

# Qualification specification

**NCFE Level 2 Certificate in Creative Media (Film  
and Television pathway)**  
**QN: 601/4761/1**

# Contents

<b>Section 1</b> Qualification overview	Page 4
<b>Section 2</b> Assessment and moderation	Page 12
<b>Section 3</b> Grading information	Page 19
<b>Section 4</b> Structure and content	Page 23
<b>Section 5</b> Links to National Skills Standards	Page 97
<b>Section 6</b> Grading criteria glossary of terms	Page 100
<b>Section 7</b> General information	Page 105

## Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication date	Summary of amendments
V4.0	November 2019	<p>Information regarding the wellbeing and safeguarding of learners added to Section 1.</p> <p>Information regarding the aggregation methods and grade thresholds added to Section 3.</p> <p>Additional paragraph added in regarding external quality assurance for graded qualifications in section 2.</p>
V4.2	January 2022	<p>Paragraph added regarding <a href="#">external quality assurance for graded qualifications</a>.</p>
V4.3	June 2022	<p><a href="#">Entry guidance</a> - additional clarification added regarding the entry guidance, in that it must in accordance with equality legislation.</p> <p><a href="#">Support handbook</a> - reference to the NCFE support handbook has now been included. This is a mandatory document and can be found on the NCFE website.</p> <p><a href="#">Assessment and moderation</a> – additional clarification added to confirm that all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
V4.4	December 2023	<p>Removal of reference to Level 2 Diploma in Creative Media (Film and Television pathway) due to it being withdrawn and no longer awarded.</p>

# Section 1

## Qualification overview

## Qualification overview

### Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Creative Media (601/4761/1).

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Creative Media (Film and Television) (601/4761/1).

---

### About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/4761/1.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

---

### Things you need to know

#### Certificate

- Qualification number (QN): 601/4761/1
  - Aim reference: 60147611
  - TQT: 320
  - Guided learning hours (GLH): 260
  - Credit value: 32
  - Level: 2
  - Assessment requirements: internally assessed and externally moderated portfolio of evidence
  - Assessment requirements: internally assessed and externally moderated portfolio of evidence.
- 

### Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

### **Credit**

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

---

### **Aims and objectives of this qualification**

This qualification aims to:

- develop further technical skills and knowledge in film and television
- develop learners' collaborative working and entrepreneurial awareness.

The objectives of this qualification are to help learners progress onto a Level 3 qualification in Creative Media or other related qualifications, with a view to progressing into higher education or employment.

---

### **Essential skills**

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
  - appropriate interpersonal skills
  - communicating with professional colleagues/peers and/or hierarchical seniors
  - supporting other aspiring employees
  - personal manners and deportment
  - understanding work practices and how different roles and departments function within an organisation.
- 

### **Entry guidance**

This qualification is designed for learners who wish to develop advanced technical skills and knowledge in Creative Media and specialise in Film and Television.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

---

### Achieving this qualification

To be awarded the NCFE Level 2 Certificate in Creative Media, learners are required to successfully complete **1** core unit and **3** optional units.

This qualification consist of **2 graded** core units:

- Unit 01 Understanding the creative media industry (8 credits)
- Unit 02 Plan and produce work to a design brief (8 credits).

and **9 graded** optional units:

- Unit 03 Broadcast journalism (8 credits)
- Unit 04 Directing for film and television (8 credits)
- Unit 05 Editing for film and television (8 credits)
- Unit 06 Factual programme production (8 credits)
- Unit 07 Internet broadcasting (8 credits)
- Unit 08 Studio lighting for film and television (8 credits)
- Unit 09 Multi-camera production (8 credits)
- Unit 10 Single camera production (8 credits)
- Unit 11 Sound recording techniques (8 credits).

The learning outcomes and assessment criteria for each unit are provided in Section 4.

To achieve the NCFE Level 2 Certificate in Creative Media, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification.

This qualification is graded. For further information about grading and submitting these grades to NCFE, please see Section 3.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

---

### Pathways within this qualification

When registering learners for this qualification, centres should use the NCFE qualification number followed by the relevant pathway code, for example 601/4762/3/FTV. As the chosen pathway will appear on the certificate, it is important that Tutors make clear to learners the specific pathway they will be registered against. Centres must carefully consider which pathway they want to register the learner onto, as the registration fee will be applied to each pathway.

When completing the Certificate Claim Form, please use the Ofqual unit reference number (eg Y/506/7519) to indicate which units the learners have achieved.

---

### **Progression opportunities**

Learners who achieve this qualification could progress to:

- Level 3 Certificate in Creative Media Production
- Level 3 qualifications in social media, interactive media, digital marketing, etc.

It may also be useful to learners studying qualifications in the following sectors:

- Media and Communication
  - Arts, Media and Publishing.
- 

### **Barred units, equivalencies and exemptions**

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

---

### **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

### **Credit transfer**

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

---

### **Qualification dates**

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications [register.ofqual.gov.uk](https://register.ofqual.gov.uk) and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification



end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

---

### **Staffing requirements**

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

---

## Support for learners

### Evidence and Grading Tracker

The Evidence and Grading Tracker can help learners keep track of their work. The blank Evidence and Grading Tracker template can be downloaded free of charge from the NCFE website. You don't have to use this document – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
  - advice on support mechanisms for learners who are experiencing difficulties with their studies
  - a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.
- 

### Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

---

### Qualification Support Packs

NCFE offers free Qualification Support Packs (QSPs) for many of our qualifications.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentation and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes and assessment criteria, but the content is mapped to the qualification to ensure it is relevant and useful. If you would like to learn more, or to see which qualifications have QSPs, then please visit the NCFE website. This qualification does not yet have a QSP.

### Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

### Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers, including learners, using our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

## Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

## Fees and Pricing

This document is published in the spring for the forthcoming academic year.

## Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

## Learning Resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials

---

## Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

Section 5 shows how the units of this qualification relate to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification have also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 5.

# Section 2

## Assessment and moderation

## Assessment and moderation

### How this qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 2 Certificate in Creative Media is internally assessed.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

---

### Internal assessment

Each learner is required to create a portfolio of evidence which demonstrates achievement of 100% of the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 4.

The main pieces of evidence for the portfolio could include (in no particular order):

- learner's proof of work
- Assessor observation – completed observational checklists and related action plans
- witness testimony
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro-formas here: [www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas](http://www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas).

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria relating to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

---

## Supervision of learners

Assessors are expected to supervise and guide learners when carrying out work that is internally assessed.

Assessors should supervise the work carried out by learners to:

- monitor their progression
  - prevent plagiarism
  - ensure that any practical work is undertaken safely and in accordance with health and safety requirements
  - ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.
- 

## Supporting learners

Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
  - help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
  - help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
  - motivate the learner to work consistently through the programme, including helping them work to deadlines
  - encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
  - provide reference material; however, model or worked answers should not be copied by the learner.
- 

## Validity and reliability of assessment

All assessments should be valid, reliable, fair and fit for purpose.

For knowledge- and understanding-based learning outcomes and assessment criteria:

- the assessment activities should be sufficiently separated from the teaching and learning activities to give confidence that the learner understands the subject matter. Assessment activities should be varied in context to ensure that learning is secure and transferable
- the assessment activities should be comparable from one instance to the next (eg between Assessors in different classes, or from one week to the next within a class)
- Assessors should explain the purpose of the assessment and give the learner the opportunity to prepare for it.

For skills-based learning outcomes and assessment criteria, the Assessor should set tasks that:

- permit and encourage authentic activities where the learner's own work can be clearly judged

- are accessible and likely to lead to objective assessment judgements
- encourage independent working and development of responsibility, including providing scope for achieving Merit and Distinction grades.

## Presenting evidence

### Written

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

The use of word frames/templates provided by Teachers which give learners an advantage in meeting the learning outcomes must be avoided. If you're unsure whether a word frame/template does give learners an advantage, please contact your External Quality Assurer for advice prior to using it. If, on your external quality assurance visit, your External Quality Assurer identifies that a word frame/template has been used which gives learners an advantage in achieving the learning outcomes, then the evidence will not be accepted and the unit grade may be rejected.

### Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner that is being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Examiner/Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Examiners and Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the learner clearly identifies themselves at the start of any recording
- the exact timing of the start and finish times so that the Examiner/Quality Assurer can go straight to that spot on the tape/recording
- a running order list **and** a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Examiner/Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

### Test High School

**Recorded evidence starts:** 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

**Venue:** School hall

**Audience:** Teachers, parents and friends

#### Band 1:

Lead singer – James Doyle (blonde hair, front of stage)

Drummer – Diana Nisbett

Guitar 1 – Deepak Lahiri (black hair, blue jumper)  
Guitar 2 – Deb Antani (brown hair, left hand side)

**Performance of XXX:**

Lead male – Su Jin  
Lead female – Maya Solomon

**Choir:**

Caterina Petracci (black hair, back row 3rd from left)  
Leonard Kalymniou (brown hair, back row 5th from left)  
Luke Falconer (blonde hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

---

**Late submissions**

Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

---

**Submitting unit grades**

Each internally assessed unit within the portfolio of evidence must be assessed (and, where relevant, graded) by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Moderator to ensure consistency with national standards. See the NCFE website for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally moderated, the grades should be submitted to NCFE. The first unit grades you submit for the qualification will trigger your first external moderation visit.

Following the external moderation visit the unit grades will either be accepted and banked by your External Moderator or, if the External Moderator disagrees with the grades, they will be rejected.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Moderator, learners are permitted one opportunity to revise and redraft their work in order to achieve a higher grade. The additional work will need to be assessed, graded and internally moderated again, and the centre will be required to re-submit the updated grade to NCFE for further external moderation.

**External Quality Assurance (CACHE and NCFE graded qualifications)**

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades,



they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

### **Why would the unit grades be rejected by an External Moderator?**

This would occur if the External Moderator did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In any case, the centre would be required to assess, grade and internally moderate all learners' work again.

---

## **Moderation**

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

## **Internal moderation**

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Moderators to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting Assessors by offering advice and guidance.

The Internal Moderator will follow the centre's own sampling strategy in selecting the sample to be internally moderated. See the guidance on sampling on the NCFE website.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

## **External moderation**

External moderation of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External moderation is carried out by External Moderators who are appointed, trained and monitored by NCFE. External Moderators are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Moderator's contact details on registration of learners with NCFE.

For further information on the responsibilities of Assessors and Internal and External Moderators, please refer to NCFE's Customer Support Guide.

---

# Section 3

## Grading information

## Grading information

Grading has been introduced to make sure that this qualification reward learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit in this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction. Due to the synoptic nature of this qualification, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all units are weighted equally.

### Grading internally assessed units

The grading descriptors for each graded internally assessed unit have been included in this qualification specification. Grading descriptors have been written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement in Section 6 (page 130) of this qualification specification.

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the work must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external moderation process. This is known as 'banking' units.

### Awarding the final grade

The final grade for this qualification will be aggregated by combining the grades achieved for each unit.

The final grade will be issued to the centre by NCFE.

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction\*.

A Distinction\* grade will be awarded to learners who have consistently achieved a Distinction grade in every graded unit, demonstrating the learners' exceptional knowledge, understanding and skill at Level 2.

For the NCFE Level 2 Certificate in Creative Media learners are required to successfully achieve 1 graded core unit and 3 graded optional units. This equates to 4 grades to be aggregated.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit Grades (4 units)				Final qualification grade
P	P	P	P	P
M	M	M	M	M
D	D	D	D	D*
P	P	P	M	P
P	P	P	D	P
P	M	M	M	M
M	M	M	D	M
P	D	D	D	D
M	D	D	D	D
P	P	M	M	M
P	P	D	D	M
M	M	D	D	D
P	P	M	D	M
P	M	M	D	M
P	M	D	D	M

### Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from a learner at each grade.

### Overall qualification standard for a level 2 learner

At Level 2 learners will be given overall direction and guidance but will be able to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. They must be able to understand theories and ideas and be aware of different sources of information that are relevant to the subject.

### Tasks

At Level 2 tasks should be well defined and generally routine, allowing learners to address straightforward problems. They should require a general understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study and need some technical skills or understanding for their completion.

Learners will take responsibility for completing generally routine tasks and procedures. They will exercise autonomy and judgement with overall direction and guidance. They will be able to identify how effective actions have been and take responsibility for analysis and evaluation.

<b>Not Yet Achieved</b>
The learner will not have met all the learning outcomes, either because there is insufficient evidence or because the evidence does not meet the required standards for a pass.
<b>Pass</b>
The learner will have a detailed understanding of the key concepts but may not be able to make links between them. They will demonstrate some application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a minimum standard with some errors and learners will select and use some appropriate skills and processes.
A range of strengths and weaknesses will be identified, with supporting evidence, and straightforward ways to improve the outcome or process. Evidence will show planning, organisational and investigatory skills in a clear and logical way.

<b>Merit</b>
<p>The learner will have a detailed understanding of the key concepts and will be able to make some links between them. They will demonstrate effective application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a level that exceeds the minimum standard with few errors and learners will select and use some appropriate skills and processes, giving some explanation for their choices.</p> <p>The importance of strengths and weaknesses to the overall outcome will be described and the learner will state effective ways to improve the outcome or process.</p> <p>Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines.</p>
<b>Distinction</b>
<p>The learner will have a detailed understanding of the key concepts and how they interlink. They will demonstrate originality in the consistent, effective application of technical processes, resources, techniques and materials relevant to the vocational area and level of study. Tasks will be completed to a level that far exceeds the minimum standard with few or no errors and learners will select and use appropriate skills and processes, justifying their choices.</p> <p>Learners will recognise the varying impact of different strengths and weaknesses to overall outcomes and explain effective ways to improve the outcomes or processes.</p> <p>Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines and to review plans.</p>
<b>Distinction*</b>
<p>The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification.</p>

**Whilst NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this qualification specification may be subject to change.**

# Section 4

## Structure and content

## Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- credit value
- level
- whether a unit is mandatory or optional
- whether a unit is graded or not.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment)
- grading descriptors.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

---



## Unit summaries

### Unit 01 Understanding the creative media industry (Y/506/7500)

In this unit learners will explore a wide selection of elements in the creative media industry, ranging from what makes an organisation successful through to employment within these organisations and their process of ideas generation and communication. Learners will gather the tools and knowledge on the industry that will be useful both later in their chosen pathway and in the professional sector.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **a core unit**

This unit is **graded**

---

### Unit 02 Plan and produce work to a design brief (D/506/7479)

In this unit learners will experience the realities of producing work to the professional level required by employers by working to a clearly specified brief. Learners will prepare a work schedule as well as producing and developing ideas in response to the brief. This unit provides a chance to explore current industry practice.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **a core unit**

This unit is **graded**

---

### Unit 03 Broadcast journalism (K/506/7422)

In this unit learners will explore the principles of broadcast journalism, including various techniques used in professional practice and different styles of broadcast. Learners will take an in-depth look at the planning process for a broadcast journalism production, the ideas behind it and its development. This unit allows learners to produce a final piece of work, obtain feedback and review their progress for future development.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

---

## Unit summaries (cont'd)

### Unit 04 Directing for film and television (M/506/7423)

In this unit learners will explore the various aspects of directing for film and television, including the role of the director and the relationship between the director and other members of the team. Learners will take an in-depth look at the planning process for directing whilst making a film and television production, the ideas behind the process, and its development. This unit allows learners to direct a final production, obtain feedback and review their progress for future development.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

---

### Unit 05 Editing for film and television (A/506/7425)

In this unit learners will explore the principles of editing for film and television, including various techniques used in professional practice and the effects that editing can have on a production. Learners will take an in-depth look at the editing process for a film and television production, and learn how to enhance sequences and incorporate additional material. This unit allows learners to produce a final sequence, obtain feedback, and review their progress for future development.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

---

### Unit 06 Factual programme production (F/506/7426)

In this unit learners will explore the principles of factual programme productions including various techniques used in professional practice. Learners will take an in-depth look at the planning process for a factual programme production, the ideas behind the production, and its development. This unit then allows learners to produce a final piece of work, obtain feedback, and evaluate their progress for future development.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

---

## Unit summaries (cont'd)

### Unit 07 Internet broadcasting (L/506/7428)

In this unit learners will explore the principles of broadcast journalism, various techniques used in professional practice, and different styles of broadcast. Learners will take an in-depth look at the planning process for a broadcast journalism production, the ideas behind the production and its development. This unit allows learners to produce a final piece of work, obtain feedback, and review their progress for future development.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

---

### Unit 08 Studio lighting for film and television (L/506/7431)

In this unit learners will explore the principles of studio lighting, including the main elements used in professional practice and how practice can be affected by external factors. Learners will take an in-depth look at the planning process for a studio lighting production, the ideas behind the production and its development. This unit allows learners to produce a final piece of work, obtain feedback, and review their progress for future development.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

---

### Unit 09 Multi-camera production (R/506/7432)

In this unit learners will explore the principles of multi-camera production, the main components used in professional practice and the advantages and disadvantages of each. Learners will take an in-depth look at the planning process for a multi-camera production, the ideas behind the production and its development. This unit allows learners to produce a final piece of work, obtain feedback, and review their progress for future development.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

---

## Unit summaries (cont'd)

### Unit 10 Single camera production (D/506/7434)

In this unit learners will explore the principles of single-camera production, including the main components used in professional practice and their advantages and disadvantages. Learners will take an in-depth look at the planning process for a single-camera production, the ideas behind the production and its development. This unit allows learners to produce a final piece of work, obtain feedback, and review their progress for future development.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

---

### Unit 11 Sound recording techniques (H/506/7421)

In this unit learners will explore the principles of sound recording, including various techniques used in professional practice and the related technical requirements. Learners will take an in-depth look at the planning process for production of a sound recording, the ideas behind the production and how they can be realised. This unit allows learners to produce a final piece of work, obtain feedback, and review their progress for future development.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

---

**Unit 01 Understanding the creative media industry (Y/506/7500)**

The learner will:

- 1 Understand a chosen creative media industry

The learner can:

- 1.1 Describe the types of organisation within the chosen **creative media industry**
  - 1.2 Explore successful organisations and **enterprises** within the chosen creative media industry
  - 1.3 Explain what makes them successful
  - 1.4 Describe the types of customer within the chosen creative media industry
- 

The learner will:

- 2 Understand employment opportunities within a chosen creative media industry

The learner can:

- 2.1 Explore **employment opportunities** within the chosen creative media industry
  - 2.2 Describe the requirements of a role in the chosen creative media industry
  - 2.3 Identify own strengths and areas for development within the chosen creative media industry
  - 2.4 Produce an action plan for personal/professional development within the chosen creative media industry
- 

The learner will:

- 3 Understand the process of idea generation within a chosen creative media industry

The learner can:

- 3.1 Identify tools for the generation of ideas
  - 3.2 Describe how **collaboration** can support the generation of ideas
  - 3.3 Describe how feedback can support the generation of ideas
- 

The learner will:

- 4 Understand methods of communication used within a chosen creative media industry

The learner can:

- 4.1 Describe a range of **communication methods**
  - 4.2 Describe suitable communication methods for different audiences
-

- 1.1 **creative media industry** includes organisations and individuals within television, film, animation, interactive media, radio, social media, games, publishing and advertising. Learners are required to focus on one area of creative media industry and should be encouraged to choose the industry and discipline that they'd like to work within.
- 1.2 **enterprises** are usually defined as business that will take risks, show initiative and commit to making things happen.
- 2.1 **employment opportunities** are diverse within the creative media industry and learners should be encouraged to use as many different sources as possible to research these. These could include using websites, newspapers and social media. Learners should research opportunities across different sectors and contract types, for example freelance, internships, permanent, voluntary, contractual, part-time and full-time.
- 3.2 **collaboration** is the process whereby 2 or more individuals or businesses work together, usually having similar interests and goals. Types of collaborative projects vary and can be small- or large-scale. An example within the creative media industry could be an animator, a graphic designer and a sound designer working together to produce an advertisement.
- 4.1 **communication methods** are the ways in which people give a message to others – this could be verbal, written, face-to-face, online or visual. Learners will need to consider different audiences within the creative media industry and consider the different communication methods used. Learners will also need to consider the target audience when choosing appropriate methods of communication for their own projects.
-

## Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

### Assessment guidance

**Types of evidence:** research notes, written reports, PowerPoint presentation, blog entries, annotated screenshots, case studies, justified lists

**Assessment criteria:** 1.1–1.4

#### Additional information:

**1.1** Learners will describe the types of organisation within a chosen creative media industry. Learners should research current organisations within one area such as TV, radio or interactive media. Learners should explain each aspect of the organisation as comprehensively as possible. Subject terminology should be consistently used within their explanations. Learners should be encouraged to evidence sophisticated insight where they're able to.

**1.2** Learners will identify successful organisations and enterprises within a chosen creative media industry. Learners will choose one area (eg TV, radio, interactive media). Learners should be guided as to which organisations and enterprises are suitable for this task and should use their research from 1.1.

**1.3** Using the organisations and enterprises identified in 1.2, learners will explain what makes them successful. Learners should explain each aspect of the organisation as comprehensively as possible, referencing strengths and weaknesses. Subject terminology should be consistently used within their explanations. Learners should be encouraged to evidence sophisticated insight where they're able to.

**1.4** Learners will describe the types of customer within the chosen creative media industry. Research from 1.1–1.3 should be used to inform this assessment criterion. Customer types may vary from small- to large-scale and learners should consider how customers are able to purchase products and services. Customer accessibility, communication and feedback should also be considered in order to demonstrate a thorough analysis.

Evidence for these assessment criteria may be combined within one or more other assessment criteria; however, all evidence must be clearly referenced for assessment as 1.1–1.4.

**Types of evidence:** research notes, written reports, PowerPoint presentation, blog entries, annotated screenshots, case studies, justified lists, SWOT analysis, action plans

**Assessment criteria:** 2.1–2.4

#### Additional information:

**2.1** Learners will explore employment opportunities within a chosen creative media industry. Learners will choose one area (eg TV, radio, interactive media). Learners should be guided as to which sectors are suitable for this task and should select the industry they'd like to work within or that they have chosen for their pathway. Learners should fully research opportunities within their chosen sector and contract types, which could include freelance, permanent, internships, voluntary, contractual, part-time and full-time. They should be encouraged to use a variety of sources to demonstrate initiative.

**Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)****Assessment guidance (cont'd)**

**2.2** Learners will describe the requirements of a job role in their chosen creative media industry. Learners should use their research from 2.1 and select one example of a relevant job role in their chosen sector. They should explain in detail the responsibilities of the job role and consider the staff structure of the organisation where appropriate. They should also explain the contract type, which could include freelance, permanent, internships, voluntary, contractual, part time and full time. They should be encouraged to use a variety of sources to demonstrate initiative.

**2.3** Learners will identify their own strengths and areas for development within a chosen creative media industry. They could do this by creating a SWOT analysis or using other relevant evidence to demonstrate that they've considered their current skills, qualifications and experience compared to those required within the chosen industry.

**2.4** Learners will produce an action plan for personal/professional development within a chosen creative media industry. Learners must develop the action plan based on their findings and evidence from 2.1–2.3. This could be in the form of a table or other relevant format that demonstrates that they've made a plan to become employable within their chosen creative media industry. The plan should include both short- and long-term goals/achievements and should be realistically achievable.

**Types of evidence:** notes, annotated screenshots, mind maps, written statements, blog entries, feedback sheets, observation records, justified lists and written evaluations

**Assessment criteria:** 3.1–3.3

**Additional information:**

**3.1** Learners will identify tools for the generation of ideas. Learners could research software applications that assist this process, or consider alternative methods such as hand-drawn mind maps or those created with software applications.

**3.2** Learners will describe how collaboration can support the generation of ideas. Learners should explain what collaboration is and demonstrate good practice within the creative media industries. They should explain how working with others can influence the generation of ideas and create further opportunities.

**3.3** Learners will describe how feedback can support the generation of ideas, using their evidence from 3.1 and 3.2 to inform this task. Learners could obtain feedback on their own ideas and show how others have improved their ideas or allowed for alternate solutions. Learners should be encouraged to evidence sophisticated insights where they're able to.



**Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)****Assessment guidance (cont'd)**

**Types of evidence:** notes, annotated screenshots, written statements, blog entries, justified lists

**Assessment criteria:** 4.1, 4.2

**Additional information:**

**4.1** Learners will describe a range of communication methods. They will identify what communication methods are and explain how each is used within the creative media industry. Learners should be encouraged to use at least 3 methods within their explanations and evidence sophisticated insights where they're able to.

**4.2** Learners will describe suitable communication methods for different audiences. Learners will use the methods of communication from 3.2 to explain how these are used with different audiences within the creative media industry. Learners will use at least 2 different audiences (for example online and cinema) within the explanations. Chosen audiences should be suitable for the chosen sector.

---

**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

**Any software or combination of software used by the learners to complete their work should reflect the industry standard.**

---

**Grading descriptors – Unit 01 Understanding the creative media industry (Y/506/7500)**

- Learning outcome 1: Understand a chosen creative media industry
- Learning outcome 2: Understand employment opportunities within a chosen creative media industry
- Learning outcome 3: Understand the process of idea generation within a chosen creative media industry
- Learning outcome 4: Understand methods of communication used within a chosen creative media industry.

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Describe the types of organisation within the chosen creative media industry</b>	Learners will describe the types of organisation within the chosen creative media industry	Learners will describe in detail the types of organisation within the chosen creative media industry	Learners will thoroughly describe the types of organisation within the chosen creative media industry
<b>1.2 Explore successful organisations and enterprises within the chosen creative media industry</b>	Learners will explore successful organisations and enterprises within the chosen creative media industry	No Merit for this AC	No Distinction for this AC
<b>1.3 Explain what makes them successful</b>	Learners will explain what makes them successful	Learners will explain what makes them successful, showing critical understanding	Learners will explain what makes them successful, showing critical judgement
<b>1.4 Describe the types of customer within the chosen creative media industry</b>	Learners will describe the types of customer within the chosen creative media industry	Learners will describe in detail the types of customer within the chosen creative media industry	Learners will thoroughly describe the types of customer within the chosen creative media industry

**Grading descriptors – Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1 Explore employment opportunities within the chosen creative media industry</b>	Learners will explore employment opportunities within the chosen creative media industry	Learners will explore employment opportunities within the chosen creative media industry, showing initiative	No Distinction for this AC
<b>2.2 Describe the requirements of a role in the chosen creative media industry</b>	Learners will describe the requirements of a role in the chosen creative media industry	Learners will describe in detail the requirements of a role in the chosen creative media industry	Learners will thoroughly describe the requirements of a role in the chosen creative media industry
<b>2.3 Identify own strengths and areas for development within the chosen creative media industry</b>	Learners will identify own strengths and areas for development within the chosen creative media industry	No Merit for this AC	No Distinction for this AC
<b>2.4 Produce an action plan for personal/professional development within the chosen creative media industry</b>	Learners will produce an action plan for personal/professional development within the chosen creative media industry	Learners will produce a detailed action plan for personal/professional development within the chosen creative media industry	Learners will produce a sophisticated action plan for personal/professional development within the chosen creative media industry

**Grading descriptors – Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Identify tools for the generation of ideas</b>	Learners will identify tools for the generation of ideas	No Merit for this AC	No Distinction for this AC
<b>3.2 Describe how collaboration can support the generation of ideas</b>	Learners will describe how collaboration can support the generation of ideas	Learners will describe in detail how collaboration can support the generation of ideas	Learners will thoroughly describe how collaboration can support the generation of ideas
<b>3.3 Describe how feedback can support the generation of ideas</b>	Learners will describe how feedback can support the generation of ideas	Learners will describe in detail how feedback can support the generation of ideas	No Distinction for this AC
<b>4.1 Describe a range of communication methods</b>	Learners will describe a range of communication methods	Learners will describe in detail a range of communication methods	Learners will thoroughly describe a wide range of communication methods
<b>4.2 Describe suitable communication methods for different audiences</b>	Learners will describe suitable communication methods for different audiences	Learners will describe in detail suitable communication methods for different audiences	Learners will thoroughly describe suitable communication methods for different audiences

**Unit 02 Plan and produce work to a design brief (D/506/7479)**

The learner will:

- 1 Be able to understand and research a brief

The learner can:

- 1.1 Describe the requirements of the **brief** and its specifications
  - 1.2 Research the client and the market in which they operate
  - 1.3 Evaluate the **visual and contextual characteristics** of the research
- 

The learner will:

- 2 Be able to plan a solution to a brief

The learner can:

- 2.1 Prepare and maintain a work schedule for production to meet the brief
  - 2.2 Develop ideas in response to the brief
  - 2.3 Select suitable methods and techniques to create the solution
  - 2.4 Present ideas to the client and obtain feedback
  - 2.5 Review and revise ideas in response to feedback
- 

The learner will:

- 3 Be able to produce and evaluate work in response to a brief

The learner can:

- 3.1 Produce work in response to the brief
  - 3.2 Follow health and safety procedures within the working environment
  - 3.3 Present finished work in response to the brief
  - 3.4 Evaluate finished work against the brief, identifying areas for improvement
- 

**1.1** a **brief** is the initial document that a client uses to communicate their requirements. A brief should ideally include details of themes, scenarios, costs, company information, target audience, technical requirements, dimensions and timescales. Designers of all disciplines will work with the brief to generate ideas for solutions, which may involve meeting with the client a number of times before agreeing on a solution.

**1.3** **visual characteristics** consider the way an object looks and **contextual characteristics** will be determined by the design brief and client requirements, such as the media product, market, audience, platform and customer. Learners are required to undertake research regarding a possible product based on the client's brief. When researching possible products they'll consider client needs in terms of visual and contextual characteristics, keeping notes of potential ideas and solutions.

## Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)

### Assessment guidance

**Types of evidence:** brief, research notes, written statements, video diaries, blog entries, justified lists, annotated screenshots

**Assessment criteria:** 1.1–1.3

#### Additional information:

**1.1** Learners will describe the requirements of the brief and its specifications. Learners should explain each aspect of the brief as comprehensively as possible and describe what they think the client wants and how they've interpreted their needs. Subject terminology should be consistently used within their explanations. Learners should be encouraged to evidence sophisticated insights where they're able to.

**1.2** Learners will research the client and the market in which they operate, using current examples. They should use appropriate creative media sectors within their research, but should be aware that sectors can overlap depending on the media product. They must state the current market that the client operates within and give examples of the products and services offered.

**1.3** Learners will evaluate the visual and contextual characteristics of the research. To do this, they will need to identify what research needs to be done regarding a product or service and use the client's brief to determine visual and contextual characteristics of potential solutions. Learners must then evaluate possible solutions with regard to strengths and weaknesses and how their solutions meet the brief.

**Types of evidence:** planning documents, schedules, tables, production plans, timelines, written notes, annotated sketches, mind maps, written evaluations, selected ideas, video diaries, blog entries, annotated screenshots, feedback sheets, observation records, witness statements, meeting minutes, PowerPoint presentations

**Assessment criteria:** 2.1–2.5

#### Additional information:

**2.1** Learners will prepare and maintain a work schedule for a production to meet the brief. Learners will create a production plan for a media product that meets the client's brief. Plans should include all relevant production stages, time constraints and milestones – interim deadlines should be realistic and well thought out. Learners should also include resources and the personnel required for the production to ensure full consideration of the media assets. Learners should be encouraged to evidence as much detail as possible where they're able to.

**2.2** Learners must explore, evaluate and develop ideas for a media product. Learners must evidence that at least 2 ideas have been fully considered with regard to the chosen media product and platform. Learners should be encouraged to show their abilities to deconstruct, analyse and evaluate their ideas and to form constructive conclusions.

**2.3** Learners will select suitable methods and techniques to create the solution. Appropriate software and tools must be used in order to demonstrate learners' ability. Evidence for this criterion should be experimental and show technical competence. Ideas don't have to be finalised at this stage. Evidence should also show how the learners have justified their decisions in preparation for the production stages.

## Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)

### Assessment guidance (cont'd)

When screenshots are used they should be annotated by learners to demonstrate skill development and include subject terminology. Learners should be encouraged to evidence as much detail as possible where they're able to.

**2.4** Learners will present ideas to the client and obtain feedback. They'll do this by using their selection from 2.3 to communicate more than one idea. Evidence could be in the form of written notes, meeting minutes or observation records. Learners must demonstrate how they've presented their ideas to provide possible solutions to the brief. Ideas at this stage should show how the proposed product meets the brief.

**2.5** Learners will review and revise ideas in response to client feedback. In order to do this, they will use the client feedback received in 2.4 to inform ideas for a production that meets the client brief. Evidence will show the revisions and modifications based on the feedback.

**Types of evidence:** final media product, annotated screenshots, prototypes, written statements, video diary, blog entries, feedback sheets, observation records, health and safety records, risk assessment and written evaluations

**Assessment criteria:** 3.1–3.4

### Additional information:

**3.1** Learners will produce work in response to the brief. Learners must produce their chosen media product using appropriate software and tools to demonstrate it. Evidence for this criterion should be of the practical production and show technical competence (ideas should be finalised at this stage). Evidence should also show how the learners have used decisions they made during preparation in the production stages. When screenshots are used they should be annotated using subject terminology to demonstrate skill development and competence. Learners should be encouraged to evidence as much detail as possible where they're able to.

**Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)****Assessment guidance (cont'd)**

**3.2** Learners will follow health and safety procedures within the working environment. Learners must demonstrate how they've done this within their chosen creative media discipline. Evidence should show preparation and maintenance of health and safety procedures.

**3.3** Learners are required to present the final product in an appropriate form. This could be as a functioning prototype or a final product. The product must function as intended and learners must demonstrate its usability. Learners must obtain feedback on their product to inform the evaluation in 3.4.

**3.4** Learners will evaluate the product in comparison with the brief, their initial intentions and purpose. Evaluations should show how the learners developed their skills, maintained the work schedule and used client feedback. Learners should be encouraged to evidence sophisticated insights where they're able to and must also identify improvements for future practice.

---

**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

**Any software or combination of software used by the learners to complete their work should reflect the industry standard.**

---



**Grading descriptors – Unit 02 Plan and produce work to a design brief (D/506/7479)**

- Learning outcome 1: Be able to understand and research a brief
- Learning outcome 2: Be able to plan a solution to a brief
- Learning outcome 3: Be able to produce and evaluate work in response to a brief.

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Describe the requirements of the brief and its specifications</b>	Learners will describe the requirements of the brief and its specifications	Learners will clearly describe the requirements of the brief and its specifications	Learners will provide an advanced description of the requirements of the brief and its specifications
<b>1.2 Research the client and the market in which they operate</b>	Learners will research the client and the market in which they operate	Learners will independently research the client and the market in which they operate	Learners will thoroughly research the client and the market in which they operate
<b>1.3 Evaluate the visual and contextual characteristics of the research</b>	Learners will evaluate the visual and contextual characteristics of the research	No Merit for this AC	No Distinction for this AC
<b>2.1 Prepare and maintain a work schedule for production to meet the brief</b>	Learners will prepare and maintain a work schedule for production to meet the brief	Learners will prepare and maintain a coherent work schedule for production to meet the brief	No Distinction for this AC
<b>2.2 Develop ideas in response to the brief</b>	Learners will develop ideas in response to the brief	Learners will develop ideas in response to the brief, showing experimentation	Learners will skilfully develop ideas in response to the brief

**Grading descriptors – Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.3 Select suitable methods and techniques to create the solution</b>	Learners will select suitable methods and techniques to create the solution	No Merit for this AC	No Distinction for this AC
<b>2.4 Present ideas to the client and obtain feedback</b>	Learners will present ideas to the client and obtain feedback	Learners will confidently present ideas to the client and obtain feedback	Learners will present ideas to the client convincingly and obtain feedback
<b>2.5 Review and revise ideas in response to feedback</b>	Learners will review and revise ideas in response to feedback	No Merit for this AC	No Distinction for this AC
<b>3.1 Produce work in response to the brief</b>	Learners will produce work in response to the brief	Learners will produce work in response to the brief, showing creativity	Learners will skilfully produce work in response to the brief
<b>3.2 Follow health and safety procedures within the working environment</b>	Learners will follow health and safety procedures within the working environment	No Merit for this AC	No Distinction for this AC

**Grading descriptors – Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.3 Present finished work in response to the brief</b>	Learners will present finished work in response to the brief	Learners will confidently present finished work in response to the brief	Learners will skilfully present finished work in response to the brief
<b>3.4 Evaluate finished work against the brief, identifying areas for improvement</b>	Learners will evaluate finished work against the brief, identifying areas for improvement	Learners will evaluate finished work against the brief, identifying areas for improvement and showing critical understanding	Learners will evaluate finished work against the brief, identifying areas for improvement and showing critical judgement

**Unit 03 Broadcast journalism (K/506/7422)**

The learner will:

- 1 Understand the principles of broadcast journalism

The learner can:

- 1.1 Describe broadcast journalism **techniques**
  - 1.2 Describe the **style** and format of a news or documentary broadcast
  - 1.3 Identify **legislation** affecting broadcast journalism
  - 1.4 Identify **hazards and risks** which could be encountered in producing a **news** or documentary broadcast
- 

The learner will:

- 2 Be able to plan for a broadcast

The learner can:

- 2.1 Produce a range of ideas for a news or **documentary** broadcast
  - 2.2 Identify suitable **equipment** for recording and editing the chosen news or documentary broadcast
  - 2.3 Develop a production **plan** for the chosen news or documentary broadcast
- 

The learner will:

- 3 Be able to produce a broadcast

The learner can:

- 3.1 Record and edit the chosen news or documentary broadcast
  - 3.2 Follow appropriate health and safety practices
  - 3.3 Present final broadcast and obtain feedback
  - 3.4 **Evaluate** the final broadcast
-

**Unit 03 Broadcast journalism (K/506/7422) (cont'd)**

- 1.1 **techniques** could include radio, live, recorded, studio, location, close-up, establishing shots, point of view (POV), cutaways, voice-over
- 1.2 **style** could include narrative, actuality, interviews, presenter in vision, remote correspondent
- 1.3 **legislation** could relate to media regulation and ethics, the law relating to court reporting, impartiality and accuracy, decency, self-regulation, broadcasting code, Ofcom, child protection, complaints procedures, copyright, libel, clearances, filming in public
- 1.4 **hazards and risks** could include risk assessments, HSE advice, lone worker guidance, dangerous locations, computer and display screen regulations, working hours, filming in public places
- 1.4 **news** could be live, recorded, studio-based, voice-over, interviews, piece to camera, pictures over voice, hard news, features
- 2.1 a **documentary** could be actuality, educational, fly on the wall, reality, travel, narrative
- 2.2 **equipment** could include film cameras, video cameras, concealed cameras, lenses, sound recording, microphones, transportation, personal protective equipment
- 2.3 **plan** to cover synopsis, shooting script, timescale, work schedule, post-production, editing, budget
- 3.4 **evaluate** the relation between the idea and the finished product, accuracy, impartiality, bias
-

## Unit 03 Broadcast journalism (K/506/7422) (cont'd)

### Assessment guidance

**Types of evidence:** workbook/journal and annotated notes, written comments with justification, storyboard, shooting scripts, risk assessments, preliminary and developmental videos and visuals.

Written research material should be not more than 1000 words and can include images and graphics. Evidence could also be shown as a visual presentation. All sources should be identified with a bibliography and lists of any visits.

Portfolios should contain all exploratory and experimental work to show evidence of process. The work should be carefully cross-referenced to any relevant assessment criteria, as one piece of evidence may be equally valid to show that the learner has covered a range of different assessment criteria.

Underpinning knowledge and understanding can be evidenced through practical work, written notes or researched statements. All research material gathered from outside sources, such as the internet, must have the source fully credited.

At this level, work should be produced using guidance, support and supervision provided by the Tutor.

**Assessment criteria:** 1.1–3.4

### Additional information:

**1.1** Learners will be able to show knowledge of basic broadcast journalism techniques. These could include the use of different types of shot to illustrate different aspects of the story. Evidence could also be produced by looking at different types of broadcast journalism programmes followed by group discussion. Learners may show knowledge of how technologies such as outside broadcasting, location, television news, and film and electronic news gathering have changed and are continuing to change the style and format of broadcast journalism.

**1.2** Learners will show understanding of the style and format of broadcast journalism. Formats could include studio-based, outside broadcast, remote correspondent inserts, piece to camera, interviews and actuality-based.

**1.3** Learners will be able to identify the various pieces of legislation that can affect broadcast journalism.

**1.4** Learners will be able to show understanding of concepts of hazards and risks. This could extend from demonstrating awareness of safety when working alone and in public places, to understanding the health and safety aspects of computer display use when producing news or documentary broadcasts.

**2.1** Learners will produce a range of ideas for a news or documentary broadcast – they could present these to their Tutor and peers in order to select a subject for further development.

**2.2** Learners will be able to identify the equipment necessary to produce and edit a news or documentary broadcast. Learners could also assess and evaluate different choices of equipment.

**2.3** Clear planning of the activities to be completed should be shown, which will include a work schedule, required equipment, target dates, production requirements, risk assessments and costs.

## **Unit 03 Broadcast journalism (K/506/7422) (cont'd)**

### **Assessment guidance (cont'd)**

**3.1** Learners will record and edit audio and visual material to produce a finished news or documentary broadcast. They may find it helpful to check that the video and audio show correct sound and visual levels and quality, and that they've used a relevant technique.

**3.2** Learners will be able to demonstrate that appropriate health and safety procedures have been followed.

**3.3** The final news or documentary broadcast should be presented and feedback obtained. This feedback should be given by sources with the expertise to identify changes and give practical, constructive opinions. Learners should be able to assess which areas of feedback are relevant to the production and evidence how the feedback has been used to modify ideas and content. Any changes made should be clearly shown, which could be through annotation on the original work or recorded in a different fashion.

**3.4** Learners should provide a written evaluation of the work, which will include evaluation of the content of the production. Learners may also evaluate how the production worked with regards to their planning/work schedule, as well as in a wider professional context.

---

**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

**Any software or combination of software used by the learners to complete their work should reflect the industry standard.**

---

**Grading descriptors – Unit 03 Broadcast journalism (K/506/7422)**

- Learning outcome 1: Understand the principles of broadcast journalism
- Learning outcome 2: Be able to plan for a broadcast
- Learning outcome 3: Be able to produce a broadcast.

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Describe broadcast journalism techniques</b>	Learners will describe broadcast journalism techniques	Learners will describe broadcast journalism techniques in detail	Learners will describe broadcast journalism techniques, showing insight
<b>1.2 Describe the style and format of a news or documentary broadcast</b>	Learners will describe the style and format of a news or documentary broadcast	Learners will describe in detail the style and format of a news or documentary broadcast	Learners will describe the style and format of a news or documentary broadcast, showing insight
<b>1.3 Identify legislation affecting broadcast journalism</b>	Learners will identify legislation affecting broadcast journalism	No Merit for this AC	No Distinction for this AC
<b>1.4 Identify hazards and risks which could be encountered in producing a news or documentary broadcast</b>	Learners will identify hazards and risks which may be encountered when producing a news or documentary broadcast	No Merit for this AC	No Distinction for this AC
<b>2.1 Produce a range of ideas for a news or documentary broadcast</b>	Learners will produce a range of ideas for a news or documentary broadcast	Learners will produce a coherent range of ideas for a news or documentary broadcast	Learners will produce a comprehensive range of ideas for a news or documentary broadcast



**Grading descriptors – Unit 03 Broadcast journalism (K/506/7422) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.2 Identify suitable equipment for recording and editing the chosen news or documentary broadcast</b>	Learners will identify suitable equipment needed to record and edit the chosen news or documentary broadcast	Learners will show clear understanding of the suitable equipment needed to record and edit the chosen news or documentary broadcast	Learners will give convincing reasons for choosing suitable equipment needed to record and edit the chosen news or documentary broadcast
<b>2.3 Develop a production plan for the chosen news or documentary broadcast</b>	Learners will develop a production plan for the chosen news or documentary broadcast	Learners will develop a detailed production plan for the chosen news or documentary broadcast	Learners will develop a sophisticated production plan for the chosen news or documentary broadcast
<b>3.1 Record and edit the chosen news or documentary broadcast</b>	Learners will record and edit the chosen news or documentary broadcast	Learners will confidently record and edit a chosen news or documentary broadcast	Learners will skilfully record and edit a chosen news or documentary broadcast
<b>3.2 Follow appropriate health and safety practices</b>	Learners will show how appropriate health and safety practices have been followed	No Merit for this AC	No Distinction for this AC
<b>3.3 Present final broadcast and obtain feedback</b>	Learners will present final broadcast and obtain feedback	Learners will confidently present final broadcast and obtain feedback	Learners will creatively present final broadcast and obtain feedback
<b>3.4 Evaluate the final broadcast</b>	Learners will evaluate the final broadcast	Learners will produce a detailed evaluation of the final broadcast	Learners will produce a sophisticated evaluation of the final broadcast

**Unit 04 Directing for film and television (M/506/7423)**

The learner will:

- 1 Understand the role of the director in film and television production

The learner can:

- 1.1 Describe the **role** of the director in film and television production
  - 1.2 Describe the relationship between the director and other members of the production and **creative teams**
  - 1.3 Identify legislation and **codes of conduct** affecting the role of the director
- 

The learner will:

- 2 Be able to develop a production plan

The learner can:

- 2.1 Produce a range of ideas for a film and television production
  - 2.2 Prepare a **storyboard** for a chosen idea
  - 2.3 Plan a production schedule for the chosen idea
  - 2.4 Explore **creative techniques** for the production of the chosen idea
- 

The learner will:

- 3 Be able to direct a production

The learner can:

- 3.1 Direct chosen production
  - 3.2 Present finished production and obtain feedback
  - 3.3 Evaluate the production based on feedback
-

**Unit 04 Directing for film and television (M/506/7423) (cont'd)**

- 1.1 **role** can include sight and sound, visual ideas and realisation, lighting ideas, visual effects, editing, ensuring performance from artists, actors, and creative staff
- 1.2 **creative teams** can include producer, director of photography, lighting, camera, art director, sound, set design, gaffers, grips, editor, post-production, computer graphics, graphic design
- 1.3 **codes of conduct** can include association of directors, copyright, clearances, permissions, royalties, ethics, and professional conduct
- 2.2 **storyboard** may include visual ideas and progression, shooting script, camera crib sheets, camera angles, audio recording and production, effects
- 2.4 **creative techniques** may include camera angles and viewpoint, editing techniques, jump cuts, green screen, audio effects, background music, graphics, lighting effects, zoom effects, tracking and panning

---

**Types of evidence:** workbook/journal and annotated notes, written comments with justification, storyboard, shooting scripts, risk assessments, preliminary and developmental videos and visuals.

Written research material should be not more than 1000 words and can include images and graphics. Evidence could also be shown as a visual presentation. All sources should be identified with a bibliography and lists of any visits.

Portfolios should contain all exploratory and experimental work to show evidence of process. The work should be carefully cross-referenced to any relevant assessment criteria, as one piece of evidence may be equally valid to show that the learner has covered a range of different assessment criteria. Underpinning knowledge and understanding can be evidenced through practical work, written notes or researched statements. All research material gathered from outside sources, such as the internet, must have the source fully credited.

At this level, work should be produced using guidance, support, and supervision provided by the Tutor.

---

**Assessment criteria:** 1.1–3.3

**Additional information:**

**1.1** Learners will be able to show knowledge of the role of the director in film and television production. This may range from ideas for the production to the overall finished production. They could explore different perspectives of directors including those that are interested primarily in performance, those who get involved with visual production, and directors who have a hand in all aspects of their traditional role.

## Unit 04 Directing for film and television (M/506/7423) (cont'd)

### Assessment guidance (cont'd)

**1.2** Learners will be able to explain the roles of the members of the teams that a director is required to have a relationship with, and how a director would work with them to produce the required outcomes. Members of the team could include the producer, director of photography, lighting, camera, art director, sound, production assistant, set design, gaffers, grips, editing, post production, computer graphics and graphic design.

**1.3** Learners will be able to identify the various pieces of legislation, codes of conduct and the regulatory bodies that can affect directors. This could range from best practice situations to laws affecting directors or even studio etiquette.

**2.1** Learners will produce a range of ideas for a film and television production. Ideas could be presented in writing, visual media or audio recordings. Learners could present these to their Tutor and peers in order to select a subject for further development.

**2.2** Learners will prepare a storyboard for an idea chosen from their previous range of produced ideas. Storyboards should show step-by-step how the idea will look when it's a finished product. Learners should show their storyboard visually, but may also want to include an audio element if it is helpful.

**2.3** Learners will plan for the production of their idea by completing a production schedule – clear planning of the activities to be completed should be shown. This will include a work schedule, equipment needed, target dates, production requirements, risk assessments and costs.

**2.4** As part of the creative process, learners should explore the use of different creative techniques that could inform the production of their chosen idea. Creative techniques could include camera angles, editing, jump cuts, green screen, audio design and production, music, lighting effects, tracking, panning and zoom effects.

**3.1** Learners will use their previous idea and direct this into a finished production.

**3.2** The finished production should be presented and feedback obtained. Feedback should be given by sources with the expertise to identify and give practical and constructive opinions. Learners should be able to assess which areas of feedback are relevant to the production, and evidence how the feedback could be used to modify ideas and content. Any changes made should be recorded for later use.

**3.3** Learners should provide a written evaluation of the work. This will include evaluation of the content of the production. Learners may also evaluate how the production worked with regard to their planning/work schedule, as well as in a wider professional context.

---

**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

**Any software or combination of software used by the learners to complete their work should reflect the industry standard.**

**Grading descriptors – Unit 04 Directing for film and television (M/506/7423)**

- Learning outcome 1: Understand the role of the director in film and television production
- Learning outcome 2: Be able to develop a production plan
- Learning outcome 3: Be able to direct a production.

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Describe the role of the director in film and television production</b>	Learners will describe the role of the director in film and television production	Learners will describe the role of the director in film and television production, in detail	Learners will describe the role of the director in film and television production, with insight
<b>1.2 Describe the relationship between the director and other members of the production and creative teams</b>	Learners will describe the relationship between the director and other members of the production and creative teams	Learners will provide a detailed description of the relationship between the director and other members of the production and creative teams	Learners will provide a comprehensive description of the relationship between the director and other members of the production and creative teams
<b>1.3 Identify legislation and codes of conduct affecting the role of the director</b>	Learners will be able to identify legislation and codes of conduct affecting the role of the director	No Merit for this AC	No Distinction for this AC
<b>2.1 Produce a range of ideas for a film and television production</b>	Learners will produce a range of ideas for a film and television production	Learners will produce a coherent range of ideas for a film and television production	Learners will produce a comprehensive range of ideas for a film and television production

**Grading descriptors – Unit 04 Directing for film and television (M/506/7423) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.2 Prepare a storyboard for a chosen idea</b>	Learners will prepare a storyboard for a chosen idea	Learners will prepare a detailed storyboard for a chosen idea	Learners will prepare an advanced storyboard for a chosen idea
<b>2.3 Plan a production schedule for the chosen idea</b>	Learners will plan a production schedule for the chosen idea	Learners will plan a production schedule for the chosen idea, showing critical understanding	Learners will plan a comprehensive production schedule for the chosen idea
<b>2.4 Explore creative techniques for the production of the chosen idea</b>	Learners will explore creative techniques for the production of the chosen idea	Learners will comprehensively explore creative techniques for the production of the chosen idea	Learners will explore creative techniques for the fluent production of the chosen idea
<b>3.1 Direct chosen production</b>	Learners will direct the chosen production	Learners will confidently direct the chosen production	Learners will creatively direct the chosen production
<b>3.2 Present finished production and obtain feedback</b>	Learners will present the finished production and obtain feedback	No Merit for this AC	No Distinction for this AC
<b>3.3 Evaluate the production based on feedback</b>	Learners will evaluate the final production	Learners will produce a clear evaluation of the final production	Learners will perceptively produce a clear evaluation of the final production

**Unit 05 Editing for film and television (A/506/7425)**

The learner will:

- 1 Understand how editing is used in film and television

The learner can:

- 1.1 Describe editing techniques and **technologies**
  - 1.2 Describe how editing can affect the **genre** and **mood** of a production for film and television
  - 1.3 Identify hazards and risks associated with editing
- 

The learner will:

- 2 Be able to use editing techniques to create a visual sequence

The learner can:

- 2.1 Use editing **processes** to compile a series of video shots into a sequence
  - 2.2 Use **audio** to enhance the sequence
  - 2.3 Apply editing transitions to the sequence
  - 2.4 Use **effects** to enhance the sequence
  - 2.5 Incorporate **graphics** or text into the sequence
- 

The learner will:

- 3 Be able to produce a visual sequence

The learner can:

- 3.1 Produce the visual sequence for film or television
  - 3.2 Follow appropriate health and safety practices
  - 3.3 Present the finished sequence and obtain feedback
  - 3.4 Evaluate the sequence and the editing process
-

**Unit 05 Editing for film and television (A/506/7425) (cont'd)**

- 1.1 **technologies** could include the physical cutting of tape or film, separate sound, sound on film, videotape, copy-editing, linear/non-linear, offline, online, computer-based, Moviola, Steenbeck, Avid, Final Cut Pro, Premiere, or Lightworks
  - 1.2 **genre** is the category into which the production falls, such as horror, science-fiction, documentary, factual, news, production
  - 1.2 the **mood** is the overall feel and emotional impact of a production
  - 2.1 **processes** – transitions, cut, dissolve, mix, wipe, page turn, iris, slide, push
  - 2.2 **audio** – effects, narrative, voice-over, Foley, music, wild track
  - 2.4 **effects** – compositing, green screen, picture-in-picture, key
  - 2.5 **graphics** – images, capgen
- 

**Assessment guidance**

**Types of evidence:** workbook/journal and annotated notes, written comments with justification, storyboard, shooting scripts, risk assessments, preliminary and developmental videos and visuals.

Written research material should be not more than 1000 words and can include images and graphics. Evidence could also be shown as a visual presentation. All sources should be identified with a bibliography and lists of any visits.

Portfolios should contain all exploratory and experimental work to show evidence of process. The work should be carefully cross-referenced to any relevant assessment criteria, as one piece of evidence may be equally valid to show that the learner has covered a range of different assessment criteria. Underpinning knowledge and understanding can be evidenced through practical work, written notes or researched statements. All research material gathered from outside sources, such as the internet, must have the source fully credited.

At this level, work should be produced using guidance, support and supervision provided by the Tutor.

**Assessment criteria:** 1.1–3.2

**Additional information:**

**1.1** Learners will be able to describe editing techniques and technologies, exploring their possible uses and limitations and how they affect editing for film and television in a professional context. Technologies and techniques could include – but are not limited to – sound, camera techniques, visual and audio editing equipment, linear editing, non-linear editing and computer-based editing.



**Unit 05 Editing for film and television (A/506/7425) (cont'd)****Assessment guidance (cont'd)**

**1.2** Learners will describe how editing can affect the genre and mood of a production for film and television. Learners need to identify the effects of film editing on a range of genres, both contemporary and historic. The methods by which the editing process might alter the meaning of the film, the way in which the editing process is applied, or the manipulation of the sequence of the material to reorder/create the mood need to be identified. This could involve visual evidence as well as written evidence.

**1.3** Learners will be able to show understanding of the concepts of hazards and risks. Understanding of the health and safety aspects of computer and display use when editing will include the Health and Safety at Work Act, Display Screen Regulations, correct seating, repetitive strain injury (RSI) and working hours. Learners should produce a basic risk assessment for the editing location.

**2.1** Learners will be able to use editing equipment to compile a series of video shots into a sequence. This sequence is to be used for the other assessment criteria in this learning outcome.

**2.2** Learners will show the ability to use audio to enhance and reinforce the basic visual content of their produced sequence. This could include effects, wild track, voice-over and music.

**2.3** Learners will demonstrate the use of features such as cuts, mixes, page turns, wipes and so on to produce transitions between the shots of their sequence. These transitions should be used to provide flow and pace rather than as isolated items, unless the transition is used for a specific individual purpose.

**2.4** Learners will apply effects to their sequence to enhance it. Editing sequences demonstrating the use of effects such as compositing, green screen, and picture-in-picture in context within a narrative could be explored.

**2.5** Learners should show their edited sequence incorporated with graphics and text.

**3.1** Learners will produce the edited and completed sequence for film or television.

**Unit 05 Editing for film and television (A/506/7425) (cont'd)****Assessment guidance (cont'd)**

**3.2** Learners will be able to demonstrate that the appropriate health and safety procedures have been followed.

**3.3** The final edited sequence should be presented and feedback obtained. Feedback should be given by sources with the expertise to identify and give practical and constructive opinions. Learners should be able to assess which areas of feedback are relevant to the edit and evidence how the feedback could be used to modify ideas and content. Any changes made should be recorded.

**3.4** Learners should provide a written evaluation of the work. This will include evaluation of the content of the production. Learners may also evaluate how the production worked, with regard to pace, flow and the techniques used, as well as in a wider professional context.

---

**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

**Any software or combination of software used by the learners to complete their work should reflect the industry standard.**

---

**Grading descriptors – Unit 05 Editing for film and television (A/506/7425)**

- Learning outcome 1: Understand how editing is used in film and television
- Learning outcome 2: Be able to use editing techniques to create a visual sequence
- Learning outcome 3: Be able to produce a visual sequence.

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Describe editing techniques and technologies</b>	Learners will describe editing techniques and technologies	Learners will give a detailed description of editing techniques and technologies	Learners will give a comprehensive description of editing techniques and technologies
<b>1.2 Describe how editing can affect the genre and mood of a production for film and television</b>	Learners will describe how editing can affect the genre and mood of a production for film and television	Learners will describe how editing can affect the genre and mood of a production for film and television, showing critical understanding	Learners will describe how editing can affect the genre and mood of a production for film and television, showing insight
<b>1.3 Identify hazards and risks associated with editing</b>	Learners will identify hazards and risks associated with editing	Learners will identify in detail hazards and risks associated with editing	No Distinction for this AC
<b>2.1 Use editing processes to compile a series of video shots into a sequence</b>	Learners will use editing processes to compile a series of video shots into a sequence	Learners will use editing processes as well as experimentation to compile a series of video shots into a sequence	Learners will skilfully use editing processes to compile a series of video shots into a sequence

**Grading descriptors – Unit 05 Editing for film and television (A/506/7425) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.2 Use audio to enhance the sequence</b>	Learners will use audio to enhance the sequence	Learners will confidently use audio to enhance the sequence	Learners will use audio to creatively enhance the sequence
<b>2.3 Apply editing transitions to the sequence</b>	Learners will apply editing transitions to the sequence	Learners will apply coherent editing transitions to the sequence	Learners will apply advanced editing transitions to the sequence
<b>2.4 Use effects to enhance the sequence</b>	Learners will use effects to enhance the sequence	Learners will confidently use effects to enhance the sequence	Learners will use sophisticated effects to enhance the sequence
<b>2.5 Incorporate graphics or text into the sequence</b>	Learners will incorporate graphics or text into the sequence	Learners will incorporate graphics or text coherently into the sequence	No Distinction for this AC
<b>3.1 Produce the visual sequence for film or television</b>	Learners will produce the visual sequence for film or television	Learners will produce the visual sequence for film or television, showing critical understanding	Learners will produce the visual sequence for film or television, showing critical judgement
<b>3.2 Follow appropriate health and safety practices</b>	Learners will show that appropriate health and safety practices have been followed	No Merit for this AC	No Distinction for this AC

**Grading descriptors – Unit 05 Editing for film and television (A/506/7425) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.3 Present the finished sequence and obtain feedback</b>	Learners will present the finished sequence and obtain feedback	No Merit for this AC	No Distinction for this AC
<b>3.4 Evaluate the sequence and the editing process</b>	Learners will evaluate the sequence and the editing process	Learners will produce a clear evaluation of the sequence and the editing process	Learners will perceptively evaluate the sequence and the editing process

**Unit 06 Factual programme production (F/506/7426)**

The learner will:

- 1 Understand the principles of factual programme production

The learner can:

- 1.1 Describe factual programme productions
  - 1.2 Describe factual programme production techniques
  - 1.3 Identify legislation affecting factual programme production
- 

The learner will:

- 2 Be able to plan a factual programme production

The learner can:

- 2.1 Produce a range of **ideas** for a factual programme production
  - 2.2 Prepare a **production schedule** for factual programme production
  - 2.3 Use a range of techniques in the production of a factual programme
  - 2.4 Identify hazards and risks which could be encountered when producing a factual programme
- 

The learner will:

- 3 Be able to produce a factual programme

The learner can:

- 3.1 Produce a factual programme
  - 3.2 Follow appropriate health and safety practices
  - 3.3 Present finished work and obtain feedback
  - 3.4 Evaluate the factual programme production
- 

2.1 **ideas** could include news, documentary, reality television, Educational, wildlife, magazine, chat show, training, lifestyle

2.2 a **production schedule** could include planning, call sheet, equipment, transportation, filming, post-production

---

## Unit 06 Factual programme production (F/506/7426) (cont'd)

### Assessment guidance

**Types of evidence:** workbook/journal and annotated notes, written comments with justification, storyboard, shooting scripts, risk assessments, preliminary and developmental videos and visuals.

Written research material should be not more than 1000 words and can include images and graphics. Evidence could also be shown as a visual presentation. All sources should be identified with a bibliography and lists of any visits.

Portfolios should contain all exploratory and experimental work to show evidence of process. The work should be carefully cross-referenced to any relevant assessment criteria, as one piece of evidence may be equally valid to show that the learner has covered a range of different assessment criteria. Underpinning knowledge and understanding can be evidenced through practical work, written notes or researched statements. All research material gathered from outside sources, such as the internet, must have the source fully credited.

At this level, work should be produced using guidance, support, and supervision provided by the Tutor.

**Assessment criteria:** 1.1–3.4

### Additional information:

**1.1** Learners will be able to describe factual programme productions and explore their possible purposes and limitations, and how they can be affected in a professional context.

**1.2** Learners will be able to describe techniques used to create factual programme productions. Elements described could include – but are not limited to – outside broadcasting, location, film, single-camera and electronic news gathering.

**1.3** Learners will be able to identify the various pieces of legislation, codes of conduct and regulatory bodies that can affect factual programmes.

**2.1** Learners will produce a range of ideas for a factual programme. Ideas could be recorded in writing, visual media, or audio recordings. Learners could present these to their Tutor and peers in order to select an idea for use later in the unit.

**2.2** Planning of the activities to be completed should be shown on a production schedule, detailing equipment needed, target dates, production requirements, risk assessments and costs.

**2.3** Learners will explore a range of techniques and use them to produce their chosen idea. Possible techniques could be chosen from live, recorded, studio-based, location-based, multi-camera, single-camera, documentary, docudrama, interviews, narrative, actuality, or fly-on-the-wall.

**2.4** Learners will be able to show understanding of the concepts of hazards and risks. This could extend from awareness of safety when working alone and in public places, to understanding the health and safety aspects of computer and display use when producing factual programmes.

**3.1** Learners will produce and edit a finished factual production using correct video and audio levels and quality, using relevant techniques.

**Unit 06 Factual programme production (F/506/7426) (cont'd)****Assessment guidance (cont'd)**

**3.2** Learners will be able to demonstrate that appropriate health and safety procedures for filming and production have been followed.

**3.3** The finished completed production should be presented and feedback obtained. This feedback should be given by sources with the expertise to identify and give practical and constructive opinions. The learner should be able to assess which areas of feedback are relevant to the production and evidence how the feedback could have been used to modify ideas and content. Any changes made should be recorded.

**3.4** Learners should provide a written evaluation of the work, which will include evaluation of the content of the production. Learners may also evaluate how the production worked with regard to their planning/work schedule and also in a wider professional context.

---

**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

**Any software or combination of software used by the learners to complete their work should reflect the industry standard.**

---



**Grading descriptors – Unit 06 Factual programme production (F/506/7426)**

- Learning outcome 1: Understand the principles of factual programme production
- Learning outcome 2: Be able to plan a factual programme production
- Learning outcome 3: Be able to produce a factual programme.

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Describe factual programme productions</b>	Learners will describe factual programme productions	Learners will give a detailed description of factual programme productions	Learners will give a sophisticated description of factual programme productions
<b>1.2 Describe factual programme production techniques</b>	Learners will describe a range of factual programme production techniques	Learners will describe, with critical understanding, a range of factual programme production techniques	Learners will describe, with insight, a range of factual programme production techniques
<b>1.3 Identify legislation affecting factual programme production</b>	Learners will identify legislation affecting factual programme production	No Merit for this AC	No Distinction for this AC

**Grading descriptors – Unit 06 Factual programme production (F/506/7426) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1 Produce a range of ideas for a factual programme production</b>	Learners will produce a range of ideas for a factual programme production	Learners will produce a range of ideas for a factual programme production, showing independent research	Learners will produce a comprehensive range of ideas for a factual programme production
<b>2.2 Prepare a production schedule for factual programme production</b>	Learners will prepare a production schedule for factual programme production	Learners will prepare a detailed production schedule for factual programme production	No Distinction for this AC
<b>2.3 Use a range of techniques in the production of a factual programme</b>	Learners will use a range of techniques in the production of a factual programme	Learners will confidently use a range of techniques in the production of a factual programme	Learners will fluently use a range of techniques in the production of a factual programme
<b>2.4 Identify hazards and risks which could be encountered when producing a factual production</b>	Learners will identify hazards and risks which could be encountered when producing a factual production	No Merit for this AC	No Distinction for this AC

**Grading descriptors – Unit 06 Factual programme production (F/506/7426) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Produce a factual programme</b>	Learners will produce a factual programme	Learners will produce a factual programme, showing independent research	Learners will skilfully produce a factual programme
<b>3.2 Follow appropriate health and safety practices</b>	Learners will follow appropriate health and safety practices	No Merit for this AC	No Distinction for this AC
<b>3.3 Present finished work and obtain feedback</b>	Learners will present finished work and obtain feedback	No Merit for this AC	No Distinction for this AC
<b>3.4 Evaluate the factual programme production</b>	Learners will evaluate the factual programme production	Learners will produce a detailed evaluation of the factual programme production	Learners will produce a sophisticated evaluation of the factual programme production

**Unit 07 Internet broadcasting (L/506/7428)**

The learner will:

- 1 Understand the principles of internet broadcasting

The learner can:

- 1.1 Describe **methods** used to develop audio and video content for the internet
  - 1.2 Explain internet broadcasting **principles**
  - 1.3 Describe the recording **processes** used to produce audio and video content for internet broadcasting
  - 1.4 Identify legislation and codes of conduct affecting internet broadcasting
- 

The learner will:

- 2 Be able to plan for internet broadcasting

The learner can:

- 2.1 Produce a range of ideas for an internet broadcast
  - 2.2 Develop a **proposal** for an internet broadcast
- 

The learner will:

- 3 Produce an internet broadcast

The learner can:

- 3.1 Record and edit content for an internet broadcast
  - 3.2 Follow appropriate health and safety practices
  - 3.3 Present final work and obtain feedback
  - 3.4 Evaluate the final work
- 

1.1 **methods** could include webhosts, ISP, navigation, streaming, bogs

1.2 **principles** such as video, audio, podcasts, programmes on demand

1.3 **processes** include compression, bandwidth, servers, video codecs and types, audio, mp3, mp4, H.264, DivX, multimedia

2.2 **proposal** could include a synopsis, shooting script, work schedule, call sheet, post production, editing, and budget

---

## Unit 07 Internet broadcasting (L/506/7428) (cont'd)

### Assessment guidance

**Types of evidence:** workbook/journal and annotated notes, written comments with justification, storyboard, shooting scripts, risk assessments, preliminary and developmental videos and visuals.

Written research material should be not more than 1000 words and can include images and graphics. Evidence could also be shown as a visual presentation. All sources should be identified with a bibliography and lists of any visits.

Portfolios should contain all exploratory and experimental work to show evidence of process. The work should be carefully cross-referenced to any relevant assessment criteria, as one piece of evidence may be equally valid to show that the learner has covered a range of different assessment criteria. Underpinning knowledge and understanding can be evidenced through practical work, written notes or researched statements. All research material gathered from outside sources, such as the internet, must have the source fully credited.

At this level, work should be produced using guidance, support, and supervision provided by the Tutor.

**Assessment criteria:** 1.1–3.4

### Additional information:

**1.1** Learners will describe the methods and equipment needed to produce audio and video for the internet. This could include audio sources, video production and editing, computer hardware and software, and the network bandwidth, server and internet connections required.

**1.2** Learners will be able to explain internet broadcasting principles. These could include streaming video and audio, podcasts, and programmes on demand. They could also explore the possibility provided by the internet for interactivity and the different technical requirements that are necessary for these different types of broadcast.

**1.3** Learners will be able to show knowledge of how to record video and audio and prepare it for an internet broadcast. They should take into account issues such as different file types, codecs, compression and bandwidth requirements.

**1.4** Learners will be able to identify the various pieces of legislation, codes of conduct and regulatory bodies that can affect internet broadcasting. This could range from best practice situations, to laws affecting internet broadcasting and even production etiquette.

**2.1** Learners will produce a range of ideas for internet broadcasting. These could include – amongst others – music, news, chat show, or educational. They should discuss these with their Tutor and select a subject for further exploration.

**2.2** Learners should produce and develop a proposal for an internet broadcast based on their previous range of ideas. Learners may find it helpful if this proposal includes a worksheet and plan to give practical details of the timespan, facilities required and costs involved.

**3.1** Learners will be able to record, produce and edit material for an internet broadcast and save the finished production in an appropriate format for use.

**Unit 07 Internet broadcasting (L/506/7428) (cont'd)****Assessment guidance (cont'd)**

**3.2** Learners will be able to demonstrate that appropriate health and safety procedures for video and audio production have been followed, as well as the procedures necessary when using computers and visual display units.

**3.3** The finished production should be presented and feedback obtained. Feedback should be given by sources with the expertise to identify and give practical and constructive opinions. Learners should be able to assess which areas of feedback are relevant to the production and evidence how the feedback could be used to modify ideas and content. Any changes should be recorded.

**3.4** Learners should provide a written evaluation of the work, which will include evaluation of the content of the production. Learners may also evaluate how the production worked with regard to their planning/work schedule and also in a wider professional context.

---

**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

**Any software or combination of software used by the learners to complete their work should reflect the industry standard.**

---

**Grading descriptors – Unit 07 Internet broadcasting (L/506/7428)**

- Learning outcome 1: Understand the principles of internet broadcasting
- Learning outcome 2: Be able to plan for internet broadcasting
- Learning outcome 3: Produce an internet broadcast.

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Describe methods used to develop audio and video content for the internet</b>	Learners will describe methods used to develop audio and video content for the internet	Learners will clearly describe methods used to develop audio and video content for the internet	Learners will give a thorough description of methods used to develop audio and video content for the internet
<b>1.2 Explain internet broadcasting principles</b>	Learners will explain internet broadcasting principles	Learners will explain internet broadcasting principles in detail	Learners will explain internet broadcasting principles, showing insight
<b>1.3 Describe the recording processes used to produce audio and video content for internet broadcasting</b>	Learners will describe the recording processes used to produce audio and video content for internet broadcasting	Learners will describe the recording processes used to produce audio and video content for internet broadcasting in detail	No Distinction for this AC
<b>1.4 Identify legislation and codes of conduct affecting internet broadcasting</b>	Learners will identify legislation and codes of conduct affecting internet broadcasting	No Merit for this AC	No Distinction for this AC

**Grading descriptors – Unit 07 Internet broadcasting (L/506/7428) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1 Produce a range of ideas for an internet broadcast</b>	Learners will produce a range of ideas for an internet broadcast	Learners will produce a coherent range of ideas for an internet broadcast	Learners will produce a comprehensive range of ideas for an internet broadcast
<b>2.2 Develop a proposal for an internet broadcast</b>	Learners will develop a proposal for an internet broadcast	Learners will develop a proposal for an internet broadcast, showing critical understanding	Learners will develop an inventive proposal for an internet broadcast
<b>3.1 Record and edit content for an internet broadcast</b>	Learners will record and edit content for an internet broadcast	Learners will confidently record and edit content for an internet broadcast	Learners will creatively record and edit content for an internet broadcast
<b>3.2 Follow appropriate health and safety practices</b>	Learners will follow appropriate health and safety practices	No Merit for this AC	No Distinction for this AC
<b>3.3 Present final work and obtain feedback</b>	Learners will present final work and obtain feedback	No Merit for this AC	No Distinction for this AC
<b>3.4 Evaluate the final work</b>	Learners will evaluate the final work	Learners will produce a detailed evaluation of the final work	Learners will produce a sophisticated evaluation of the final work



**Unit 08 Studio lighting for film and television (L/506/7431)**

The learner will:

- 1 Understand the principles of studio lighting

The learner can:

- 1.1 Describe the principles of studio lighting for film and television
  - 1.2 Describe the main **components** of studio lighting
  - 1.3 Explain the main **elements** of lighting set-ups used in a studio
  - 1.4 Identify legislation affecting studio lighting
  - 1.5 Identify hazards and risks associated with studio lighting
- 

The learner will:

- 2 Be able to develop a plan for studio lighting

The learner can:

- 2.1 Produce a range of ideas for lighting a studio production
  - 2.2 Prepare a lighting plan for a studio production
  - 2.3 Experiment with lighting techniques for a studio production
- 

The learner will:

- 3 Be able to produce a lighting set-up for a studio

The learner can:

- 3.1 Produce a lighting set-up for a studio production
  - 3.2 Follow appropriate health and safety practices
  - 3.3 Present finished work and obtain feedback
  - 3.4 Evaluate the lighting set-up
- 

**Unit 08 Studio lighting for film and television (L/506/7431) (cont'd)**

- 1.2 **components** include key light, fill light, spotlights, follow spots, backlights, wide-source lights, low-energy lights, barn doors and honeycombs
  - 1.3 **elements** such as lighting specific areas of the studio, single-or multi-camera production, allowing for performer movement, background and exterior lighting, moveable lights, soft light and realism
-

## Unit 08 Studio lighting for film and television (L/506/7431) (cont'd)

### Assessment guidance

**Types of evidence:** workbook/journal and annotated notes, written comments with justification, storyboard, shooting scripts, risk assessments, preliminary and developmental videos and visuals.

Written research material should be not more than 1000 words and can include images and graphics. Evidence could also be shown as a visual presentation. All sources should be identified with a bibliography and lists of any visits.

Portfolios should contain all exploratory and experimental work to show evidence of process. The work should be carefully cross-referenced to any relevant assessment criteria, as one piece of evidence may be equally valid to show that the learner has covered a range of different assessment criteria.

Underpinning knowledge and understanding can be evidenced through practical work, written notes or researched statements. All research material gathered from outside sources, such as the internet, must have the source fully credited.

At this level, work should be produced using guidance, support, and supervision provided by the Tutor.

**Assessment criteria:** 1.1–3.4

### Additional information:

**1.1** Learners will be able to describe the principles of studio lighting, including technologies such as the introduction of sound, changes in camera techniques, green screen, compositing and low energy light sources. Learners will be able to demonstrate lighting principles using a key light, a fill light and a background light. They may also find it useful to describe older lighting methods such as sunlight, north light, reflectors and beauty dishes.

**1.2** Learners will be able to describe different lighting components such as hard and soft light, soft boxes, honeycombs, barn door, showing knowledge of how they'd be used in a studio.

**1.3** Learners will be able to explain the main elements of studio lighting setups used in a studio, such as high key and low key, describing the lighting elements used in each setup. They should have an understanding of how the lighting setup is influenced by the position of any sets, cameras, sound and any studio floor personnel.

**1.4** Learners will be able to identify and describe relevant regulations and legislation and describe how these will affect the use of studio lighting. These could include Health and Safety at Work, IEE regulations, fire regulations and the Lifting Operations and Lifting Equipment Regulations 1998 (LOLER).

**1.5** Learners will be able to describe the concept of hazards and risk and show how these are likely to be encountered when using and setting up studio lighting. They could explore studio lighting specific elements, such as electrical safety, working at height, cables, and lighting fittings suspended over audiences or personnel.

**2.1** Learners will produce a range of ideas for lighting a studio production, which could be recorded in writing, visual media, or audio recordings. Learners could present these to their Tutor in order to aid their selection of an idea for further development.

**2.2** Learners will prepare a lighting plan for a studio production that includes the relationship between the lighting and performers, cameras and any sound facilities.

**2.3** Learners will experiment with different lighting techniques used in studio productions. They could start with simple fixed lighting using a key light, fill and a back light, and progress to multi-position lighting and specialty lighting such as green screen.

**3.1** Learners will produce a final lighting setup for the chosen studio production, taking into account both aesthetic quality and current technical standards. Standards could include contrast ratio, colour temperature, and required lighting levels to suit the cameras used and the effect that's required.

**3.2** Learners will be able to demonstrate that appropriate health and safety procedures for studio lighting have been followed.

**3.3** The final lighting setup should be presented and feedback obtained. Feedback should be given by sources with the expertise to identify and give practical and constructive opinions. Learners should be able to assess which areas of feedback are relevant to the lighting setup and evidence how the feedback could be used to modify ideas and content – any changes made should be recorded.

**3.4** Learners should provide a written evaluation of the work which will include evaluation of the content of the production. Learners may also evaluate how the production worked with regards to their planning/work schedule and also in a wider professional context.

---

**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

**Any software or combination of software used by the learners to complete their work should reflect the industry standard.**

---

**Grading descriptors – Unit 08 Studio lighting for film and television (L/506/7431)**

- Learning outcome 1: Understand the principles of studio lighting
- Learning outcome 2: Be able to develop a plan for studio lighting
- Learning outcome 3: Be able to produce a lighting set-up for a studio.

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Describe the principles of studio lighting for film and television</b>	Learners will describe the principles of studio lighting for film and television	Learners will describe the principles of studio lighting for film and television, showing critical understanding	Learners will describe the principles of studio lighting for film and television, showing insight
<b>1.2 Describe the main components of studio lighting</b>	Learners will describe the main components of studio lighting	Learners will give a detailed description of the main components of studio lighting	No Distinction for this AC
<b>1.3 Explain the main elements of lighting set-ups used in a studio</b>	Learners will explain the main elements of lighting set-ups used in a studio	Learners will explain the main elements of lighting set-ups used in a studio in detail	Learners will skilfully explain the main elements of lighting set-ups used in a studio
<b>1.4 Identify legislation affecting studio lighting</b>	Learners will identify legislation affecting studio lighting	No Merit for this AC	No Distinction for this AC
<b>1.5 Identify hazards and risks associated with studio lighting</b>	Learners will identify hazards and risks associated with studio lighting	No Merit for this AC	No Distinction for this AC

**Grading descriptors – Unit 08 Studio lighting for film and television (L/506/7431) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1 Produce a range of ideas for lighting a studio production</b>	Learners will produce a range of ideas for lighting a studio production	Learners will produce a coherent range of ideas for lighting a studio production	Learners will produce a comprehensive range of ideas for lighting a studio production
<b>2.2 Prepare a lighting plan for a studio production</b>	Learners will prepare a lighting plan for a studio production	Learners will prepare a detailed lighting plan for a studio production	Learners will prepare a creative lighting plan for a studio production
<b>2.3 Experiment with lighting techniques for a studio production</b>	Learners will experiment with lighting techniques for a studio production	Learners will confidently experiment with lighting techniques for a studio production	Learners will experiment with lighting techniques for a studio production, showing originality

**Grading descriptors – Unit 08 Studio lighting for film and television (L/506/7431) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Produce a lighting set-up for a studio production</b>	Learners will produce a lighting set-up for a studio production	Learners will produce a lighting set-up for a studio production, showing initiative	Learners will produce a lighting set-up for a studio production, showing creativity
<b>3.2 Follow appropriate health and safety practices</b>	Learners will follow appropriate health and safety practices	No Merit for this AC	No Distinction for this AC
<b>3.3 Present finished work and obtain feedback</b>	Learners will present the finished work and obtain feedback	No Merit for this AC	No Distinction for this AC
<b>3.4 Evaluate the lighting set-up</b>	Learners will evaluate the lighting set-up	Learners will produce a detailed evaluation of the lighting set-up	Learners will produce a sophisticated evaluation of the lighting set-up

**Unit 09 Multi-camera production (R/506/7432)**

The learner will:

- 1 Understand principles of multi-camera production

The learner can:

- 1.1 Identify the characteristics of a multi-camera production
  - 1.2 Describe the main components of multi-camera production
  - 1.3 Describe advantages and disadvantages of multi-camera production
  - 1.4 Identify legislation affecting multi-camera production
- 

The learner will:

- 2 Be able to plan a multi-camera production

The learner can:

- 2.1 Prepare a schedule for a multi-camera production
  - 2.2 Develop ideas for a multi-camera production
  - 2.3 Experiment with techniques for a multi-camera production
  - 2.4 Identify possible hazards and risks in producing a multi-camera production
- 

The learner will:

- 3 Be able to produce a multi-camera production

The learner can:

- 3.1 Produce a multi-camera production
  - 3.2 Follow appropriate health and safety practices
  - 3.3 Present finished work and obtain feedback
  - 3.4 Evaluate the multi-camera production
-

## Unit 09 Multi-camera production (R/506/7432) (cont'd)

### Assessment guidance

**Types of evidence:** workbook/journal and annotated notes, written comments with justification, storyboard, shooting scripts, risk assessments, preliminary and developmental videos and visuals.

Written research material should be not more than 1000 words and can include images and graphics. Evidence could also be shown as a visual presentation. All sources should be identified with a bibliography and lists of any visits.

Portfolios should contain all exploratory and experimental work to show evidence of process. The work should be carefully cross-referenced to any relevant assessment criteria, as one piece of evidence may be equally valid to show that the learner has covered a range of different assessment criteria. Underpinning knowledge and understanding can be evidenced through practical work, written notes or researched statements. All research material gathered from outside sources, such as the internet, must have the source fully credited.

At this level, work should be produced using guidance, support, and supervision provided by the Tutor.

**Assessment criteria:** 1.1–3.4

### Additional information:

**1.1** Learners will identify characteristics of a multi-camera production, which could include both live and recorded multi-camera production techniques.

**1.2** Learners will describe the main components of multi-camera production, which could include – but is not limited to – equipment, styles, cost, required personnel and common uses.

**1.3** Learners will explore and describe the advantages and disadvantages of multi-camera production. This could include comparisons to other methods, the common strengths and weaknesses of multi-camera production, as well as best practice use and how it compares to poor practice.

**1.4** Learners will be able to identify the various pieces of legislation that can affect multi-camera productions. They could also explore scenarios in which legislation is not followed and the various consequences this leads to.

**2.1** Learners will prepare a work schedule for a multi-camera production, which could show the equipment needed, target dates, production requirements, risk assessments and costs. Evidence of planning responses to changes in circumstances, costs, timescales, et cetera could also be shown. Learners should maintain this plan if any production changes are made.

**2.2** Learners will explore and develop a range of ideas for a multi-camera production. These ideas could be discussed with the Tutor for feedback in order to choose an idea for further use.

**2.3** Learners will experiment with multi-camera techniques that could be used for the chosen production. They may find it useful to explore a wide variety of different techniques.

**2.4** Learners will be able to describe the concept of hazards and risks and show how these are likely to be relevant when planning and producing a multi-camera production. They could explore multi-camera



specific elements such as electrical safety, working at height, camera pedestals, cranes, remote-controlled cameras and cameras in public places.

**3.1** Learners will produce a finished multi-camera production with video and audio to commercial standards. Correct video and audio levels and quality will be obtained using relevant techniques.

**3.2** Learners will be able to demonstrate that appropriate health and safety procedures for multi-camera productions have been followed.

**3.3** The final multi-camera production should be presented in a suitable format and feedback obtained. Feedback should be given by sources with the expertise to identify and give practical and constructive opinions. Learners should be able to assess which areas of feedback are relevant to the production and evidence how the feedback could be used to modify ideas and content. Any changes should be recorded.

**3.4** Learners should provide a written evaluation of the work, to include evaluation of the content of the production. Learners may also evaluate how the production worked in regard to their planning/work schedule, and also as in a wider professional context.

---

**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

**Any software or combination of software used by the learners to complete their work should reflect the industry standard.**

---

**Grading descriptors – Unit 09 Multi-camera production (R/506/7432)**

- Learning outcome 1: Understand principles of multi-camera production
- Learning outcome 2: Be able to plan a multi-camera production
- Learning outcome 3: Be able to produce a multi-camera production.

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Identify the characteristics of a multi-camera production</b>	Learners will identify the characteristics of a multi-camera production	No Merit for this AC	No Distinction for this AC
<b>1.2 Describe the main components of multi-camera production</b>	Learners will describe the main components of multi-camera production	Learners will describe clearly the main components of multi-camera production	Learners will give a thorough description of the main components of multi-camera production
<b>1.3 Describe advantages and disadvantages of multi-camera production</b>	Learners will describe the advantages and disadvantages of multi-camera production	Learners will produce a detailed description of the advantages and disadvantages of multi-camera production	Learners will produce a sophisticated description of the advantages and disadvantages of multi-camera production
<b>1.4 Identify legislation affecting multi-camera production</b>	Learners will identify legislation affecting multi-camera production	No Merit for this AC	No Distinction for this AC

**Grading descriptors – Unit 09 Multi-camera production (R/506/7432) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1 Prepare a schedule for a multi-camera production</b>	Learners will prepare a schedule for a multi-camera production	Learners will prepare a detailed schedule for a multi-camera production	Learners will prepare an advanced schedule for a multi-camera production
<b>2.2 Develop ideas for a multi-camera production</b>	Learners will develop ideas for a multi-camera production	Learners will develop ideas for a multi-camera production, showing critical understanding	Learners will develop ideas for a multi-camera production, showing insight
<b>2.3 Experiment with techniques for a multi-camera production</b>	Learners will experiment with techniques for a multi-camera production	Learners will experiment with techniques for a multi-camera production, showing independent research	Learners will experiment with advanced techniques for a multi-camera production
<b>2.4 Identify possible hazards and risks in producing a multi-camera production</b>	Learners will identify possible hazards and risks in producing a multi-camera production	Learners will identify in detail possible hazards and risks in producing a multi-camera production	No Distinction for this AC

**Grading descriptors – Unit 09 Multi-camera production (R/506/7432) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Produce a multi-camera production</b>	Learners will produce a multi-camera production	Learners will confidently produce a multi-camera production.	Learners will skilfully produce a multi-camera production
<b>3.2 Follow appropriate health and safety practices</b>	Learners will follow appropriate health and safety practices	No Merit for this AC	No Distinction for this AC
<b>3.3 Present finished work and obtain feedback</b>	Learners will present finished work and obtain feedback	No Merit for this AC	No Distinction for this AC
<b>3.4 Evaluate the multi-camera production</b>	Learners will evaluate the multi-camera production	Learners will produce a detailed evaluation of the multi-camera production	Learners will produce a sophisticated evaluation of the multi-camera production

**Unit 10 Single camera production (D/506/7434)**

The learner will:

- 1 Understand the principles of single camera production

The learner can:

- 1.1 Identify the characteristics of a single camera production
  - 1.2 Describe the main components of single camera production
  - 1.3 Describe advantages and disadvantages of single camera production
  - 1.4 Identify legislation affecting single camera production
- 

The learner will:

- 2 Be able to plan a single camera production

The learner can:

- 2.1 Prepare a schedule for a single camera production
  - 2.2 Develop ideas for a single camera production
  - 2.3 Experiment with techniques for a single camera production
  - 2.4 Identify possible hazards and risks in producing a single camera production
- 

The learner will:

- 3 Be able to produce a single camera production

The learner can:

- 3.1 Produce a single camera production
  - 3.2 Follow appropriate health and safety practices
  - 3.3 Present finished work and obtain feedback
  - 3.4 Evaluate the single camera production
-

## Unit 10 Single camera production (D/506/7434) (cont'd)

### Assessment guidance

**Types of evidence:** workbook/journal and annotated notes, written comments with justification, storyboard, shooting scripts, risk assessments, preliminary and developmental videos and visuals.

Written research material should be not more than 1000 words and can include images and graphics. Evidence could also be shown as a visual presentation. All sources should be identified with a bibliography and lists of any visits.

Portfolios should contain all exploratory and experimental work to show evidence of process. The work should be carefully cross-referenced to any relevant assessment criteria, as one piece of evidence may be equally valid to show that the learner has covered a range of different assessment criteria. Underpinning knowledge and understanding can be evidenced through practical work, written notes or researched statements. All research material gathered from outside sources, such as the internet, must have the source fully credited.

At this level, work should be produced using guidance, support, and supervision provided by the Tutor.

**Assessment criteria:** 1.1–3.4

### Additional information:

**1.1** Learners will identify characteristics of a single camera production, which could include characteristics of both live and recorded single camera production techniques.

**1.2** Learners will describe the main components of single camera production, which could include – but is not limited to – equipment, styles, cost, required personnel and common uses.

**1.3** Learners will explore and describe the advantages and disadvantages of single camera production. This could include comparisons to other methods, the common strengths and weaknesses of single camera production and also best practice uses and how they compare to poor practice uses.

**1.4** Learners will be able to identify the various pieces of legislation that can affect single camera productions. They could also explore scenarios in which legislation is not followed and the various consequences of this.

**2.1** Learners will prepare a work schedule for a single camera production, which could show the equipment needed, target dates, production requirements, risk assessments and costs. Evidence of planning responses to changes in circumstances, costs, timescales, et cetera could also be shown. Learners should maintain this plan if any production changes are made.

**2.2** Learners will explore and develop a range of ideas for a single camera production. These ideas could be discussed with the Tutor for feedback to choose an idea for further use.

**2.3** Learners will experiment with single camera techniques that could be used for the chosen production. They may find it useful to explore a wide variety of different techniques.

## Unit 10 Single camera production (D/506/7434) (cont'd)

### Assessment guidance

**2.4** Learners will be able to describe the concept of hazards and risks and show how these are likely to be relevant when planning and producing a single camera production. They could explore single camera specific elements such as electrical safety, working at height, camera pedestals, cranes, remote-controlled cameras and cameras in public places.

**3.1** Learners will produce a finished single camera production with video and audio to commercial standards. Correct video and audio levels and quality will be obtained using relevant techniques.

**3.2** Learners will be able to demonstrate that appropriate health and safety procedures for single camera productions have been followed.

**3.3** The final single camera production should be presented in a suitable format and feedback obtained. Feedback should be given by sources with the expertise to identify and give practical and constructive opinions. Learners should be able to assess which areas of feedback are relevant to the production and evidence how the feedback could be used to modify ideas and content. Any changes should be recorded.

**3.4** Learners should provide a written evaluation of the work, including evaluation of the content of the production. Learners may also evaluate how the production worked in regard to their planning/work schedule, and also in a wider professional context.

---

**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

**Any software or combination of software used by the learners to complete their work should reflect the industry standard.**

---

**Grading descriptors – Unit 10 Single camera production (D/506/7434)**

- Learning outcome 1: Understand the principles of single camera production
- Learning outcome 2: Be able to plan a single camera production
- Learning outcome 3: Be able to produce a single camera production.

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Identify the characteristics of a single camera production</b>	Learners will identify the characteristics of a single camera production	No Merit for this AC	No Distinction for this AC
<b>1.2 Describe the main components of single camera production</b>	Learners will describe the main components of single camera production	Learners will clearly describe the main components of single camera production	Learners will give a thorough description of the main components of single camera production
<b>1.3 Describe advantages and disadvantages of single camera production</b>	Learners will describe the advantages and disadvantages of single camera production	Learners will produce a detailed description of the advantages and disadvantages of single camera production	Learners will produce a sophisticated description of the advantages and disadvantages of single camera production
<b>1.4 Identify legislation affecting single camera production</b>	Learners will identify legislation affecting single camera production	No Merit for this AC	No Distinction for this AC



**Grading descriptors – Unit 10 Single camera production (D/506/7434) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1 Prepare a schedule for a single camera production</b>	Learners will prepare a schedule for a single camera production	Learners will prepare a detailed schedule for a single camera production	Learners will prepare an advanced schedule for a single camera production
<b>2.2 Develop ideas for a single camera production</b>	Learners will develop ideas for a single camera production	Learners will develop ideas for a single camera production, showing critical understanding	Learners will develop ideas for a single camera production, showing insight
<b>2.3 Experiment with techniques for a single camera production</b>	Learners will experiment with techniques for a single camera production	Learners will experiment with techniques for a single camera production, showing independent research	Learners will experiment with advanced techniques for a single camera production
<b>2.4 Identify possible hazards and risks in producing a single camera production</b>	Learners will identify possible hazards and risks in producing a single camera production	Learners will identify in detail possible hazards and risks in producing a single camera production	No Distinction for this AC

**Grading descriptors – Unit 10 Single camera production (D/506/7434) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Produce a single camera production</b>	Learners will produce a single camera production	Learners will confidently produce a single camera production	Learners will skilfully produce a single camera recording production
<b>3.2 Follow appropriate health and safety practices</b>	Learners will follow appropriate health and safety practices	No Merit for this AC	No Distinction for this AC
<b>3.3 Present finished work and obtain feedback</b>	Learners will present finished work and obtain feedback	No Merit for this AC	No Distinction for this AC
<b>3.4 Evaluate the single camera production</b>	Learners will evaluate the single camera production	Learners will produce a detailed evaluation of the single camera production	Learners will produce a sophisticated evaluation of the single camera production

**Unit 11 Sound recording techniques (H/506/7421)**

The learner will:

- 1 Understand the principles of sound recording

The learner can:

- 1.1 Describe sound recording **techniques**
  - 1.2 Describe the **characteristics** of different types of sound recording
  - 1.3 Describe the technical **requirements** necessary to produce sound recording
  - 1.4 Identify legislation affecting sound recording techniques
  - 1.5 Describe possible hazards and risks when recording sound in the studio or on location
- 

The learner will:

- 2 Be able to plan for sound recording

The learner can:

- 2.1 Produce ideas for sound recording
  - 2.2 Identify the choice of equipment to record and edit sound for the chosen idea
  - 2.3 Produce a plan for recording sound for the chosen idea
- 

The learner will:

- 3 Be able to produce sound recordings

The learner can:

- 3.1 Record and edit sound for the chosen idea
  - 3.2 Follow appropriate health and safety practices
  - 3.3 Present final recording and obtain feedback
  - 3.4 Evaluate the final recording
-

## Unit 11 Sound recording techniques (H/506/7421) (cont'd)

- 1.1 **techniques** include mono, stereo, close mic, open mic, ambience, surround sound, wild track, clean feed, multi-track and dubbing
  - 1.2 **characteristics** include dynamic range, noise, compression, distortion, sampling rate, frequency response, headroom, VU, PPM, line up, levels, loudness, file types and file size
  - 1.3 **requirements** could be the type of microphones, mixer, recorder, analogue, digital, windshields, radio mics, boom, on-camera, headphones and loudspeakers
- 

### Assessment guidance

**Types of evidence:** workbook/journal and annotated notes, written comments with justification, storyboard, shooting scripts, risk assessments, preliminary and developmental videos and visuals.

Written research material should be not more than 1000 words and can include images and graphics. Evidence could also be shown as a visual presentation. All sources should be identified with a bibliography and lists of any visits.

Portfolios should contain all exploratory and experimental work to show evidence of process. The work should be carefully cross-referenced to any relevant assessment criteria, as one piece of evidence may be equally valid to show that the learner has covered a range of different assessment criteria. Underpinning knowledge and understanding can be evidenced through practical work, written notes or researched statements. All research material gathered from outside sources, such as the internet, must have the source fully credited.

At this level, work should be produced using guidance, support, and supervision provided by the Tutor.

**Assessment criteria:** 1.1–3.4

### Additional information:

**1.1** Learners will describe sound recording techniques, including the limitations of each technique, their various uses and key features of their use.

**1.2** Learners will describe the characteristic of different types of sound recording. These characteristics could include frequency response, noise, dynamic range and distortion. Learners may also find it useful to understand the practicalities of using different systems of recording.

**1.3** Learners will describe the technical requirements necessary to produce high quality sound recordings. These could include frequency range, noise distortion, dynamic range, digital sampling rates, compression levels, quality loss and overload.

---

## Unit 11 Sound recording techniques (H/506/7421) (cont'd)

### Assessment guidance (cont'd)

**1.4** Learners will be able to identify the various pieces of legislation that can affect sound recording. This could range from best practice situations, to laws affecting sound recording and even production etiquette.

**1.5** Learners will be able to describe the concept of hazards and risks, showing how these are likely to be relevant when planning and producing a multi-camera production. They could explore sound recording specific elements such as account cables, electrical safety, working at height, sound loudness regulations, microphones, and loudspeakers in public places.

**2.1** Learners will explore and produce ideas for sound recording, taking into account music, voice, effects, drama or talk shows, either in the studio or on location. These ideas could be discussed with the Tutor to help learners choose an idea for further progression.

**2.2** Learners will identify a choice of equipment to record and edit sound for their chosen idea. This will include the use of different microphones for different tasks, types of recording equipment, and media and monitoring equipment such as headphones or loudspeakers.

**2.3** Learners will prepare and plan for a sound recording session for their chosen idea, which could be in the studio or on location. Learners may find it helpful to indicate the equipment needed, target dates, production requirements, risk assessments and costs.

**3.1** Learners will record and edit the sound recording for the chosen idea.

**3.2** Learners will be able to demonstrate that appropriate health and safety procedures for sound recording have been followed.

**3.3** The final completed sound recording should be presented and feedback obtained. Feedback should be given by sources with the expertise to identify and give practical and constructive opinions. Learners should be able to assess which areas of feedback are relevant to the production and evidence how the feedback could be used to modify ideas and content. Any changes made should be recorded.

**3.4** Learners should provide a written evaluation of the work, including evaluation of the content of the production. Learners may also evaluate how the production worked in regard to their planning/work schedule, as well as in a wider professional context.

---

**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

**Any software or combination of software used by the learners to complete their work should reflect the industry standard.**

---

**Grading descriptors – Unit 11 Sound recording techniques (H/506/7421)**

- Learning outcome 1: Understand the principles of sound recording
- Learning outcome 2: Be able to plan for sound recording
- Learning outcome 3: Be able to produce sound recordings.

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Describe sound recording techniques</b>	Learners will describe sound recording techniques	Learners will give a detailed description of sound recording techniques	Learners will give a comprehensive description of sound recording techniques
<b>1.2 Describe the characteristics of different types of sound recording</b>	Learners will describe the characteristics of different types of sound recording	Learners will describe the characteristics of different types of sound recording, showing independent research	No Distinction for this AC
<b>1.3 Describe the technical requirements necessary to produce sound recording</b>	Learners will describe the technical requirements necessary to produce sound recording	Learners will describe the technical requirements necessary to produce sound recording, showing critical understanding	Learners will describe the technical requirements necessary to produce sound recording, showing insight
<b>1.4 Identify legislation affecting sound recording techniques</b>	Learners will identify legislation affecting sound recording techniques	No Merit for this AC	No Distinction for this AC

**Grading descriptors – Unit 11 Sound recording techniques (H/506/7421) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.5 Describe possible hazards and risks when recording sound in the studio or on location</b>	Learners will describe possible hazards and risks when recording sound in the studio or on location	Learners will describe in detail possible hazards and risks when recording sound in the studio or on location	No Distinction for this AC
<b>2.1 Produce ideas for sound recording</b>	Learners will produce ideas for sound recording	Learners will produce coherent ideas for sound recording	Learners will produce ideas for sound recording, showing originality
<b>2.2 Identify the choice of equipment to record and edit sound for the chosen idea</b>	Learners will identify the choice of equipment to record and edit sound for the chosen idea	Learners will identify the choice of equipment to record and edit sound for the chosen idea, showing critical understanding	No Distinction for this AC
<b>2.3 Produce a plan for recording sound for the chosen idea</b>	Learners will produce a plan for recording sound for the chosen idea	Learners will produce a detailed plan for recording sound for the chosen idea	Learners will produce an advanced plan for recording sound for the chosen idea

**Grading descriptors – Unit 11 Sound recording techniques (H/506/7421) (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Record and edit sound for the chosen idea</b>	Learners will record and edit sound for the chosen idea	Learners will confidently record and edit sound for the chosen idea	Learners will skilfully record and edit sound for the chosen idea
<b>3.2 Follow appropriate health and safety practices</b>	Learners will follow appropriate health and safety practices	No Merit for this AC	No Distinction for this AC
<b>3.3 Present final recording and obtain feedback</b>	Learners will present final recording and obtain feedback	No Merit for this AC	No Distinction for this AC
<b>3.4 Evaluate the final recording</b>	Learners will evaluate the final recording	Learners will evaluate the final recording in detail	Learners will give a sophisticated evaluation of the final recording



# Section 5

## Links to National Skills Standards

## Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

---

### English

All units

---

### Mathematics

Unit 04, 05, 06, 08, 09, 10, 11

---

### ICT

Unit 01, 02, 03, 05, 06, 07, 08, 09, 10, 11

---

### PLTS Independent Enquirers

All units

---

### PLTS Creative Thinkers

All units

---

### PLTS Reflective Learners

All units

---

**PLTS Team Workers**

Unit 01, 02, 03, 04, 05, 06, 07, 09, 10, 11

---

**PLTS Self-managers**

Unit 01, 02, 03, 04, 06, 08, 09, 10, 11

---

**PLTS Effective Participators**

All units

---

For further information please contact a member of the Research and Product Development team.

# Section 6

## Grading criteria glossary of terms

### Grading criteria glossary of terms

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 2 qualifications and may not all appear in this qualification specification.

Non-graded words can be used across all grades but must be accompanied with a grade-specific word.

<b>Pass</b>	
Appropriate	Relevant to the purpose/task
Awareness	Knowledge, understanding, perception
Competent	Having the skill, knowledge and ability to complete a task to a given standard
Describe	Define, explain
Differentiate	Tell apart, distinguish
Effectively	In a manner which achieves a satisfactory solution
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess
Interpret	Understand and provide a meaning

**Grading criteria glossary of terms (cont'd)**

<b>Merit</b>	
Clearly	Logically and without possibility of misunderstanding
Coherent	Logically connected
Confidently	With certainty in own ability
Critical understanding	The ability to deconstruct, analyse and evaluate, and express opinion
Detailed	Thorough and in-depth
Experimentation	Trial of different methods and techniques
Independent research	Work on one's own to investigate
Initiative	The ability to work without external direction
Justify	Give reasons or evidence to support an opinion
Realistic	Relevant and in context

**Grading criteria glossary of terms (cont'd)**

<b>Distinction</b>	
Advanced	Developed, refined and comprehensive
Comprehensive	All-encompassing
Convincing	Persuasive and credible
Creativity	Originality, imaginatively expressed
Critical judgement	Application of a critical understanding informing decisions
Curiosity	An eager desire to seek a fuller understanding
Explore	Search and investigate
Fluently	Smoothly flowing and without apparent effort
Insight	Intuitive perception
Inventive	Having creativity borne of original thought
Originality	Ability to think or express oneself in an independent and individual manner
Perceptively	Showing insight and understanding
Skilfully	In a manner underpinned by technical knowledge and a degree of mastery
Sophisticated	Developed, refined, advanced
Thorough	Completed fully, in some detail

**Grading criteria glossary of terms (cont'd)**

<b>Non-graded</b>	
Accurately	In a manner which provides a correct reading or measurement – deviating only slightly
Demonstrate	Explain or describe through actions
Range of	A variety, an assortment, gamut
Reflect	To review and evaluate
Relate	To link or establish connections
Sufficient	Adequate for the purpose; enough to meet a need or purpose
Technical skill	Technique requiring understanding and ability to produce work of a good-quality standard
Various	Of different kinds, several, many



# Section 7

## General information

## **General information**

### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see the NCFE website.

**Contact us**

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*

Fax: 0191 239 8001

Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

**NCFE © Copyright 2023 All rights reserved worldwide.**

Version 4.4 December 2023

Information in this qualification specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***