ual: awarding body

Award and Diploma in Creative Media Production & Technology

Level 2
–
Specification

Creative Media

Contents

1.1
Definition and characteristics

The UAL Awarding Body Level 2 Award and Diploma in Creative Media Production & Technology has been developed in response to an identified need for students studying for qualifications in media to have a broad diagnostic experience that provides them with an understanding of the discipline and prepares them for the reality of the sector and progression paths and careers available to them.

The qualifications will provide young people with an introduction to both the creative and technical aspects of creative media production, and help them to foster their own personal development enabling them to re-engage with education and acquire the requisite skills, knowledge and understanding to progress to further education and employment within the creative industries.

The qualifications have been designed to incorporate a strong element of vocational learning to provide young people with the understanding, knowledge and skills identified as necessary for future progression and employment, underpinned by the broad transferable skills that will enable students to demonstrate qualities of adaptability, self-reliance, collaboration, dependability, resilience, imagination and creativity.

The Level 2 Award and Diploma in Creative Media Production & Technology will provide students with an introduction to a broad range of creative and technical skills in media production, enabling them to both re-engage with education and acquire the requisite skills, knowledge and understanding to progress to further education and employment within the industry.

The qualifications deliberately draw upon approaches to teaching and learning in media and related sectors that have proven successful in targeting students that enjoy and learn through practical activity and have had difficulty with prior academic learning. The immersive and demanding curriculum will support the transition from general to more specialised study.

Emphasis is placed on providing an experience that draws on the realities of the creative industries, with students being treated as young professionals and encouraged to take increasing responsibility for their own learning.

Study for the qualification is not time-constrained but will normally be over a period of one year, and is likely to appeal to those seeking to complete a period of practical study as an alternative to a more academic study route.

The structure of the qualifications, with units linked to provide coherence, will allow students to develop practical skills and theoretical understanding and, through a process of reiteration and reinforcement, develop effective working practices and professionalism across a range of stimulating and increasingly demanding activities.

To facilitate the transition between levels of study, the qualifications incorporate units at both Levels 2 and 3. The final unit requires students to demonstrate the ability to use their skills, knowledge and understanding to successfully complete a final major project that requires greater self-direction in preparation for study at a more advanced educational level.

1.2
Objectives

The qualifications will provide students with:

1. An introduction to a range of activities essential to the development and delivery of media-based outcomes, including research, ideas development, the use of technical skills and evaluation
2. An introduction to the diversity of roles and responsibilities within the media sector and the personal and professional characteristics needed for a career in the creative media industry
3. An introduction to the communication skills used in the media sector and exploration of the specific skills and attributes required for communicating with an audience in the production of media outcomes
4. An opportunity to demonstrate understanding through the production of a portfolio of evidence via a final major project
5. An opportunity to research the history and context of media disciplines and develop understanding of the value of contextual research in informing practice
6. An opportunity to integrate and use previously acquired skills, knowledge and understanding and to explore and develop more specific techniques, skills and attributes across media disciplines
7. An opportunity to integrate and use skills, knowledge and understanding and to explore and develop specific techniques, skills and attributes for production in media
8. An opportunity to take greater responsibility in the management of an assignment of personal interest and prepare for progression within a chosen discipline.

1.3 Qualification structure

Award in Creative Media Production & Technology

Mandatory units to be achieved: 2
Total Qualification Time (TQT): 100
Total Guided Learning Hours (GLH): 60
Total Credits: 10

Unit 1	Introduction to creative media methods and skills	Level 2 30 GLH, TUT 50 Credits: 5
Unit 2	Introduction to production techniques in creative media	Level 2 30 GLH, TUT 50 Credits: 5

The Level 2 Award in Creative Media Production & Technology is made up of two mandatory units.

TQT: Total Qualification Time
TUT: Total Unit Time
GLH: Guided Learning Hours

Diploma in Creative Media Production & Technology

Mandatory units to be achieved: 8
Total Qualification Time (TQT): 840
Total Guided Learning Hours (GLH): 480
Total Credits: 84

Students must complete Units 1—2 of the Award in addition to Units 3—7 and Unit 8 or 9.

Unit 3	Understanding an audience in creative media production	Level 2 60 GLH, TUT 90 Credits: 9
Unit 4	Contextual research for creative media production	Level 2 60 GLH, TUT 90 Credits: 9
Unit 5	Exploring audio production and technology	Level 2 60 GLH, TUT 90 Credits: 9
Unit 6	Exploring visual production and technology	Level 2 60 GLH, TUT 90 Credits: 9
Unit 7	Exploring interactive media production and technology	Level 2 60 GLH, TUT 90 Credits: 9

Students must achieve either the **Level 2 or Level 3** unit below:

Unit 8	Personal project and presentation in creative media production	Level 2 120 GLH, TUT 290 Credits: 29
Unit 9	Personal project and presentation in creative media production	Level 3 120 GLH, TUT 290 Credits: 29

The Level 2 Diploma in Creative Media Production & Technology is made up of seven mandatory units and a choice of one of two optional units.

1.4
Commentary on qualification structure

The Diploma qualification will be delivered through eight units normally over a one-year period. Units vary in length and in level to ensure the qualification provides both a stimulating and supportive experience.

Centres delivering the qualification should design assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of the assignments, and the specific activities which students are asked to engage with, are at the discretion of the centre. All assignments should reflect the importance of oral and written communication as integral to all creative media production activities.

It is intended that the UAL Level 2 Award in Creative Media Production & Technology will be used as a precursor to the Level 2 Diploma providing the students, and the centre, with an early check on their interest and level of commitment to the area of study. The Level 2 Award will be delivered through two linked units providing a stimulating and supportive experience.

Level 2 Award in Creative Media Production & Technology

Units 1 and 2, linked together to form a coherent pattern of teaching and learning, will provide students with an introduction to the skills, knowledge and understanding necessary to explore, enhance and sustain their creative development and determine a standard from which all other activities and learning will develop.

Students will be given a broad diagnostic introduction to creative media production that will develop their understanding of the interrelated nature of the discipline. The two units will be summatively assessed leading to the Award for successful students.

Unit 1 – Introduction to creative media methods and skills introduces students to the range of communication methods used in support of creative media production. It will also develop an understanding of the skills necessary to both record and articulate ideas.

Unit 2 – Introduction to production techniques in creative media introduces students to production processes and technical skills used in media and communication, their particular characteristics and the related skills necessary to support creative production.

Level 2 Diploma in Creative Media Production & Technology

Units 3 and 4 will introduce students to the importance of research and contextual understanding in informing the production of creative media ideas. The units will require students to demonstrate both an understanding of the audience for their ideas and the specific skills and attributes required to present those ideas effectively.

Unit 3 – Understanding an audience in creative media production will develop students' understanding of diverse audience needs and explore methods of effectively communicating their ideas.

Unit 4 – Contextual research for creative media production will develop students' awareness of the value of contextual research to support creative production.

Units 5 to 7 will provide students with a focussed opportunity to explore activities and competences within creative media production and technology through in-depth exploration. Students will have the opportunity to develop their skills whilst continuing to investigate the range of alternative career opportunities available in creative media production. Units may be linked together to reinforce students' understanding of the interrelated nature of the disciplines.

Unit 5 – Exploring audio production and technology will enable students to integrate and apply the learning from the previous units and provide an introduction to the specific skills and attributes required for creative production and communication in audio-based media.

Unit 6 – Exploring visual production and technology will enable students to integrate and apply the learning from the previous units and provide an introduction to the specific skills and attributes required for creative production and communication in visual-based media.

Unit 7 – Exploring interactive media production and technology will enable students to integrate and apply the learning from the previous units and provide an introduction to the specific skills and attributes required for creative production and communication in interactive-based media.

Unit 8 and 9 Personal project and presentation in creative media production, the summative units of the qualification, will provide students with an opportunity to demonstrate the skills, knowledge and understanding gained throughout the course and to take greater responsibility in the management of an assignment.

Students will develop a presentation in an area of personal interest that can be used as part of a portfolio or presentation to support application to further study or employment. The unit will encourage a personal dialogue in terms of ambitions, preferences and future opportunities and enable the student to demonstrate professional and vocational skills necessary for progression within their chosen discipline. These units are graded.

Unit 8 – Personal project and presentation in creative media production at Level 2 provides an opportunity for students to demonstrate their abilities to competently use the range of skills, knowledge and understanding acquired throughout the course. It is expected that they will take greater ownership of their learning and, through a process of discussion and evaluation, respond positively to opportunities for individual expression of technical competence and creativity.

Unit 9 – Personal project and presentation in creative media production at Level 3 provides students with the opportunity to demonstrate their ability to effectively organise and use the range of skills, knowledge and understanding acquired throughout the course. It is expected that they will take greater responsibility for their learning and through a process of sustained discussion, reflection and evaluation respond confidently to opportunities for individual expression of technical expertise and creativity.

1.5
Admissions
UAL Awarding Body expects centres to recruit with integrity and on the basis of the students' anticipated ability to successfully complete the requirements of the individual unit(s) or the full qualification.

UAL Awarding Body recommends that students wishing to apply for the Level 2 Award and Diploma in Creative Media Production Technology have a minimum of:
- a UAL or equivalent Level 1 qualification **or**
- three GCSEs at grade D or grade 3 or above **or**
- an equivalent Level 1 functional skills qualification in English and Maths.

The Centre must provide students with opportunities for re-taking English and Maths.

Most students will be required to present examples of their drawing and design work to confirm their interest in the subject.

1.6
Induction
Centres should provide students with an induction that ensures:

- A course handbook and any other supporting material to facilitate effective learning is provided
- Timetable arrangements are clarified
- Academic tutorial systems are provided
- Learning support needs are identified and provided as appropriate
- Course structures and assessment requirements are explained for both internal assessment and external moderation
- Health and safety regulations and procedures are explained.

1.7
Planning the programme

UAL Awarding Body supports innovative approaches to programme design and delivery within the broad context of the qualification aims, learning outcomes and assessment criteria. The programme can therefore be delivered in a variety of ways.

The nine units focus on underpinning processes and principles and deliberately avoid the specification of detailed contexts in which delivery should occur. Although the intention of the qualification is to give students access to a range of media disciplines, it is entirely feasible that more specialist delivery models could be used to support the development of students who begin the course with a clearer understanding of the disciplines in which they want to work. Delivery could therefore occur in the context of a particular specialist area.

Delivery should be coherent and integrated, progressively focussed upon the relationship between the development of students' work and the choices they make. As the programme progresses, students must be able to demonstrate achievement in learning and observing and practical experience in creative media production and technology, paralleled by an increasing ability to reflect on their experiences in preparation for the next stages of their educational and professional development.

1.8
Personal and professional development

The Level 2 Award and Diploma in Creative Media Production & Technology will provide students with opportunities to develop and utilise broad, transferable skills through encouraging an ethos of personal and professional development. Specifically, the programme will allow students to demonstrate:

- Initiative
- Independent enquiry
- Creative thinking
- Reflective learning
- Team-working
- Self-management
- Effective participation
- Problem solving
- Communication.

1.9
Assessment

Units 1 and 2 of the Level 2 Award in Creative Media Production & Technology will be internally and verified and externally moderated assessed against the assessment criteria for those units.

Units 3–7 of the Level 2 Diploma in Creative Media Production & Technology will be internally assessed and internally moderated against the assessment criteria for those units.

Units 8 and 9, the final units of the Level 2 Diploma in Creative Media Production & Technology, will be internally assessed and verified and externally moderated against the assessment and grade criteria for those units.

Units 1–7 are Pass/Fail only. To achieve a Pass in any unit, all the assessment criteria must be met.

Units 8 and 9 are graded Pass, Merit or Distinction and determine the overall final grade for the qualification. To achieve a Merit or Distinction grade, a student must meet all of the assessment and grade criteria in the respective categories in full.

Students must successfully complete units 3-7 of the diploma, before moving on to the final unit, units 8 or 9.

Should a student fail to meet the Pass criteria for any unit they will be Referred. Students are allowed one opportunity to redeem a Referral. Referrals that have been successfully redeemed will be capped at a pass.

Unit 1

Introduction to creative media methods and skills

Level: 2
GLH: 30   **TUT: 50**   **Credits: 5**

Unit aim: Provide students with an introduction to a range of methods and skills used in support of creative media production. It will also develop an understanding of the skills necessary to both record and communicate ideas.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Understand a range of methods and skills in the development, delivery and communication of a creative media activity.	1.1 Demonstrate the use of a range of methods and skills in support of a creative media activity.
	1.2 Communicate ideas to support the development and delivery of a creative media activity.
	1.3 Assess the effectiveness of communication methods and skills to develop ideas in support of a creative media activity.

Indicative content, teaching strategies and learning activities

This unit, which should be linked formally through a common assignment(s) with Unit 2, is designed to provide a coherent body of knowledge that will enable students to develop an understanding of the range of activities essential to the development delivery and communication of a media activity.

Students should be encouraged to develop appropriate levels of personal skill and techniques, to enabe them to confidently articulate their experiences and ideas. The learning for this unit should be delivered as part of a studio or workshop-based project, which allows them to experience a range of activities that introduce the basic elements of audio, visual and interactive media.

The project should also explore the relationship between the ideas and the technical processes that underpin creative production and impart an understanding of the importance of collaboration in the development of creative media production and technology activities.

Students should be encouraged to be adventurous and open-minded in exploring and evaluating a range of elements and processes.

Practical activity in this unit will require the student to identify and understand a range of elements essential to creative media production and technology and to demonstrate their use in an appropriately skilful manner to ensure successful communication of ideas. Students should be encouraged to work collaboratively and to assess both their own and others performance.

A range of activities might include:

- Use of narrative through visual, aural or written mediums
- Discussion of the relationship between the product and the audience
- Exercises that develop use of the imagination in interpreting and communicating ideas
- An introduction to the range of roles and opportunities within the creative and media industries.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

The unit will be internally assessed and verfied and externally moderated against the unit outcomes and assessment criteria. Students should be assessed individually within a group presentation. The assessment activities for this unit should be combined with those for Unit 2.

Evidence is not prescribed. It could typically include personal journals, blogs, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance. This list is not exhaustive.

Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 2

Introduction to production techniques in creative media

Level: 2
GLH: 30   **TUT: 50**   **Credits: 5**

Unit aim: Provide students with an introduction to production processes and technical skills used in creative media, their particular characteristics and the related skills necessary to support creative production.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Understand a range of production processes and skills in the development and delivery of a creative media activity.	1.1 Select and compare, through experimental application, a range of production processes in support of a creative media activity.
	1.2 Demonstrate the use of production processes and skills to affect outcomes in creative media activity.
	1.3 Assess the effectiveness of selected processes and skills in creative production.

Indicative content, teaching strategies and learning activities

This unit, which should be linked formally through a common assignment(s) with Unit 1, is designed to provide a coherent body of knowledge that will enable students to develop an understanding of the range of technical processes essential to the development, delivery and communication of a media activity.

Students should be encouraged to develop appropriate levels of personal skill and technical knowledge to confidently articulate their experiences and ideas. The learning for this unit should be delivered as part of a studio or workshop-based project which allows students to experience a range of activities that introduce the basic elements of production for audio, visual and interactive media. The project should also explore the technical processes that underpin creative production and impart an understanding of the importance of collaboration in the development of creative media production and technology activities.

Students should be encouraged to be adventurous and open-minded in exploring and evaluating a range of elements and processes.

Practical activity in this unit will require students to identify and understand a range of elements essential to creative media production and technology. Students should be encouraged to work collaboratively and assess both their own performance and the performance of others.

A range of activities might include:

- An introduction to technical processes for the communication of ideas
- An exploration of a range of processes used in audio, visual and interactive media production
- Exercises that develop use of the imagination in interpreting and communicating ideas
- An introduction to the range of roles and opportunities within the creative and media industries
- An introduction to software, coding and digital technology.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance. Students should be assessed individually within a group presentation. The assessment activities for this unit should be combined with those for Unit 1.

Evidence is not prescribed. It could typically include personal journals, blogs, workbooks, notebooks, research portfolios, digital recordings and witness statements of performance. This list is not exhaustive.

Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 3

Understanding an audience in creative media production

Level: 2
GLH: 60   **TUT: 90**   **Credits: 9**

Unit aim: Develop students' understanding of diverse audience needs and explore methods of effectively communicating their ideas. The unit will require students to demonstrate both an understanding of the audience for their ideas and the specific skills and attributes required to present those ideas effectively.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Understand the audience for a range of creative media production activities.	1.1 Use research to understand audiences for a range of media activities.
	1.2 Select and compare a range of communication methods and skills for creative production.
2. Be able to use knowledge and skills for creative production.	2.1 Demonstrate the use of media processes and skills to affect outcomes in media activity.
	2.2 Assess the effectiveness of selected methods and skills in communicating to an audience.

Indicative content, teaching strategies and learning activities

This unit, which may be linked or delivered in parallel with Units 4, 5, 6 and 7, is designed to provide an understanding of diverse audience needs and enable students to explore ways to effectively communicate their ideas.

The learning for this unit may be delivered as part of a studio-based or live research assignment, designed to encourage students to explore communication forms and techniques appropriate to a range of audiences.

Students should be encouraged to be adventurous and open-minded in exploring, recording and communicating ideas through a variety of formats and contexts. Students should be encouraged to evaluate a range of methods and approaches and to recognise the vital role that knowledge of the audience and good communication plays in supporting creative media production activities.

A range of activities might include:

- An exploration of a range of communication forms
- The use of semiotics and narratives to communicate ideas
- The use of questionnaires for quantitive and qualitative evaluation
- Storyboarding and pitching
- Discussion of the relationship between the product and the audience
- Exercises that develop use of the imagination in interpreting and communicating ideas
- An introduction to the range of roles and opportunities within the creative media industries.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified support needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance. Students should be assessed individually within a group or team presentation.

Evidence is not prescribed. It could typically include personal journals, blogs, workbooks, notebooks, research portfolios, recordings and witness statements of performance. This list is not exhaustive.

Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 4

Contextual research for creative media production

Level: 2
GLH: 60　　**TUT: 90**　　**Credits: 9**

Unit aim: Provide students with the opportunity to research the history and context of the creative media industry and develop their awareness of the value of contextual research in informing creative production.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Understand contextual research for creative media production.	1.1 Research and record information for a range of creative media production activities.
2. Be able to use research for creative media production.	2.1 Demonstrate the use of contextual knowledge to inform and develop ideas for creative media production.
	2.2 Assess the effectiveness of contextual awareness to support creative media production activity.

Indicative content, teaching strategies and learning activities

This unit, which may be linked or delivered in parallel with Units 3, 5, 6 and 7, is designed to provide an understanding of the importance of contextual research in informing ideas and practice.

The learning for this unit may be delivered as part of a studio-based or series of research assignments designed to encourage students to explore the context in which creative media production is situated. Students should understand and develop communication forms and techniques appropriate to a range of audiences.

Students should be encouraged to be adventurous and open-minded in exploring a variety of information sources, and should be encouraged to recognise the informative relationship between the study of context, their own activities and that of their peers.

A range of activities might include:

- An exploration of a range of methods for recording contextual research
- Lectures, seminars and discussions
- Industry visits
- Extended writing and presentations
- Review and critiques of both historical influences and contemporary practice
- Case studies of a range of creative media practitioners
- An introduction to the impact of political, economic, social and technological influences in the development of the creative media industry
- An investigation of ethical issues within the creative media industry.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified support needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance. Students should be assessed individually within a group or team presentation.

Evidence is not prescribed. It could typically include personal journals, blogs, workbooks, notebooks, research portfolios, extended writing, recordings and witness statements of performance. This list is not exhaustive.

Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 5

Exploring audio production and technology

Level: 2
GLH: 60   **TUT: 90**   **Credits: 9**

Unit aim: Enable students to integrate and apply the learning from the previous units and provide an introduction to the specific skills and attributes required for creative production and technology in audio-based media.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Be able to use audio technology skills for creative media production.	1.1 Use a range of skills to inform and develop ideas for creative production.
	1.2 Assess the effectiveness of technology skills in solving an audio production problem.
2. Be able to use contextual awareness in audio production and technology.	2.1 Use contextual awareness to support the development of ideas for audio production.
3. Be able to use creative media methods and skills to produce and present an audio-based project.	3.1 Use creative media methods and skills for audio-based production.
	3.2 Assess the effectiveness of selected methods and skills to communicate ideas.

Indicative content, teaching strategies and learning activities

The learning for this unit should be delivered as part of a studio based assignment to strengthen student confidence and familiarity and to develop appropriate skills to support the realisation of their ideas. Opportunities should be provided for students to articulate their ideas in relation to the activity. The learning for this unit may be delivered through assignments that link Units 5, 6 and 7 and incorporate team working.

Students should be encouraged to be adventurous and open-minded in exploring and evaluating a range of elements and processes.

Practical activity in this unit will require students to identify and understand a range of elements essential to audio production and technology and to demonstrate their use in an appropriately skilful manner to ensure successful communication of ideas. The unit will require students to undertake and demonstrate research, ideas development, the use of a range of skills, knowledge and understanding within the context of audio production and the ability to assess their own work.

Students may be encouraged to work collaboratively and to assess both their own performance and the performances of others.

A range of activities might include:

- Use of audio effects to communicate ideas and narratives
- Sound for live or recorded productions
- Discussion of the relationship between the product and the audience
- Exercises that develop use of the imagination in interpreting and communicating ideas
- An introduction to the range of roles and opportunities within the creative media industries.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified support needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance. Students should be assessed individually within a group or team presentation. The assessment activities for this unit may be combined with those for Units 6 and 7.

Evidence is not prescribed. It could typically include personal journals, blogs, workbooks, notebooks, research portfolios, sound tracks, digital or analogue recordings and witness statements of performance. This list is not exhaustive.

Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 6

Exploring visual production and technology

Level: 2
GLH: 60   **TUT: 90**   **Credits: 9**

Unit aim: Enable students to integrate and apply the learning from the previous units and provide an introduction to the specific skills and attributes required for creative production and technology in visual-based media.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Be able to use visual technology skills for creative media production.	1.1 Use a range of skills to inform and develop ideas for creative production. 1.2 Assess the effectiveness of technology skills in solving a visual production problem.
2. Be able to use contextual awareness in visual production and technology.	2.1 Use contextual awareness to support the development of ideas for visual production.
3. Be able to use creative media methods and skills to produce and present a visual-based project.	3.1 Use creative media methods and skills for visual-based production. 3.2 Assess the effectiveness of selected methods and skills to communicate ideas.

Indicative content, teaching strategies and learning activities

The learning for this unit should be delivered as part of a studio based assignment that will strengthen student confidence and familiarity with the subject area and develop appropriate skills to support the realisation of their ideas. Students should have the opportunity to articulate their ideas in relation to the activity. The learning for this unit may be delivered through assignments that link Units 5, 6 and 7 and incorporate team working.

Students should be encouraged to be adventurous and open-minded in exploring and evaluating a range of elements and processes.

Practical activity in this unit will require students to identify and understand a range of elements essential to visual production and technology and to demonstrate their use in an appropriately skilful manner to ensure successful communication of ideas. The unit will require students to undertake and demonstrate research, ideas development, and the use of a range of skills, knowledge and understanding within the context of visual production and the ability to assess their own work.

Students may be encouraged to work collaboratively and to assess both their own performance and the performances of others.

A range of activities might include:

- Use of visual effects to communicate ideas and narratives
- An exploration of lens-based media techniques and technology
- An exploration of animation and film techniques
- Discussion of the relationship between the product and the audience
- Exercises that develop use of the imagination in interpreting and communicating ideas
- An introduction to the range of roles and opportunities within the creative media industries.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified support needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance. Students should be assessed individually within a group or team presentation. The assessment activities for this unit may be combined with those for Units 5 and 7.

Evidence is not prescribed. It could typically include personal journals, blogs, workbooks, notebooks, research portfolios, explorations in photography, film and animation, digital recordings and witness statements of performance. This list is not exhaustive.

Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 7

Exploring interactive media production and technology

Level: 2
GLH: 60   **TUT: 90**   **Credits: 9**

Unit aim: Enable students to integrate and apply the learning from the previous units and provide an introduction to the specific skills and attributes required for creative production and technology in interactive media.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Be able to use technology skills for interactive media production.	1.1 Use a range of skills to inform and develop ideas for interactive media production.
	1.2 Assess the effectiveness of technology skills in solving an interactive media production problem.
2. Be able to use contextual awareness in interactive media production and technology.	2.1 Use contextual awareness to support the development of ideas for interactive media production.
3. Be able to use creative media methods and skills to produce and present an interactive media project.	3.1 Use creative media methods and skills for interactive media production.
	3.2 Assess the effectiveness of selected methods and skills to communicate ideas.

Indicative content, teaching strategies and learning activities

The learning for this unit should be delivered as part of a studio based assignment that will strengthen student confidence and familiarity with the subject area and develop appropriate skills to support the realisation of their ideas. Students should have the opportunity to articulate their ideas in relation to the activity. The learning for this unit may be delivered through assignments that link Units 5, 6 and 7 and incorporate team working.

Students should be encouraged to be adventurous and open-minded in exploring and evaluating a range of elements and processes.

Practical activity in this unit will require students to identify and understand a range of elements essential to interactive media production and technology and to demonstrate their use in an appropriately skilful manner to ensure successful communication of ideas. The unit will require students to undertake and demonstrate research, ideas development and the use of a range of skills, knowledge and understanding within the context of interactive media production and the ability to assess their own work.

Students may be encouraged to work collaboratively and to assess both their own performance and the performances of others.

A range of activities might include:

- Use of interactive media effects to communicate ideas and narratives
- An exploration of interactive media techniques and technology
- An exploration of games design and animation
- An exploration of applications for multi-media platforms
- Discussion of the relationship between the product and the audience
- Exercises that develop use of the imagination in interpreting and communicating ideas
- An introduction to the range of roles and opportunities within the creative media industries.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified support needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance. Students should be assessed individually within a group or team presentation. The assessment activities for this unit may be combined with those for Units 5 and 6.

Evidence is not prescribed. It could typically include personal journals, blogs, workbooks, notebooks, research portfolios, games design, apps and animation, digital recordings and witness statements of performance. This list is not exhaustive.

Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 8

Personal project and presentation in creative media production

Level: 2
GLH: 120   **TUT: 290**   **Credits: 29**

Unit aim: Enable students to use the knowledge, understanding and skills developed in previous units and apply them to the production and presentation of a creative media personal project.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Be able to identify, plan and develop a creative media project.	1.1 Identify and plan a creative media project.
	1.2 Develop a creative media project within agreed parameters and timescale.
2. Be able to undertake and use research for a creative media project.	2.1 Identify appropriate research sources.
	2.2 Use research activity to develop ideas in support of a creative media project.
	2.3 Assess the value and effectiveness of research material in developing ideas for a creative media project.
3. Be able to use media methods, processes and technology skills to produce and present a creative media project.	3.1 Use media methods and technology skills to produce a creative media project.
	3.2 Identify and use appropriate presentation techniques for a creative media project.
4. Be able to assess the effectiveness of a creative media production.	4.1 Assess a creative media project against identified parameters and timescale.

Indicative content, teaching strategies and learning activities

As the summative unit of the qualification, this unit will provide students with an opportunity to demonstrate the skills, knowledge and understanding gained throughout the course and to take greater responsibility in the management of an assignment.

Students will develop a project in an area of personal interest that can be used as part of a portfolio or presentation to support application to further study or employment. The unit will encourage a personal dialogue, in terms of ambitions, preferences and future opportunities, and enable students to demonstrate professional and vocational skills necessary for progression within their chosen disciplines. This unit will be graded.

Students should demonstrate a degree of self-direction in the preparation, planning, organisation and completion of their personal project. Centres delivering the unit should design an overarching assignment that will provide the learning necessary to enable students to achieve the assessment criteria whilst allowing some discretion in the specific choice of activity.

Centres should ensure that students receive appropriate support to clearly identify their goals within the parameters of the overarching assignment at an early stage of the development of the project.

It is anticipated that students will recognise the value of dialogue and communication with both peer group and professional staff in identifying, exploring and assessing their ideas.

The unit provides an ideal opportunity for students to extend and develop the use of a personal reflective journal to record their ideas and perceptions in the development, execution and evaluation of the project. Students should be encouraged to recognise that, whichever working methodology they choose to use, they will need to be realistic in terms of achievable goals, material resources and time management, and to recognise the need for the development of a creative and imaginative solution in producing a personal project.

Centres should adopt a delivery approach that supports the needs and aspirations of their particular students. The aims and aspirations of all students including those with identified special needs should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated and externally moderated through a portfolio of evidence against the unit outcomes and assessment criteria. Students should be assessed individually within a group presentation.

Evidence is not prescribed. It could typically include personal reflective journals, workbooks, notebooks, research portfolios, audio, visual and interactive media products, digital recordings and blogs. This list is not exhaustive.

Students should understand that the process is as important as the outcome and should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 9

Personal project and presentation in creative media production

Unit aim: This unit will require students to effectively organise and use the knowledge, understanding and skills developed in previous units. Students will be expected to take greater responsibility for their learning and demonstrate a degree of independence in the management, production and presentation of a creative media project.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Be able to identify, plan and develop a creative media project.	1.1 Independently identify and plan a creative media project.
	1.2 Review and revise as necessary the resources needed to implement and develop a creative media project.
	1.3 Develop a creative media project that meets identified requirements within agreed parameters and timescale.
2. Be able to undertake and use research for a creative media project.	2.1 Critically compare appropriate research sources.
	2.2 Effectively organise and use research activity to develop ideas in support of a creative media project.
	2.3 Analyse and evaluate the effectiveness of research material in developing ideas for a creative media project.
3. Be able to use media methods, processes and technology skills to produce and present a creative media project.	3.1 Apply a range of media methods and technology skills to produce a creative media project that meets identified requirements.
	3.2 Evaluate and apply professional presentation techniques for a creative media project.
4. Be able to assess the effectiveness of a creative media production.	4.1 Analyse and evaluate a creative media project against identified parameters and timescale.
	4.2 Analyse the effectiveness of a creative media project in meeting audience needs.

Indicative content, teaching strategies and learning activities

Unit 9 at Level 3 provides an opportunity for students to demonstrate their abilities to effectively organise and use the range of skills, knowledge and understanding acquired throughout the course. It is expected that they will take greater responsibility for their learning and, through a process of sustained discussion, reflection and evaluation, respond confidently to opportunities for individual expression of technical expertise and creativity.

This unit, as the summative unit of the qualification, will provide students with an opportunity to demonstrate the skills, knowledge and understanding gained throughout the course and to take greater responsibility in the management of an assignment. Students will develop a project in an area of personal interest that can be used as part of a portfolio or presentation to support application to further study or employment. The unit will encourage a personal dialogue in terms of ambitions, preferences and future opportunities and enable the student to demonstrate professional and vocational skills necessary for progression within their chosen discipline. This unit will be graded.

Students should demonstrate a greater degree of self-direction in the preparation, planning, organisation and completion of their personal project. Centres delivering the unit should design an overarching assignment that will provide the learning necessary to enable students to achieve the assessment criteria whilst allowing some discretion in the specific choice of activity.

Centres should ensure that students receive appropriate support to clearly identify their goals within the parameters of the overarching assignment at an early stage of the development of the project. It is anticipated that students will recognise the value of dialogue and communication with both peer group and professional staff in identifying, exploring and assessing their ideas.

The unit provides an ideal opportunity for students to extend and develop the use of a personal reflective journal to record their ideas and perceptions in the development, execution and evaluation of the project. Students should be encouraged to recognise that, whichever working methodology they choose to use, they will need to be realistic in terms of achievable goals, material resources and time management, and to recognise the need for the development of a creative and imaginative solution in producing a personal project.

Centres should adopt a delivery approach that supports the needs and aspirations of their particular students. The aims and aspirations of all students including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated and externally moderated through a portfolio of evidence against the unit outcomes and assessment criteria. Students should be assessed individually within a group presentation.

Evidence is not prescribed. It could typically include personal reflective journals, workbooks, notebooks, research portfolios, audio, visual and interactive media products, digital recordings and blogs. This list is not exhaustive.

Students should understand that the process is as important as the outcome and should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped studios and workshops, suitable IT facilities and access to information and research sources.

Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 8:
Personal project and presentation in creative media production – Level 2

The overall grade for the Level 2 Diploma in Creative Media Production & Technology is determined by the student's achievement in the final unit of the qualification, either Unit 8 at Level 2 or Unit 9 at Level 3.

Unit 8 is set at Level 2 and provides for the evidence submitted by the student to be assessed and graded against criteria at Level 2.

All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

Referral
If a student provides insufficient evidence to meet all of the assessment criteria then that student is referred. The student has one opportunity to redeem the referral by the submission of additional evidence within a timeframe agreed by the centre and confirmed to UAL Awarding Body.

Fail
If the student is unable to provide the further evidence required to successfully meet the assessment criteria then they will receive a Fail grade.

Pass
To achieve a Pass grade a student must achieve all of the assessment criteria listed within Unit 8.

Merit
To achieve a Merit grade a student must achieve all of the assessment criteria listed within Unit 8, and must additionally meet all of the Merit grade criteria listed here.

Distinction
To achieve a Merit grade a student must achieve all of the assessment criteria listed within Unit 8, and must additionally meet all of the Merit grade criteria and the Distinction grade criteria listed here.

1.
Planning and Production
Pass
1.1 Identify and plan a creative media project.
1.2 Develop a creative media project within agreed parameters and timescale.

Merit
1.1 Identify and plan a creative media project to a high standard.
1.2 Develop a creative media project within agreed parameters and timescale to a high standard.

Distinction
1.1 Identify and plan a creative media project to a very high standard.
1.2 Develop a creative media project within agreed parameters and timescale to a very high standard.

2.
Research
Pass
2.1 Identify appropriate research sources.
2.2 Use research activity to develop ideas in support of a creative media project.
2.3 Assess the value and effectiveness of research material in developing ideas for a creative media project.

Merit
2.1 Identify appropriate research sources to a high standard.
2.2 Use research activity to develop ideas in support of a creative media project to a high standard.
2.3 Assess the value and effectiveness of research material in developing ideas for a creative media project to a high standard.

Distinction
2.1 Identify appropriate research sources to a very high standard.
2.2 Use research activity to develop ideas in support of a creative media project to a very high standard.
2.3 Assess the value and effectiveness of research material in developing ideas for a creative media project to a very high standard.

3.
Practical Skills and Presentation
Pass
3.1 Use media methods and technology skills to produce a creative media project.
3.2 Identify and use appropriate presentation techniques for a creative media project.

Merit
3.1 Use media methods and technology skills to produce a creative media project to a high standard.
3.2 Identify and use appropriate presentation techniques for a creative media project to a high standard.

Distinction
3.1 Use media methods and technology skills to produce a creative media project to a very high standard.
3.2 Identify and use appropriate presentation techniques for a creative media project to a very high standard.

4.
Evaluation and Reflection
Pass
4.1 Assess a creative media project against identified parameters and timescale.

Merit
4.1 Assess a creative media project against identified parameters and timescale to a high standard.

Distinction
4.1 Assess a creative media project against identified parameters and timescale to a very high standard.

Unit 9:
Personal project and presentation in creative media production – Level 3

The overall grade for the Level 2 Diploma in Creative Media Production & Technology is determined by the student's achievement in the final unit of the qualification, either Unit 8 at Level 2 or Unit 9 at Level 3.

Unit 9 is set at Level 3 and provides for the evidence submitted by the student to be assessed and graded against criteria at Level 3. The overall qualification level remains at Level 2.

All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

Referral
If a student provides insufficient evidence to meet all of the assessment criteria then that student is referred. The student has one opportunity to redeem the referral by the submission of additional evidence within a timeframe agreed by the Centre and confirmed to UAL Awarding Body.

Fail
If the student is unable to provide the further evidence required to successfully meet the assessment criteria then they will receive a Fail grade.

Pass
To achieve a Pass grade a student must achieve all of the assessment criteria listed within Unit 9.

Merit
To achieve a Merit grade a student must achieve all of the assessment criteria listed within Unit 9, and must additionally meet all of the Merit grade criteria listed below.

Distinction
To achieve a distinction grade a student must achieve all of the assessment criteria listed within Unit 9, and must additionally meet all of the Merit grade criteria and the Distinction grade criteria listed here.

1.
Planning and production
Pass
1.1 Independently identify and plan a creative media project.
1.2 Review and revise as necessary the resources needed to implement and develop a creative media project.
1.3 Develop a creative media project that meets identified requirements within agreed parameters and timescale.

Merit
1.1 Independently identify and plan a creative media project to a high standard.
1.2 Review and revise as necessary the resources needed to implement and develop a creative media project to a high standard.
1.3 Develop a creative media project that meets identified requirements within agreed parameters and timescale to a high standard.

Distinction
1.1 Independently identify and plan a creative media project to a very high standard.
1.2 Review and revise as necessary the resources needed to implement and develop a creative media project to a very high standard.
1.3 Develop a creative media project that meets identified requirements within agreed parameters and timescale to a very high standard.

2.
Research
Pass
2.1 Critically compare appropriate research sources.
2.2 Effectively organise and use research activity to develop ideas in support of a creative media project.
2.3 Analyse and evaluate the effectiveness of research material in developing ideas for a creative media project.

Merit
2.1 Critically compare appropriate research sources to a high standard.
2.2 Effectively organise and use research activity to develop ideas in support of a creative media project to a high standard.
2.3 Analyse and evaluate the effectiveness of research material in developing ideas for a creative media project to a high standard.

Distinction
2.1 Critically compare appropriate research sources to a very high standard.
2.2 Effectively organise and use research activity to develop ideas in support of a creative media project to a very high standard.
2.3 Analyse and evaluate the effectiveness of research material in developing ideas for a creative media project to a very high standard.

3.
Practical skills and presentation
Pass
3.1 Apply a range of media methods and technology skills to produce a creative media project that meets identified requirements.
3.2 Evaluate and apply professional presentation techniques for a creative media project.

Merit
3.1 Apply a range of media methods and technology skills to produce a creative media project that meets identified requirements to a high standard.
3.2 Evaluate and apply professional presentation techniques for a creative media project to a high standard.

Distinction
3.1 Apply a range of media methods and technology skills to produce a creative media project that meets identified requirements to a very high standard.
3.2 Evaluate and apply professional presentation techniques for a creative media project to a very high standard.

4.
Evaluation and reflection
Pass
4.1 Analyse and evaluate a creative media project against identified parameters and timescale.
4.2 Analyse the effectiveness of a creative media project in meeting audience needs.

Merit
4.1 Analyse and evaluate a creative media project against identified parameters and timescale to a high standard.
4.2 Analyse the effectiveness of a creative media project in meeting audience needs to a high standard.

Distinction
4.1 Analyse and evaluate a creative media project against identified parameters and timescale to a very high standard.
4.2 Analyse the effectiveness of a creative media project in meeting audience needs to a very high standard.

Exemplification for UAL Awarding Body Grade criteria – Level 2

The assessment criteria for Pass, Merit and Distinction remain the same but UAL has, in addition, developed a matrix and set of descriptors for assessors to provide further clarification and ensure that grades are more clearly defined, to ensure that assessors are able to differentiate consistently between learners based on the level of skills, knowledge and understanding shown.

In order to maintain consistency in understanding and comparability across qualifications at the same level, the exemplification matrix should be used in conjunction with the UAL grading criteria.

	Fail **Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.**	**Pass** **Work submitted meets all of the assessment criteria and is of a satisfactory standard.**
Research	Insufficient research and investigation evidenced. Little or no information from relevant sources used to inform ideas.	Sufficient research and investigation of relevant sources, information used to inform ideas.
Planning and production	Ineffective or unrealistic planning and poor organisation. Task or tasks incomplete against timescale.	Realistic planning and organisation. Satisfactory production against time-scales.
Practical skills and presentation	Limited use of processes, application of skills or knowledge demonstrated, few or no alternative ideas and poor presentation.	Competent demonstration of processes and application of skills and knowledge used to develop and present creative solutions.
Evaluation and reflection	Inadequate evaluation or insufficient evidence of ongoing assessment of ideas limiting progress and development.	Sufficient evaluation with evidence of ongoing assessment of ideas used to inform progress and development.

Merit	**Distinction**
Work submitted meets all assessment criteria and is of a high standard.	**Work submitted meets all assessment criteria and is of a very high standard.**
Thorough research and investigation of relevant sources, coherent use of information used to inform and develop ideas.	Thorough and sustained research and investigation of relevant sources. Accomplished and considered interpretation of information used to inform, develop and extend ideas.
Effective planning, organisation and subject engagement evidenced. Efficient production against time-scales.	Detailed and effective planning and organisation, commitment and subject engagement evidenced. Substantial production against time-scales.
Considered and capable demonstration of processes, application of skills and knowledge used to develop ideas and present creative solutions.	Accomplished demonstration of processes, skills and knowledge used to develop alternative ideas and present creative solutions.
Effective evaluation clearly communicated and applied to make reasoned decisions and inform the development of ideas.	Perceptive evaluation and interpretation, demonstrating clarity in thinking and decision making used to inform and progress ideas.

We believe in transformative education. We design and award creative qualifications that empower and inspire educators to help students reach their potential.

UAL Awarding Body is regulated by Ofqual, Qualification Wales and CCEA and currently offers qualifications in Art and Design, Fashion Business and Retail, Creative Media Production and Technology, Music Performance and Production and Performing and Production Arts. We are also the UK's leading provider of the Foundation Diploma in Art and Design. Our qualifications have high retention and achievement rates because they are flexible, responsive and relevant to industry needs, and facilitate student progression.

University of the Arts London (UAL) is Europe's largest specialist art and design university, comprising six renowned Colleges: Camberwell College of Arts, Central Saint Martins, Chelsea College of Arts, London College of Communication, London College of Fashion, Wimbledon College of Arts.

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Image: Group work at London College of Communication