Qualification Specification for:

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**

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
Operational end date: 30 June 2030
Certification end date: 30 June 2033

OCN NI Level 3 Certificate in Creative Arts and Digital Technologies

Qualification Number: 601/6359/8

Operational start date: 01 July 2015
Operational end date: 30 June 2030
Certification end date: 30 June 2033

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

Qualification Number: 603/3321/2

Operational start date: 15 June 2018
Operational end date: 30 June 2030
Certification end date: 30 June 2033

OCN NI Level 3 Diploma in Creative Arts and Digital Technologies

Qualification Number: 603/0241/0

Operational start date: 01 September 2016
Operational end date: 30 June 2030
Certification end date: 30 June 2033

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification. Learners have up to 3 years after this date to complete the qualification and claim their certificate.

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

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OCN NI Contact Details

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Foreword

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

→ **OCN NI Level 3 Award in Creative Arts and Digital Technologies**
→ **OCN NI Level 3 Certificate in Creative Arts and Digital Technologies**
→ **OCN NI Level 3 Extended Certificate in Creative Arts and Digital Technologies**
→ **OCN NI Level 3 Diploma in Creative Arts and Digital Technologies**

This specification sets out:

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

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

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

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Introduction

OCN NI

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

The Regulated Qualifications Framework: an overview

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

Qualification Level

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

Qualification Size

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

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Qualification Summary

Sector Subject Area
9.1   Performing Arts

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.

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

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

Progression Opportunities
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 or related areas and/or into employment.

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NI Entitlement Framework

The Department of Education sets out the minimum number and range of courses a school should offer at Key Stage 4 and Post-16. The Entitlement Framework (EF) is the Post-14 curriculum which puts the needs of pupils first. It aims to provide access for pupils to a broad and balanced curriculum to enable them to reach their full potential no matter which school they attend or where they live.

The Entitlement Framework is designed to ensure equity and access to educational opportunities for all learners and enables schools to offer a broad and balanced, economically relevant curriculum to meet the needs and aspirations of all pupils. It will guarantee that all pupils have access to a minimum number of courses at Key Stage 4 and Post-16, of which at least one third must be general and one third applied.

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

Grading

Grading for these qualifications is pass/fail.

Qualification Target Group

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.

Entry Requirements

Learners must be at least 14 years of age. There are no formal entry requirements. It would 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.

Qualification Support

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

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Delivery Languages

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

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Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

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

Centre Staffing

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

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

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

Tutors

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

Assessors

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

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

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Internal Verification

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

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

Internal Verifiers must:

- have at least one year's occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training

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

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Structure of Qualifications

Level 3 Award in Creative Arts and Digital Technologies

Learners must complete a minimum of 6 credits from any of the optional units.

Total Qualification Time (TQT) for this qualification: 60 hours
Minimum Guided Learning Hours (GLH) for this qualification: 30 hours

Level 3 Certificate in Creative Arts and Digital Technologies

Learners must complete a minimum of 13 credits from any of the optional units.

Total Qualification Time (TQT) for this qualification: 130 hours
Minimum Guided Learning Hours (GLH) for this qualification: 85 hours

Level 3 Extended Certificate in Creative Arts and Digital Technologies

Learners must complete a minimum of 30 credits from any of the optional units.

Total Qualification Time (TQT) for this qualification: 300 hours
Minimum Guided Learning Hours (GLH) for this qualification: 187 hours

Level 3 Diploma in Creative Arts and Digital Technologies

Learners must complete a minimum of 54 credits from any of the optional units.

Total Qualification Time (TQT) for this qualification: 540 hours
Guided Learning Hours (GLH) for this qualification: 378 hours

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Summary Table of Units

In delivering the following units, where the term **'a range of'** has been used in the assessment criteria a minimum of three examples will be required.

Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	GLH	Level
F/507/3047	CBC443	Composition	80	8	54	Three
R/616/2633	CBD946	Event Organisation within the Fine Arts or Performing Arts	60	6	42	Three
L/507/3049	CBC445	Live Sound Engineering	40	4	28	Three
F/507/3050	CBC447	Song Writing Skills	30	3	21	Three
J/507/3051	CBC448	Sound Checking an Ensemble	40	4	28	Three
R/507/3053	CBC449	Studio Mixing	60	6	42	Three
Y/507/3054	CBC451	Film and Video Production	70	7	49	Three
D/507/3055	CBC452	Multi-track Recording	60	6	42	Three
H/507/3056	CBC453	Musical Ensemble Skills	60	6	36	Three
K/507/3057	CBC454	Sound for Moving Image	60	6	42	Three
M/507/3058	CBC455	Technical Sound and Audio Production	30	3	21	Three
T/507/3059	CBC450	Undertaking a Solo Performance	60	6	48	Three
K/507/3060	CBC446	Performance Realisation Skills	90	9	63	Three
M/507/3061	CBC456	Preparing for a Career or Further Education in the Creative Industries	40	4	28	Three
T/507/3062	CBC457	Using Social Media to Market and Promote Events, Products and Services	40	4	28	Three
A/507/3063	CBC458	Capturing, Editing and Presenting Video Sequences	40	4	28	Three

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Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	GLH	Level
F/507/3064	CBC459	Developing Websites	50	5	35	Three
L/507/3066	CBC460	Using Cameras and Accessories for Film and Video	60	6	42	Three
R/507/3067	CBC461	Using Imaging Software	50	5	35	Three
Y/507/3068	CBC462	Using Multimedia Software	40	4	28	Three
H/507/3073	CBC442	Capturing and Editing Audio Sequences	40	4	28	Three
D/507/3069	CBC549	Presentation Skills in Practice	30	3	21	Three
D/616/2635	CBD947	Problem Solving Skills within the Creative Arts and Digital Technology Sectors	30	3	21	Three
H/616/2636	CBD948	Teamwork Skills in Practice within the Creative Arts and Digital Technology Sectors	30	3	21	Three
D/507/3072	CBC552	Health and Safety in the Workplace	30	3	21	Three
K/507/3074	CBC636	Digital Fabrication	30	3	21	Three
F/508/6607	CBD606	Three Dimensional Modelling and Animation	100	10	70	Three
J/508/6608	CBD607	Location Sound Recording for Film and Video Production	60	6	42	Three
L/508/6609	CBD608	Developing Drawing Skills for Painting	30	3	21	Three
F/508/6610	CBD609	Drawing Development Methods and Skills	30	3	21	Three
J/508/6611	CBD610	Life Drawing	30	3	21	Three
H/615/1121	CBD682	Creative Writing	30	3	21	Three
H/504/4513	CAX208	Design Project	30	3	21	Three
F/505/0917	CAX014	Approaches to Digital Imaging and Printing	60	6	40	Three

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Unit Reference Number	OCN NI Unit Code	Unit Title	TQT	Credit Value	GLH	Level
M/504/4918	CAX215	Lighting in Photography	40	4	25	Three
H/504/4768	CAX216	The Photographic Project	60	6	30	Three
K/504/4948	CAX217	Using a Film or Digital Camera	60	6	42	Three
K/616/2637	CBD949	Develop Photography Techniques Using Materials and Resources	30	3	21	Three
K/616/2640	CBD950	Photography: A Creative Approach to Picture Making	30	3	21	Three
T/616/2642	CBD951	Photography - Using a Camera and Accessories	20	2	14	Three
Animation Units						
Y/617/8204	CBE650	Theory and Principles of Animation	40	4	28	Three
K/617/8191	CBE645	Create 2D Animation	140	14	98	Three
M/617/8208	CBE654	Render Animation	40	4	28	Three
K/617/8207	CBE653	Edit Animation	40	4	28	Three

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Unit Details

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.

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

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	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

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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. Secure resources for the event.

2. Understand the role of the event manager and others involved in the event within the fine arts or performing arts sectors.	2.1. 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. Run event in line with event plan.
	3.4. Address any issues arising from running event.
	3.5. Perform post event activities in line with event plan.

Assessment Guidance

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

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

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

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Title	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 optimize 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. Safely power down rig in the correct sequence. 4.3. Break down the rig systematically. 4.4. Describe and follow correct stowage procedures for component parts.

Assessment Guidance

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

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

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Title	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.

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

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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. Choose and apply an appropriate technique to capture sound from a range of instruments. 2.2. Line check each connected channel. 2.3. Troubleshoot 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.

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

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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.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
Aural examination	Assessment activities based around listening stimuli, for example, aural question and answer, dictation, transcription, word and sound discrimination	Audio/video record Tutor notes / record Record of observation
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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 post production process.
	4.2 Use appropriate equipment and software to edit production materials to a final version including:
	  a) editing film appropriately
	  b) inclusion of transitions and / or visual effects
	  c) inclusion of credits
	  d) editing audio appropriately and inclusion of audio effects as required
	4.3 Reflect on the post production process and final version of film developed identifying areas for possible improvement.

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5. Understand the certification process.	5.1 Summarise the certification process for film and video.

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

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Title	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.

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

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	OR A collection of documents containing work that shows the learner's progression through the course	Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
Aural examination	Assessment activities based around listening stimuli, for example, aural question and answer, dictation, transcription, word and sound discrimination	Audio/video record Tutor notes / record Record of observation
E-assessment	The use of information technology to assess learner's work	Electronic portfolio E-tests

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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. Give 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.

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

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	OR A collection of documents containing work that shows the learner's progression through the course	Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
Aural examination	Assessment activities based around listening stimuli, for example, aural question and answer, dictation, transcription, word and sound discrimination	Audio/video record Tutor notes / record Record of observation
E-assessment	The use of information technology to assess learner's work	Electronic portfolio E-tests

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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. Agree the production plan with others explaining how plan for sound integrates with overall film production plan.

3. Be able to record sound for a short film production.	3.1. Critically compare techniques for recording and post production of sound for a range of film applications including:
	  a) compression
	  b) sound formats
	3.2. Use recording techniques to produce a soundtrack for a short film production.
	3.3. Monitor progress of sound requirements against 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.

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

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	outcome and demonstrate the skills and/or knowledge gained throughout the course	Tutor notes/record Learner log/diary
Aural examination	Assessment activities based around listening stimuli, for example, aural question and answer, dictation, transcription, word and sound discrimination	Audio/video record Tutor notes / record Record of observation
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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.

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

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	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

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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.

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

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

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Title	Performance Realisation Skills
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.

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

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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.

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

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

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Title	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.

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

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	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

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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. Organise 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.		

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

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	A collection of documents containing work that shows the learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

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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. Organise and combine information required for webpages. 2.3. Select and use appropriate editing and formatting techniques to aid both clarity and navigation. 2.4. Select and use appropriate development techniques to link information across pages. 2.5. Select and use appropriate video software tools and techniques to mark-up and edit sequences to achieve required effects. 2.6. Change the file formats appropriately for content.

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	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. 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.

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

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Title	Using 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.

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

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

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Title	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.		

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

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

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Title	Using 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. Combine information from different sources and types to provide multimedia outcomes. 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. Manipulate images and graphic elements accurately. 3.3. Use IT tools to check content and quality making corrections as required.
4. Be able to play and present multimedia outcomes.	4.1. 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.

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

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Title	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.

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

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

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Title	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.

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

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Title	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. 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.

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Assessment Guidance

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

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

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Title	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.

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

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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
Aural examination	Assessment activities based around listening stimuli, for example, aural question and answer, dictation, transcription, word and sound discrimination.	Audio/video record Tutor notes / record Record of observation

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Title	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. Cut and paste sequences to meet needs. 2.3. Combine information of different forms or from different sources, in line with copyright constraints. 2.4. 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.

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

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

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62

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.		

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

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63

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 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. 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.

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

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

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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. Discuss 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.

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

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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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67

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.

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

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

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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.

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

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Title	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 Compile and use a personal sketchbook to demonstrate development of 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.

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

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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.

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

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

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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. Collate and annotate research material and background information in a logical order. 1.3. Annotate research material and background information in a logical order. 1.4. Interpret 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.		

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

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	to be assessed as evidence 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	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

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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.

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

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

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

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

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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

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

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Title	Photography: A Creative Approach to Picture Making
Level	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. Respond using a negotiated approach to a given assignment in order that the picture making process may best achieve the creative outcomes required of the assignment. 3.3. Use a range of equipment appropriate to the context of the assignment work.
4. Know how to put together images.	4.1. Use a selection of images for presentation giving reasons for selection.
5. Understand Health and Safety procedures and safe studio 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.

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

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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.

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

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Title	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. 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		

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

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Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

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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 sound track.	1.1. Determine the animation requirements by analysing briefs, specifications, scripts, visual references and technical and production parameters. 1.2. Demonstrate how to break down the sound track so that it is appropriate for given animated lip-sync and to highlight different beats or instruments.
2. Be able to create bar sheets or exposure sheets, test and adjust sound and picture material to meet animation requirements.	2.1. Create bar sheet or exposure sheets that set out appropriate timelines for production. 2.2. Test recordings to monitor and control the quality of the edited animation against production requirements. 2.3. Adjust sound and picture material throughout the production to meet requirements ensuring sound and images are in sync.
3. Be able to manage animation resources.	3.1. Manage sound and image assets in line with production requirements including logs, voice and sound track breakdowns. 3.2. Prepare and store files in line with production requirements.

Assessment Guidance

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

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Quality Assurance of Centre Performance

External Verification

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

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

Standardisation

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

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

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

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

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
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Administration

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

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

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

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

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

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OCN NI Level 3 Suite of Creative Arts and Digital Technologies

OCN NI Level 3 Award in Creative Arts and Digital Technologies
Qualification Number: 603/2325/5

Operational start date: 01 September 2017
Operational end date: 30 June 2030
Certification end date: 30 June 2033

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

Operational start date: 01 July 2015
Operational end date: 30 June 2030
Certification end date: 30 June 2033

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

Operational start date: 15 June 2018
Operational end date: 30 June 2030
Certification end date: 30 June 2033

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

Operational start date: 01 September 2016
Operational end date: 30 June 2030
Certification end date: 30 June 2033

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