in:
	  ▪ volume
	  ▪ panning
	  ▪ effects
	  • Final checks
	  ○ listen thoroughly
	  ○ make corrections

3. Be able to complete a studio mix.	**Scope** Teaching will cover: • Learners will have knowledge of musical projects developed from LO1, such as:

- musical theatre soundtrack
- pantomime soundtrack
- music soundtracks
- film and tv sound
- video game sound
- radio production

- Learners will understand how studio mixing can improve a musical project
- Learners will have knowledge of how effects complement a studio mix such as:
  - Dynamic
    - EQ
    - Compression
  - Time-based
    - Reverb
    - Delay
  - Specialised
    - Modulation
      - Chorus
      - Phaser
      - Flanger
      - Vibrato
      - Tremolo
    - Saturation
      - Tape
      - Tube
      - Transistor
  - Creative
    - Reverse sounds
    - Noise sweeps
- Learners will complete a studio mix production
  - Pre-production - Planning a studio mix for a musical project such as:
    - Instruments/ vocals required
    - Consent forms signed by participants
    - Arrangement of when each element will be completed
  - Production - Completing a studio mix for a musical project using LO2
  - Post- production - Evaluating final studio mix based on planning

10.16 Composition

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

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

NOS:

URN: **CCSMPR15** -Use digital production technology in composing music
URN: **CCSMPR7** -Use digital production technology in arranging music

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	Record of observation Learner notes/written work Learner log

	learners to practise and apply skills and knowledge	
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

Learning Outcome	Unit Title: Composition

1. Be able to identify the starting point for an original composition.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand focuses for composition:
	  ○ Different aspects
	  ▪ Musical theory such as:
	  • scales and modes
	  • chords
	  • harmony
	  • counterpoint
	  • form
	  ▪ Structure techniques such as:
	  • Binary (AB)
	  • Ternary (ABA)
	  • Strophic
	  • Rondo (ABACA)
	  ○ Music technology process
	  ▪ Using Digital Audio Workstations (DAW) and virtual instruments
	  • idea creation
	  • notation and MIDI
	  • arrangement and Production
	  ○ Using a project brief/ theme
	  ▪ Requirements such as:
	  • Instrumentation such as:
	  ○ Vocals such as:
	  ▪ solo
	  ▪ group
	  ○ String such as:
	  ▪ violin
	  ▪ cello
	  ○ Woodwind such as:
	  ▪ flute
	  ▪ clarinet
	  ○ Popular
	  ▪ guitar
	  ▪ drums
	  ▪ keyboard
	  • Genre such as:
	  ○ classical
	  ○ jazz
	  ○ rock
	  ○ EDM
	  • Length
	  • Style such as:
	  ○ Classical
	  ▪ symphony
	  ▪ concerto
	  ▪ opera
	  ▪ sonata
	  ▪ fugue
	• Learners will understand how to create compositions based on the different focuses for composition previously completed

2. Be able to assess instrumentation.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand the instrumentation used in different genres (knowledge from LO1)
	  o Through listening
	  o Through analysis
	• Learners will choose vocal and/or instrumental sources for original compositions

3. Be able to use hook, melody and rhythm in music.	**Scope** Teaching will cover: • Learners will understand hook, melody and rhythm • Learners will identify hook, melody and rhythm in pieces of music • Learners will create original melodic and rhythmic parts for original compositions o Such as learners will use hook, melody and rhythm

4. Be able to implement arrangement and structuring techniques.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand the structure techniques of compositions (using knowledge from LO1)
	  o Through listening
	  o Through analysis
	• Learners will know how to create compositions using structuring
	• Learners will analyse genre (from LO1) related to structure
	• Learners will create original arrangements using structuring
	• Learners will analyse compositions
	  o Own
	  o Others
	• Learners will understand the effectiveness of final original compositions
	  o Considering original brief/theme

10.17 Multi-track Recording

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

NOS:

- URN: **CCSMT11** - Equalise audio material to meet creative requirements
- URN: **CCSMT12** - Mix audio material to meet creative requirements

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	Learner notes/written work Learner log/diary Peer notes Record of observation

	OR A collection of documents containing work that shows the learner's progression through the course	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

Learning Outcome	Unit Title: Multi-track Recording

1. Be able to plan a recording.	**Scope**
	
	Teaching will cover:
	
	• Learners will know the steps involved in making a multi-track recording
	  ○ 3 main headings of steps:
	  ▪ recording individual tracks
	  ▪ adding overdubbing/ additional parts
	  ▪ mixing and mastering
	• Learners will understand the resources needed to make a multi-track recording such as:
	  ○ recording devices
	  ○ microphones
	  ○ mixer
	• Learners will be able to develop a plan to record a multi-track recording
	  ○ practice sessions
	  ○ an overview with plans for each participant
	  ○ equipment such as instruments and recording equipment
	  ○ consent forms from all involved
	• Learners will know how to create a schedule
	  ○ practice sessions
	  ○ production schedule for each track

2. Understand health and safety issues associated with making recordings.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand Health and Safety procedures related to recordings such as:
	  ○ where cables are located
	  ○ no food and drink
	• Learners will be able to complete risk assessment procedures
	  ○ completing a recce for location/s of recording
	  ○ complete risk assessment documentation

3. Understand the use of microphones in the recording process.	**Scope**
	
	Teaching will cover:
	
	• Learners will learn about different microphones
	  ○ Types
	  ▪ dynamic
	  ▪ condenser
	  • large diaphragm
	  • small diaphragm
	  ▪ ribbon
	  ○ application and design for different types of sound requirements
	  ○ pick up patterns such as how much sound the microphone receives
	• Learners will understand different placement patterns for microphones
	  ○ such as where they are placed for different sound requirements
	• Learners will be able to create placement patterns for microphones
	  ○ based on different recording situations
	• Learners will understand spill such as how much sound is recorded which was not intended
	  ○ how it can be minimised

	○ used in a complimentary fashion such as to add depth or character to sound ○ internal spill (within the recording room) ○ external spill (outside the recording room)
4. Understand the recording process.	**Scope** Teaching will cover: • Learners will understand room acoustics ○ sound based on the space used ○ how these relate to recordings • Learners will understand how to personalise the multi-track recording process ○ based on the requirements • Learners will know digital processing related to recording ○ sound is stored as binary numbers • Learners will know digital effects related to recording such as: ○ equalisation (EQ) ○ saturation ○ compression ○ distortion ○ reverb ○ delay/ echo • Learners will understand outboard equipment/ in line effects related to recording ○ external hardware which is sent to the digital audio workstation (daw) or mixing console which create an in-line effect • Learners will be able to use outboard equipment/ in line effects related to recording
5. Be able to record an ensemble and review the recording.	**Scope** Teaching will cover: • Learners will understand digital recording devices from LO1 • Learners will be able to use a chosen digital recording devices using LO2 and LO3 to record the planned tracks • Learners will be able to reflect on own work using the plan from LO1 ○ Identifying areas for improvement from: ▪ pre-production (planning) ▪ production (recording/ mixing)

10.18 Practical Presentation Skills

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. Outline topic clearly. 4.2. Demonstrate how to 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. Collect 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.

NOS:
URN: **INSBA015** - Develop and deliver a presentation
URN: **TECHDUPP2** - Create enhanced digital presentations

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

Learning Outcome	Unit Title: Practical Presentation Skills

1. Understand the skills involved in preparing and delivering presentation.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand why presentations are necessary such as:
	  ○ to persuade an audience
	  ○ to inform an audience
	  ○ to educate an audience
	• Learners will know common presentation delivery styles such as:
	  ○ manuscript
	  ○ memorised
	  ○ impromptu
	  ○ extemporaneous
	• Learners will know common delivery structures such as:
	  ○ basic structure
	  ▪ introduction
	  ▪ body
	  ▪ conclusion
	  ○ storytelling structure such as:
	  ▪ three-act structure
	• Learners will understand the main elements of a presentation including:
	  ○ content of presentation
	  ○ method of presentation
	  ○ practice of presentation
	  ○ delivery of presentation
	  ○ reaction from audience
	• Learners will know the importance of:
	  ○ preparation/ planning
	  ▪ prior to the actual presentation
	  ○ digital presentation
	  ▪ text
	  ▪ assets such as images and videos
	  ▪ transitions
	  ○ physical performance
	  ▪ tone and register of voice
	  ▪ body language
	  • facial
	  • hands
	  • body

2. Be able to select different visual aids and delivery styles in presentation.	**Scope**
	
	Teaching will cover:
	
	• Learners will be aware of the visual aids available for presentations
	  ○ Digital presentations such as
	  ▪ graphics
	  ▪ multimedia such as videos
	  ▪ charts
	  ○ Physical representations such as
	  ▪ flip charts
	  ▪ posters
	  ▪ props such as a model

	• Learners will understand the appropriate delivery styles based on different presentations using LO1

3. Be able to plan a presentation.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how to plan a presentation which includes:
	  ○ Introduction
	  ○ Understanding the key concepts of the topic being presented
	  ○ Practicing speech for presentations such as:
	  ▪ tone
	  ▪ register
	  ○ Practicing body language for presentations such as:
	  ▪ facial
	  ▪ hands
	  ▪ body
	  ○ Understanding how materials can be presented logically
	  ○ Including appropriate evidence
	  ○ Conclusion
	• Learners will complete research/ finding sources, related to given topics
	• Learners will create a presentation using the previous planning
	  ○ digital of physical
	  ○ verbal notes

4. Be able to deliver a presentation.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how to present
	• Learners will be able to deliver presentations
	  ○ introducing topic clearly
	  ○ including key concepts of the topic
	  ○ speak audibly, using tone and register appropriate to the audience and level of formality
	  ○ using appropriate body language when presenting to the audience
	  ○ presenting material logically, linking ideas together
	  ○ using appropriate evidence to support the ideas, arguments and opinions presented
	  ○ presenting an effective conclusion

5. Understand how to assess performance and identify areas for improvement.	**Scope**
	
	Teaching will cover:
	
	• Learners will have the ability to assess:
	  ○ the presentation from LO4
	  ○ own performance from LO3 and LO4
	  ○ identifying areas for improvement from LO3 and LO4
	  ○ others performance as an audience member

10.19 Song Writing Skills

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.

NOS:

- URN: **CCSMPR19** - Create lyrics
- URN: **CCSMPR16** - Write musical works

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	Record of observation Learner notes/written work

	outcome and demonstrate the skills and/or knowledge gained throughout the course	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

Learning Outcome	Unit Title: Song Writing Skills

1. Understand popular music genres.	**Scope**
	
	Teaching will cover:
	
	• Learners will know popular musical genres such as:
	  ○ pop music
	  ○ hip hop
	  ○ EDM
	• Learners will know styles of popular music
	  ○ progressive
	  ○ psychedelic
	  ○ new age
	• Learners will know forms of popular music
	  ○ verse
	  ○ chorus
	  ○ bridge
	• Learners will understand popular musical styles and forms in relation to genre
	  ○ including lyrics

2. Understand subject matter in popular music.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand the subject matter of popular song lyrics such as:
	  ○ love
	  ○ loss
	  ○ rebellion
	• Knowing the feel of popular music such as:
	  ○ joy
	  ○ connection
	  ○ nostalgia
	• Knowing the tonality of popular music such as:
	  ○ pitches
	  ○ chords
	• Knowing the nature of popular music such as:
	  ○ wide appeal
	  ○ catchy and repetitive
	  ○ easily danced to
	• Learners will understand how subject matter in popular song lyrics can affect the feel, tonality and nature of music

3. Understand the use of lyrics devices.	**Scope**
	
	Teaching will cover:
	
	• Learners will know lyrical devices such as:
	  ○ figures of speech
	  ○ metaphor
	  ○ simile
	  ○ symbolism

	• Learners will understand how lyrics relate to popular music • Learners will understand how lyrical devices are used in popular music

4. Understand the use of compositional devices.	**Scope**
	
	Teaching will cover:
	
	• Learners will know compositional devices such as:
	  ○ repetition
	  ○ imitation
	  ○ augmentation
	• Learners will understand how compositional devices are used in popular music
	• Learners will understand how compositional devices reinforce the lyrical devices (LO3) in popular music songs

10.20 Using Cameras and Accessories for Film and Video

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.

NOS:
URN: **SKSDP3** -Record continuity and technical camera details during shooting
URN: **SKSC1** -Identify camera equipment for productions

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	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	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
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

Learning Outcome	Unit Title: Using Cameras and Accessories for Film and Video

1. Understand safe photographic and video making practice.	**Scope**
	
	Teaching will cover:
	
	• Learners will know safe working practices in the production of photographic images and video such as:
	  ○ cables placed safely
	  ○ no food and drink
	  ○ regular breaks
	• Learners will be able to follow safe working practices in the production of photographic images and video

2. Know how to use the features of a camera and accessories.	**Scope**
	
	Teaching will cover:
	
	• Learners will know camera features in terms of:
	  ○ Structure such as:
	  ▪ lens
	  ▪ aperture
	  ▪ shutter
	  ○ Layout such as how a camera is placed
	  ○ Controls such as:
	  ▪ Physical buttons such as:
	  • shutter
	  • zoom
	  ▪ Exposure settings such as:
	  • aperture
	  • shutter speed
	  • ISO
	• Learners will know camera accessories to record still images and video material
	  ○ Tripods
	  ▪ integral spirit levels
	  ▪ external spirit levels
	  ○ Sound recording equipment such as:
	  ▪ recording device
	  ▪ microphone
	  ▪ headphones
	  ○ Lighting sources such as:
	  ▪ LED
	  ▪ incandescent
	  ▪ fluorescent

3. Be able to use a camera and accessories to capture images and video.	**Scope** Teaching will cover: • Learners will know how to frame images and video • Learners will understand how to frame images and video to best effect

	• Learners will know lighting techniques for sources and subjects such as:
	  ○ key lights
	  ○ fill lights
	  ○ back lights
	• Learners will use lighting sources in photography and video
	• Learners will know options to capture sound when capturing video such as:
	  ○ shotgun microphone
	  ○ camera's internal microphone
	  ○ external audio recorder
	• Learners will know how to use the camera to capture still images and video
	  ○ using camera features (using information from LO2)
	  ○ using accessories (using information from LO2)

4. Be able to transfer images and video from a camera.	**Scope** Teaching will cover: • Learners will know software to transfer and/or download captured content from a camera • Learners will use software to transfer and/or download captured content from a camera • Learners will understand how to organise files into appropriate folders • Learners will organise files into appropriate folders

10.21 Developing Drawing Skills for Painting

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.

NOS:
URN: **CCSDES10** -Create visual designs
URN: **CCSDES32** -Apply concepts and theories of creativity and innovation to your own design work

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

Learning Outcome	Unit Title: Developing Drawing Skills for Painting

1. Be able to adhere to Health and Safety procedures.	**Scope**
	
	Teaching will cover:
	
	• Learners will know safe working practices in the production of artwork in art studios
	• Learners will know Health and Safety procedures in art studios
	• Learners will be able to follow Health and Safety procedures in the production of artwork in an art studio
	  ○ bags and coats placed safely
	  ○ no food and drink
	  ○ regular breaks
	• Learners will be able to understand own safe studio practices
	  ○ Making sure equipment is laid out in a safe way including:
	  ▪ to prevent injuries
	  ▪ to reduce hazards and risks

2. Be able to use drawing media.	**Scope**
	
	Teaching will cover:
	
	• Learners will know appropriate drawing media
	  ○ Application of drawing media
	  ▪ Understanding how drawing media is used such as:
	  • drawing pencils
	  • drawing pens
	  • charcoal
	  • ink
	  • erasers
	  • rulers
	  ○ Use of drawing media
	  ▪ Showing use of drawing media once understood such as:
	  • drawing pencils
	  • drawing pens
	  • charcoal
	  • ink
	  • erasers
	  • rulers

3. Be able to use different drawing surfaces.	**Scope**
	
	Teaching will cover:
	
	• Learners will know different drawing surfaces
	  ○ How to use different drawing surfaces such as:
	  ▪ Traditional
	  • paper
	  • canvas
	  ▪ Untraditional
	  • wood
	  • metal
	  • cloth

		▪ When appropriate to use different drawing surfaces such as: • Traditional o paper o canvas • Untraditional o wood o metal o cloth • Learners will use different drawing surfaces as appropriate such as: o Traditional ▪ paper ▪ canvas o Untraditional ▪ wood ▪ metal ▪ cloth
4.	Be able to use line and tone.	**Scope** Teaching will cover: • Learners will know how to use required drawing skills and processes o Line such as: ▪ defining outlines ▪ creating different patterns o Tone such as: ▪ shading ▪ layers • Learners will use the required drawing skills and processes o Line such as: ▪ defining outlines ▪ creating different patterns o Tone such as: ▪ shading ▪ layers
5.	Be able to use sketchbooks.	**Scope** Teaching will cover: • Learners will know how to select and collect information (including sketches) o with supported research o adding notations Learners will use information for drawing and painting development o from research o from sketchbooks
6.	Understand the relationship between drawing and painting.	**Scope** Teaching will cover: • Learners will understand the use of drawing in the preparation and production of paintings • Learners will know the relationship between drawing and painting in: o practical terms (how to complete) o historical terms (how others have completed)

10.22 Drawing Development Methods and Skills

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.

NOS:

- URN: **CCSDES10** - Create visual designs
- URN: **SKSPD7** - Create drawings to meet production requirements

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

Learning Outcome	Unit Title: Drawing Development Methods and Skills

1. Understand Health and Safety procedures and safe studio practice.	**Scope**
	
	Teaching will cover:
	
	• Learners will know safe working practices in the production of artwork in art studios
	• Learners will know Health and Safety procedures in art studios
	• Learners will be able to follow Health and Safety procedures in the production of artwork in an art studio
	  ○ bags and coats placed safely
	  ○ no food and drink
	  ○ regular breaks
	• Learners will be able to understand own safe studio practices
	  ○ Making sure equipment is laid out in a safe way
	  ▪ so cannot be knocked on the floor as a hazard
	  ▪ so cannot cause any injuries if drawing implements are sharp
	  ▪ that hands are washed after using art equipment and dried for safety

2. Be able to use different drawing media.	**Scope**
	
	Teaching will cover:
	
	• Learners will know drawing media
	  ○ Different types
	  ▪ drawing pencils
	  ▪ drawing pens
	  ▪ charcoal
	  ▪ ink
	  ▪ erasers
	  ▪ rulers
	  ○ How to use
	  ▪ drawing pencils
	  ▪ drawing pens
	  ▪ charcoal
	  ▪ ink
	  ▪ erasers
	  ▪ rulers
	  ○ When to use
	  ▪ drawing pencils
	  ▪ drawing pens
	  ▪ charcoal
	  ▪ ink
	  ▪ erasers
	  ▪ rulers
	• Learners will know how to use mark-making techniques
	• Learners will use different drawing media
	  ○ drawing pencils
	  ○ drawing pens
	  ○ charcoal
	  ○ ink
	  ○ erasers

	○ rulers • Learners will use different mark-making techniques ○ hatching ○ cross-hatching ○ stippling ○ scribbling ○ sgraffito
3. Be able to draw on different surfaces.	**Scope** Teaching will cover: • Learners will know different drawing surfaces ○ How to use different drawing surfaces such as: ▪ Traditional • paper • canvas ▪ Untraditional • wood • metal • cloth ▪ When appropriate to use different drawing surfaces such as: • Traditional ○ paper ○ canvas • Untraditional ○ wood ○ metal ○ cloth • Learners will use different drawing surfaces as appropriate such as: ○ Traditional ▪ paper ▪ canvas ○ Untraditional ▪ wood ▪ metal ▪ cloth
4. Be able to draw three-dimensional form, mass, space, structure and scale.	**Scope** Teaching will cover: • Learners will know about 3D drawings ○ form ○ mass ○ space ○ structure ○ scale • Learners will draw in 3D ○ form ○ mass ○ space ○ structure ○ scale

5. Be able to make drawings at varying tempos.	**Scope**
	
	Teaching will cover:
	
	• Learners will know about drawing at different tempos
	  ○ different paces
	  ○ varying lengths of time
	• Learners will complete drawings at different tempos
	  ○ different paces
	  ○ varying lengths of time

6. Be able to use sketchbooks.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand how to select and collect information (including sketches)
	  ○ with supported research
	  ○ adding notations
	Learners will use collected information and sketches
	  ○ from research
	  ○ from sketchbooks
	  ○ to influence own work
	• Learners will complete sketches/ drawings using:
	  ○ research
	  ○ own work
	  ○ previous drawing practice in LO2-LO4

10.23 Musical Ensemble Skills

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.

NOS:

URN: **CCSMPR23** - Rehearse music
URN: **SKSCMGS10** - Work collaboratively with colleagues, partners and suppliers in the creative industries

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 notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	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

Learning Outcome	Unit Title: Musical Ensemble Skills

1. Be able to perform as part of an ensemble.	**Scope**
	
	Teaching will cover:
	
	• Learners will know musical ensemble skills
	  ○ By performance
	  ▪ instrument specific techniques
	  ▪ monitoring own playing (to be consistent and produce high-quality sound)
	  ▪ communication (such as listening to other members)
	  ▪ co-ordination (such as matching dynamics and timbre)
	
	• Learners will perform ensemble skills
	  ○ By performing using a chosen instrument
	  ▪ consistent sound
	  ▪ high-quality sound
	  ▪ listening to other members
	  ▪ matching dynamics
	  ▪ matching timbre

2. Be able to undertake a successful rehearsal schedule.	**Scope**
	
	Teaching will cover:
	
	• Learners will know the technical demands of chosen pieces of music using musical ensemble skills (from LO1)
	  ○ individual practice
	  ○ rehearsals
	• Learners will know what is involved in putting each piece together as an ensemble
	• Learners will know the importance of individual players within the ensemble
	• Learners will complete rehearsals using the knowledge from the other LO2 outcomes
	  ○ learners will know how to book rehearsals
	  ○ learners will know how to take part in rehearsals
	  ○ learners will take part in rehearsals

3. Be able to demonstrate musical competence.	**Scope**
	
	Teaching will cover:
	
	• Learners will perform in a musical ensemble, using the appropriate skills needed, including:
	  ○ coherent performance (high-quality sound)
	  ○ balancing the performance (consistent sound)
	  ○ music expressed well (technical expertise)
	  ○ music having a sense of beat and movement (co-ordination)
	  ○ having good communication between the performers (communication)
	• Learners will assess their final performance
	  ○ The successes
	  ▪ own
	  ▪ as an ensemble
	  ○ The areas for development
	  ▪ own
	  ▪ as an ensemble

10.24 Performance Realisation Skills - Performer

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.

NOS:

- URN: **CCSMPR24** -Perform music
- URN: **CCSMPR46** - Apply critical listening skills

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

Learning Outcome	Unit Title: Performance Realisation Skills - Performer

1. Be able to demonstrate the disciplines and techniques central to effective realisation skills.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand realisation skills
	  ○ Disciplines and techniques including:
	  ▪ appropriately focused and controlled energy
	  ▪ working in a positive and committed manner
	  ▪ communication
	  • text
	  • sub-text
	• Learners will use realisation skills
	  ○ Disciplines and techniques including:
	  ▪ appropriately focused and controlled energy
	  ▪ working in a positive and committed manner
	  ▪ communication
	  • text
	  • sub-text

2. Be able to review own performance.	**Scope** Teaching will cover: • Learners will understand personal contributions to performance • Learners will review own performance • Learners will review the overall performance • Learners will identify areas for improvement

3. Be able to review the realisation skills.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand the realisation skills used in performance
	• Learners will review other's feedback
	  ○ production team
	  ○ audience
	• Learners will review own realisation skills
	• Learners will identify areas for improvement

10.25 Technical Sound and Audio Production

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.

NOS:

- URN: **CCSFL16** -Reduce risks to health and safety in your freelance work in creative and cultural industries
- URN: **CCSMT4 -**Prepare equipment and material for recording sessions

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	Record of observation Learner notes/written work Learner log

	learners to practise and apply skills and knowledge	

Learning Outcome	Unit Title: Technical Sound and Audio Production

1. Understand health and safety issues relating to sound and audio production.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand Health and Safety procedures linked to sound and audio production
	  ○ check specifications of the specific hardware to be used
	  ○ know how issues should be addressed or mitigated

2. Be able to use sound and audio production equipment.	**Scope**
	
	Teaching will cover:
	
	• Learners will know what sound and audio equipment to be used for:
	  ○ Recording devices such as:
	  ▪ smartphones
	  ▪ digital voice recorders
	  ▪ microphone linked to computer
	  ▪ high-end audio recorders such as:
	  • Rode NT1
	  • Zoom H6
	  ○ Editing devices such as:
	  ▪ Computer
	  • specific software
	  • audio interface
	  • microphone
	  • headphones
	  ○ Storing sound
	  ▪ computer storage
	  ▪ external storage such as external hard drive, USB
	  ▪ digital voice recorders
	• Learners will use sound and audio equipment safely (linked to LO1)

3. Be able to develop ideas for production.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how to develop ideas to support production (pre-production)
	  ○ designing original ideas
	  ○ developing the ideas based on available audio/ sound devices
	  ○ creating an audio/ sound script
	  ○ complete a recce for areas to record
	• Learners will understand production and post-production
	  ○ Recording (production) such as:
	  ▪ using the correct microphone
	  ▪ setting the microphone in the correct place to record (as noted in pre-production)
	  ▪ using headphones

	▪ level and signal management ○ Editing and altering sound (post-production) such as: ▪ cutting, trimming, splicing ▪ improving quality ▪ altering the audio • equalisation (EQ) • noise reduction • compression • effects • Learners will complete sound/ audio production and post-production to complete the media product based on original ideas • Learners will assess the process (pre-production, production and post-production) ○ development of ideas (pre-production) ○ use of techniques (production and post-production)
4. Understand professional working methods.	**Scope** Teaching will cover: • Learners will know professional working methods in audio and sound production ○ Using quality equipment ▪ microphones ▪ recording devices ▪ monitoring and adjusting when recording ○ Making sure the recoding environment is maximised for optimal sounds ○ Placing microphones in the ideal location ○ Recording sound uncompressed • Learners will understand professional working methods in audio and sound production ○ Using quality equipment ▪ microphones ▪ recording devices ▪ monitoring and adjusting when recording ○ Making sure the recoding environment is maximised for optimal sounds ○ Placing microphones in the ideal location ○ Recording sound uncompressed • Learners will identify ways to improve professional methods ○ analyse and update during production and note any improvements
5. Be able to work within a team situation.	**Scope** Teaching will cover: • Learners will work in a team ○ Importance of individual responsibility ○ Working co-operatively ○ Appropriate communication ▪ tone of voice ▪ information given ▪ timing of information

6. Reflect on own work.	**Scope**
	
	Teaching will cover:
	
	• Feedback
	  ○ Learners will receive and respond to feedback positively
	  ○ Learners will reflect on own work
	  ▪ pre-production
	  ▪ production
	  ▪ post=production
	  ○ Learners will reflect on feedback from others
	  ○ Learners will identify areas for improvement
	  ▪ own reflections
	  ▪ other's feedback

10.26 Undertaking a Solo Performance

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. Select 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.

NOS:

- URN: **CCSMPR24** -Perform music
- URN: **CCSMPR23** -Rehearse music

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

Learning Outcome	Unit Title: Undertaking a Solo Musical Performance

1. Be able to demonstrate basic technical skills on an instrument.	**Scope**
	
	Teaching will cover:
	
	• Learners will know tuning methods for given instrument/s such as:
	  ○ electronic devices
	  ○ by ear
	  ○ mechanical adjustment
	• Learners will know techniques for a given instrument while playing music
	  ○ articulation
	  ○ intonation
	• Learners will know the correct posture
	  ○ what having the correct posture can mean

2. Be able to develop good practice routines.	**Scope**
	
	Teaching will cover:
	
	• Learners will know the importance of a practice schedule
	  ○ for improvement
	  ○ to assess musical development
	• Learners will know how to create a practice schedule
	  ○ and make changes
	• Learners will know how to practice a given instrument

3. Be able to develop an appreciation of music from different periods and styles.	**Scope**
	
	Teaching will cover:
	
	• Learners will learn appreciation of music
	  ○ From different periods such as:
	  ▪ medieval
	  ▪ renaissance
	  ▪ baroque
	  ▪ classical
	  ▪ romantic
	  ▪ modern
	  ○ With different styles such as:
	  ▪ Gregorian chant
	  ▪ choral music
	  ▪ classical music
	  ▪ opera music
	  ▪ pop music
	  ▪ rock music

4. Understand musical competence and performance.	**Scope** Teaching will cover: • Learners will understand what musical competence means

	• Learners will know how to achieve musical competence
	• Learners will know how to choose music and perform on a given instrument
	• Learners will know how to give a rounded musical performance, including:
	  ○ general security of notes and rhythms
	  ○ suitable tempo
	  ○ reasonable sense of continuity
	  ○ prompt recovery from any slips

10.27 Problem Solving Skills within the Creative Arts and Digital Technology Sectors

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 two problem solving methodologies in terms of appropriateness for use in the 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.

NOS:

- URN: **SKSCMGS7** -Manage projects in the creative industries
- URN: **SKSCMGS17** -Provide creative and strategic direction for creative industry projects

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	Record of observation Learner notes/written work

	tutor or by learners, to enable learners to practise and apply skills and knowledge	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

Learning Outcome	Unit Title: Problem-Solving Skills within the Creative Arts and Digital Technologies (CADT) sector

1. Be able to select a problem-solving methodology appropriate to the creative arts and digital technologies (CADT) sector.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how to CADT problem-solving methodologies such as:
	  ○ divergent and convergent thinking
	  ○ brainstorming/ mind mapping
	  ○ experimentation and iteration
	• Learners will understand how to roleplay with mock CADT problems
	• Learners will identify sources of information and / or support for each methodology

2. Be able to develop an action plan to address a problem.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand what an action plan (or work plan) is for.
	  ○ https://www.strategypunk.com/master-the-7-step-problem-solving-process-for-better-decision-making/
	• Learners will know how to create an action plan to solve a problem
	• Learners will know how to review the action plan to correct any issues
	• Learners will know how to implement an action plan, considering:
	  ○ timeframe
	  ○ associated risks
	  ○ resources

3. Be able to review effectiveness of action plan.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how to write a report linked to problem-solving results
	  ○ effectiveness of solution
	  ○ effectiveness of methodology
	  ○ areas that could improve the solution

10.28 Digital Fabrication

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.

NOS:

- URN: **CCSFL16** - Reduce risks to health and safety in your freelance work in creative and cultural industries
- URN: **PROHSS1** -Make sure your own actions reduce risks to health and safety

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	Record of observation Learner notes/written work Tutor notes/record

	skills and/or knowledge gained throughout the course	Learner log/diary

Learning Outcome	Unit Title: Digital Fabrication

1. Understand health and safety issues associated with digital fabrication.	**Scope**
	
	Teaching will cover:
	
	• Learners will know Health and Safety procedures associated with digital fabrication
	• Learners will understand Health and Safety procedures associated with digital fabrication
	• Learners will complete Health and Safety procedures while completing digital fabrication work
	• Learners will understand own safety practices relating with digital fabrication such as:
	  ○ store bags and coats
	  ○ no food and drink
	  ○ make sure work areas are tidy

2. Use software to create designs.	**Scope**
	
	Teaching will cover:
	
	• Learners will use 2D or 3D design software
	  ○ to create complex polygonal shapes
	  ○ to follow a design brief
	  ○ to produce designs that can be fabricated
	  ○ to save files that can be later printed using appropriate equipment

3. Be able to fabricate a design using digital fabrication equipment.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how to use digital fabrication equipment for various work such as:
	  ○ Architecture
	  ○ Art and design
	  ○ Furniture design
	• Learners will know how to use digital fabrication equipment for various work such as:
	  ○ Plastic
	  ○ Metal
	  ○ Wood
	• Learners will know how to use Computer Aided Manufacture (CAM) software for their final design
	• Learners will know how to fabricate a design
	  ○ Utilising more than one machine or process

10.29 Capturing, Editing and Presenting Video Sequences

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. Collate 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.

NOS:

- URN: **SKSDP3** Record continuity and technical camera details during shooting
- URN: **SKSC18** Monitor aesthetic and technical quality of shots

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	Learner notes/written work Learner log/diary Peer notes Record of observation

	OR A collection of documents containing work that shows the learner's progression through the course	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

Learning Outcome	Unit Title: Capturing, Editing and Presenting Video Sequences

1. Be able to use video hardware and software to capture sequences.	**Scope**
	
	Teaching will cover:
	
	• Learners will know the impact on saving video sequences of:
	  ○ file size
	  ○ file format
	• Learners will know different types of information coding and compression
	  ○ using lossy or lossless algorithms
	• Learners will know input devices to record video sequences such as:
	  ○ digital camera
	  ○ camcorders
	  ○ webcam
	  ○ smartphones
	• Learners will know video software to record video sequences such as:
	  ○ OBS Studio
	  ○ Loom
	  ○ Camtasia
	• Learners will understand the combination of input devices and video software to record video sequences
	• Learners will use a combination of input devices and video software to record video sequences
	• Learners will store and retrieve video sequences using:
	  ○ appropriate file formats, file size and compression

2. Be able to use video software tools and techniques to combine and edit sequences.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand copyright constraints linked to:
	  ○ own information
	  ○ other's information
	• Learners will organise and combine video sequences considering the information on each:
	  ○ follow copyright constraints
	• Learners will know how to select and use video software tools to:
	  ○ mark-up
	  ○ edit sequences

3. Be able to play and present video sequences.	**Scope** Teaching will cover: • Learners will know features and constraints of playback software and display devices including file formats. • Learners will know the adjustable settings to improve the quality of video sequences • Learners will understand the combination of display devices and video playback software to playback video sequences • Learners will use a combination of display devices and video playback software to playback video sequences • Learners will be able to adjust settings of display devices and video playback software to playback video sequences

10.30 Developing Websites

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. Collate 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. Select 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. Outline appropriate responses to problems with multiple page websites.

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

Learning Outcome	Unit Title: Developing Websites

1. Be able to plan structures and styles for a website.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how a basic website is structured
	  ○ root structure including homepage
	• Learners will understand issues when creating a website
	  ○ copyright
	  ○ access
	• Learners will understand interactive elements of a website
	  ○ navigation
	  ○ roll over buttons
	• Learners will know file types for saving content
	• Learners will know how to plan a website to include:
	  ○ page content
	  ○ templates and layout
	  ○ navigation
	• Learners will understand house styles to keep a website consistent and easy to understand, such as:
	  ○ fonts
	  ○ colours
	  ○ brand

2. Be able to use software tools to create a website including content.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how to create a website
	  ○ software such as adobe dreamweaver
	  ○ website builders such as Wix
	  ○ coding such as using HTML, CSS and JavaScript
	• Learners will know how to add content to a website such as:
	  ○ text
	  ○ video
	  ○ images
	  ○ animation
	• Learners will know how to layout a website
	• Learners will know how to edit a website
	  ○ Using formatting techniques
	  ○ Adding interactivity
	• Learners will know how to store and retrieve webpages and content

3. Be able to publish websites.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how to create a test document for their website that covers different methods such as:
	  ○ useability
	  ○ functionality

	○ accessibility • Learners will know how to select and use an appropriate web hosting service using a method such as: ○ File Transfer Protocol (FTP) ○ File manager • Learners will know how to obtain peer review testing of their website • Learners will know how to respond to feedback ○ positively ○ make appropriate changes to website

10.31 Life Drawing

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. Demonstrate development of technique and ideas using a personal sketchbook.
4. Understand safe working practices.	4.1. Demonstrate safe working practices.

Additional Assessment Guidance Assessment Guidance

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

NOS:

- URN: **SKSPD7** - Create drawings to meet production requirements
- URN: **CCSDES32** - Apply concepts and theories of creativity and innovation to your own design work

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

Learning Outcome	Unit Title: Life Drawing

1. Understand safe working practices.	**Scope**
	
	Teaching will cover:
	
	• Learners will know safe working practices in the production of artwork in art studios
	• Learners will know Health and Safety procedures in art studios
	• Learners will be able to follow Health and Safety procedures in the production of artwork in an art studio
	  ○ bags and coats placed safely
	  ○ no food and drink
	  ○ regular breaks
	• Learners will be able to understand own safe studio practices
	  ○ Making sure equipment is laid out in a safe way
	  ▪ so cannot be knocked on the floor as a hazard
	  ▪ so cannot cause any injuries if drawing implements are sharp
	  ▪ that hands are washed after using art equipment and dried for safety
	  ○ Making sure any models are given appropriate accommodation
	  ▪ space to move
	  ▪ breaks
	  ▪ place to sit as needed

2. Understand the importance of maintaining a personal sketchbook.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand the use of a personal sketchbook
	• Learners will know basic drawing techniques
	  ○ mark-making
	  ○ shadowing
	  ○ proportion
	  ○ shape
	• Learners will know how to start a sketchbook
	• Learners will use a sketchbook to practice drawing techniques
	  ○ mark-making
	  ○ shadowing
	  ○ proportion
	  ○ shape

3. Recognise different life drawing approaches.	**Scope**
	
	Teaching will cover:
	
	• Learners will know principles underpinning life drawing such as:
	  ○ observation
	  ○ human anatomy
	  ○ negative space
	  ○ shadowing
	  ○ proportions

	○ shape ○ line ○ tone • Learners will know different approaches to life drawing such as: ○ gesture drawing ○ contour drawing ○ structural drawing ○ anatomical drawing
4. Understand proportion when drawing from a life model.	**Scope** Teaching will cover: • Learners will know how to draw a life model incorporating: ○ proportion ○ shadowing ○ shape ○ line ○ tone

10.32 Creative Writing

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.

NOS:

- URN: **SKSANIM4** Create scripts
- URN: **SKSP3** Deliver scripts for scripted productions

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

	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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Creative Writing

1. Be able to produce a piece of writing that is clear and has structured direction and shape.	**Scope**
	
	Teaching will cover:
	
	• Learners will know the importance in writing of:
	  ○ clear
	  ○ structured direction
	  ○ shape
	• Learners will know how to produce writing that shows:
	  ○ clear editing
	  ○ clear structure and direction
	  ○ shape

2. Be able to produce a piece of media writing that demonstrates appropriate form and genre.	**Scope**
	
	Teaching will cover:
	
	• Learners will know different types of media writing such as for:
	  ○ magazines
	  ○ websites
	  ○ social media
	  ○ videos (script)
	• Learners will know how to produce a piece of media writing that shows:
	  ○ form
	  ○ a chosen genre
	  ○ appropriateness for given media

3. Be able to produce a piece of writing that conveys ideas, mood, plot, narrative and dialogue.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand writing strategies such as:
	  ○ listing
	  ○ clustering (or mind mapping)
	  ○ freewriting
	  ○ looping
	  ○ questions
	• Learners will know how to produce ideas for writing such as:
	  ○ listing
	  ○ clustering (or mind mapping)
	  ○ freewriting
	  ○ looping
	  ○ questions
	• Learners will know how writing can include:
	  ○ ideas
	  ○ mood
	  ○ plot
	  ○ narrative
	  ○ dialogue
	• Learners will produce writing that includes:
	  ○ ideas

	○ mood ○ plot ○ narrative ○ dialogue
4. Be able to assess own and others' work.	**Scope** Teaching will cover: • Learners will know how to assess own work in relation to: ○ structure ○ direction ○ shape ○ form ○ genre ○ identifying areas for further development • Learners will know how to review own work in relation to: ○ technical elements ○ aesthetic elements ○ identifying areas for further development • Learners will know how to review others work and give appropriate feedback • Learners will know how to appropriately obtain feedback from peers • Learners will know how to make changes based on appropriate feedback

10.33 Design Project

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. Collect 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.

Assessment Guidance

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

NOS:

- URN: **SKSCMGS7** - Manage projects in the creative industries
- URN: **SKSP15** - Organise pre-production activities on film or television productions

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

Learning Outcome	Unit Title: Design Project

1. Be able to plan work to meet deadlines using project management skills.	**Scope**
	
	Teaching will cover:
	
	• Learners will identify design projects such as:
	  ○ Visual Design
	  ▪ film and video
	  ▪ photography
	  ○ Audio Design
	  ▪ audio production
	• Learners will understand design briefs
	  ○ how to breakdown the key information such as genre and target audience
	• Learners will understand the stages of the design process
	  ○ research
	  ○ preproduction
	  ○ production
	  ○ post-production
	• Learners will know project management
	  ○ planning
	  ○ executing
	  ○ controlling
	• Learners will know how to work independently (autonomously)
	• Learners will know how to complete a design project which:
	  ○ follows the design brief requirements
	  ○ is organised
	  ○ completed in a professional manner
	  ○ identifies objectives
	  ▪ adjusts as needed
	  ○ identifies deadlines
	  ▪ adjusts as needed
	• Learners will know how to create a Gantt chart
	  ○ software
	  ○ spreadsheet
	  ○ word processing document

2. Be able to source research material for a design project.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand how to source requirements for the project
	  ○ research materials
	  ○ background information
	• Learners will know how to collate and annotate requirements in a logical order
	  ○ research materials
	  ○ background information
	• Learners will be able to review research in relation to design briefs
	  ○ what will be used to plan the project

3. Be able follow a project plan to meet a design brief.	**Scope** Teaching will cover: • Learners will know how to plan a project

	○ goals ○ target audience ○ media type ○ timeline (Gantt chart) ○ defining message of project • Learners will understand how a plan is linked to requirements ○ design brief ○ research • Learners will understand how to follow a plan ○ logical progression
4. Understand Health and Safety procedures.	**Scope** Teaching will cover: • Learners will identify Health and Safety procedures related to the project • Learners will demonstrate safe Health and Safety practices related to the project
5. Be able to translate research, planning and design development work into a final product.	**Scope** Teaching will cover: • Learners will understand how to develop a project ○ personal and diverse ideas ○ research ○ planning • Learners will know and follow stages of creation ○ design ○ production ○ post-production • Learners will produce completed work ○ creative design ideas ○ originality ○ individuality
6. Be able to reflect on own design work.	**Scope** Teaching will cover: • Learners will be able to reflect on own work • Stages of development (research, preproduction, production and post-production) ○ aesthetic ○ technical ○ theoretical • Learners will know how to obtain peer feedback ○ identifying areas where changes may be needed

10.34 Approaches to Digital Imaging and Printing

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.

NOS:

- URN: **SKSPI04** -Originate and develop a visual idea for photo imagery
- URN: **SKSPI07** - Evaluate and select technology and/or equipment

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	Tutor notes / record Audio / Video record. Record of observation

	knowledge of the subject in order to pass the exam	

Learning Outcome	Unit Title: Approaches to Digital Imaging and Printing

1. Understand approaches to digital imaging and printing	**Scope**
	
	Teaching will cover:
	
	• Compare different approaches to digital imaging and printing for at least five different situations
	  ○ discuss possible scenarios
	  ○ decide on techniques for photography
	  ○ learn about printing possibilities for different scenarios
	  ○ learn how to print or exhibit for discussed scenarios
	  ○ scenarios may include – different lighting situations / sports or leisure situations / various portrait styles and printing could include fine art prints / posters / postcards / various other printed wares

2. Be able to apply digital images and printing techniques	**Scope**
	
	Teaching will cover:
	
	• Use digital images to achieve at least five different complex solutions
	  ○ discuss and devise different scenarios for the project
	• Produce digital images for digital imaging sources to achieve at least five different complex solutions
	  ○ plan out the execution of the photography
	  ○ discuss how the goals can be achieved
	  ○ carry out the photography work
	• Access techniques used in digital images and prints
	  ○ learn how to self-assess imagery and formulate trouble shooting plans for future work

3. Understand safe working practices	**Scope** Teaching will cover: • 'Manual Handling' from https://www.hse.gov.uk • 'Working with DSE' from https://www.hse.gov.uk • 'COSHH' from https://www.hse.gov.uk

10.35 Lighting in Photography

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 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.

NOS:

- URN: **SKSC7** -Set and control lights for camera single shoots
- URN: **SKSL1** - Conduct a recce from an electrical viewpoint

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

Learning Outcome	Unit Title: Lighting in Photography

1. Understand lighting sources for photography.	**Scope**
	
	Teaching will cover:
	
	• Describing lighting sources for photography
	  ○ natural lighting
	  ○ artificial lighting
	• Comparing lighting sources for photography applications
	  ○ natural lighting
	  ○ artificial lighting

2. Know about light metering techniques.	**Scope**
	
	Teaching will cover:
	
	• Describing light metering techniques for lighting sources
	  ○ learn how to use a handheld light meter
	  ○ learn how to meter using the camera
	• Describing light metering techniques for lighting subjects
	  ○ learn how to use a handheld light meter
	  ○ learn how to meter using the camera

3. Be able to use lighting sources for photography.	**Scope**
	
	Teaching will cover:
	
	• Use lighting sources to photograph at least five different subjects
	  ○ choose subjects
	  ○ decide on appropriate lighting sources
	  ○ learn how to setup lighting
	  ○ undertake photography
	• Access lighting for photography
	  ○ review the images
	  ○ learn ways of analysing and critiquing own work

4. Understand safe photographic practice.	**Scope** Teaching will cover: • 'Manual Handling' from https://www.hse.gov.uk • 'Working with DSE' from https://www.hse.gov.uk • 'COSHH' from https://www.hse.gov.uk

10.36 The Photographic Project

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.

NOS:

- URN: **SKSPI04** -Originate and develop a visual idea for photo imagery
- URN: **SKSPI05** - Agree the photo imaging brief

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

Learning Outcome	Unit title:

1. Understand how to carry out and assess research for a photographic project.	**Scope**
	
	Teaching will cover:
	
	• Identifying a subject for a photographic project
	  ○ Sources of inspiration, such as personal interests, themes, issues, places and people
	  ○ Considering the purpose, audience and feasibility of a subject
	  ○ Narrowing a broad idea into a focused project subject
	• Carrying out research for a photographic project
	  ○ Researching the work of photographers and other artists, and the genres, styles and movements relevant to the subject
	  ○ Using primary sources (including location visits, test shots, observation) and secondary sources (such as books, journals, galleries, websites)
	  ○ Recording and organising research, such as in a sketchbook, journal or digital folder, and acknowledging sources
	• Assessing research for a photographic project
	  ○ Judging the relevance, reliability and usefulness of research material
	  ○ Identifying how research informs ideas, composition, techniques and presentation
	  ○ Identifying gaps in the research and deciding what further work is needed

2. Be able to produce a photographic project.	**Scope**
	
	Teaching will cover:
	
	• Identifying photographic resources to complete a project
	  ○ Equipment, including cameras, lenses, tripods, lighting and reflectors
	  ○ Locations, studio space, props, models and permissions
	  ○ Software, printing and display resources, and planning time and budget
	• Producing a range of photographic images to meet self-determined goals
	  ○ Setting personal aims and objectives for the project
	  ○ Camera controls, including aperture, shutter speed, ISO, focus and exposure
	  ○ Composition, framing, viewpoint, light and colour
	  ○ Producing a variety of images, and selecting and editing the strongest
	• Identifying and employing presentational forms
	  ○ Options such as prints, mounted or framed work, photobooks, portfolios, slideshows, digital galleries and exhibitions
	  ○ Choosing a form that suits the subject, audience and purpose

	○ Sequencing, layout and finishing work to a professional standard • Assessing the photographic project ○ Evaluating the finished work against the original aims ○ Commenting on strengths, technical quality and creative choices ○ Identifying possible areas for improvement and next steps
3. Understand Health and Safety practices.	**Scope** **Teaching will cover:** • Describing safe working practices in a photographic project ○ Risk assessment of locations, equipment and activities ○ Hazards such as trailing cables, hot lighting, electrical equipment, and carrying and handling equipment ○ Working safely on location and in the studio, including permissions and personal safety, especially when photographing in public places or with models ○ Safe use of darkroom or printing chemicals, if applicable ○ Reporting accidents and hazards • Using safe working practices ○ Applying safe practice throughout the project ○ Safe storage, handling and care of equipment and materials

10.37 Using a Film or Digital Camera

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.

NOS:

- URN: **SKSPI01** -Understand the photo imaging sector in the UK and its opportunities
- URN: **SKSPI07** -Evaluate and select technology and/or equipment

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

Learning Outcome	Unit Title: Using A Film or Digital Camera

1. Understand contextual perspectives and approaches to photography.	**Scope**
	
	Teaching will cover:
	
	• Compare at least five different contextual perspectives and approaches to photography
	  ○ research contextual materials and make choices
	  ○ learn how to compare perspectives
	  ○ learn how to assign own perspectives in discussion

2. Be able to use the features of camera systems and photographic equipment.	**Scope**
	
	Teaching will cover:
	
	• Illustrate the features of at least three different film and digital camera systems and related photographic equipment
	  ○ learn about varying features across camera systems
	  ○ comparisons of features
	• Use camera systems to produce at least five different visual outcomes
	  ○ make a plan of action for five photographs
	  ○ learn about how camera features can affect the image outcome
	  ○ utilise the different features of the camera

3. Be able to control a camera for specified outcomes.	**Scope**
	
	Teaching will cover:
	
	• Produce photographs for at least five specified purposes
	  ○ discuss what images may be needed for
	  ○ learn how different scenarios require specific application
	  ○ decide on purposes
	  ○ planning for execution of images
	  ○ undertake photography
	• Assess own photographic activity and outcomes identifying possible areas for involvement
	  ○ review the images
	  ○ learn ways of analysing and critiquing own work

4. Be able to employ safe working photographic practices.	**Scope** Teaching will cover: • 'Manual Handling' from https://www.hse.gov.uk • 'Working with DSE' from https://www.hse.gov.uk • 'COSHH' from https://www.hse.gov.uk

10.38 Develop Photography Techniques using Materials and Resources

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.

NOS:

- URN: **SKSPI07** -Evaluate and select technology and/or equipment
- URN: **SKSPI09** -Undertake photo imaging assignments

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	Record of observation Learner notes/written work Learner log

	learners to practise and apply skills and knowledge	
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

Learning Outcome	Unit Title: Develop Photography Techniques using Materials and Resources

1. Understand the requirements of the photographic project.	**Scope**
	
	Teaching will cover:
	
	• Describe how available materials may be used as techniques for your photography
	• Summarise resources and skills required for the photographic process
	  ○ learn about tools and equipment for photography
	  ○ learn what constitutes "materials" and how to utilise
	  ○ learn what constitutes "resources" and how to utilise
	  ○ learn about various photographic techniques
	• Describe how to maintain a safe working environment:
	• 'Manual Handling' from https://www.hse.gov.uk
	• 'Working with DSE' from https://www.hse.gov.uk
	• 'COSHH' from https://www.hse.gov.uk

2. Understand how to use materials and resources to develop photographic techniques.	**Scope**
	
	Teaching will cover:
	
	• Use appropriate tools and equipment in the photographic process
	• Select and use materials and resources in the photographic process
	• Summarise reasons for your choice or resources materials and techniques
	  ○ learn how to select appropriate tools and equipment – and how different pieces of equipment affect photographic outcomes
	  ○ learn how to be decisive about resources and materials
	  ○ learn how to critique and assess your own work
	• Demonstrate technical skills required to make effective use of materials, techniques and resources for your photography items
	  ○ learn how to apply all the learned techniques and apply to execution of photography
	• Maintain a safe working environment
	  • 'Manual Handling' from https://www.hse.gov.uk
	  • 'Working with DSE' from https://www.hse.gov.uk
	  • 'COSHH' from https://www.hse.gov.uk

10.39 Photography: A Creative Approach to Picture Making

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. Use an appropriate process in 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.

NOS:

- URN: **SKSPI04** -Originate and develop a visual idea for photo imagery
- URN: **SKSPI05** -Agree the photo imaging brief

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	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	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
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: A creative approach to picture making
1. Be able to plan and respond to a photographic assignment.	**Scope** Teaching will cover: • Develop a plan to respond to a given photographic assignment including a description of intended approach / a strategy to monitor tasks ○ learn how to structure a photographic assignment plan and timetable ○ learn strategies for the best outcome ○ learn how to assess progress as you work ○ learn how to pivot for better outcome where necessary
2. Be able to conduct research to inform own picture making.	**Scope** Teaching will cover: • Access the picture making of a recognised photographer ○ learn how to research photographers ○ learn how critically view and report on the work of another • Compare picture making technique of other photographers to own picture making ○ learn how critically compare the work of two photographers • Describe how the picture making of other photographers can inform own picture making ○ learn how to access technique and draw out lessons for future work
3. Be able to undertake a negotiated approach to a picture making assignment.	**Scope** Teaching will cover: • Describe why a negotiated approach to picture making assignment may result in better photographic outcomes / respond using negotiated approaches ○ learn planning and execution strategies ○ discuss and engage in troubleshooting • Use a range of equipment appropriate to the context of the assignment work ○ learn how to select appropriate equipment
4. Know how to put together images.	**Scope** Teaching will cover: • Use a selection of images for presentation giving reasons for selection ○ learn how to critique own images ○ learn how to assess selection for presentation ○ learn how to discuss selection process
5. Understand health and safety procedures and safe studio and / or location practice.	**Scope** Teaching will cover: • 'Manual Handling' from https://www.hse.gov.uk • 'Working with DSE' from https://www.hse.gov.uk • 'COSHH' from https://www.hse.gov.uk

10.40 Photography - Using a Camera and Accessories

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.

NOS:

- URN: **SKSPI07** -Evaluate and select technology and/or equipment
- URN: **SKSPI09** - Undertake photo imaging assignments

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	Record of observation Learner notes/written work

	tutor or by learners, to enable learners to practise and apply skills and knowledge	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

Learning Outcome	Unit Title: Photography-Using a Camera and Accessories
1. Be able to use a camera and accessories to create images	**Scope** Teaching will cover: ○ learn about the different parts of the camera and what they do ○ learn how to use the cameras controls (aperture / shutter / iso etc) ○ learn about film stock and digital media – how to choose and load ○ learn how camera controls are adjusted for different scenarios ○ learn how to use a tripod ○ utilise the skills above to create various images
2. Know how to frame and light an image	**Scope** Teaching will cover: • Describing light metering techniques for lighting sources ○ learn how to use a handheld light meter ○ learn how to meter using the camera • Describing light metering techniques for lighting subjects ○ learn how to use a handheld light meter ○ learn how to meter using the camera
3. Be able to transfer images from a camera for printing	**Scope** Teaching will cover: • Use lighting sources to photograph at least five different subjects ○ choose subjects ○ decide on appropriate lighting sources ○ learn how to setup lighting ○ undertake photography • Access lighting for photography ○ review the images ○ learn ways of analysing and critiquing own work
4. Know about health and safety	**Scope** Teaching will cover: • 'Manual Handling' from https://www.hse.gov.uk • 'Working with DSE' from https://www.hse.gov.uk • 'COSHH' from https://www.hse.gov.uk

10.41 Introduction to Special FX Makeup

Title	Introduction to Special FX Makeup
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBH059
Unit Reference No	D/652/3896
Learn Direct Code	JC7
Unit purpose and aim(s): This unit will enable the learner to gain an understanding of basic Special FX makeup skills. Learners will explore simple techniques and create their own SFX makeup looks.	

Learning Outcomes	Assessment Criteria
1. Know about Special FX makeup and key artists.	1.1. Identify Special FX makeup and key artists such as: a) film b) TV c) social media 1.2. Describe basic styles or techniques used by these artists
2. Be able to create simple Special FX makeup designs.	2.1. Produce simple design ideas for Special FX makeup, including: a) basic research or inspiration b) a simple design plan c) face templates 2.2. Create Special FX makeup looks using basic techniques such as: a) simple wounds or cuts b) basic ageing effects c) small prosthetic pieces
3. Be able to review own work	3.1. Justify reasons for design choices 3.2. Identify what went well and areas for improvement

Assessment Guidance

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

NOS:

- URN: **SKSCMGS2** - Make the most of opportunities to increase your skills and experience in the creative industries
- URN: **CLDCD02** - Reflect on, develop and maintain own skills and practice in career development

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	Record of observation Learner notes/written work Learner log

	learners to practise and apply skills and knowledge	

Learning Outcome	Unit title: Introduction to Special FX Makeup

1. Know about Special FX makeup and key artists.	**Scope**
	
	Teaching will cover:
	• Introduction to Special FX makeup
	  ○ What it is
	  ○ Where it is used
	• Overview of key artists including:
	  ○ Film such as Rick Baker, Stan Winston
	  ○ TV makeup from shows such as The Walking Dead
	  ○ Social Media such as influencers who create SFX looks
	• Show visual examples of their work
	• Discuss:
	  ○ Types of effects – injuries, creatures, ageing or fantasy
	  ○ Where learners may have seen this work
	• Introduce basic SFX techniques such as:
	  ○ Fake wounds and cuts
	  ○ Bruising
	  ○ Ageing effects
	  ○ Use of simple prosthetics
	• Link techniques to artists work using subject vocabulary

2. Be able to create simple Special FX makeup designs.	**Scope**
	
	Teaching will cover:
	• Gather inspiration
	  ○ Images from film, TV and online sources
	• Introduction to a simple design process
	  ○ Idea then plan then final look
	• Use of face templates
	  ○ Placement of wounds/effects
	  ○ Basic colour planning
	• Create
	  ○ Mood boards or collage
	  ○ Simple labelled sketches
	• Understanding a basic design brief such as create a zombie wound
	• Health and safety
	Patch testing
	Hygiene
	• Step by step demonstration of basic techniques including:
	  ○ Cuts and wounds using wax/latex
	  ○ Bruising using colour blending
	  ○ Basic ageing (lines, shadows)
	  ○ Applying small prosthetic pieces
	• Learners practise on:
	  ○ Themselves or peers
	• Capture evidence:
	  ○ Before and after photos
	  ○ Simple notes on what was done
	• Teacher support throughout practical work

3. Be able to review own work	**Scope**
	
	Teaching will cover:
	• Introduce reflective thinking such as:
	  ○ Why did you choose this look
	• Support learners with sentence starters
	• Link back to research and given brief
	• Keep explanations simple and structured
	• Introduce basic self-evaluation
	  ○ What went well
	  ○ What could be improved
	• Guide learners to focus on:
	  ○ Technique
	  ○ Accuracy of design
	  ○ Overall finish
	• Use simple frameworks
	• Encourage peer discussion
	• Focus on building confidence

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing these qualifications, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within these qualifications must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer (IQA) is to ensure appropriate internal quality assurance processes are carried out. The IQA must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The IQA must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

IQAs are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

IQAs will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For Internal Quality Assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and Internal Quality Assurance plan. When producing a plan, they should consider:
    - the time required for training and standardisation activities
    - the time available to undertake teaching and carry out assessment,
    - consider when learners may complete assessments and when quality assurance will take place
    - the completion dates for different assessment tasks
    - the date by which the assignment needs to be internally verified
    - sampling strategies
    - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
    - how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner authentication declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurance is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of these qualifications. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the 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 Quality Assurance

Centres offering these qualifications must carry out internal standardisation activities prior to the claim for certification.

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 Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for these qualifications within 20 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

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.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through OCN NI

12.3 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.

12.4 Equality, Fairness and Inclusion

OCN NI are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

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

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy.

12.5 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.

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

Operational start date: 15 January 2018
Review date: 31 December 2030

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

Operational start date: 01 August 2016
Review date: 31 December 2030

OCN NI Level 2 Extended Certificate in Creative Arts and Digital Technologies
Qualification number: 603/2937/3

Operational start date: 01 March 2018
Review date: 31 December 2030

OCN NI Level 2 Diploma in Creative Arts and Digital Technologies
Qualification number: 603/2938/5

Operational start date: 01 March 2018
Review date: 31 December 2030

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12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Apply	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to understand and use information, items, or equipment to complete tasks accurately, solve problems, and achieve specific goals efficiently and effectively in practical situations. This involves combining various resources to create coherent and effective outcomes. The learner demonstrates efficiency in using the resources, minimising waste and maximising effectiveness. This involves planning, organising, and executing tasks in a streamlined manner.
Assemble	To put together various components or parts to create a complete and functional item or piece of equipment.	The learner will be expected to understand and prepare components, follow instructions, use tools correctly, check quality, and solve problems to assemble parts into a complete and functional item. The learner addresses any issues or obstacles that arise during assembly. This involves identifying problems, finding solutions, and making adjustments as needed.
Assess	Make an informed judgment in line with given criteria regarding a range of given things or information.	The learner will be expected to actively demonstrate their ability to evaluate and reflect on various aspects of their work be it academic work, job performance or personal goals.
Carry Out	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to comprehend the information, items, or equipment they are required to use. This involves understanding the purpose, function, and relevance of the resources. The learner must carry out tasks using the information, items, or equipment to produce specific results. This involves following procedures accurately and demonstrating the ability to use resources effectively. The learner uses the resources to

		address challenges and find solutions. This involves planning, organising, and executing tasks in a streamlined manner.
Communicate	To share information clearly so that others can understand it.	The learner is expected to present information in a clear and organised manner. They should use an appropriate format e.g., writing, speaking, diagrams, or digital media. Their message should be clear and understandable and pitched correctly to the audience.
Compare	To examine and evaluate the similarities and differences between information, items, or equipment in order to enhance understanding and make informed decisions.	The learner will be expected to identify the specific information, items, or equipment to be compared. This involves selecting relevant subjects for comparison based on the task or objective. The learner analyses the characteristics, features, and attributes of each subject. The learner identifies relevant items, analyses their features, evaluates similarities and differences, and draws conclusions to make informed decisions or solve problems.
Create	To bring something into existence through actions.	The learner will be expected to demonstrate their ability to generate something new and original, reflecting their understanding and application of the subject matter. This may be in the context of planning and designing for example.
Cut and Paste	Selects, copies, and moves audio clips or segments within a sequence to achieve the required order, timing, and outcome.	The learner will be expected to cut and paste sequences to meet the specific needs of the situation. They should be able to select sections of an audio sequence and move or copy them to different positions within a project to create the required structure, timing, or content, ensuring the finished audio meets the intended purpose.
Demonstrate	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts.	The learner will be expected to demonstrate how to use tools, equipment, applications or follow a specific process requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and practical understanding.
Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner

		should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
Develop	To create, refine, and advance an item, process, or algorithm from initial concept to a functional and optimized solution.	The learner will be expected to generate an initial concept or idea for the item, process, or algorithm. This involves identifying a problem or need and proposing an innovative solution. This includes gathering relevant information, studying existing solutions, and understanding the requirements and constraints. The learner creates detailed designs and plans for the development. The learner implements the design by constructing the item, executing the process, or coding the algorithm. The learner tests and evaluates the developed solution to ensure it meets the desired objectives and performs as expected. The learner documents the development process, including the initial concept, research, design, implementation, testing, and refinements.
Draw	To produce a diagram, sketch, or illustration to represent an idea or concept.	The learner will be expected to perform tasks that involve producing visual aids to explain concepts, processed or structures.
Explain	Make clear a given subject matter and / or give reasons for and/or the procedure in a given situation or regarding a given subject matter / Setting out purposes or reasons.	The learner will be expected to provide clarity on the subject, outlining the procedure or procedures associated with it, and set out reasons for its importance and / or significance. The learner will be expected to demonstrate a detailed comprehension of the subject matter.
Follow	Adhere to rules, procedures and/or conventions regarding an activity showing skills and knowledge in more than one area and/or contexts.	Adhere to a series of steps or stages in a specific order to achieve a particular goal or complete a task. This involves understanding and executing each step correctly, ensuring that the sequence is maintained to produce the desired outcome.
Give	To provide a simple, clear piece of information, fact or example.	The learner is expected to offer a short, direct answer. They should provide just the required information and avoid long explanations unless the question asks for more.
Identify	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able demonstrate the

		ability to filter relevant information from a broader set, showing comprehension and attention to detail.
Illustrate	To visually or descriptively depict an item, activity, or process in a clear and detailed manner to enhance understanding and convey information effectively.	The learner will be expected to have a thorough understanding of the item, activity, or process being illustrated. This involves comprehending its components, functions, and overall purpose. The learner must ensure that the illustration is clear and detailed. This involves providing enough information to accurately represent the subject and using appropriate visual, role play or descriptive techniques to enhance clarity. The learner employs effective visual techniques, such as role play, diagrams, charts, sketches, or infographics, to depict the subject. This involves choosing the appropriate method to best convey the information. The learner uses descriptive language to complement the visual elements. This involves providing explanations, annotations, or labels to enhance the understanding of the illustration. The learner ensures that the illustration is accurate and free from errors.
Justify	To provide a valid reason or explanation for something. To defend actions, decisions, or beliefs by offering logical or rational reasons.	It is expected that a learner would provide reasoning or evidence to support and justify their answer. Similarly, a learner may need to explain why they took certain actions and provide valid reasons for them to justify those actions.
Implement	To effectively carry out and execute processes, procedures, or plans, ensuring they are completed as intended	The learner will be expected to have a clear comprehension of the process or procedure to be implemented. This involves understanding the steps, objectives, and expected outcomes. The learner must develop a plan to execute the process. This involves organising resources, setting timelines, and preparing for potential challenges. The learner must carry out the process according to the plan. This involves following the steps meticulously and ensuring that each action is performed correctly.
List	To write a series of short, simple items without explanation.	The learner is expected to provide separate points, possibly using bullet point. The points should be kept brief and describing or explaining should be avoided.

Maintain	To keep information, items, or equipment in good condition, ensuring they remain functional, accurate, and up to date over time.	The learner will be expected to conduct routine checks and inspections to identify any signs of wear, damage, or inaccuracies. The learner takes preventive actions to avoid potential issues. This includes cleaning, calibrating, updating, or servicing the items, equipment or information as appropriate regularly to ensure they remain in optimal condition. The learner addresses any issues promptly by performing necessary repairs or updates. The learner keeps accurate records of maintenance activities. This includes documenting inspections, repairs, updates, and any changes made to the information, items, or equipment. The learner follows established guidelines, standards, or procedures for maintenance.
Manipulate	Handle, control, or adjust tools, materials, data, or information with skill and accuracy to achieve a specific outcome	The learner will be expected to actively handle, control, or change something in a purposeful way. It goes beyond simply describing or identifying — the learner must do something to demonstrate skill. It will typically require the learner to use tools, equipment, data, or materials with accuracy. Adjust, modify, or control something to achieve a specific outcome. Demonstrate practical skill, not just theoretical understanding. Or show intention and precision in how they handle the task.
Monitor	To continuously observe, track or check something over a period of time.	The learner will be expected to: observe progress, behaviour or performance – track data or information regularly to assess changes or developments – check that standards or criteria are being me consistently.
Outline	The learner will be expected to: observe progress, behaviour or performance – track data or information regularly to assess changes or developments – check that standards or criteria are being me consistently.	The learner will be expected to review a topic or concept and provide a brief summary that highlights the main points or key elements, without delving into detailed explanations or analysis. The learner should be able to demonstrate the ability to understand and convey the essence of a subject clearly and concisely.
Participate	To take part in or become involved in an activity or event.	The learner will be expected to actively engage and contribute to something alongside others. Whether it is joining a group discussion,

		competing in a sport, or working on a project, a learner will be participating when actively involved.
Perform	To execute and carry out a specific activity or process effectively and efficiently to achieve a desired outcome.	The learner will be expected to comprehend the instructions or guidelines related to the activity or process. This involves understanding the steps, objectives, and expected outcomes. The learner prepares for the activity or process by organising necessary resources, materials, and tools. The learner carries out the activity or process according to the instructions or plan. The learner applies relevant skills and knowledge during the performance of the activity or process. This involves using techniques and methods appropriate to the task. The learner manages their time effectively to complete the activity or process within the given timeframe. The learner evaluates the results of the activity or process to ensure that the objectives are met. This involves assessing the quality of the produced items or the accuracy of the understanding gained.
Plan	To create a detailed strategy or roadmap for an activity or process, outlining the necessary steps, resources, and timeline to achieve specific objectives.	The learner will be expected to identify clear and specific objectives for the activity or process. The learner conducts thorough research and analysis to inform the planning process. This includes gathering relevant information, studying existing solutions, and understanding constraints and opportunities. The learner identifies and allocates the necessary resources, such as materials, tools, personnel, and budget. The learner creates a detailed step-by-step plan outlining the tasks and activities needed to achieve the objectives. The learner assesses potential risks and develops strategies to mitigate them. The learner develops a timeline and schedule for the activity or process. The learner documents the planning process and the final plan. This includes recording the objectives, research findings, resource allocations, steps, risk assessments, and timelines to provide a clear and comprehensive guide.
Prepare	To gather necessary materials, plan steps, and	The learner will be expected to organise and arrange the necessary

	organise resources in advance to ensure readiness for a task or activity, following specified procedures and guidelines	components or materials, create a step-by-step plan, and ensure all resources are available and ready for a specific task or activity. The learner will be able to demonstrate the ability to systematically plan ahead, coordinate elements effectively, and adhere to any required guidelines or protocols demonstrating readiness and a clear understanding of the preparation process required for successful task completion.
Present	To effectively communicate and display information or items in a clear, organized, and engaging manner to enhance understanding and convey key messages to an audience.	The learner will be expected to have a thorough understanding of the content being presented. This involves knowing the key points, data, or items and their significance. The learner organises the content logically and coherently. This involves structuring the presentation in a way that flows naturally and is easy for the audience to follow. The learner ensures that the presentation is clear and easy to understand. The learner engages the audience through effective communication techniques. The learner effectively uses visual aids, such as slides, charts, diagrams, or props, to enhance the presentation. The learner presents with confidence and delivers the content smoothly. The learner is able to respond to questions and engage in discussions with the audience.
Print	To use printing technologies and techniques to produce physical or digital copies of information or items, ensuring clarity, accuracy, and quality to meet specific objectives.	The learner will be expected to comprehend the specific requirements and objectives for the printing task. This involves understanding the type of information or items to be printed, the desired format, and the quality standards. The learner prepares the content and equipment for printing. The learner selects the appropriate printing technique and method. This involves choosing between different types of printers (such as , inkjet, laser, 3D printers) and techniques (such as digital printing, screen printing) based on specific requirements. The learner carries out the printing process accurately and systematically. This involves setting up the printer, configuring the print settings, and initiating the print job to produce the desired output. The learner inspects the printed items to

		ensure they meet the required standards and specifications. The learner identifies and resolves any issues that arise during the printing process.
Produce	To create, generate, or fabricate items or information through appropriate processes and techniques to meet specified objectives and quality standards.	The learner will be expected to comprehend the requirements and objectives for the production task. This involves understanding the specifications, desired outcomes, and quality standards. The learner plans and prepares for the production process. This includes organising necessary resources, materials, tools, and setting up the workspace. The learner selects the appropriate materials needed for production. The learner executes the production process accurately and systematically. The learner inspects the produced items or information to ensure they meet the required standards and specifications.
Reflect	To critically analyse and evaluate own performance, activities, knowledge, or viewpoints to gain insights, identify areas for improvement, and enhance personal and professional development.	The learner will be expected to demonstrate an understanding of their own actions, thoughts, and feelings. The learner critically evaluates their own performance, activities, knowledge, or viewpoints. The learner gains insights from their reflection, understanding the reasons behind their successes and failures. The learner sets specific, measurable, achievable, relevant, and time-bound (SMART) goals for improvement based on their reflection. The learner applies the insights and goals from their reflection to future activities or situations.
Select	To choose and identify the most appropriate items or information from a range of options based on specific criteria, relevance, and requirements.	The learner will be expected to comprehend the criteria and requirements for selection. This involves understanding the specific attributes, qualities, or characteristics that are important for the task. The learner conducts research and gathers a range of potential items or information. The learner evaluates the available options against the selection criteria. This involves comparing and contrasting different items or pieces of information to determine their suitability. The learner makes informed decisions based on their evaluation. The learner ensures that the selected items or information are accurate and relevant to the task. This involves verifying the validity and reliability of

		the chosen options.
Setup	To arrange, configure, and prepare equipment, items, or information for use, ensuring functionality, efficiency, and readiness for the intended purpose.	The learner will be expected to comprehend the specific requirements and objectives for the set-up task. This involves understanding the purpose, desired outcome, and any relevant instructions or guidelines. The learner prepares the equipment, items, or information for set-up. The learner configures the equipment, items, or information according to the specified requirements The learner calibrates and tests the set-up to ensure it functions correctly. The learner adheres to safety protocols during the set-up process. This includes following safety guidelines, using personal protective equipment (PPE), and ensuring a safe and organized workspace. The learner documents the set-up process and outcomes.
Summarise	To provide a brief account giving the main points of a topic or range of topics.	The learner will be expected to examine a topic or set of information and condense it into a concise summary that captures the essential points, themes, or arguments, without including unnecessary details. The learner should be able to demonstrate the ability to distill complex or extensive information into its core components and present it in a clear and coherent manner focusing on the most significant aspects and omitting extraneous details.
Store	A space where items are kept or retained until needed, in a structured, secure and accessible way for future use.	The learner will be expected to demonstrate knowledge of storage methods. They should have the ability to describe or show how specific items (such as data, materials, tools) are stored safely and correctly. Explain or perform the process of storing something according to guidelines or best practices.
Transfer	To move or copy files from one location, device, or format to another, ensuring accuracy, security, and proper organisation throughout the process.	The learner will be expected to comprehend the specific requirements and objectives for the file transfer. This involves understanding the source and destination, file types, and any constraints or conditions. The learner prepares for the transfer by organising the files and ensuring they are ready for the move. The learner selects the appropriate method for transferring the files. This involves choosing between different

		transfer methods, such as USB drives, cloud storage, network transfers, or email, based on the specific needs and limitations. The learner carries out the transfer process accurately and systematically. The learner verifies that the files have been successfully transferred. The learner adheres to security protocols during the transfer process. The learner documents the transfer process and outcomes.
Use	To employ something for a particular purpose; operate a system or process.	The learner will be expected to use a system, process or tool in a practical assessment activity requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.