Qualification Specification:

OCN NI Level 3 Award in Creative Arts and Digital Technologies

- **Qualification No: 603/2325/5**

OCN NI Level 3 Certificate in Creative Arts and Digital Technologies

- **Qualification No: 601/6359/8**

OCN NI Level 3 Extended Certificate in Creative Arts and Digital Technologies

- **Qualification No: 603/3321/2**

OCN NI Level 3 Diploma in Creative Arts and Digital Technologies

- **Qualification No: 603/0241/0**

Version: 3.0

1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	New format + Scope added	V3.0 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 3 Award, Certificate, Extended Certificate and Diploma in Creative Arts and Digital Technologies.**

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 3 Award, Certificate, Extended Certificate and Diploma in Creative Arts and Digital Technologies.

- **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 3 Award in Creative Arts and Digital Technologies
Qualification Number: 603/2325/5

Operational start date: 01 September 2017
Review date: 30 June 2030

OCN NI Level 3 Certificate in Creative Arts and Digital Technologies
Qualification Number: 601/6359/8

Operational start date: 01 July 2015
Review date: 30 June 2030

OCN NI Level 3 Extended Certificate in Creative Arts and Digital Technologies
Qualification Number: 603/3321/2

Operational start date: 15 June 2018
Review date: 30 June 2030

OCN NI Level 3 Diploma in Creative Arts and Digital Technologies
Qualification Number: 603/0241/0

Operational start date: 01 September 2016
Review date: 30 June 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:

9.2 Crafts, Creative Arts and Design

CBC443 – Composition

- URN: **CCSMPR16** - Write musical works
- URN: **CCSMPR39** - Apply music theory knowledge

CBD946 – Event Organisation within the Fine Arts or Performing Arts

- URN: **SKSCMGS7** -Manage projects in the creative industries
- URN: **CCSTTL13** - Agree venues and incoming productions

CBC445 – Live Sound Engineering

- URN: **CCSMT3** - Set up, configure and maintain studio equipment, software, hardware and Instruments.
- URN: **CCSMT5** - Set up and operate microphones

CBC447 – Song Writing Skills

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

CBC448 – Sound Checking an Ensemble

- URN: **CCSMT3** - Set up, configure and maintain studio equipment, software, hardware and instruments.
- URN: **CCSMT9** - Apply analogue and digital effects to audio material

CBC449 – Studio Mixing

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

CBC451 – Film and Video Production

- URN: **SKSP3** -Deliver scripts for scripted productions
- URN: **SKSE1** - Carry out editing projects to a brief

CBC452 – Multi-track Recording

- URN: **CCSMT3** - Set up, configure and maintain studio equipment, software, hardware and instruments
- URN: **CCSMT4** - Prepare equipment and material for recording sessions

CBC453 – Musical Ensemble Skills

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

CBC454 – Sound for Moving Image

- URN: **SKSPP8** -Use music to complement visual material
- URN: **CCSMT7** -Record audio material to meet creative requirements

CBC455 – Technical Sound and Audio Production

- URN: **CCSMT3** - Set up, configure and maintain studio equipment, software, hardware and Instruments.
- URN: **CCSMT4** - Prepare equipment and material for recording sessions

CBC450 – Undertaking a Solo Performance

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

CBC446 – Performance Realisation Skills

- URN: **CCSDES22 -**Collaborate in a creative process
- URN: **SKSCMGS2 -** Make the most of opportunities to increase your skills and experience in the creative industries

CBC456 – Preparing for a Career or Further Education in the Creative Industries

- URN: **SKSCMGS1** - Manage your own career in the creative industries
- URN: **SKSCMGS2** - Make the most of opportunities to increase your skills and experience in the creative industries

CBC457 – Using Social Media to Market and Promote Events, Products and Services

- URN: **SKSCMGS14** - Present ideas and information to others in the creative industries
- URN: **SKSPI29** - Research and access images

CBC458 – Capturing, Editing and Presenting Video Sequences

- URN: **SKSE1** -Carry out editing projects to a brief
- URN: **SKSE2** - Use editing to create a story

CBC459 – Developing Websites

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

CBC460 – Using Cameras and Accessories for Film and Video

- URN: **SKSC4 -**Maintain film cameras
- URN: **SKSC5 -**Maintain digital cameras

CBC461 – Using Imaging Software

- URN: **CCSDES10** Create visual designs
- URN: **SKSPI20** Prepare image output

CBC462 – Using Multimedia Software

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

CBC442 – Capturing and Editing Audio Sequences

- URN: **CCSMT4** - Prepare equipment and material for recording sessions
- URN: **CCSMT5** - Set up and operate microphones

CBC549 – Presentation Skills in Practice

- URN: **SKSCMGS14** - Present ideas and information to others in the creative industries
- URN: **SKSCMGS2** - Make the most of opportunities to increase your skills and experience in the creative industries

CBD947 – Problem Solving Skills within the Creative Arts and Digital Technology Sectors

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

CBD948 – Teamwork Skills in Practice within the Creative Arts and Digital Technology Sectors

- URN: **SKSCMGS10** -Work collaboratively with colleagues, partners and suppliers in the creative industries
- URN: **CCSDES22** -Collaborate in a creative process

CBC552 – Health and Safety in the Workplace

- 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

CBC636 – 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

CBD606 – Three Dimensional Modelling and Animation

- URN: **SKSIM17 -** Model 3D assets for games and interactive media projects
- URN: **SKSANIM18** - Create computer generated images for animation

CBD607 – Location Sound Recording for Film and Video Production

- URN: **SKSC9** - Prepare camera equipment for shoots
- URN: **CCSMT4** - Prepare equipment and material for recording sessions

CBD608 – Developing Drawing Skills for Painting

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

CBD609 – Drawing Development Methods and Skills

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

CBD610 – Life Drawing

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

CBD682 – Creative Writing

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

CAX208 – Design Project

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

CAX014 – Approaches to Digital Imaging and Printing

- URN: **SKSPI20** - Prepare image output
- URN: **SKSPI07** - Evaluate and select technology and/or equipment

CAX215 – Lighting in Photography

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

CAX216 – The Photographic Project

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

CAX217 – Using a Film or Digital Camera

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

CBD949 – Develop Photography Techniques Using Materials and Resources

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

CBD950 – Photography: A Creative Approach to Picture Making

- URN: **SKSPI04 -** Originate and develop a visual idea for photo imagery
- URN: **SKSPI09** - Undertake photo imaging assignments

CBD951 – Photography - Using a Camera and Accessories

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

CBE650 – Theory and Principles of Animation

- URN: **SKSANIM6** Create visual references
- URN: **SKSANIM9** Create characters, props and environments for animation

CBE645 – Create 2D Animation

- URN: **SKSANIM18** - Create computer generated images for animation
- URN: **SKSIM16** - Create animated assets for games and interactive media projects

CBE654 – Render Animation

- URN: **SKSPP12** - Incorporate visual effects and graphics in live footage
- URN: **SKSPP19 -** Deliver completed work to format

CBE653 – Edit Animation

- URN: **SKSE1** - Carry out editing projects to a brief
- URN: **SKSE2** - Use editing to create a story

5.3 UCAS Tariff

The OCN NI Level 3 Certificate in Creative Arts and Digital Technologies qualification is recognised by UCAS, with 8 points allocated.

The OCN NI Level 3 Extended Certificate in Creative Arts and Digital Technologies qualification is recognised by UCAS, with 16 points allocated.

The OCN NI Level 3 Diploma in Creative Arts and Digital Technologies qualification is recognised by UCAS, with 32 points allocated. The allocation to the Diploma is comparable to a Grade C at A-Level.

5.4 Grading

Grading for these qualifications is pass/fail.

5.5 Qualifications' Aims and Objectives

Qualifications' Aim

The aim of the Level 3 Creative Arts and Digital Technologies (CADT) suite of qualifications is to equip learners with the creative, technical and professional skills needed to participate in the modern creative economy. Through practical project-based learning, learners develop industry-relevant competencies, digital literacy, problem-solving abilities and creative thinking. This provides them with the skills to progress to higher education, training or employment within the creative and digital sectors.

Qualifications' Objectives

The OCN NI Level 3 suite of qualifications in Creative Arts and Digital Technologies has been designed to reflect the skills and knowledge required to undertake activities that fall under the creative arts and digital technology sectors including:

- the use of technology within creative arts
- working within the creative industries
- creative skills and techniques

5.6 Target Learners

These 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.

5.7 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.

The OCN NI Level 3 Diploma in Creative Arts and Digital Technologies has been approved by the Department of Education and added to the NIEFQAN file.

For further information visit: https://www.education-ni.gov.uk/articles/qualifications

5.8 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)

5.9 Progression

The OCN NI Level 3 Award/Certificate/Extended Certificate/Diploma in Creative Arts and Digital Technologies allows for progression within the suite and to further learning in creative arts and digital technologies, such as the OCN NI Level 5 Diploma in Digital Technologies for Learning or related areas and/or into employment.

5.10 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.

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 (e.g., 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, learners should 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 Quality Assurer 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 three 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 information technology 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 these qualifications must meet the following criteria:

- **Relevant Industry Experience:** A minimum of three 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 internal assurance and have at least one year's occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their quality assurance expertise ensures that assessments are both fair and valid.

- **Internal Quality Assurers Qualification:** IQAs 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 3 Suite of Creative Arts and Digital Technologies (CADT) qualifications is designed to develop learners' technical, creative and employability skills through practical project-based learning. It provides progression opportunities into higher education, apprenticeships and careers within the creative and digital industries while supporting the development of transferable skills such as communication, problem solving, independent learning and project management.

The OCN NI Level 3 Suite of Creative Arts and Digital Technologies qualifications are unitised qualifications on a scale of pass or fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency.

7.2 Qualification Level

In the context of the OCN NI Level 3 Suite of Creative Arts and Digital Technologies qualifications, 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 3 which signifies a complex 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 3 Award in Creative Arts and Digital Technologies	
Total Qualification Time (TQT):	60 hours
Total Credits Required:	6 credits
Minimum Guided Learning Hours (GLH):	30 hours
OCN NI Level 3 Certificate in Creative Arts and Digital Technologies	
Total Qualification Time (TQT):	130 hours
Total Credits Required:	13 credits
Minimum Guided Learning Hours (GLH):	85 hours

OCN NI Level 3 Extended Certificate in Creative Arts and Digital Technologies	
Total Qualification Time (TQT):	300 hours
Total Credits Required:	30 credits
Minimum Guided Learning Hours (GLH):	187 hours
OCN NI Level 3 Diploma in Creative Arts and Digital Technologies	
Total Qualification Time (TQT):	540 hours
Total Credits Required:	54 credits
Minimum Guided Learning Hours (GLH):	378 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 3 Award in Creative Arts and Digital Technologies** learners must complete a minimum of 6 credits from any of the optional units.

To achieve the **OCN NI Level 3 Certificate in Creative Arts and Digital Technologies** learners must complete a minimum of 13 credits from any of the optional units.

To achieve the **OCN NI Level 3 Extended Certificate in Creative Arts and Digital Technologies** learners must complete a minimum of 30 credits from any of the optional units.

To achieve the **OCN NI Level 3 Diploma in Creative Arts and Digital Technologies** learners must complete a minimum of 54 credits from any of the optional 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 an 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 Quality Assurers 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 3.
- **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 3 Award in Creative Arts and Digital Technologies
Total Qualification Time (TQT) for this qualification: 60 hours
Minimum Guided Learning Hours (GLH) for this qualification: 30 hours

In order to achieve this qualification, the learner must successfully complete 6 credits from any of the optional units.

OCN NI Level 3 Certificate in Creative Arts and Digital Technologies
Total Qualification Time (TQT) for this qualification: 130 hours
Minimum Guided Learning Hours (GLH) for this qualification: 85 hours

In order to achieve this qualification, the learner must successfully complete 13 credits from any of the optional units.

OCN NI Level 3 Extended Certificate in Creative Arts and Digital Technologies
Total Qualification Time (TQT) for this qualification: 300 hours
Minimum Guided Learning Hours (GLH) for this qualification: 187 hours

In order to achieve this qualification, the learner must successfully complete 30 credits from any of the optional units.

OCN NI Level 3 Diploma in Creative Arts and Digital Technologies
Total Qualification Time (TQT) for this qualification: 540 hours
Guided Learning Hours (GLH) for this qualification: 378 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 54 credits from any of the optional units.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Optional units					
F/507/3047	CBC443	Composition	8	54	Three
R/616/2633	CBD946	Event Organisation within the Fine Arts or Performing Arts	6	42	Three
L/507/3049	CBC445	Live Sound Engineering	4	28	Three
F/507/3050	CBC447	Song Writing Skills	3	21	Three

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Optional units					
J/507/3051	CBC448	Sound Checking an Ensemble	4	28	Three
R/507/3053	CBC449	Studio Mixing	6	42	Three
Y/507/3054	CBC451	Film and Video Production	7	49	Three
D/507/3055	CBC452	Multi-track Recording	6	42	Three
H/507/3056	CBC453	Musical Ensemble Skills	6	36	Three
K/507/3057	CBC454	Sound for Moving Image	6	42	Three
M/507/3058	CBC455	Technical Sound and Audio Production	3	21	Three
T/507/3059	CBC450	Undertaking a Solo Performance	6	48	Three
K/507/3060	CBC446	Performance Realisation Skills	9	63	Three
M/507/3061	CBC456	Preparing for a Career or Further Education in the Creative Industries	4	28	Three
T/507/3062	CBC457	Using Social Media to Market and Promote Events, Products and Services	4	28	Three
A/507/3063	CBC458	Capturing, Editing and Presenting Video Sequences	4	28	Three
F/507/3064	CBC459	Developing Websites	5	35	Three
L/507/3066	CBC460	Using Cameras and Accessories for Film and Video	6	42	Three
R/507/3067	CBC461	Using Imaging Software	5	35	Three
Y/507/3068	CBC462	Using Multimedia Software	4	28	Three
H/507/3073	CBC442	Capturing and Editing Audio Sequences	4	28	Three
D/507/3069	CBC549	Presentation Skills in Practice	3	21	Three
D/616/2635	CBD947	Problem Solving Skills within the Creative Arts and Digital Technology Sectors	3	21	Three
H/616/2636	CBD948	Teamwork Skills in Practice within the Creative Arts and Digital Technology Sectors	3	21	Three

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Optional units					
D/507/3072	CBC552	Health and Safety in the Workplace	3	21	Three
K/507/3074	CBC636	Digital Fabrication	3	21	Three
F/508/6607	CBD606	Three-Dimensional Modelling and Animation	10	70	Three
J/508/6608	CBD607	Location Sound Recording for Film and Video Production	6	42	Three
L/508/6609	CBD608	Developing Drawing Skills for Painting	3	21	Three
F/508/6610	CBD609	Drawing Development Methods and Skills	3	21	Three
J/508/6611	CBD610	Life Drawing	3	21	Three
H/615/1121	CBD682	Creative Writing	3	21	Three
H/504/4513	CAX208	Design Project	3	21	Three
F/505/0917	CAX014	Approaches to Digital Imaging and Printing	6	40	Three
M/504/4918	CAX215	Lighting in Photography	4	25	Three
H/504/4768	CAX216	The Photographic Project	6	30	Three
K/504/4948	CAX217	Using a Film or Digital Camera	6	42	Three
K/616/2637	CBD949	Develop Photography Techniques Using Materials and Resources	3	21	Three
K/616/2640	CBD950	Photography: A Creative Approach to Picture Making	3	21	Three
T/616/2642	CBD951	Photography - Using a Camera and Accessories	2	14	Three
Y/617/8204	CBE650	Theory and Principles of Animation	4	28	Three
K/617/8191	CBE645	Create 2D Animation	14	98	Three
M/617/8208	CBE654	Render Animation	4	28	Three
K/617/8207	CBE653	Edit Animation	4	28	Three

10. Unit Content

10.1 Composition

Title	Composition
Level	Three
Credit Value	8
Guided Learning Hours (GLH)	54
OCN NI Unit Code	CBC443
Unit Reference No	F/507/3047
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. Explain 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. Explain and demonstrate how the music technology process can act as a focus for the creation of an original composition. 1.3. Explain and demonstrate how a project brief/theme can act as a focus for the creation of an original composition.
2. Be able to evaluate instrumentation.	2.1. Evaluate instrumentation for a genre. 2.2. Evaluate instrumentation through listening and analysis. 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. Explain and evaluate 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. Evaluate structure through listening and analysis. 4.2. Use structuring within an original composition. 4.3. Create arrangements in line with genre. 4.4. Evaluate 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: **CCSMPR16** - Write musical works
- URN: **CCSMPR39** - Apply music theory knowledge

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
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 learner's 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 fully 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 fully understand how to create compositions based on the different focuses for composition previously completed

2. Be able to evaluate instrumentation.	**Scope**

	Teaching will cover:
	
	• Learners will evaluate the instrumentation used in different genres (knowledge from LO1)
	  ○ Through listening
	  ○ 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 in detail hook, melody and rhythm in pieces of music • Learners will create detailed original melodic and rhythmic parts for original compositions ○ E.g. learners will use hook, melody and rhythm

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

10.2 Event Organisation within the Fine Arts or Performing Arts

Title	Event Organisation within the Fine Arts or Performing Arts
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBD946
Unit Reference No	R/616/2633
Unit purpose and aim(s): This unit will enable the learner to understand how to 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. Summarise the purpose of an event. 1.2. Critically compare an event in the fine arts sector to one in the performing arts. 1.3. Summarise 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 post event activities d) roles of those involved e) risk assessments 1.4. Develop an event plan. 1.5. Allocate required roles and responsibilities to run the event. 1.6. Gather 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. Explain the responsibilities of the event manager. 2.2. Explain 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. Explain 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. Deliver event in line with event plan. 3.4. Address any issues arising from running event. 3.5. Perform post event activities in line with event plan.

Assessment Guidance

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

NOS:

- URN: **SKSCMGS7** -Manage projects in the creative industries
- URN: **CCSTTL13** - Agree venues and incoming 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

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 detailed 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 & Video
	  ○ Photography
	  ○ Sound
	  ○ 3D modelling
	  ○ Animation
	• Learners will understand the detailed 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 & 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 detailed responsibilities of an Events Manager
	• Learners will understand in detail 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 in detail with stakeholders
	  ○ Online communication
	  ▪ Social Media

	▪ Email ○ Offline communication ▪ Phone calls ▪ Letters
2. Understand the role of the event manager and others involved in the event within the fine arts or performing arts sectors.	**Scope** Teaching will cover: • Learners will utilise the details of fully 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 & 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 in detail appropriate resources for the CADT sector event including: ○ Chairs ○ Tables ○ Boards for display ○ Projector

	○ Food & Drink
3. Be able to publicise and run an event within the fine arts or performing arts sectors.	**Scope** Teaching will cover: • Learners will understand in detail 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 detailed 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 detailed 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 detailed 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

10.3 Live Sound Engineering

Title	Live Sound Engineering
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBC445
Unit Reference No	L/507/3049
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. Explain 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. Evaluate what makes a good mix. 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. Explain 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. Summarise the potential health and safety issues and equipment damage risks associated with post-performance activities. 4.2. Ensure the rig is safely powered down in the correct sequence. 4.3. Dismantle 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: **CCSMT3** - Set up, configure and maintain studio equipment, software, hardware and Instruments.
- 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	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

Learning Outcome	Unit Title: Live Sound Engineering
1. Be able to set optimal signal to noise ratio.	**Scope** Teaching will cover: • Learners will explain the optimal signal to noise ratio using sound equipment • Learners will demonstrate to a high level 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 evaluate 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 thorough 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 the importance of monitoring the stage during a live performance • Learners will monitor the stage during a live performance • Learners will demonstrate high-level 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 detailed 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 thorough post-performance activities
	  ○ Health and safety issues
	  ○ Equipment damage risks
	  ○ Powering down the rig
	  ○ Breaking down the rig
	  ○ Stowing procedures for component parts

10.4 Song Writing Skills

Title	Song Writing Skills
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBC447
Unit Reference No	F/507/3050

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. Critically compare a range of popular music genres in terms of: a) musical style b) form
2. Understand subject matter in popular music.	2.1. Analyse 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. Explain how the lyrics reinforce the musical considerations in a range of popular music songs. 3.2. Critically compare a range of lyrical devices and how they are used.
4. Understand the use of compositional devices.	4.1. Explain how the compositional devices reinforce the lyrical devices in a range of popular music songs. 4.2. Critically 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 outcome and demonstrate the skills and/or	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

	knowledge gained throughout the course	
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: Song Writing Skills

1. Understand popular music genres.	**Scope**
	
	Teaching will cover:
	
	• Learners will fully know popular musical genres such as:
	  ○ Pop music
	  ○ Hip hop
	  ○ EDM
	• Learners will fully know styles of popular music
	  ○ Progressive
	  ○ Psychedelic
	  ○ New age
	• Learners will fully know forms of popular music
	  ○ Verse
	  ○ Chorus
	  ○ Bridge
	• Learners will understand in detail popular musical styles and forms in relation to genre
	  ○ Including lyrics

2. Understand subject matter in popular music.	**Scope**
	
	Teaching will cover:
	
	• Learners will have a detailed understanding of the subject matter related to popular song lyrics such as:
	  ○ Love
	  ○ Loss
	  ○ Rebellion
	• Fully knowing the feel of popular music such as:
	  ○ Joy
	  ○ Connection
	  ○ Nostalgia
	• Fully knowing the tonality of popular music such as:
	  ○ Pitches
	  ○ Chords
	• Fully knowing the nature of popular music such as:
	  ○ Wide appeal
	  ○ Catchy and repetitive
	  ○ Easily danced to
	• Learners will understand in detail 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 fully know lyrical devices such as:
	  ○ Figures of speech
	  ○ Metaphor
	  ○ Simile
	  ○ Symbolism

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

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

10.5 Sound Checking an Ensemble

Title	Sound Checking an Ensemble
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBC448
Unit Reference No	J/507/3051
Unit purpose and aim(s): This unit will enable the learner to understand how to conduct efficient sound checks for ensemble performance.	

Learning Outcomes	Assessment Criteria
1. Understand how to perform a sound check.	1.1. Summarise the activities involved in performing a sound check. 1.2. Evaluate the potential health and safety issues associated with performing sound checks and how they should be addressed.
2. Be able to prepare a Public Address (PA) system for sound check.	2.1. Select and apply an appropriate technique to capture sound from a range of instruments. 2.2. Check each connected channel. 2.3. Identify and resolve any problems.
3. Be able to sound check instruments.	3.1. Sound check each instrument and adjust levels appropriately including: a) applying appropriate Equalisation (EQ) for each instrument. b) applying gating/compression to instruments as appropriate c) apply effects appropriately
4. Be able to work with performers.	4.1. Evaluate 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. Critically 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: **CCSMT3** - Set up, configure and maintain studio equipment, software, hardware and instruments.
- URN: **CCSMT9** - Apply analogue and digital effects to audio 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 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 learner's work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Sound Checking an Ensemble

1. Understand how to perform a sound check.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand detailed 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 in detail 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 fully 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 detailed techniques to capture sound from chosen instruments ○ Such as using a condenser or dynamic microphone • Learners will complete a thorough 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 thoroughly troubleshoot issues when preparing to sound check

3. Be able to sound check instruments. work with performers.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how to thoroughly sound check each instrument and adjust levels including:
	  ○ Applying highly appropriate Equalisation (EQ)
	  ○ Applying gating/compression
	  ○ Applying effects

4. Be able to work with performers.	**Scope**
	
	Teaching will cover:
	
	• Learners will communicate effectively with performers during sound checking
	  ○ Clear instructions
	  ○ Be respectful/ tone of voice
	• Learners will evaluate needs of performers
	  ○ How issues can be addressed or mitigated

5. Be able to create a balanced mix.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand in detail a range of sound mixes
	  ○ Genres such as:
	  ▪ Folk
	  ▪ EDM
	  ▪ Classical
	  ▪ Pop
	  ○ Styles such as:
	  ▪ Musical theatre
	  ▪ Music
	  ▪ Film and TV music
	  ▪ Video game music
	• Learners will know how to fully maintain a clear mix during a sound check linked to:
	  ○ Genres such as:
	  ▪ Folk
	  ▪ EDM
	  ▪ Classical
	  ▪ Pop
	  ○ Styles such as:
	  ▪ Musical theatre soundtrack
	  ▪ Pantomime soundtrack
	  ▪ Music soundtracks
	  ▪ Film and TV sound
	  ▪ Vido game sound
	  ▪ Radio production

10.6 Studio Mixing

Title	Studio Mixing
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBC449
Unit Reference No	R/507/3053
Unit purpose and aim(s): This unit will enable the learner to understand and apply mixing techniques using studio mixing desk.	

Learning Outcomes	Assessment Criteria
1. Understand what is meant by mixing.	1.1. Explain what is meant by mixing and how it is used in the production of music. 1.2. Critically compare the application of mixing techniques to a range of musical types and genres.
2. Be able to demonstrate mixing technique.	2.1. Summarise the function and controls on a mixing desk. 2.2. Explain 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. Analyse a musical project with respect to how appropriate mixing may improve the resultant project. 3.2. Analyse what effects will complement the mix. 3.3. Analyse 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: **CCSMT8** -Modify audio material using samplers and synthesisers
URN: **CCSMT9** -Apply analogue and digital effects to audio 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 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 learner's work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Studio Mixing

1. Understand what is meant by mixing.	**Scope**
	
	Teaching will cover:
	
	• Learners will have a detailed understanding of a 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
	  • Vido game sound
	  • Radio production
	  ▪ Musical genres
	  • Folk
	  • EDM
	  • Classical
	  • Pop

2. Be able to demonstrate mixing techniques.	**Scope**
	
	Teaching will cover:
	
	• Learners will fully understand and be able use functions and controls on a studio mixing desk
	  ○ Using a studio mixing desk competently 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 evaluate a good 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
    - Vido 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
        - Expansion
        - Compression
        - Gating
        - Filters
    - Time-based
        - Reverb
        - Delay
        - Echo
    - 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

10.7 Film and Video Production

Title	Film and Video Production
Level	Three
Credit Value	7
Guided Learning Hours (GLH)	49
OCN NI Unit Code	CBC451
Unit Reference No	Y/507/3054
Unit purpose and aim(s): This unit will enable to learner to understand and undertake Film and video production.	

Learning Outcomes	Assessment Criteria
1. Understand the film and video production process.	1.1. Summarise the key milestones of the film and video production process. 1.2. Critically compare different genres of film and video and how this impacts on the production process. 1.3. Summarise 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. Reflect on 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. Reflect on 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. Explain 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. Reflect on the postproduction process and final version of film developed identifying areas for possible improvement.

5. Understand the certification process.	5.1. Summarise 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: **SKSP3** -Deliver scripts for scripted productions
URN: **SKSE1** - Carry out editing projects to a 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
E-assessment	The use of information technology to assess learner's work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Film and Video Production

1. Understand the film and video production process.	**Scope**
	
	Teaching will cover:
	
	• Learners will fully the five stages of the film and video production process
	  ○ Research
	  ○ Pre-production
	  ○ Production
	  ○ Post-production
	  ○ Marketing
	• Learners will have detailed knowledge of a variety of genres of film and video such as:
	  ○ Romance
	  ○ Horror
	  ○ Sci-fi
	  ○ Action
	• Learners will fully understand how to implement the five-stage production process
	• Learners will have detailed knowledge of film and video Health and Safety issues
	• Learners will thoroughly follow the film and video Health and Safety standards and solve (or mitigate) any issues
	  ○ This can be linked to the Health and Safety Unit

2. Be able to produce pre-production materials.	**Scope**
	
	Teaching will cover:
	
	• Learners will have a detailed understanding of 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 detailed 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 reflect in detail on own pre-production materials
	  ○ Areas for improvement
	  ○ Updating based on assessment
	  ○ Areas for improvement
	• Learners will be able to create a detailed Pitch
	  ○ Verbal
	  ▪ Tone of voice
	  ▪ Speed
	  ▪ Appropriate volume
	  ○ Physical
	  ▪ Hands
	  ▪ Body

	○ Technical ▪ Slides ▪ Clicker
3. Be able to produce production materials.	**Scope** Teaching will cover: • Learners will fully understand production in a film and TV setting • Learners will thoroughly 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 ○ Following shooting script/storyboard ○ Following safe working practices ▪ Using Health and Safety standards ○ 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 reflect in detail on own production work ○ Areas for improvement ○ 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 fully understand the five stages of the film and video post-production process • Learners will complete thorough post-production by using editing equipment to edit production material including: ○ Editing the film/ TV appropriately ○ Inclusion of transitions and / or visual effects ○ Inclusion of credits ○ Editing audio appropriately ▪ Inclusion of audio effects as required • Learners will be able to reflect in detail on own post-production work ○ Areas for improvement ○ Updating based on assessment
5. Understand the certification process.	**Scope** Teaching will cover: • Learners will fully understand the certification process for film and video • Learners will demonstrate thorough knowledge of the certification process in relation to own film and TV project

10.8 Multi-track Recording

Title	Multi-track Recording
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBC452
Unit Reference No	D/507/3055
Unit purpose and aim(s): This unit will enable the learner to understand how to make melt-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. Summarise 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. Explain the health and safety issues associated with making recordings and how to conduct a risk assessment. 2.2. Conduct a risk assessment for a given recording session.
3. Understand the use of microphones in the recording process.	3.1. Critically 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. Critically compare the placement of microphones for a range of different recording situations. 3.3. Explain how spill may be minimised or used in a complementary fashion.
4. understand the recording process.	4.1. Critically compare the impact of a range of room acoustics on the recording process/plan. 4.2. Explain the multi-track recording process. 4.3. Explain the use of outboard equipment or inline effects that are applied during the recording process. 4.4. Summarise a range of digital processing and digital effects and explain how they can be applied to recorded material.
5. Be able to record an ensemble and review the recording.	5.1. Use digital recorders to record the given ensemble. 5.2. Reflect on the process and product identifying any areas that may be improved.

Assessment Guidance

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

NOS:

- URN: **CCSMT3** - Set up, configure and maintain studio equipment, software, hardware and instruments
- 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 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 learner's 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 in detail the steps involved in making a multi-track recording including: ▪ Recording individual tracks ▪ Adding overdubbing/ additional parts ▪ Mixing and Mastering • Learners will have detailed understanding of the resources needed to make a multi-track recording such as: o Recording devices o Microphones o Mixer • Learners will be able to develop a detailed plan to record a multi-track recording o Practice sessions o An overview with plans for each participant o Equipment such as instruments and recording equipment o Consent forms from all involved • Learners will know how to create a thorough schedule o Practice sessions o Production schedule for each track
2. Understand health and safety issues associated with making recordings.	**Scope** Teaching will cover: • Learners will thoroughly understand health and safety procedures related to recordings such as: o Where cables are located o No food and drink • Learners will be able to complete thorough risk assessment procedures o Completing a recce for location/s of recording o Complete risk assessment documentation
3. Understand the use of microphones in the recording process.	**Scope** Teaching will cover: • Learners will have a detailed understanding of different microphones o Types ▪ Dynamic ▪ Condenser • Large diaphragm • Small diaphragm ▪ Ribbon o Application and design for different types of sound requirements o Pick up patterns such as how much sound the microphone receives • Learners will have detailed understanding of different placement patterns for microphones such as where they are placed for different sound requirements • Learners will be able to create detailed placement patterns for microphones o Based on different recording situations

		• Learners will thoroughly understand spill including:
		  ○ How it can be minimised
		  ○ How it can be 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)
		  ○ how much sound is recorded which was not intended

4.	Understand the recording process.	**Scope**
		
		Teaching will cover:
		
		• Learners will have a detailed understanding of room acoustics
		  ○ Sound based on the space used
		  ○ How these relate to recordings
		• Learners will have a detailed understanding of 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 fully know digital effects related to recording such as:
		  ○ Equalisation (EQ)
		  ○ Saturation
		  ○ Compression
		  ○ Distortion
		  ○ Reverb
		  ○ Delay/ echo
		• Learners will fully 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 thoroughly 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 have a thorough understand digital recording devices
		• Learners will be able to use a chosen digital recording devices to a high level to record the planned tracks
		• Learners will be able to critically evaluate on own work including:
		  ○ Identifying areas for improvement from:
		  ▪ Pre-production (planning)
		  ▪ Production (recording/ mixing)

10.9 Musical Ensemble Skills

Title	Musical Ensemble Skills
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	36
OCN NI Unit Code	CBC453
Unit Reference No	H/507/3056
Unit purpose and aim(s): This unit will enable the learner to understand how give a performance as part of an ensemble.	

Learning Outcomes	Assessment Criteria
1. Be able to develop ensemble skills on an instrument.	1.1. Explain what is meant by ensemble skills. 1.2. Perform as part of an ensemble matching dynamics, timbre and articulation. 1.3. Work with an ensemble to produce a consistent sound. 1.4. Evaluate the position of individual members within the ensemble in relation to achieving a unified sound. 1.5. Apply a conducive pattern justifying decision.
2. Be able to rehearse ensemble performance.	2.1. Through individual practice and ensemble rehearsals apply the technical demands of the music pieces. 2.2. Analyse the demands of putting the pieces together as an ensemble. 2.3. Reflect on the rehearsal process and suggest areas for possible improvement. 2.4. Evaluate the health and safety issues related to rigorous practice routines.
3. Be able to give a performance of musical ensemble skills.	3.1. Deliver a performance of the chosen pieces with other members of the ensemble that: a) is together b) is evenly balanced c) is well articulated f) shows refined intonation g) has a developed sense of pulse and movement h) leaves room for soloistic moments within the texture i) illustrates a successful interpretation of the music j) gives performance which communicates well with its audience
4. Be able to review the performance.	4.1. Evaluate own and others' contribution to the performance. 4.2. Summarise areas of improvement for own and ensemble performance.

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: **CCSMPR24** -Perform 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 learner's work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Musical Ensemble Skills

1. Be able to develop ensemble skills on an instrument.	**Scope**
	
	Teaching will cover:
	
	• Learners will fully understand 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, timbre and articulation)
	• Learners will perform in detail ensemble skills
	  ○ By performing using a chosen instrument
	  ▪ Consistent sound
	  ▪ High-quality sound
	  ▪ Listening to other members
	  • Knowing location of other members
	  • Creating a unified sound
	  ▪ Matching dynamics
	  ▪ Matching timbre

2. Be able to rehearse ensemble performance.	**Scope**
	
	Teaching will cover:
	
	• Learners will fully understand Health and Safety related to rigorous practice routines
	• Learners will understand the technical demands of chosen pieces of music using musical ensemble skills including:
	  ○ Individual practice
	  ○ Rehearsals
	• Learners will fully know what is involved in putting each piece together as an ensemble
	• Learners will fully know the importance of individual players within the ensemble
	• Learners will complete rehearsals thoroughly including:
	  ○ 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 give a performance of musical ensemble skills.	**Scope**
	
	Teaching will cover:
	
	• Learners will perform in a musical ensemble to a high-level, using the appropriate skills needed, including:
	  ○ Coherent performance (high-quality sound)
	  ○ Balancing the performance well (consistent sound)
	  ○ Music expressed well (technical expertise)
	  ○ Refined intonation (technical expertise)
	  ○ Music having a developed sense of beat and movement (co-ordination)
	  ○ Leaving room for soloistic moments within the texture (creative)

	○ Having high-level communication between the performers (communication) ○ Illustration of a successful interpretation of the music (creative)
4. Be able to review the performance.	Teaching will cover: • Learners will evaluate their final performance ○ The successes ▪ Own ▪ As an ensemble ○ The areas for development ▪ Own ▪ As an ensemble

10.10 Sound for Moving Image

Title	Sound for Moving Image
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBC454
Unit Reference No	K/507/3057
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. Critically compare the relationship of sound and picture for a range of genres and media that use moving image. 1.2. Explain the agreed design concepts for given moving image. 1.3. Summarise the main requirements for sound design in film. 1.4. Analyse how design aspects of particular moving image segments impact upon sound requirements.
2. Be able to develop a plan for sound in a short film production.	2.1. Develop a plan for using and recording sound in a short film production. 2.2. Explain how the agreed production plan for sound integrates with overall film production plan.
3. Be able to record sound for a short film production.	3.1. Critically 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 the agreed 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: **SKSPP8** -Use music to complement visual material
- URN: **CCSMT7** -Record audio material to meet creative 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
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 learner's work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Sound for Moving Images

1. Understand the relationship between sound and picture in film.	**Scope**
	
	Teaching will cover:
	
	• Learners will thoroughly 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 evaluate the main concepts for sound design
	  ○ Types of sound such as:
	  ▪ Dialogue
	  ▪ Background sounds
	  ▪ Foley
	  ▪ Music
	  ▪ Special effects (SFX)
	  ▪ Mixing
	  ○ Correcting to a high-level issues within sound design such as lack of clarity
	  ○ How the sounds then relate to the pictures

2. Be able to develop a plan for sound in a short film production.	**Scope**
	
	Teaching will cover:
	
	• Learners will be able to create detailed pre-production material for sound within a short moving image production
	  ○ Detailed 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 o Considering the location and any issues which would affect sound o 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 film production.	**Scope** Teaching will cover: • Learners will thoroughly understand and use techniques for the production of soundtracks including: o Compression such as: ▪ Ratio ▪ Threshold ▪ Attack ▪ Release ▪ Knee ▪ Make-up gain o Sound formats such as: ▪ WAV ▪ AIFF ▪ BWF ▪ PCM ▪ DSD ▪ FLAC ▪ MP3 • Learners will record sounds to a high-level for a short moving image production o Dialogue o Foley o Background sounds o Mixing during production • Learners will monitor the production to a high-level by comparing to the pre-production plan from LO2 • Learners will understand in detail and use techniques for post-production of soundtrack including: o Compression such as: ▪ Downward ▪ Upward ▪ Sidechain ▪ Parallel ▪ Multiband o Sound formats such as: ▪ WAV ▪ AIFF

	▪ AAF ▪ OMF ▪ MP3 ▪ BWF • Learners will use the detailed post-production plan created in LO2 and complete post-production o Editing ▪ Music ▪ Mixing completed material ▪ Special effects (SFX)

10.11 Technical Sound and Audio Production

Title	Technical Sound and Audio Production
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBC455
Unit Reference No	M/507/3058
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. Explain and agree to health and safety rules relating to sound and audio production. 1.2. Explain how to conduct a risk assessment in a sound and audio environment.
2. Be able to use sound and audio production equipment.	2.1. Critically compare the application of a range of sound and audio production equipment to meet differing sound and audio productions. 2.2. Select, justify and use a range of sound and audio equipment for recording and storing sound.
3. Be able to develop ideas for production.	3.1. Develop an idea to support production through use of recording, editing and altering sound. 3.2. Create finished sound/audio product. 3.3. Evaluate the development of the idea and use of techniques and identify any areas for improvement.
4. Understand professional working methods.	4.1. Critically compare current professional working methods to own working methods.
5. Be able to work within a group situation.	5.1. Demonstrate working co-operatively within a team situation. 5.2. Explain the importance of individual responsibility within the team.
6. Reflect on own work.	6.1. Distinguish between constructive and non-constructive feedback. 6.2. Demonstrate how to receive and respond positively to feedback from others. 6.3. Evaluate 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: **CCSMT3** - Set up, configure and maintain studio equipment, software, hardware and Instruments.
- 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	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

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 in detail 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
	• Learners will be able to follow in detail the Health and Safety rules linked to sound and audio production#
	  ○ Recording
	  ○ Editing
	  ○ Storing sound

2. Be able to use sound and audio production equipment.	**Scope**
	
	Teaching will cover:
	
	• Learners will fully 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

3. Be able to develop ideas for production.	**Scope**
	
	• Learners will fully 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 in detail 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 to a high-level sound/ audio production and post-production to complete the media product based on original ideas • Learners will evaluate the process (pre-production, production and post-production from this LO) o Development of ideas (pre-production) o Use of techniques (production and post-production)
4. Understand professional working methods.	**Scope** Teaching will cover: 1. Learners will fully know professional working methods in audio and sound production o Using quality equipment ▪ Microphones ▪ Recording devices ▪ Monitoring and adjusting when recording o Making sure the recoding environment is maximised for optimal sounds o Placing microphones in the ideal location o Recording sound uncompressed 2. Learners will understand in detail professional working methods in audio and sound production o Using quality equipment ▪ Microphones ▪ Recording devices ▪ Monitoring and adjusting when recording o Making sure the recoding environment is maximised for optimal sounds o Placing microphones in the ideal location o Recording sound uncompressed 3. Learners will identify detailed ways to improve professional methods o Analyse and update during production and note any improvements
5. Be able to work within a group situation.	**Scope** Teaching will cover: • Learners will create a team o High importance of individual responsibility o Working co-operatively with group members o Highly appropriate communication ▪ Tone of voice ▪ Information given ▪ Timing of information

6. Reflect on own work.	**Scope**
	
	Teaching will cover:
	
	• Feedback
	  ○ Learners will be able to distinguish between constructive and non-constructive feedback
	
	  ○ Learners will receive and respond to feedback in a highly positive way
	
	  ▪ Including responding to negative feedback
	
	  ○ Learners will reflect in detail on own work
	
	  ▪ Pre-production
	  ▪ Production
	  ▪ Post=production
	  ○ Learners will reflect in detail on feedback from others
	  ○ Learners will identify areas for improvement
	  ▪ Own reflections
	  ▪ Other's feedback

10.12 Undertaking a Solo Performance

Title	Undertaking a Solo Performance
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	48
OCN NI Unit Code	CBC450
Unit Reference No	T/507/3059
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 technical skills on an instrument.	1.1. Explain tuning method for chosen instrument. 1.2. Explain and demonstrate articulation and intonation techniques using a simple piece of music. 1.3. Explain the importance of correct posture.
2. Be able to develop good practice routines.	2.1. Explain 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. Evaluate own musical development.
3. Be able to develop an appreciation of music from different periods and styles.	3.1. Critically compare two pieces which have contrasting styles or from differing periods.
4. Understand musical competence and performance.	4.1. Explain what is meant by musical competence and how it is achieved. 4.2. Select, justify 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: **CCSMPR23-** Rehearse music
- URN: **CCSMPR24**- Perform 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

Learning Outcome	Unit Title: Undertaking a Solo Performance

1. Be able to demonstrate technical skills on an instrument.	**Scope**
	
	Teaching will cover:
	
	• Learners will fully know tuning methods for given instrument/s such as:
	  ○ Electronic devices
	  ○ By ear
	  ○ Mechanical adjustment
	• Learners will fully know techniques for a given instrument while playing music
	  ○ Articulation
	  ○ Intonation
	• Learners will fully 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 high importance of a practice schedule
	  ○ For improvement
	  ○ To evaluate musical development
	• Learners will know how to create a detailed practice schedule
	  ○ And make changes
	  ○ Show development
	• Learners will know how to practice a given instrument highly competently

3. Be able to develop an appreciation of music from different periods and styles.	**Scope**
	
	Teaching will cover:
	
	• Learners will learn detailed 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 have a detailed understanding of what musical competence means

	• Learners will know how to fully achieve musical competence
	• Learners will fully know how to choose music and perform on a given instrument
	• Learners will fully 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

10.13 Performance Realisation Skills

Title	Performance Realisation Skills
Level	Three
Credit Value	9
Guided Learning Hours (GLH)	63
OCN NI Unit Code	CBC446
Unit Reference No	K/507/3060
Unit purpose and aim(s): This unit will enable the learner to understand and use various performance techniques within a performance.	

Learning Outcomes	Assessment Criteria
1. Be able to use techniques for effective realisation of productions.	1.1. Critically compare a range of preparation techniques for a specific production. 1.2. Prepare for a specific production. 1.3. Perform a given role in a specific production showing a clear understanding of the text and sub-text.
2. Be able to review own performance.	2.1. Evaluate own contribution to the performance. 2.2. Evaluate own contribution in response to feedback. 2.3. Summarise areas for improvement.
3. Be able to review the realisation.	3.1. Summarise the success of the production. 3.2. Justify which could improve the production realisation.

Assessment Guidance

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

NOS:

- URN: **CCSDES22 -**Collaborate in a creative process
- URN: **SKSCMGS2 -** Make the most of opportunities to increase your skills and experience 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
Aural examination	Assessment activities based around listening stimuli, for	Audio/video record Tutor notes / record

	example, aural question and answer, dictation, transcription, word and sound discrimination	Record of observation
E-assessment	The use of information technology to assess learner's work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Performance Realisation Skills

1. Be able to use techniques for effective realisation of productions.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand realisation skills in detail
	  ○ 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 to a high-level
	  ○ 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 in detail • Learners will critically review own performance • Learners will critically review the overall performance • Learners will thoroughly identify areas for improvement

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

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

Title	Preparing for a Career or Further Study in the Creative Industries
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBC456
Unit Reference No	M/507/3061
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. Research 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. Evaluate own qualities in relation to creative industries sector opportunities including: a) interests b) attributes c) skills d) relevant achievements e) experience 2.2. Summarise 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. Summarise the elements that should be in own career or further study plan. 3.2. Summarise relevant personal information in relation to the creative industries sector to either start a business, gain employment or progress to further study. 3.3. Develop a portfolio of creative industries work and/or expertise for use in either a business presentation, career or further study interview. 3.4. Develop own career or further study plan 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: **SKSCMGS1** - Manage your own career in the creative industries
- URN: **SKSCMGS2** - Make the most of opportunities to increase your skills and experience 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

	assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	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: Preparing for a Career or Further Education in the Creative Industries

1. Be able to identify employment and education opportunities in the creative industries sector.	**Scope**
	
	Teaching will cover:
	
	• Learners will research in detail different CADT areas including:
	  ○ Photography
	  ○ Film and video
	  ○ 3D modelling and animation
	  ○ Sound
	  ○ Animation
	• Learners will research in detail 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 industries sector opportunities to own personal qualities.	**Scope**
	
	Teaching will cover:
	
	• Learners will research and evaluate job opportunities in their chosen CADT sector
	• Learners will understand in detail the qualities needed for their chosen CADT sector including:
	  ○ Interests
	  ○ Attributes
	  ○ Skills
	  ○ Relevant achievements
	  ○ Experience
	• Learners will look at own qualities in detail related to the CADT sector including:
	  ○ Interests
	  ○ Attributes
	  ○ Skills
	  ○ Relevant achievements
	  ○ Experience
	• Learners will analyse 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 in detail how to develop qualities and skills needed for CADT sector chosen job opportunities • Learners will evaluate 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 a detailed action plan for their future progression • Learners will create a detailed action plan based on their chosen CADT sector o 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 o For opportunities for further study to develop their skills and knowledge alongside qualifications • Learners will thoroughly understand what is required in a CADT portfolio • Learners will create a detailed CADT portfolio including: o Showreel of practical work ▪ Saved in a physical format such as printed ▪ Digital such as on the internet or a USB stick o Detailed CV showing their present and planned qualifications and skills

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

Title	Using Social Media to Market and Promote Events, Products and Services
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBC457
Unit Reference No	T/507/3062
Unit purpose and aim(s): This unit will enable the learner to understand how 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. Critically compare the positive and negative aspects of using social media. 1.2. Explain the risks associated with using social media and how best to minimise these.
2. Understand the application of social media.	2.1. Critically compare how various social media sites may be used by groups, individuals, businesses and organisations. 2.2. Summarise potential risks to an organization 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. Critically 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: **SKSCMGS14** - Present ideas and information to others in the creative industries
- URN: **SKSPI29** - Research and access images

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 critically compare aspects of social media
	  ○ Positive aspects such as easy communication
	  ○ Negative aspects such as online bullying
	• Learners will learn to evaluate 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 which can get too many people arriving at small events or re-posting but with wrong information
	• Learners will evaluate 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 including 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 fully understand how social media sites are used to promote products, services, brands and/or events. Social media sites including:
	  ○ Facebook
	  ○ X (formerly Twitter)
	  ○ YouTube
	  ○ Snapchat
	  ○ Instagram
	• Learners will fully 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 fully 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 including what will the campaign incorporate such as:
	  ▪ Aim including what it hopes to achieve
	  ▪ Purpose including why is it needed and for whom
	  ▪ Strategy including how it hopes to achieve the aim and purpose

	○ Nature of product, service or event including 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 ○ Target audience including who is the campaign aimed such as: ▪ Age ▪ Where they live ▪ Gender ▪ Social-economic area including what job and wage they make
3. Be able to use social media for marketing and promotion.	**Scope** Teaching will cover: • Learners will have full knowledge about developing a social media campaign ○ Planning (pre-production) ▪ Create a strategy with aim and purpose ▪ Layout sketches and designs ▪ Target audience • Age • Where they live • Gender • Social-economic area e.g. what job and wage they make ▪ Platforms • Mobile such as Smart phones • Non-mobile such as home computers • Learners will have full knowledge about implementing a social media campaign ○ Production ▪ Complete the campaign designed in pre-production • Learners will have full knowledge about reviewing a social media campaign ○ What went well ○ What could be improved

10.16 Capturing, Editing and Presenting Video Sequences

Title	Capturing, Editing and Presenting Video Sequences
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBC458
Unit Reference No	A/507/3063
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. Determine the content needed for sequences, and when to originate it 1.2. Explain potential compatibility issues and use input devices and video software to capture information and avoid any compatibility issues. 1.3. Select and use an appropriate combination of input device and video software to record sequences 1.4. Analyse the impact of file size and file format will have on saving sequences. 1.5. Identify when to use different types of information coding and compression. 1.6. 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. Gather and combine information for sequences in line with any copyright constraints. 2.3. Explain 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. Select, justify and use settings which may be adjusted to improve the quality of presentations. 3.4. Evaluate the quality of sequences and explain how to respond to quality issues and problems.

Assessment Guidance

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

NOS:

- URN: **SKSE1** -Carry out editing projects to a brief
- URN: **SKSE2** - Use editing to create a story

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: 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 in detail the impact on saving video sequences of:
	  ○ File Size
	  ○ File format
	• Learners will fully know different types of information coding and compression
	  ○ Using lossy or lossless algorithms
	• Learners will fully know input devices to record video sequences such as:
	  ○ Digital camera
	  ○ Camcorders
	  ○ Webcam
	  ○ Smartphones
	• Learners will fully know video software to record video sequences such as:
	  ○ OBS Studio
	  ○ Loom
	  ○ Camtasia
	• Learners will understand in detail 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 to a high-level
	• Learners will store and retrieve video sequences to a high-level 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 in detail linked to:
	  ○ Own information
	  ○ Other's information
	• Learners will organise and combine video sequences in detail considering the information on each:
	  ○ Follow copyright constraints
	• Learners will know in detail 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 to a high-level features and constraints of playback software and display devices including file formats. • Learners will know to a high-level the adjustable settings to improve the quality of video sequences • Learners will understand in detail 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 to a high-level

	• Learners will be able to adjust settings of display devices and video playback software to playback video sequences to a high-level • Learners will know how to evaluate video sequences: ○ Being able to respond to quality issues and problems to a high-level

10.17 Developing Websites

Title	Developing Websites
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBC459
Unit Reference No	F/507/3064
Unit purpose and aim(s): This unit will enable the learner to understand how to develop websites and include content such as video.	

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. Explain any compatibility issues between combinations of input device and video software. 1.4. Select and use an appropriate combination of input device and video software to optimise the recording of information. 1.5. Select and use an appropriate combination of hardware and software to originate and develop new content for sequences. 1.6. Analyse and explain the impact file size and file format will have, including when to use information coding and compression. 1.7. Describe issues that need to be taken into account including: a) copyright b) access 1.8. Describe file types to use for saving content. 1.9. Store and retrieve files in line with local guidelines and conventions where available. 1.10. Store and retrieve sequences using appropriate file formats and compression, 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. Gather and combine information required for webpages. 2.3. Select and use appropriate editing and formatting techniques to aid both clarity and navigation. 2.4. Select and use appropriate development techniques to link information across pages. 2.5. Select and use appropriate video software tools and techniques to mark-up and edit sequences to achieve required effects. 2.6. Modify the file formats appropriately for content. 2.7. 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. Select and use an appropriate combination of video playback software and display device to suit the file format. 3.4. Present sequences effectively by exploiting the features and settings of the playback software and display device to maximise quality and meet needs. 3.5. Identify and respond appropriately 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.

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

Learning Outcome	Unit Title: Developing Websites

1. Be able to create structures and styles for websites.	**Scope**
	
	Teaching will cover:
	
	• Learners will know and evaluate how a basic website is structured
	  ○ Root structure including homepage
	• Learners will understand high-level issues when creating a website
	  ○ Copyright
	  ○ Access
	• Learners will understand in detail interactive elements of a website
	  ○ Navigation
	  ○ Roll over buttons
	• Learners will know in detail file types for saving content
	  ○ File size
	  ○ File format
	  ○ Information coding and compression
	• Learners will know in detail how to plan a website to include:
	  ○ Page content
	  ○ Templates and layout
	  ○ Navigation
	• Learners will fully 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 prepare content for websites.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how to create a detailed 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 detailed website such as:
	  ○ Text
	  ○ Video
	  ○ Images
	  ○ Animation
	• Learners will know how to layout a detailed website
	• Learners will know how to edit a detailed website
	  ○ Using formatting techniques
	  ○ Adding interactivity
	• Learners will know how to store and retrieve webpages and content appropriately

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

	○ Useability ○ Functionality ○ Accessibility • Learners will know how to make any appropriate amendments based on testing • Learners will know how to select and use a highly appropriate web hosting service using a method such as: ○ File Transfer Protocol (FTP) ○ File manager • Learners will know how to obtain thorough peer review testing of their website • Learners will know how to respond in detail to feedback ○ Positively ○ Make appropriate changes to website

10.18 Using Cameras and Accessories for Film and Video

Title	Using Cameras and Accessories for Film and Video
Level	Level 3
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBC460
Unit Reference No	L/507/3066
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. Summarise 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. Summarise camera structure, layout and controls in terms of camera usage. 2.2. Critically compare camera settings for different video and photographic subjects. 2.3. Explain 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. Critically compare how to frame images and video to best effect. 3.2. Critically compare the use of lighting sources in photography and video. 3.3. Classify lighting techniques into those for sources and those for subjects. 3.4. Critically 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. Explain how to and 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: **SKSC4 -**Maintain film cameras
- URN: **SKSC5 -**Maintain digital cameras

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
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 to a high-level 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 thoroughly 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 in detail camera features in terms of:
	  ○ Structure such as:
	  ▪ Lens
	  ▪ Aperture
	  ▪ Shutter
	  ○ Layout such as how a camera is placed
	  ○ Controls such as:
	  ▪ Physical buttons including:
	  • Shutter
	  • Zoom
	  ▪ Exposure settings including:
	  • Aperture
	  • Shutter speed
	  • ISO
	• Learners will know detailed camera settings for different video and photographic subjects
	  ▪ Frame rate (video)
	  ▪ Shutter speed
	  ▪ Aperture
	  ▪ ISO
	  ▪ White balance
	  ▪ Resolution
	• Learners will know in detail 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 to a high-level
	• Learners will understand in detail how to frame images and video to best effect
	• Learners will know lighting techniques thoroughly for sources and subjects such as:
	  o Key lights
	  o Fill lights
	  o Back lights
	• Learners will use complex lighting sources in photography and video
	• Learners will know detailed options to capture sound when capturing video such as:
	  o Shotgun microphone
	  o Camera's internal microphone
	  o External audio recorder
	• Learners will know how to use the camera to capture still images and video to a high-level including:
	  o Using camera features
	  o Using accessories

4. Be able to transfer images and video from a camera.	**Scope** Teaching will cover: • Learners will know the most appropriate software to transfer and/or download captured content from a camera • Learners will use the most appropriate software to transfer and/or download captured content from a camera • Learners will understand how to organise files into highly appropriate folders • Learners will organise files into highly appropriate folders • Learners will know to produce new video sequences using video, sound and photographs

10.19 Using Imaging Software

Title	Using Imaging Software
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBC461
Unit Reference No	R/507/3067
Unit purpose and aim(s): This unit will enable the learner to use imaging software.	

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. Explain 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. Explain the context in which the images will be used. 1.6. Critically 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 to create, manipulate and edit images.	2.1. Explain the technical factors affecting images that need to be taken into account. 2.2. Select, justify and use suitable techniques to create images. 2.3. Use guidelines and dimensioning tools appropriately to enhance precision. 2.4. Select, justify 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: **CCSDES10** Create visual designs
- URN: **SKSPI20** Prepare image output

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

Learning Outcome	Unit Title: Using Imaging Software

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

2. Be able to use imaging software tools to a high-level to create, manipulate and edit images.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand in detail which technical factors can affect images
	• Learners will consider in detail which technical factors could affect the images
	• Learners will analyse thoroughly different imaging software and select an appropriate one
	• Learners will have thorough knowledge of imaging software tools and techniques
	• Learners will demonstrate in detail imaging software techniques
	• Learners will have highly detailed 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 highly appropriately
	• Learners will use tools and techniques in imaging software to edit their media product highly appropriately
	  ○ Such as cropping, colour contrast, typeface of written material
	• Learners will obtain detailed peer reviews
	  ○ Understand how to analyse these reviews

	○ Make corrections to work based on peer reviews • Learners will understand how to display work highly appropriately ○ Physically such as posters attached to boards ○ Digitally such as digital posters on a projector • Learners will display their final media project work in detail based on the media project ○ Physical ○ Digital

10.20 Using Multimedia Software

Title	Using Multimedia Software
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBC462
Unit Reference No	Y/507/3068
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. Evaluate 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. Develop the design layout for multimedia outcomes including interactive and non-interactive elements. 1.4. Explain how the different elements of the content will be sourced and how they will relate in the design layout. 1.5. Plan the use of interactive features and transitions to meet needs. 1.6. Analyse 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. Provide multimedia outcomes by combining information from different types of sources. 2.3. Select and use appropriate software to write and compress multimedia files. 2.4. Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available. 2.5. Explain when and why to use different file formats and file compression for saving multimedia files.
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. Modify 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. Explain 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. Select and 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: **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

Learning Outcome	Unit Title: Using Multimedia Software

1. Be able to fully plan multimedia products.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand copyright and other constraints of multimedia work in detail
	  ○ Based on their own work
	  ○ Based on the use of other's work included in their project
	• Learners will fully understand the importance of planning
	• Learners will create a detailed 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 the assets will 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 fully understand file formats and storage media
	• Learners will save all work in fully appropriate file formats
	• Learners will store work highly appropriately
	
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2. Be able to obtain, input and combine content to build multimedia outcomes to a high-level.	**Scope**
	
	Teaching will cover:
	
	• Learners will source multimedia assets highly appropriate to the project
	  ○ Copyright information to be included
	• Learners will retrieve highly appropriate multimedia assets from different sources including:
	  ○ External inputs such as photographs from a camera
	  ○ Internet such as asset libraries
	• Learners will store all work appropriately and make sure all multimedia assets are retrievable

3. Be able to use multimedia software tools highly effectively to edit and format multimedia content.	**Scope**
	
	Teaching will cover:
	
	• Learners will fully understand file formats and compression in detail
	• Learners will create appropriate assets to be used in the project such as:
	  ○ Video
	  ○ Photography
	  ○ Sound
	  ○ Animation
	• Learners will manipulate assets so they are highly 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 select and use multimedia techniques to fully 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 highly appropriate multimedia techniques for the project ○ Editing ○ Addition ○ Manipulation • Learners will use highly appropriate multimedia techniques to edit multimedia content ○ Editing ○ Addition ○ Manipulation • Learners will make sure all content is highly appropriate to the project including: ○ Make corrections as needed ○ Investigate obtaining copyright for own project • Learners will use highly appropriate software to write and compress final multimedia files • Learners will store and retrieve multimedia completed files highly effectively
4. Be able to play and present multimedia outcomes to a high-level.	**Scope** Teaching will cover: • Learners will fully understand how to use playback equipment for multimedia content including navigation ○ Playback software for multimedia content ○ Display devices for multimedia content • Learners will select highly appropriate playback equipment for multimedia content including navigation ○ Playback software for multimedia content ○ Display devices for multimedia content • Learners will use highly appropriate playback equipment for multimedia content including navigation ○ Playback software for multimedia content ○ Display devices for multimedia content

10.21 Capturing and Editing Audio Sequences

Title	Capturing and Editing Audio Sequences
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBC442
Unit Reference No	H/507/3073
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. Explain 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. Explain various 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. Critically compare audio editing software. 2.2. Select and combine sequences to meet needs. 2.3. Ensure any information gathered in different forms or from different sources, is in line with copyright constraints. 2.4. Explain the impact of copyright constraints on using others' information.
3. Be able to play and present audio sequences.	3.1. Explain the 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, justify and use appropriate combination of software and display device to play back audio sequences. 3.4. Select and 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: **CCSMT4** - Prepare equipment and material for recording sessions
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	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

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 in detail how to use combinations of equipment to capture audio sequences
	• Learners will demonstrate to a high-level how to use combinations of equipment to capture audio sequences
	  ○ Audio input devices
	  ○ Audio software
	• Learners will fully understand audio file formats
	• Learners will fully understand file size including compression
	• Learners will understand and know in detail how to capture audio sequences
	• Learners will capture highly appropriate audio sequences
	  ○ Using appropriate audio device/s
	  ○ Using appropriate audio software
	• Learners will understand in detail how to store audio sequences
	• Learners will store high-level audio sequences in 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 software tools.	**Scope**
	
	Teaching will cover:
	
	• Learners will thoroughly research different editing software for audio sequences
	• Learners will choose a highly appropriate editing software
	• Learners will thoroughly understand copyright when using other's audio material
	  ○ Including Intellectual Property (IP)
	• Learners will have detailed knowledge of editing software for audio sequences
	• Learners will demonstrate to a high-level editing audio sample 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 thoroughly research audio playback equipment
	  ○ By comparing playback software
	  ○ By comparing display devices
	• Learners will understand in detail how to select and test playback equipment
	• Learners will select and test playback equipment to a high-level
	  ○ Playback software
	  ○ Display devices
	• Learners will adjust playback settings to a high-level based on tested audio samples
	• Learners will play the final audio sequences using the appropriately adjusted settings

10.22 Presentation Skills in Practice

Title	Presentation Skills in Practice
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBC549
Unit Reference No	D/507/3069
Unit purpose and aim(s): This unit will enable the learner to understand how to present to differing audiences.	

Learning Outcomes	Assessment Criteria
1. Be able to source information and plan a presentation.	1.1. Research different sources of information relevant to the topic of presentation and audience. 1.2. Evaluate the appropriateness of a range of presentation tools and equipment for use in the presentation. 1.3. Prepare a plan for a presentation to meet the needs of the audience. 1.4. Develop a presentation making use of presentation tools and equipment.
2. Be able to deliver a structured presentation to an audience.	2.1. Deliver a presentation ensuring it is: a) clearly introduced b) presented logically c) explains key concepts d) supported with evidence e) effectively concluded f) addresses constraints for the presentation such as time 2.2. Demonstrate awareness of audience ensuring you: a) speak audibly b) adapt pace c) use a range of support materials, presentation tools and equipment to present effectively d) listen and respond to questions
3. Be able to evaluate the presentation.	3.1. Evaluate the presentation 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: **SKSCMGS14** - Present ideas and information to others in the creative industries
URN: **SKSCMGS2** - Make the most of opportunities to increase your skills and experience 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	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
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: Presentation Skills in Practice

1. Be able to source information and plan a presentation.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand in detail why presentations are necessary such as:
	  ○ To persuade an audience
	  ○ To inform an audience
	  ○ To educate an audience
	  ○ To entertain an audience
	• Learners will know in detail common presentation delivery styles such as:
	  ○ Manuscript
	  ○ Memorised
	  ○ Impromptu
	  ○ Extemporaneous
	• Learners will know in detail common delivery structures such as:
	  ○ Basic structure
	  ▪ Introduction
	  ▪ Body
	  ▪ Conclusion
	  ○ Storytelling structure such as:
	  ▪ Three-act structure
	• Learners will understand in detail the main elements of a presentation including:
	  ○ Content of presentation
	  ○ Method of presentation
	  ○ Practice of presentation
	  ○ Delivery of presentation
	  ○ Reaction from audience
	• Learners will fully 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
	• Learners will be fully 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 in detail the appropriate delivery styles based on different presentations
	• Learners will be able to research different sources of information relevant to the topic of presentation and audience
	• Learners will know how to plan a detailed presentation which includes:
	  ○ Introduction

	○ Understanding in detail the key concepts of the topic being presented ○ Practicing vocal presentations for presentations such as: ▪ Tone ▪ Register ○ Practicing body language for presentations such as: ▪ Facial ▪ Hands ▪ Body ○ Understanding in detail how materials can be presented logically ○ Including highly appropriate evidence ○ Conclusion • Learners will complete thorough research/ finding sources, related to given topics • Learners will create a detailed presentation using the previous planning ○ Digital ○ Verbal notes ○ Physical (body) ○ Physical (visual aid)
2. Be able to deliver a structured presentation to an audience.	**Scope** Teaching will cover: • Learners will understand how to present • Learners will be able to deliver detailed 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
3. Be able to evaluate the presentation.	**Scope** Teaching will cover: • Learners will have the ability to evaluate: ○ The presentation ○ Own performance ○ Identifying areas for improvement ○ Other's performance as an audience member

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

Title	Problem Solving Skills within the Creative Arts and Digital Technology Sectors
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBD947
Unit Reference No	D/616/2635
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. Critically compare a range of problem-solving methodologies in terms of appropriateness for use in following sectors: a) creative arts b) digital technologies 1.2. Use an appropriate methodology to identify and scope a problem within the creative arts and digital technology sectors and select an appropriate problem-solving methodology. 1.3. Summarise sources of information or support available to for the methodology chosen.
2. Be able to develop an action plan to address a problem.	2.1. Produce and evaluate 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: **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

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

1. Be able to select an appropriate problem-solving methodology appropriate to the creative arts and digital technology sectors.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how to solve in detail CADT problem-solving methodologies such as:
	  ○ Divergent and convergent thinking
	  ○ Brainstorming/ mind mapping
	  ○ Experimentation and iteration
	• Learners will understand how to roleplay in detail with mock CADT problems
	• Learners will identify thorough 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 a detailed 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 a detailed action plan to solve a problem
	• Learners will know how to review the detailed 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 detailed report linked to problem-solving results
	  ○ Effectiveness of solution
	  ○ Effectiveness of methodology
	  ○ Areas that could improve the solution

10.24 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	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBD948
Unit Reference No	H/616/2636
Unit purpose and aim(s): This unit will enable the learner to understand the different roles and responsibilities within a team and how to contribute to a team activity within the creative arts and digital technology sectors.	

Learning Outcomes	Assessment Criteria
1. Understand the different roles and responsibilities within a team.	1.1. Critically compare different roles and responsibilities within teams, in the following: a) creative arts b) digital technologies 1.2. Explain 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. Explain the process used to set team goals. 2.2. Develop, negotiate and evaluate a team contract with the team. 2.3. Carry out a team activity in one of the following areas: a) creative arts b) digital technologies 2.4. Critically compare communications channels used in: a) creative arts b) digital technologies 2.5. Demonstrate how to communicate appropriately within the team in a range of situations.
3. Be able to communicate effectively within a team.	3.1. Explain why it is important to allow others to express their view/responses without interruption. 3.2. Analyse the effectiveness of own and other's team communication skills used in at least one of the following areas: a) creative arts b) digital technologies
4. Be able to develop a plan to improve co-operation within a team.	4.1. Critically compare when co-operation is necessary to achieve a team goal within the following: a) creative arts b) digital technologies 4.2. Produce an action plan to develop own and others' team working.
5. Be able to review team performance.	5.1. Summarise skills brought to a team activity by: a) self b) others 5.2. Explain how to interpret feedback from team members and how to incorporate feedback on activity.

	5.3. Evaluate 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: **SKSCMGS10** -Work collaboratively with colleagues, partners and suppliers in the creative industries
- URN: **CCSDES22 -**Collaborate in a creative process

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: Teamwork Skills in Practice within the Creative Arts and Digital Technologies Sector (Note- this unit needs to be paired with a practical unit)

1. Understand the different roles and responsibilities within a team.	**Scope**
	
	Teaching will cover:
	
	• Learners will fully understand the roles in a CADT team such as:
	  ○ Team leader
	  ○ Graphic designer
	  ○ Photographer/ videographer
	  ○ Sound
	• Learners will fully 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 in detail what goals are
	• Learners will arrange detailed meeting/s with their CADT team
	• Learners will set detailed 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 able to communicate effectively within a team.	**Scope**
	
	Teaching will cover:
	
	• Appropriate communication within a team
	  ○ No interruptions
	  ○ Listening to peers
	  ○ Correct tone of voice and word use
	  ○ Correct body language

4. Be able to develop a plan to improve co-operation within a team.	**Scope**
	
	Teaching will cover:
	
	• Learners will thoroughly research how to communicate appropriately when working in a team
	• Learners will demonstrate they fully understand how to communicate in a team by:
	  ○ No interruptions
	  ○ Listening to peers
	  ○ Correct tone of voice and word use
	  ○ Correct body language

5. Be able to review team performance.	**Scope** Teaching will cover: • Learners will understand in detail the skills needed in a team

	○ Thorough 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 thoroughly check skills within their CADT team ○ Their own skills ○ Their team members skills • Learners will fully understand how important it is to develop skills • Learners will look in detail at areas for improvement within their CADT team ○ Improvements they could make to own skills ○ Improvements team members could make to their skills

10.25 Health and Safety in the Workplace

Title	Health and Safety in the Workplace
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBC552
Unit Reference No	D/507/3072

Unit purpose and aim(s): This unit will enable the learner to understand health and safety in the workplace.

Learning Outcomes	Assessment Criteria
1. Understand health and safety procedures and policy at work.	1.1. Research and explain the roles of the personnel responsible for Health and Safety in own workplace. 1.2. Summarise the 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. c) Manual Handling
2. Be able to maintain a safe working environment in own workplace.	2.1. Summarise ways of maintaining a safe working environment and correct reporting procedures. 2.2. Evaluate potential risks within own workplace. 2.3. Explain the purpose and use of safety equipment and/or clothing to minimise risk. 2.4. Summarise own organisation's emergency evacuation procedures. 2.5. Explain the process and benefits of a risk assessment. 2.6. Carry out a risk assessment in own workplace.
3. Understand own responsibility for Health and Safety in own workplace.	3.1. Explain own responsibility for health and safety including: a) correct procedures for manual handling b) correct procedures for the use of display screen equipment c) control of substances hazardous to health d) maintaining a safe environment for staff and others

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	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
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: Health and Safety in a Working Environment (Linked to CADT)

1. Understand health and safety procedures and policy at work.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand in detail about identifying Health and Safety personnel in the workplace which will be chosen based on the CADT sector practical unit
	• Learners will fully 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. Be able to maintain a safe working environment in own workplace.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand in detail 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 fully understand 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 drink that could be knocked over
	  ○ Are staff members (students) using their DSE equipment appropriately including are they sitting correctly and an appropriate distance from the machines with their arms correctly positioned on the keyboard. Do they have a footrest if needed
	  ○ 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 fully 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 understand in detail 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 fully understand what the emergency evacuation procedures are at their office (classroom)
3. Understand own responsibility for Health and Safety in own workplace.	**Scope** Teaching will cover: • Learners will fully understand how they are responsible for Health and Safety in their own workplace by looking at the legislations below and considering in detail 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 • Learners will understand in detail about maintaining a safe environment for staff and others

10.26 Digital Fabrication

Title	Digital Fabrication
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBC636
Unit Reference No	K/507/3074
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. Explain 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. Explain 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 in detail Health and Safety procedures associated with digital fabrication
	• Learners will thoroughly understand H&S procedures associated with digital fabrication
	• Learners will complete Health and Safety procedures in a high-level while completing digital fabrication work
	• Learners will understand in detail 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 to a high-level 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.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand in detail and have thorough knowledge on how to use digital fabrication equipment for various work such as:
	  ○ Architecture
	  ○ Art and design
	  ○ Furniture design
	• Learners will have full knowledge of how to use digital fabrication equipment for various work such as:
	  ○ Plastic
	  ○ Metal
	  ○ Wood
	• Learners will have full knowledge how to use Computer Aided Manufacture (CAM) software for their final design
	• Learners will have full knowledge how to fabricate a design
	  ○ Utilising more than one machine or process

10.27 Three-Dimensional Modelling and Animation

Title	Three-Dimensional Modelling and Animation
Level	Three
Credit Value	10
Guided Learning Hours (GLH)	70
OCN NI Unit Code	CBD606
Unit Reference No	F/508/6607
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. Critically evaluate the development of computer 3D animation.
2. Be able to apply 3D modelling concepts to the building of a simple 3D scene.	2.1. Explain and demonstrate how 2D drawings can be made into 3D models using polygons.
3. Be able to build a simple 3D character and add rigging.	3.1. Critically compare how different modelling techniques can be used to create a 3D model. 3.2. Produce a 3D modelling from 2D drawings. 3.3. Apply armature rig to a 3D modelled character. 3.4. Create a simple 3D scene. 3.5. Add textures to a 3D model. 3.6. Produce a 3D lighting set up within a 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. Critically review possible rendering techniques. 4.4. Produce and render out a 3D animation.
5. Understand Health and Safety procedures and safe studio practice.	5.1. Carry out identified Health and Safety procedures. 5.2. Demonstrate safe studio practice.
6. Be able to reflect on own performance in 3D modelling and animation.	6.1. Reflect on own performance in producing 3D models 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: **SKSIM17 -** Model 3D assets for games and interactive media projects
- URN: **SKSANIM18** - Create computer generated images for animation

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 learner's 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 fully 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. Be able to apply 3D modelling concepts to the building of a simple 3D model.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand in detail the main concepts of 3D modelling
	• Learners will be able to demonstrate in detail 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 3D model
	  ▪ Not over-using polygons
	• Learners will fully understand the main 3D Modelling techniques
	• Learners will demonstrate in detail the main 3D modelling techniques
	• Learners will fully understand how rigging relates to the animation of a 3D model
	• Learners will apply basic armature rigging to provided 3D model assets

3. Be able to build a simple 3D character and add rigging.	**Scope**
	
	Teaching will cover:
	
	• Learners will be able to build a 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

4. Be able to use 3D animation techniques and render final 3D animation.	**Scope**
	
	Teaching will cover:
	
	• Learners will be able to animate a 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 fully understand rendering techniques
	• Learners will render their 3D object and scene

5. Understand Health and Safety procedures and safe	Teaching will cover: • Learners will understand and evaluate Health and Safety procedures related to the computer area used to complete work • Learners will demonstrate in detail safe studio practices while working with computers

	studio practice.	

6.	Be able to reflect to a high-level on own performance in 3D modelling and animation.	**Scope**
		
		Teaching will cover:
		
		• Learners will understand in detail the roles of 3D modeller and 3D animator in the creation of assets and basic scenes
		  ○ By reflecting on their own work in detail
		  ○ By identifying areas for improvement for future 3D projects

10.28 Location Sound Recording for Film and Video Production

Title	Location Sound Recording for Film and Video Production
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBD607
Unit Reference No	J/508/6608
Unit purpose and aim(s): This unit will enable the learner to understand and demonstrate the practice of sound recording on location for productions.	

Learning Outcomes	Assessment Criteria
1. Understand the properties of microphones, their application and the basic principles of recording high-quality sound.	1.1. Classify a range of types of microphones in terms of their characteristics and application. 1.2. Explain what is meant by sync and non-sync sound recording. 1.3. Explain the impact of recording levels, gain and distortion on a recording.
2. Be able to develop a plan for location sound recording in a short production.	2.1. Carry out a recce during the pre-production process. 2.2. Develop a plan for using and recording sound in a short production. 2.3. Review production plans with others in order to gain agreement on plan including an explanation of how plan for 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, ensuring high-quality sound recording. 3.2. Explain the application of atmospherics and its application in a production. 3.3. Evaluate the importance of professionalism and the main roles of individuals involved in a production. 3.4. Use location recording techniques within a production team to complete a short production.
4. Be able to reflect on own and others' performance.	4.1. Reflect on your role as sound recordist within a production team identifying areas for personal and team improvement. 4.2. Reflect on other team members' performance within a production team 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: **SKSC9** - Prepare camera equipment for shoots
- 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	Learner notes/written work Learner log/diary Peer notes

	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	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 for Film and Video Production

1. Understand the properties of microphones, their application and the principles of recording high-quality sound.	**Scope**
	
	Teaching will cover:
	
	• Learners will have a thorough 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 a fully understanding of sync sound recording
	  ○ Recording sounds alongside video in production
	• Learners will gain a fully understanding of non-sync sound recording
	  ○ Recording sounds to be added in post-production
	• Learners will demonstrate a thorough understanding of the details of recording
	  ○ Sound recording levels
	  ○ Understanding how gain relates to the signal
	  ○ The negative effects of distortion
	• Learners will understand in detail background atmospherics in production
	• Learners will fully 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 in detail within their location sound recording team
	  ○ Understand the importance of professionalism

2. Be able to develop a plan for location sound recording in a sort production.	**Scope**
	
	Teaching will cover:
	
	• Learners will create thorough 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 fully understand how to set up recording equipment
	• Learners will set up sound equipment in detail including:
	  ○ Field Mixer
	  ○ Boom
	  ○ Other external recording device/s
	• Learners will understand in detail how to monitor audio during production stage
	• Learners will demonstrate in detail how to monitor sound during the production stage
	• Learners will fully understand how to assess the final recordings

		• Learners will evaluate final recordings ○ Making required amendments

4.	Be able to reflect in detail on own and others' performance.	**Scope**
		
		Teaching will cover:
		
		• Learners will fully 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
		• Learners will reflect in detail on other's work
		  ○ What they achieved
		  ○ Identifying areas for improvement

10.29 Developing Drawing Skills for Painting

Title	Developing Drawing Skills for Painting
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBD608
Unit Reference No	L/508/6609

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

Learning Outcomes	Assessment Criteria
1. Be able to use drawing media.	1.1. Analyse the application and use different media.
2. Be able to use different drawing surfaces.	2.1. Evaluate 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. Analyse 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 in order to give drawing depth and shading.
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. Analyse 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 best practice in working safely within studio environment.

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

Learning Outcome	Unit Title: Developing Drawing Skills for Painting

1. Be able to use drawing media.	**Scope**
	
	Teaching will cover:
	
	• Learners will know in detail appropriate drawing media
	  ○ Application of drawing media
	  ▪ Understanding in detail how drawing media is used such as:
	  • Drawing pencils
	  • Drawing pens
	  • Charcoal
	  • Ink
	  • Erasers
	  • Rulers
	  ○ Use of drawing media
	  ▪ Showing detailed use of drawing media once understood such as:
	  • Drawing pencils
	  • Drawing pens
	  • Charcoal
	  • Ink
	  • Erasers

2. Be able to use different drawing surfaces.	**Scope**
	
	Teaching will cover:
	
	• Learners will know in detail different drawing surfaces
	  ○ How to use different drawing surfaces in detail such as:
	  ▪ Traditional
	  • Paper
	  • Canvas
	  ▪ Untraditional
	  • Wood
	  • Metal
	  • Cloth
	  ▪ When highly appropriate to use different drawing surfaces such as:
	  • Traditional
	  ○ Paper
	  ○ Canvas
	  • Untraditional
	  ○ Wood
	  ○ Metal
	  ○ Cloth
	• Learners will use different drawing surfaces in detail as appropriate such as:
	  ○ Traditional
	  ▪ Paper
	  ▪ Canvas
	  ○ Untraditional
	  ▪ Wood

	▪ Metal ▪ Cloth
3. Understand the use of drawing in the preparation and production of paintings.	**Scope** Teaching will cover: • Learners will fully understand the use of drawing in the preparation and production of paintings
4. Be able to use line and tone.	**Scope** Teaching will cover: • Learners will know in detail 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 in detail 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 highly appropriate information (including sketches) o With supported research o Adding notations Learners will use highly appropriate 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 know in detail the relationship between drawing and painting in: o Practical terms (how to complete) o Historical terms (how others have completed)
7. Be able to adhere to Health and Safety procedures.	**Scope** Teaching will cover: • Learners will know in detail safe working practices in the production of artwork in art studios • Learners will know in detail Health and Safety (H&S) procedures in art studios

	• Learners will be able to follow H&S procedures to a high-level 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 in detail 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

10.30 Drawing Development Methods and Skills

Title	Drawing Development Methods and Skills
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBD609
Unit Reference No	F/508/6610

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

Learning Outcomes	Assessment Criteria
1. Be able to use different drawing media.	1.1. Evaluate 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. Evaluate 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. Illustrate 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 evaluate, select and collect information. 5.2. Evaluate and 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 best practice in working safely in a studio environment.

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

Learning Outcome	Unit Title: Drawing Development Methods and Skills

1. Be able to use different drawing media.	**Scope**
	
	Teaching will cover:
	• Learners will know in detail 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 in detail how to use mark-making techniques
	• Learners will use different drawing media to a high-level
	  ○ Drawing pencils
	  ○ Drawing pens
	  ○ Charcoal
	  ○ Ink
	  ○ Erasers
	  ○ Rulers
	• Learners will use different mark-making techniques to a high-level
	  ○ Hatching
	  ○ Cross-hatching
	  ○ Stippling
	  ○ Scribbling
	  ○ Sgraffito

2. Be able to draw on different surfaces.	**Scope**
	
	Teaching will cover:
	• Learners will know in detail different drawing surfaces
	  ○ How to use different drawing surfaces to a high-level such as:
	  ▪ Traditional
	  • Paper
	  • Canvas
	  ▪ Untraditional

	• Wood • Metal • Cloth ▪ When appropriate to use different drawing surfaces to a high-level such as: • Traditional o Paper o Canvas • Untraditional o Wood o Metal o Cloth • Learners will use different drawing surfaces to a high-level as appropriate such as: o Traditional ▪ Paper ▪ Canvas o Untraditional ▪ Wood ▪ Metal ▪ Cloth
3. Be able to draw three-dimensional form, mass, space, structure and scale.	**Scope** Teaching will cover: • Learners will know in detail about 3D drawings o form o mass o space o structure O scale • Learners will draw to a high-level in 3D o form o mass o space o structure o scale
4. Be able to make drawings at varying tempos.	**Scope** Teaching will cover: • Learners will know in detail about drawing at different tempos o Different paces o Varying lengths of time • Learners will complete drawings at different tempos to a high-level o Different paces o Varying lengths of time
5. Be able to use sketchbooks.	**Scope** Teaching will cover: • Learners will fully understand how to select and collect information (including sketches) o With supported research o Adding notations Learners will use collected information and sketches to a high-level o From research

	○ From sketchbooks ○ To influence own work • Learners will complete sketches/ drawings to a high-level using: ○ Research ○ Own work
6. Understand Health and Safety procedures and safe studio practice.	**Scope** Teaching will cover: • Learners will know detailed safe working practices in the production of artwork in art studios • Learners will know detailed Health and Safety procedures in art studios • Learners will be able to follow Health and Safety procedures to a high-level 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 in detail 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

10.31 Life Drawing

Title	Life Drawing
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBD610
Unit Reference No	J/508/6611
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. Critically compare different approaches to life drawing. 1.2. Summarise the 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. Critically analyse the importance of maintaining a personal sketchbook. 3.2. Demonstrate how to use a personal sketchbook to develop technique and ideas.
4. Understand safe working practices.	4.1. Demonstrate best practice in working safely.

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

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

Learning Outcome	Unit Title: Life Drawing

1. Understand safe working practices.	**Scope**
	
	Teaching will cover:
	
	• Learners will know in detail safe working practices in the production of artwork in art studios
	• Learners will know in detail Health and Safety procedures in art studios
	• Learners will be able to thoroughly 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 fully 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 fully understand the use of a personal sketchbook
	• Learners will know drawing techniques
	  ○ Mark-making
	  ○ Shadowing
	  ○ Proportion
	  ○ Shape
	• Learners will know how to start a sketchbook in detail
	• Learners will use a sketchbook to a high-level to practice drawing techniques
	  ○ Mark-making
	  ○ Shadowing
	  ○ Proportion
	  ○ Shape

3. Recognise different life drawing approaches.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand in detail principles underpinning life drawing such as:
	  ○ Observation
	  ○ Human Anatomy
	  ○ Negative space
	  ○ Shadowing
	  ○ Proportions
	  ○ Shape
	  ○ Line

	○ Tone • Learners will understand 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 in detail incorporating: ○ Proportion ○ Shadowing ○ Shape ○ Line ○ Tone

10.32 Creative Writing

Title	Creative Writing
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBD682
Unit Reference No	H/615/1121

Unit purpose and aim(s): This unit will enable the learner to understand how to produce 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. Evaluate 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. Evaluate 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. Justify 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. Explain the development of the work from initial idea to completion.
4. Be able to evaluate own and others' work.	4.1. Evaluate own work identifying areas for improvement. 4.2. Evaluate own work in relation to technical and aesthetic elements identifying areas for further development. 4.3. Evaluate the work of others offering critical and constructive feedback. 4.4. Analyse 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 learner's work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Creative Writing

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

2. Be able to produce a piece of writing that demonstrates appropriate form and genre for a given media.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand different types of media writing such as:
	  ○ For magazines
	  ○ For websites
	  ○ For social media
	  ○ For videos (script)
	• Learners will know how to produce a detailed 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 in detail such as:
	  ○ Listing
	  ○ Clustering (or mind mapping)
	  ○ Freewriting
	  ○ Looping
	  ○ Questions
	• Learners will know how to produce detailed ideas for writing such as:
	  ○ Listing
	  ○ Clustering (or mind mapping)
	  ○ Freewriting
	  ○ Looping
	  ○ Questions
	• Learners will understand how writing can include:
	  ○ ideas
	  ○ mood
	  ○ plot
	  ○ narrative
	  ○ dialogue
	• Learners will produce detailed writing that includes:
	  ○ ideas

	○ mood ○ plot ○ narrative ○ dialogue
4. Be able to evaluate own and others' work.	**Scope** Teaching will cover: • Learners will know how to evaluate own work in relation to: ○ Structure ○ Direction ○ Shape ○ Form ○ Genre ○ Identifying areas for further development • Learners will know how to evaluate own work in relation to: ○ Technical elements ○ Aesthetic elements ○ Identifying areas for further development • Learners will know how to evaluate others work and give appropriate feedback • Learners will know how to appropriately obtain thorough feedback from peers • Learners will know how to make detailed changes based on appropriate feedback

10.33 Design Project

Title	Design Project
Level	Level 3
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CAX208
Unit Reference No	H/504/4513
Unit purpose and aim(s): This unit will enable learners to source and collate relevant information to meet a design brief. Learners will plan work and evaluate stages of the design process in a safe working environment. Learners will also use sketchbooks/journals to show a development of ideas, work independently and evaluate their work with reference to their peers and other artists.	
Learning Outcomes	**Assessment Criteria**
1. Be able to source research material for a design project.	1.1. Source a comprehensive range of materials and background information. 1.2. Collect and annotate research material and background information in a logical order. 1.3. Gather and annotate research material and background information in a logical order. 1.4. Evaluate 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. Evaluate 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. Evaluate own work in relation to a project brief: a) one to one b) with a group
5. Be able to reflect on own design work.	5.1. Analyse own work through all stages of development illustrating aesthetic, technical and theoretical considerations. 5.2. Evaluate 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 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: Design Project

1. Be able to plan work to meet deadlines using project management skills.	**Scope**
	
	Teaching will cover:
	
	• Learners will identify design projects in detail such as:
	  ○ Visual Design
	  ▪ Film and Video
	  ▪ Photography
	  ○ Audio Design
	  ▪ Audio production
	• Learners will understand design briefs in detail
	  ○ How to breakdown the key information such as genre, target audience etc
	• Learners will thoroughly understand the stages of the design process
	  ○ Research
	  ○ Preproduction
	  ○ Production
	  ○ Post-production
	• Learners will understand project management
	  ○ Planning
	  ○ Executing
	  ○ Controlling
	• Learners will know how to work autonomously
	• Learners will know how to complete a design project in detail 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 detailed Gantt chart
	  ○ Software
	  ○ Spreadsheet

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

3. Be able to follow a project plan	**Scope** Teaching will cover:

	to meet a design brief.	• Learners will understand how to plan a project
		  ○ Goals
		  ○ Target audience
		  ○ Media type
		  ○ Timeline (Gantt chart)
		  ○ Defining message of project
		• Learners will understand in detail how a plan is linked to requirements
		  ○ Design brief
		  ○ Research
		• Learners will fully understand how to follow a plan
		  ○ Logical progression

4.	Understand Health and Safety procedures.	**Scope** Teaching will cover: • Learners will identify in detail Health and Safety procedures related to the project • Learners will thoroughly demonstrate safe Health and Safety practices related to the project

5.	Be able to translate research and design development work into a final product.	**Scope**
		
		Teaching will cover:
		
		• Learners will understand in detail how to develop a project
		  ○ Personal and diverse ideas
		  ○ Research
		  ○ Planning
		• Learners will understand and follow stages of creation
		  ○ Design
		  ○ Production
		  ○ Post-production
		• Learners will thoroughly 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 evaluate own work
		  • Stages of development (research, preproduction, production and post-production)
		  ○ Aesthetic
		  ○ Technical
		  ○ Theoretical
		  • Learners will know how to obtain detailed 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	Level 3
Credit Value	6
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CAX014
Unit Reference No	F/505/0917
Unit purpose and aim(s): This unit will enable learners to explain 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. Explain different approaches to digital imaging and printing for a wide range of situations.
2. Be able to apply digital images and printing techniques.	2.1. Use digital images to achieve a range of complex solutions. 2.2. Produce digital prints from digital imaging sources to achieve a range of complex solutions. 2.3. Evaluate techniques used in digital images and prints.
3. Understand safe working procedures.	3.1. Demonstrate safe working practice.

Assessment Guidance

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

NOS:

- URN: **SKSPI20** - Prepare image output
- 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 be the question in such a way as to	Tutor notes / record Audio / Video record. Record of observation

	demonstrate sufficient 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	Level 3
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CAX215
Unit Reference No	M/504/4918
Unit purpose and aim(s): This unit will enable learners to understand and critically compare photography light sources. Learners will understand light metering techniques, use and evaluate 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. Identify light sources for photography. 1.2. Critically compare light sources for photography.
2. Know about light metering techniques.	2.1. Identify light metering techniques for light sources. 2.2. Identify light metering techniques for light subjects.
3. Be able to use lighting sources for photography.	3.1. Use lighting sources to photograph different subjects to meet identified goals. 3.2. Evaluate lighting for photography.
4. Understand safe photographic practice.	4.1. Identify 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 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: 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	Level 3
Credit Value	6
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CAX216
Unit Reference No	H/504/4768
Unit purpose and aim(s): This unit will enable learners to carry out, analyse and evaluate 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 research for a complex photographic project.	1.1. Identify a subject for a photographic project. 1.2. Carry out research for a photographic project. 1.3. Analyse and evaluate research for a photographic project.
2. Be able to produce a photographic project.	2.1. Identify photographic resources to complete a complex photographic project. 2.2. Produce a range of photographic images to meet self-determined goals. 2.3. Identify and employ presentational forms for a photographic project. 2.4. Analyse and evaluate the photographic project.
3. Understand photographic practice and health and safety procedures.	3.1. Identify and use safe working practices in a photographic project.

Assessment Guidance

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

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

	subject in order to pass the exam	

Learning Outcome	Unit Title: The Photographic Project

1. Understand research for a complex photographic project.	**Scope**
	
	Teaching will cover:
	
	• Identifying main types of research
	  ○ Quantitative
	  ○ Qualitative
	  ○ Secondary research
	  ○ Primary research
	  ○ Other Photographers in the field
	• Carry out research for a photography project:
	  Establish goals of research
	  ○ Interview people
	  Look at previous published data
	  Collate data
	• Assessment of your gathered research

2. Be able to produce a photographic project	**Scope**
	
	Teaching will cover:
	
	• Creating detailed resources needed:
	  ○ Equipment
	  ○ Materials
	  ○ Assistants
	  ○ Storyboard
	  ○ Recce/ risk assessment
	  ○ For production: Shooting schedule
	
	• Arrangement to carry out photography project
	  ○ Shooting list of images
	  ○ Locations
	  ○ Technical skills needed
	• Identify and create Exhibition method
	  ○ Printing/ paper types of finishes
	  ○ Framing
	  ○ Electronic presentation

3. Understand Health and Safety 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

10.37 Using a Film or Digital Camera

Title	Using a Film or Digital Camera
Level	Level 3
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CAX217
Unit Reference No	K/504/4948
Unit purpose and aim(s): This unit will enable learners to identify and critically compare contexts/approaches in photography. Learners will identify camera characteristics and produce a range of visual outcomes. Learners will also produce, analyse and evaluate their photographs and demonstrate safe working practices.	

Learning Outcomes	**Assessment Criteria**
1. Understand contextual perspectives and approaches to photography.	1.1. Identify contextual perspectives and approaches to photography. 1.2. Critically compare contextual perspectives and approaches to photography.
2. Understand the characteristics of camera systems and photographic equipment.	2.1. Identify the characteristics of different camera systems and related photographic equipment. 2.2. Use camera characteristics to produce a different visual outcome.
3. Be able to control a camera for specified outcomes.	3.1. Produce photographs for a variety of specified purposes. 3.2. Analyse and evaluate photographic activity and outcomes. 3.3. Evaluate photographic activity and outcomes.
4. Be able to employ photographic practice.	4.1. Identify 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: **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 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 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 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. Understand the characteristics 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 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	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBD949
Unit Reference No	K/616/2637
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. Explain 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. Summarise 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 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: 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 photography 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	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBD950
Unit Reference No	K/616/2640
Unit purpose and aim(s): This unit will enable the learner to understand how to plan and undertake a photographic project.	

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. Research and evaluate the picture making of a recognised photographer. 2.2. Critically compare picture making of other photographers to own picture making 2.3. Explain 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. Explain why a negotiated approach to a picture making assignment may result in better photographic outcome. 3.2. Apply using a negotiated approach to a given assignment in order that the picture making process may best achieve the creative outcomes required of the assignment. 3.3. Use a range of equipment appropriate to the context of the assignment work.
4. Know how to put together images.	4.1. Use a selection of images for presentation giving reasons for selection.
5. Understand Health and Safety procedures and safe studio practice.	5.1. Carry out identified Health and Safety procedures and safe studio practice (also applicable on shoots/location).

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: **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	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

Learning Outcome	Unit Title: Photography: 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 how to develop strategies for 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	Three
Credit Value	2
Guided Learning Hours (GLH)	14
OCN NI Unit Code	CBD951
Unit Reference No	T/616/2642
Unit purpose and aim(s): This unit will enable the learner to understand how to use a camera and accessories.	

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. Explain 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. Explain how to frame an image. 2.2. Explain 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

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 Theory and Principles of Animation

Title	Theory and Principles of Animation
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBE650
Unit Reference No	Y/617/8204
Unit purpose and aim(s): This unit will enable the learner to understand the underpinning theory and the principles of animation and how these can be applied to the creation of an animation.	

Learning Outcomes	Assessment Criteria
1. Understand origins and development of animation.	1.1. Research at least three early forms of animation. 1.2. Critically compare tools and techniques used for 2D, 3D and stop motion animation. 1.3. Define what is meant by the term animation. 1.4. Demonstrate how a thaumatrope utilises persistence of vision and explain how this may be applied to animation. 1.5. Demonstrate how a short flipbook can be used to provide an illusion of movement and explain how this may be applied to animation.
2. Be able to apply the principles of animation to the creation of a basic animation.	2.1. Explain each of the 12 principles of animation and their overall purpose. 2.2. Create a basic animation utilising at least three of the principles of animation. 2.3. Review animation identifying possible areas for improvement taking into account feedback from stakeholders.
3. Be able to evaluate own performance.	3.1. Evaluate own performance 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: **SKSANIM6** Create visual references
- URN: **SKSANIM9** Create characters, props and environments for animation

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: Theory and Principles of Animation

1. Understand origins and development of animation.	**Scope**
	
	Teaching will cover:
	
	• Learners will be able to give a detailed definition of the term 'animation'
	• Learners will know and evaluate early forms of animation such as:
	  ○ Thaumatrope
	  ○ Phenakistoscope
	  ○ Zoetrope
	  ○ Magic Lantern
	  ○ Flipbook
	• Learners will understand tools and techniques used for:
	  ○ 2D animation
	  ▪ Software such as Adobe Animate and Pencil2D (open source)
	  ▪ Traditional equipment such as:
	  • Pencil
	  • Paper
	  • Eraser
	  • Ruler
	  ▪ Digital such as:
	  • Graphics tablet
	  • Stylus pen
	  ▪ Frame-by Frame animation
	  ▪ Rigging
	  ▪ Tweening
	  ▪ Keyframe animation
	  ○ 3D animation
	  ▪ Software such as Autodesk Maya and Blender (open source)
	  ▪ Techniques such as:
	  • Modelling
	  • Rigging
	  • Keyframing
	  • Motion capture
	  • Texturing
	  • Lighting
	  ○ Stop motion animation
	  ▪ Software such as Dragon Frame and Stop Motion Studio (free version)
	  ▪ Equipment such as:
	  • Camera
	  • Tripod
	  • Lighting
	  ▪ Models such as:
	  • Clay
	  • Lego
	  • Puppets
	  • Paper
	  ▪ Techniques such as:
	  • Fame-by-frame
	  • Onion skinning
	  • Timing
	  • Spacing
	• Learners will know the 12 principles of animation
	  ○ Squash and Stretch
	  ○ Anticipation
	  ○ Staging
	  ○ Straight Ahead Action and Pose to Pose
	  ○ Follow Through and Overlapping Action

	○ Slow In and Slow Out ○ Arc ○ Secondary Action ○ Timing ○ Exaggeration ○ Solid Drawing ○ Appeal • Learners will understand the term 'persistence of vision' related to animation. • Learners will understand the term 'illusion of movement' related to animation.
2. Be able to apply the principles of animation to the creation of a basic animation.	**Scope** Teaching will cover: • Learners will demonstrate 'persistence of vision' using a thaumatrope. • Learners will demonstrate 'illusion of movement' using a flipbook. • Learners will be able to create an animation including: ○ Using a variety of tools and techniques ○ Using some of the 12 principles of animation
3. Be able to evaluate own performance.	**Scope** Teaching will cover: • Learners will be able to review the animation including: ○ feedback from stakeholders ○ identifying areas for improvement • Learners will be able to review own performance creating the animation including: ○ Identifying areas for improvement

10.42 Create 2D Animation

Title	Create 2D Animation
Level	Three
Credit Value	14
Guided Learning Hours (GLH)	98
OCN NI Unit Code	CBE645
Unit Reference No	K/617/8191
Unit purpose and aim(s): This unit will enable the learner to be able to create a 2D animation.	

Learning Outcomes	Assessment Criteria
1. Be able to organise and back up assets.	1.1. Summarise the main file types utilised in 2D animation and their uses. 1.2. Perform scene preparation with assets to prepare for 2D animation. 1.3. Explain and demonstrate how to organise and back up assets for ease of retrieval.
2. Be able to evaluate the requirements of the animation in order to create a series of key frames.	2.1. Determine key frame requirements by analysing character designs, storyboard, animatic and technical and production parameters. 2.2. Create a series of key frames to structure the animation that are appropriate to acting and action.
3. Be able to rig and test a 2D animated character.	3.1. Create, rig and test at least one animated 2D character to ensure fitness for purpose and revise as required.
4. Be able to create, render and store 2D animations.	4.1. Create an animation of at least two minutes in duration in line with given storyboard and animatic. 4.2. Produce and render animation at appropriate resolution for compositing. 4.3. Review 2D animation identifying possible areas for improvement, taking into account feedback from stakeholders. 4.4. Prepare, organise and back up files in line with production requirements.
5. Be able to evaluate own performance.	5.1. Evaluate own performance 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: **SKSANIM18** - Create computer generated images for animation
- 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	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: Create 2D Animation

1. Be able to organise and back up assets.	**Scope**
	
	Teaching will cover:
	
	• Learners will have knowledge of the main file types utilised in 2D animation and their uses
	  ○ Raster
	  ○ Vector
	  ○ CAD (Computer-Aided Design)
	• Learners will know how to organise and back up assets for ease of retrieval
	• Learners will understand how keyframes are used in an animation.
	• Learners will create planning for a 2D animation
	  ○ Using a given brief including:
	  ▪ Character designs
	  ▪ Storyboard
	  ▪ Details of assets (including a 2D character)
	  ▪ Animatic, technical and production parameters

2. Be able to evaluate the requirements of the animation in order to create a series of key frames.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how to perform scene preparation
	  ○ With assets
	• Learners will know how to determine keyframe requirements by analysing:
	  ○ Character designs
	  ○ Storyboard
	  ○ Animatic, technical and production parameters
	• Learners will know how to create a series of keyframes to structure the animation
	  ○ that are appropriate to acting and action
	• Learners will demonstrate how to create/retrieve, organise and back up assets for use in the 2D animation.

3. Be able to rig and test a 2D animated character.	**Scope**
	
	Teaching will cover:
	
	• Learners will understand and know how to create, rig and test an animated 2D character
	  ○ To ensure fitness for purpose for the planned animation
	  ○ Revise as required

4. Be able to create, render and store 2D animations.	**Scope**
	
	Teaching will cover:
	
	• Learners will be able to create an animation
	  ○ In line with given storyboard and animatic requirements
	• Learners will know how to create a test render animation
	  ○ At appropriate resolution for compositing
	• Learners will prepare, organise and back up files
	  ○ In line with production requirements

5.	Be able to evaluate own performance.	**Scope**
		
		Teaching will cover:
		
		• Learners will understand how to review own 2D animation including:
		  ○ Taking into account feedback from stakeholders
		  ○ Identifying possible areas for improvement
		• Learners will understand how to evaluate own performance
		  ○ identifying possible areas for improvement

10.43 Render Animation

Title	Render Animation
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBE654
Unit Reference No	M/617/8208

Unit purpose and aim(s): This unit will enable the learner to be able to render an animation.

Learning Outcomes	Assessment Criteria
1. Be able to evaluate production requirements to inform the rendering of an animation.	1.1. Evaluate briefs, components, scene files, technical and production parameters including software choice to inform the rendering of an animation.
2. Be able to determine appropriate render settings.	2.1. Test short sequence renders to determine the length of time required for rendering and check for errors. 2.2. Determine render settings that gain the required appearance and create sufficient flexibility for compositing. 2.3. Apply render settings that enable the required degree of realism.
3. Be able to render animations.	3.1. Apply settings and prioritise renders to meet production requirements, taking into account feedback from stakeholders and revise as required. 3.2. Calculate render times and storage space required.

Assessment Guidance

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

NOS:

- URN: **SKSPP12** - Incorporate visual effects and graphics in live footage
- URN: **SKSPP19 -** Deliver completed work to format

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

	demonstrate the skills and/or knowledge gained throughout the course	Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Render Animation

1. Be able to evaluate production requirements to inform the rendering of an animation.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how to evaluate production requirements to inform the rendering of an animation such as:
	  ○ Briefs
	  ○ Components
	  ○ Scene files
	  ○ Technical and production parameters i
	  ▪ Including software choice

2. Be able to determine appropriate render settings.	**Scope**
	
	Teaching will cover:
	
	• Learners will know how to test short sequence renders
	  ○ To determine the length of time required for rendering
	  ○ Check for errors
	• Learners will determine render settings that gain the required
	  ○ Appearance
	  ○ Realism
	  ○ To create sufficient flexibility for compositing
	  ▪ While following the brief
	• Learners will know how to check render time and storage space requirements.

3. Be able to render animations.	**Scope**
	
	Teaching will cover:
	
	  ○ Learners will know how to render final animations.
	  ○ Learners will evaluate final animations after render
	  ▪ Including stakeholder reviews
	  ▪ Identifying areas for improvement

10.44 Edit Animation

Title	Edit Animation
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBE653
Unit Reference No	K/617/8207

Unit purpose and aim(s): This unit will enable the learner to be able to edit animations.

Learning Outcomes	Assessment Criteria
1. Be able to determine animation requirements to enable the breakdown of soundtrack.	1.1. Determine the animation requirements by analysing briefs, specifications, scripts, visual references and technical and production parameters. 1.2. Create bar sheet for the audio that set out appropriate timelines for production. 1.3. Create exposure sheet linking visual material to the sounds.
2. Be able to create a soundtrack, test and adjust sound and picture material to meet animation requirements.	2.1. Create/retrieve assets for the soundtrack. 2.2. Ensure sound and image assets are managed in line with production requirements including logs, voice and soundtrack breakdowns. 2.3. Demonstrate how to break down the sound track so that it is appropriate for the visuals, such as animated lip-sync and to highlight different beats or instruments. 2.4. Test recordings to monitor and control the quality of the updated animation against production requirements. 2.5. Adjust sound and picture material throughout the production to meet requirements ensuring sound and images are in sync. 2.6. Test render the sound with the video. 2.7. Prepare and store files in the with production requirements.

Assessment Guidance

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

NOS:

- URN: **SKSE1** - Carry out editing projects to a brief
- URN: **SKSE2** - Use editing to create a story

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: Edit Animation

1. Be able to determine animation requirements to enable the breakdown of soundtrack.	**Scope**
	
	Teaching will cover:
	
	• Using mock briefs to determine sound requirements for specific animations such as:
	  ○ Music
	  ○ Background noise
	  ○ Vocals inc. lip sync
	  ○ Natural sounds
	  ○ Artificial sounds
	• Creating bar sheets
	  ○ Audio
	  ○ Timelines
	• Creating exposure sheets
	  ○ Linking visual to sound

2. Be able to create a soundtrack, test and adjust sound and picture material to meet animation requirements.	**Scope**
	
	Teaching will cover:
	
	• Creating audio assets for an animation
	• Retrieving audio assets for an animation
	• Managing visual linked to sound such as:
	  ○ Logs
	  ○ Voice
	  ○ Soundtrack breakdowns
	• Breaking down a soundtrack (all the sounds) so it is appropriate for visuals such as:
	  ○ Lip-sync
	  ○ Beats
	  ○ Instruments
	• Test recordings using planning documentation
	  ○ Monitor the quality
	  ○ Control the quality
	• Adjustments to sounds based on test recordings
	  ○ Visuals and sound in sync
	• Test rendering
	• Prepare and store files for an animation
	  ○ Using planning documentation

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 Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

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

Internal Quality Assurers 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.

Internal Quality Assurers 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 (EQA). 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 verification of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the Centres 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 Assurance 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's 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 3 Award in Creative Arts and Digital Technologies
Qualification Number: 603/2325/5

Operational start date: 01 September 2017
Review date: 30 June 2030

OCN NI Level 3 Certificate in Creative Arts and Digital Technologies
Qualification Number: 601/6359/8

Operational start date: 01 July 2015
Review date: 30 June 2030

OCN NI Level 3 Extended Certificate in Creative Arts and Digital Technologies
Qualification Number: 603/3321/2

Operational start date: 15 June 2018
Review date: 30 June 2030

OCN NI Level 3 Diploma in Creative Arts and Digital Technologies
Qualification Number: 603/0241/0

Operational start date: 01 September 2016
Review date: 30 June 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
Analyse	To examine closely and break into components to enable results to be interpreted and findings presented	The learner will be expected to perform a critical process which will involve closely examining data, breaking it into meaningful components, interpreting the results, and presenting clear findings to inform future decisions and / or draw meaningful conclusions.
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.
Calculate	To determine something using a mathematical method to find an answer or result.	The learner will be expected to have the knowledge and understanding to select the correct mathematical formula they should use to work out the answer needed for a specific task. Learners will need to use appropriate formulas and perform accurate computations to successfully meet the criteria asked of them.
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.
Classify	To arrange or organise items, information, or concepts into categories or groups based on shared characteristics or criteria.	The learner will be expected to sort things in a systematic way to better understand their relationships and distinctions. This logistical process will help make information more manageable and easier to analyse or retrieve.
Collect	To gather or bring together items, information, or data from various sources.	The learner will be expected to gather or compile information, data or items from various sources. This may involve gathering data, compiling information, recording observation or assembling materials.
Conduct	To lead, guide, direct, or manage an activity, operation, or situation.	The learner would need to demonstrate their ability to lead, guide, or manage an activity or process effectively. They may need to conduct a meeting, which requires them to organise, lead, and facilitate a meeting. The learner may need to conduct a survey which requires them to oversee and manage the process of gathering information through a survey.
Configure	To set up and customise settings to optimise functionality and meet specific requirements.	The learner will be expected to adjust settings to allow the application, equipment or process to optimise performance and tailor functionality to specific user needs and system environments.
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.
Critically Compare	To examine two or more items by identifying their similarities and differences and then evaluate the significance of those points using reasoned judgment and evidence.	The learner will be expected to highlight key similarities and differences. Importantly, they need to delve deep and explain why these key points matter and support with evidence, theory, or examples. They may give opinion or make a judgment about which is more effective, relevant, or valid.
Critically Evaluate	To examine something in depth by weighing up its strengths and weaknesses, considering different perspectives, and making a reasoned judgment based on evidence.	The learner is expected to explore both sides and present arguments for and against or highlight strengths and limitations. They should use evidence such as theories, research, or real-world examples, that supports points made, taking into consideration how reliable or valid the

		sources are. The learner should make a well-justified judgment or verdict based on analysis.
Define	Description of what a term means and its application i.e. to specify meaning	The learner will be expected to explain and provide a clear definition of key terms or concepts within a subject area. This may involve describing the meaning of a specific term, concept, or idea and illustrating its application in relevant contexts. The learner should demonstrate understanding by accurately defining terms and their significance or relevance.
Deliver	To bring or transport something to a particular person or place, to carry out an action or task, or to provide or produce something as promised or expected.	The learner is expected to produce or present something tangible. The learner needs to demonstrate that they can bring about or produce the required outcome. The expectation may be to deliver a presentation, so the learner should focus on presenting the task in a clear and effective manner through well-structured and informative content.
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 the features of a cloud-based system process and/or tool to train and validate a machine learning model, requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and 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.
Determine	To ascertain or establish something precisely through examination, investigation, and/or calculation, often leading to a decision, conclusion, or resolution.	The learner will be expected to identify or decide upon specific information, outcomes, or solutions based on analysis, evidence, calculation and/or reasoning within a given context.

Develop	To create, refine, and advance an item, process, or algorithm from initial concept to a functional and optimised 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.
Dismantle	To take apart, disassemble, or remove the components of something, typically in an orderly or systematic way. It can refer to physical objects, such as machinery or structures, or abstract concepts, such as dismantling an argument or a system.	To dismantle a physical object, the learner would need to systematically take it apart while demonstrating understanding of its components and function. The approach would typically involve careful planning, execution, and documentation. In execution, the learner should follow logical steps to take apart the object without causing damage. They should use appropriate tools to loosen or remove parts efficiently. The components should be kept organised for potential reassembly. The learner should demonstrate both technical skill and understanding while completing the task.
Distinguish	To recognise or highlight the differences between two or more things, concepts, or elements. It involves identifying unique characteristics or features that set them apart from one another. Essentially, it is about making clear distinctions.	The learner would need to clearly identify and explain the differences between two or more subjects, concepts, or elements. The learner should systematically compare and contrast the subjects, highlighting specific differences possibly using diagrams or charts to make the distinctions clearer.
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.

Ensure	To verify, confirm, and guarantee the accuracy, correctness, and appropriateness of information, items, or equipment used to perform a specific activity.	The learner will be expected to check and confirm the accuracy and validity of the information, item, or equipment before use this involves cross-referencing with reliable sources, guidelines, or standards to ensure correctness. The learner will be expected to confirm through provision of evidence or assurance that the information, item, or equipment meets the required standards or specification which may include conducting tests, inspections, or assessments to confirm correctness. The learner must take responsibility for ensuring that the information, item, or equipment is appropriate and fit for purpose and involves being accountable for the accuracy and reliability of the resources used in the activity.
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.
Evaluate	An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.	The learner will be expected to assess, analyse, and form judgments about a subject, considering its merits, shortcomings, and potential improvements based on evidence and reasoning.
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.
Gather	To collect or bring together information, data, or evidence from various sources, often in preparation for analysis, discussion, or decision-making.	A learner will be expected to actively collect relevant information, evidence, or data from appropriate sources—often as a preparatory step for a more in-depth task like analysis, evaluation, or presentation. This could include books, articles, interviews, observations, surveys, or

		digital resources. They should focus on quality and relevance and gather enough to meet the criterion without being overwhelmed.
Identify	To select and list appropriate items from information that you have been given or collected or to allocate roles and responsibilities to staff in a given scenario.	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. They may also be expected to carry out the roles and responsibilities of an identified position, in a given scenario.
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.
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.
Justify	To provide a valid reason or explanation for	It is expected that a learner would provide reasoning or evidence to

	something. To defend actions, decisions, or beliefs by offering logical or rational reasons.	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.
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.
Modify	To change, adapt, or improve an item, activity, or process to meet specific requirements, enhance functionality, or achieve desired outcomes.	The learner will be expected to have a thorough understanding of the original item, activity, or process. This involves knowing its components, purpose, and current functionality. The learner identifies specific areas or aspects that need modification. The learner creates a detailed plan for the modifications. This includes outlining the changes to be made, the methods and tools to be used, and the expected outcomes. The learner performs the modifications accurately and systematically. The learner tests and evaluates the modified item, activity, or process to ensure it meets the desired outcomes. The learner documents the modification process and outcomes.
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.
Perform	To execute and carry out a specific activity or process effectively and efficiently to achieve	The learner will be expected to comprehend the instructions or guidelines related to the activity or process. This involves understanding

	a desired outcome.	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 organise resources in advance to ensure readiness for a task or activity, following specified procedures and guidelines	The learner will be expected to organise and arrange the necessary 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 (e.g., inkjet, laser, 3D printers) and techniques (e.g., 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	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

	and quality standards.	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.
Provide	To supply or deliver information or items to another person in a clear, accurate, and timely manner.	The learner will be expected to ensure that the information or items supplied are presented in a clear and understandable manner. The learner must verify that the information or items provided are correct and reliable. This involves cross-checking facts, ensuring the quality of items, and being precise in the delivery. The learner must ensure that the information or items supplied are relevant to the recipient's needs and context. The learner must provide the information or items within an appropriate timeframe. The learner must effectively communicate the provided information or items, ensuring that the recipient understands how to use or act upon them.
Rectify	To correct, fix, or adjust something that is incorrect, faulty, or problematic. It is often used in instructions or directives requiring someone to make necessary changes to restore accuracy, functionality, or fairness.	A learner responding to an assessment criterion that requires rectifying something would need to demonstrate their ability to identify, correct, and improve an error, issue, or deficiency. Their approach should be systematic, well-reasoned, and clearly documented. The learner should pinpoint what needs to be rectified, whether it's an error in a report, a flaw in a design, or a misunderstanding in a concept. They should implement the necessary changes, adjustments, or fixes with precision and show how the correction improves accuracy, functionality, or effectiveness.
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.
Research	To systematically investigate and study materials and sources in order to establish facts and reach new conclusions.	The learner will be expected to conduct a structured and methodical approach to defining objectives, gathering data from various sources, systematically investigating and analysing that data, establishing facts, and reaching new conclusions that can inform decision-making and program development.
Review	To critically evaluate or examine. Carry out an analysis of activity and or information produced, identifying and making changes to improve the activity or information produced.	The learner will be expected to demonstrate their ability to critically engage with material through thorough evaluation or examination using the key steps of understanding, analysis, summarizing and feedback. This may be in various contexts, like academics, work, or even day-to-day tasks.
Save files	To correctly and securely save digital files or data and store them in an appropriate and organized manner, ensuring accessibility and protection against loss or damage.	The learner will be expected to comprehend different file types and formats, and their appropriate uses. This involves knowing the characteristics and requirements of various file formats. The learner performs the action of saving files accurately. This includes using the correct file naming conventions, choosing the appropriate location for saving, and ensuring the files are saved in the correct format. The learner organises saved files in a logical and structured manner. The learner implements security measures to protect saved and stored files. The learner establishes and follows backup procedures to ensure data protection. The learner ensures that saved and stored files are easily retrievable and accessible.
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.
Set up	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.
Sound Check	A sound check is the process of testing and adjusting audio equipment before a performance, event or meeting.	The learner will be expected to ensure that microphones, speakers, instruments, and other sound systems are working properly and producing the desired audio quality.
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 are stored safely and correctly. Explain or perform the process of storing something according to guidelines or best practices.
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 distil 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.

Test	Undertake a process of evaluating and verifying that a system or application performs as required, showing complex skills and knowledge in more than one familiar and unfamiliar area and/or context.	The learner will be expected to conduct a thorough evaluation process requiring a deep understanding of both the system or application itself and its intended purpose. Testing is intended to provide findings to verify the system or application performs as intended and / or identify areas for improvement. This may involve an iterative process of making adjustments in light of test findings and subsequent testing.
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.