

Level 3 Principal Learning for the Creative and Media Diploma

Unit	Title	GLH	Assessment method
3.1	Communicating creatively	90	Internal
3.2	Exploring professional creativity	90	External
3.3	Realising creativity	90	External
3.4	Creating opportunity	90	Internal
3.5	Working with a client	90	Internal
3.6	Realisation and review	90	Internal

What is this unit about?

The purpose of this unit is to develop learners' understanding of the creative process within a sector context by orchestrating a response to a brief that demonstrates creativity across two disciplines.

Learners will understand the importance of adopting creative approaches to issues set by briefs and exploit possibilities for adopting inter-disciplinary approaches to problem solving. This unit can be used as an introduction to the Level 3 Creative and Media Diploma for those learners who have not achieved Level 1 or 2.

Learners will be required to present their responses to the brief using an appropriate format. They should be encouraged to experiment both with ideas and technologies/techniques to create imaginative responses, supported by examples of how the final outcome might appear.

Learners must review their work themselves and get feedback from both client and audience. They should use the review and the feedback to improve their work.

This unit, alongside the others within the Level 3 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Learning Outcomes

The learner will:

- 1 understand how to develop and assess ideas and create a proposal in response to a brief
- 2 be able to produce and present ideas, in a proposal for a creative outcome that links two disciplines
- 3 review and evaluate their work, the process and their proposal in light of client and audience feedback.

Content details

Assessment criteria

1 Investigation into styles and genres of specific practitioners

The learner can:

- a investigate different styles and genres used by two creative practitioners to create creative outcomes within an industrial and sector context
- b assess ways in which these styles have been utilised and how they influence creative output within these contexts
- c consider how commercial factors have influenced the output of practitioners.

2 Exploration, development and assessment of ideas in response to a brief

The learner can:

- a investigate and explore different ways in which to meet the demands of a brief (IE1,3)
- b develop ideas for interlinking two creative disciplines as a means of meeting the requirements of the brief
- c assess the potential of these ideas and produce a production plan for the idea they feel best fits the brief (IE4).

3 Development and presentation of a proposal for a creative idea to the client/audience

The learner can:

- a produce and present to the audience/client a proposal for the idea that they feel best fits the brief, combining two disciplines,
- b receive feedback on the proposal and amend ideas in light of feedback (RL4).

4 Review and evaluation of their work, the process and their proposal

The learner can:

- a review own work and the process including (RL1, 3, 5):
 - i how well the chosen idea met the brief
 - ii feedback from the audience/client
 - iii opportunities for further development
 - iv how successfully the two disciplines were combined.

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on page x of the specification and also within this unit in the section on Personal Learning and Thinking Skills.

Guided learning hours

It is recommended that a minimum of 90 guided learning hours be spent on this unit.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

This method of assessment will enable learners to complete this practical unit and to meet the evidence requirements in their local context and in association with real business users and to meet their business requirements.

Learners will use two disciplines to create a proposal for a creative outcome showing ideas derived from research into the brief. Learners will learn that sometimes they will have to work within previously defined constraints which may restrict their creativity.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group it must be clear which evidence is to be credited to the individual learner.

The assignment will take approximately 30 of the 90 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance on page xx of the specification, and evidence should be kept for moderation purposes.

Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 a record of their investigation into the brief
- 2 a proposal for a creative idea, combining two disciplines
- 3 a presentation of this proposal to the client/audience, with feedback recorded
- 4 a report summarising their review and evaluation of their work, the process and their proposal, in light of feedback received, with opportunities for improvement identified.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Assessment structure

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Investigating and exploring a set brief.
- Undertaking appropriate pre-production research and planning, including a schedule for completion.
- Drawing up a production schedule/plan of action.
- Developing a proposal for the chosen creative outcome.
- Present the proposal to the client/target audience and record feedback.
- Reviewing and evaluating their work, the process, and their proposal, in light of feedback received.
- Identifying potential opportunities for improvement.

Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Exploration, development and assessment of ideas, in response to a brief	35%	21
2 Developing and presenting a proposal to the client/audience for a creative idea, combining two disciplines	35%	21
3 Review and evaluation of their work, the process and their proposal	30%	18
Total	100%	60

Assessment grid

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
	0 to 7 marks	8 to 14 marks	15 to 21 marks
1 Exploration, development and assessment of ideas, in response to a brief	There is limited evidence of competence in the investigation and the generation of ideas.	Investigation is completed to an acceptable standard and is clearly recognisable. There is some evidence of flair and creativity in the selection and generation of ideas.	The investigation is of high quality and demonstrates clear evidence of imaginative and proficient exploration and generation of ideas. Selection of stimuli and assessment of ideas clearly show imagination and flair.
	0 to 7 marks	8 to 14 marks	15 to 21 marks
2 Developing and presenting a proposal to the client/audience for a creative idea, combining two disciplines	The proposal demonstrates some creativity and suggests some resources to be used. Two disciplines are combined. Some attempt at an account which may not be wholly appropriate.	The proposal makes links with the research and demonstrates a level of creativity with evidence of appropriate use of resources. It is effective in combining two disciplines, and the proposed outcome is well presented and recognisable as being generally fit for purpose in relation to both the context and its appeal.	The proposal is clearly informed by its links to the research and demonstrates a high level of creativity with evidence of considered and imaginative use of resources. It is accomplished and engagingly presented, combining two disciplines. The proposal is well conceived and imaginative and is clearly fit for purpose.
	0 to 7 marks	8 to 14 marks	15 to 18 marks
3 Review and evaluation of their work, the process and their proposal	Some attempt at a review and evaluation	The review and evaluation covers their work, the process and their proposal, and offers evidence of some engagement with client/audience feedback and fitness for purpose. Amendment and development are considered	Thorough and comprehensive review and evaluation of their work, the process and their proposal, with detailed consideration of client/audience feedback and fitness for purpose is presented. Imaginative and creative suggestions are offered for amendment and further development.

Guidance for delivery

In this unit learners will be required to respond to an internally set brief. Teachers will need to take care that the brief which they set is appropriate and allows learners to explore the potential for a creative outcome which interlinks two disciplines.

The emphasis in this unit is on creative ideas and experimenting with techniques in order to explore approaches to the brief rather than on the production of a realised outcome.

Learners will need to identify a client for the brief. The client will need to be accessible so that the learner can try out ideas and get feedback on potential approaches.

Additionally the learner will need to access a target audience for the brief. Again the audience will need to be as available as possible to provide feedback which will form a fundamental part of both the shaping of the response and the review section.

Learners will be required to make a presentation of their work using appropriate format in terms of the disciplines chosen, the client and the target audience. The presentation should focus on the development of ideas in response to the brief. It should be supported by examples of production work illustrating possible creative outcomes. It is not necessary that these are realised outcomes but rather an indication of work in progress.

Learners must choose disciplines in accordance with the combination of sector related disciplines which can be found on page.... Teachers may wish to stipulate or limit learner choice where there are limitations in resources.

Individual and group work

The unit provides opportunities to work in a variety of ways. The learner may choose to work independently, in pairs, or as part of a team. These choices may change throughout the development of the unit; learners may work in different ways at different stages throughout the progress of the unit.

The process of reflection should be seen as an integral part of decision making. The learner should produce appropriate evidence of evaluation of both process and progress.

Constraints

This emphasis in this unit is on diversity and critical understanding in depth. It should not be assumed that the analysis should be entirely written, although it is expected that ideas will be articulated in written form throughout the unit. Diversity of approach, the exploration of alternative solutions, and the processes of analysis and comparison should be encouraged throughout the unit. There must be evidence of at least two different sector disciplines.

Resources

Learners should be provided with advice which supports them in their choice of an appropriate context of study; one which, in the opinion of the teacher, capitalises on the resources available and chosen Sector Related Discipline.

Learners should be provided with access to resources which enable them to study the work of relevant practitioners and it is important that evidence of this contextualisation should inform the learners research and conclusions.

Opportunities should be taken to use different technologies in exploring a variety of approaches to recording and presentational skills. The appropriateness of these will often depend on the Sector Related Discipline. The impact and use of new technologies should be encouraged and teachers should provide guidance to the learner on choice where necessary.

Themes

Throughout this unit, the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media DDP document. Page x of this specification explains the themes in more detail.

Theme One – Creativity in context

Development of:

- a critical perspective in response to a diverse range of Creative and Media outcomes
- an understanding of how the historical development of principles and practices can influence contemporary practice
- an ability to use a range of new technologies in the production and distribution of Creative and Media products.

Theme Two – Thinking and working creatively

Development of:

- effective communication via a diverse range of means and for a range of purposes
- critical appraisal of range of media forms
- questioning and challenging of own and others' assumptions.

Theme Three – Principles, processes and practice

Development of:

- the use and manipulation of materials, techniques and technologies, including new technologies, to meet an intended purpose
- an appreciation of health and safety and other considerations and constraints, including legal, ethical and environmental concerns.

Theme Four – Creative business and enterprise

Development of:

- an understanding of intellectual property rights and why they must be protected.

Unit 1 Communicating creatively

Personal, Learning and Thinking Skills

Level 3

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- exploring and evaluating opportunities for combining different recording methods and techniques

Creative thinkers

- exploring and evaluating opportunities for combining different recording methods and techniques

Reflective learners

- utilising and evaluating different sources of information
- developing recording skills and combining these skills using both traditional methods and new technologies
- organising and presenting the outcomes of research
- reviewing their presentation in light of feedback

Self managers

- utilising and evaluating different sources of information
- organising and presenting the outcomes of research

Effective participators

- utilising and evaluating different sources of information.
- developing recording skills and combining these skills using both traditional methods and new technologies
- identifying and assessing the impact of creative products within their cultural and social context
- organising and presenting the outcomes of research.

What is this unit about?

The purpose of this unit is for learners to explore and investigate the nature of professional creativity. They will do so by undertaking research into the Creative and Media sector through investigation during a period of work placement. Learners will utilise their investigation to respond to an externally set brief.

Learners will understand at first hand the nature of work patterns and protocols within the Creative and Media sector.

Learners will present, using at least two disciplines, research based upon their findings from the investigation into the Creative and Media industry. They will be expected to receive feedback on their findings and report on this feedback, giving opportunities for further development. Learners must both review their work themselves and get feedback from others.

This unit, alongside the others within the Level 3 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Learning Outcomes

The learner will:

- 1 be able to carry out research into structures and job roles of two practitioners, in the Creative and Media industry
- 2 be able to make a presentation, using two disciplines, to a specified audience, evaluating job roles and organisations in the Creative and Media industry in response to a brief.
- 3 be able to review and evaluate their research and presentation in light of feedback and suggest improvements.

Content details

Assessment criteria

1 Research into structures and job roles in the Creative and Media Industry

The learner can:

- a investigate the nature of the Creative and Media sector through a focus on two practitioners and their organisation (IE2)
- b undertake primary research within the organisation in order to identify:
 - i organisational structure
 - ii job roles/functions
 - iii working practices/relationships/protocols
- c undertake secondary research in order to investigate the relationship of the organisation to the sector as a whole (IE3)
- d collate, summarise and evaluate their findings.

2 Present an evaluation of roles and organisations within the Creative and Media industries, to a specified audience, in response to a brief

The learner can:

- a assess and evaluate the roles and organisation in response to a given brief (IE2)
- b arrange the information in an appropriate presentation combining two disciplines, making reference to their research findings
- c present findings to, and seek feedback from, a specified audience (RL4).

3 Review and evaluate the research and presentation

The learner can:

- a assess the two different disciplines selected and the research undertaken (RL1)
- b review and evaluate the research and recording methods used and suggest further development of the work presented (RL3)
- c review and evaluate the feedback from the audience and suggest how the presentation might be amended (RL4, 5).

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on page x of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Guided learning hours

It is recommended that a minimum of 90 guided learning hours be spent on this unit.

Assessment

This unit will be externally assessed. Learners will be asked to complete a brief set by AQA-City & Guilds. The brief, which will be available six weeks in advance, will link closely to the research that they will undertake as part of their period of placement in the Creative and Media industry.

They are expected to use their period of work placement as the basis for detailed research into a particular aspect of the industry. This research will provide a springboard from which to complete a response to the externally set brief.

The learner's work, including their presentation and report, will be externally assessed by AQA-City & Guilds. It is important that centres make appropriate arrangements to ensure that the learner's presentation is recorded in a format that will allow for external marking.

The assignment will take approximately 30 of the 90 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance on page xx of the specification, and evidence should be kept for moderation purposes.

Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 a report of their investigation into at least two creative practitioners, from one or more Creative and Media organisations, using primary and secondary sources of information, including an evaluation of their research findings
- 2 a presentation in response to an externally set brief, combining two different disciplines, to a specified audience. Learners will be expected to make reference to their investigations and research findings
- 3 a report including a brief summary of their investigations, a review and evaluation of the fitness for purpose of their presentation in light of audience feedback, and suggestions for improvements to their presentation.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Weighting of assessment criteria topics

Assessment criteria topic	Subtopic	Weighting	Marks
1 Research into structures and job roles in the Creative and Media Industry	1.1 Research into structures and job roles	20%	12
	1.2 Collation, summary and evaluation of research findings	20%	12
2 Present an evaluation of roles and organisations within the Creative and Media industries, to a specified audience, in response to a brief, using two disciplines and making reference to their research findings	2.1 Presentation content – evaluation of job roles and structures in response to the set brief, with reference to research findings	20%	12
	2.2 Presentation style and format, including appropriate use of two disciplines, and suitability for the specified audience	20%	12
3 Review and evaluate their research and presentation	3.1 Review and evaluation of research and recording methods, presentation and use of two disciplines chosen	10%	6
	3.2 Review and evaluation of audience feedback and suggestions for improvement	10%	6
Total		100%	60

Guidance for teachers

Guidance for delivery

The purpose of this unit is to develop learners' understanding of further progression in the creative industries eg apprenticeships, FE, employment, HE, through researching and experiencing different roles within the industry.

Ideally this unit will involve either a work placement or a work shadow. Workshops with professionals or in-house projects could be included where sector-specific work placements are inappropriate.

Learners are expected to develop their research skills and apply them in a realistic setting. They will be expected to show responsibility in working successfully in a work placement, be flexible in the demands made of them, show initiative in coping with a variety of tasks, manage time by completing tasks within a timescale, work hours determined by the nature of the work placement etc.

Teachers will need to ensure that all learners are fully briefed in preparation for their period of work placement. It may be useful for a learner to make prior contact with an organisation in order to ensure appropriate opportunities will be available for research to be carried out. Issues of commercial confidentiality will need to be respected.

Learners will be issued with an externally set brief, six weeks in advance of the assessment date, which will provide a context in which the learners will present the findings of their research. Teachers are advised to consider the brief with the learners and offer appropriate guidance to ensure they choose appropriate means of presenting their work.

Individual and group work

Learners would be able to work either individually, in pairs, or in small groups for this unit. The unit does, however, present important opportunities for learners to develop their individual creativity. It is suggested therefore that they work individually unless there is a particular reason for a group based activity.

Constraints

Availability of work placements is one obvious constraint. Where none are available an in-house event could be staged for example using a centre's specialist status, learners could work with partner centres to deliver a project in two disciplines eg a theatre company with learners delivering workshops/company that plans and sets up performance events for the academic year. This could lead to advertising, writing reviews, lighting, sound, photography, performing etc.

Teachers may also see this unit as an opportunity to explore the issues of copyright and intellectual property.

Resources

Resource needs in this unit will obviously be determined by the focus of the work placements available or the nature of the research into the creative industries being carried out.

Themes

Throughout this unit, the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media DDP document. Page x of this specification explains the themes in more detail.

Theme One – Creativity in context

Development of:

- critical appraisal of the work and practices of a diverse range of practitioners
- ability to use a range of technologies in the production and distribution of Creative and Media products
- understanding of the impact of diversity and representation in relation to content and the production of content.

Theme Two – Thinking and working creatively

Development of:

- inventiveness and flexibility in adopting new ideas and in exploring alternative solutions
- effective communication via a range of means and for a range of purposes
- primary and secondary research to support the realisation of creative ideas.

Theme Three – Principles, processes and practice

Development of:

- awareness of the function and effect of established generic conventions and principles
- the use and manipulation of materials, techniques and technologies, including new technologies, to meet an intended purpose
- understanding of the impact of digital and emerging technologies on industry, production practices, products and audiences.

Theme Four – Creative business and enterprise

Development of:

- understanding of professional working practices and industry protocols
- transferable skills by responding to a brief/commission, including negotiating with clients
- understanding of intellectual property rights and why they must be protected.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- carrying out primary and secondary research based on a period of work placement
- investigating and evaluating industry structures and job roles available
- assessing the nature of practices and relationships in the work places
- presenting and reviewing research

Reflective learners

- inviting feedback and dealing positively with praise and criticism
- assessing themselves, identifying opportunities and achievements
- evaluating experiences and learning to inform future progress

Self-managers

- carrying out primary and secondary research based on a period of work placement
- investigating and evaluating industry structures and job roles available
- assessing the nature of practices and relationships in the work places
- presenting and reviewing research

Effective participators

- carrying out primary and secondary research based on a period of work placement
- investigating and evaluating industry structures and job roles available
- assessing the nature of practices and relationships in the work places.

What is this unit about?

The purpose of this unit is for learners to respond to a brief bringing a piece of work from conception to realisation. Learners will be required to meet the demands of an externally set brief from a client. Learners will understand the importance of working creatively within the constraints of a brief and meeting the needs of both client and audience.

This unit will be assessed using an externally set assignment. Learners will be given a brief and asked to develop their own ideas in response to this brief. Learners will be asked to produce a creative outcome, combining at least two disciplines, and then present this to the client.

Learners must both review their work themselves and get feedback from an identified audience. They should use the review and the feedback to improve their work.

This unit, alongside the others within the Level 3 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Learning Outcomes

The learner will:

- 1 be able to develop ideas for a specified audience and a production schedule/action plan, in response to a brief, in liaison with the client
- 2 know how to implement a production schedule/action plan to guide a production, combining two disciplines, from conception to realisation
- 3 be able to present the creative outcome to the client and audience, and to review and evaluate the production process in light of audience and client feedback.

Content details

Assessment criteria

1 Development of ideas and an action plan in response to a brief

The learner can:

- a develop and explore ideas in response to a brief (IE3)
- b liaise and negotiate with the client to determine the appropriate response to a brief (EP1, 5)
- c produce an agreed creative outcome schedule/action plan to the requirements of the brief
- d record the development of ideas.

2 Production of a creative outcome, combining two disciplines, from conception to realisation

The learner can:

- a undertake pre-production planning in preparation (SM3)
- b select the appropriate materials, techniques and technologies
- c create the creative outcome, combining at least two disciplines, in a timely manner
- d maintain ongoing liaison with client.

3 Presentation and review of the creative outcome and production process

The learner can:

- a present the creative outcome to a specified audience
- b assess the two different disciplines selected for their fitness for purpose in light of experience (RL1)
- c undertake a review of the creative outcome, process, and feedback from the audience and client, with suggestions of how the work might be amended (RL4).

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on page x of the specification and also within this unit in the section on Personal Learning and Thinking Skills.

Guided learning hours

It is recommended that a minimum of 90 guided learning hours be spent on this unit.

Assessment

This unit will be externally assessed. Learners will be asked to complete a brief set by AQA-City & Guilds, which will be available six weeks in advance of the assessment deadline.

Learners are expected to take the brief and develop their ideas, based upon observed practice in the industry. They will need to ensure access to technology, materials and other resources as well as experiment with ideas and techniques to develop possible solutions to the brief.

They will record and present their ideas in a way which aids the selection process and is appropriate to the context. This might take such forms as photographs, drawings, samples, scripts, sound recordings, depending upon the practicalities of the discipline. They will be aware that there are many methods in which ideas can be presented and that they need to select that which they consider enhances their work and allows a client to understand the presentation of the ideas

The learner's work, including their presentation and report, will be externally assessed by AQA-City & Guilds. It is important that centres make appropriate arrangements to ensure that the learner's presentation is recorded in a format that will allow for external marking.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group it must be clear which evidence is to be credited to the individual learner.

The assignment will take approximately 30 of the 90 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance on page xx of the specification, and evidence should be kept for moderation purposes.

Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 a record of the development of ideas in response to the brief together with liaison with client and target audience
- 2 an action plan/production schedule for the creation of a creative outcome, combining two disciplines
- 3 a presentation of the creative output to the client and specified audience. The presentation must be recorded/captured in a format suitable for external assessment by AQA-City & Guilds
- 4 a report summarising their review of the creative outcome and presentation in light of feedback from client and audience, with suggestions for improvement.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Weighting of assessment criteria topics

Assessment criteria topic	Subtopic	Weighting	Marks
1 Development of ideas and an action plan in response to a brief	1.1 Exploration , development and recording of ideas, including liaison with the client	10%	6
	1.2 Produce an agreed action plan/production schedule to the requirements of the brief	15%	9
2 Production of an creative outcome, combining two disciplines, from conception to realisation	2.1 Undertake pre-production planning, and selection of appropriate technologies, techniques and materials	20%	12
	2.2 Create and deliver the creative outcome, combining at least two disciplines, according to plan, maintaining liaison with the client	30%	18
3 Presentation and review of the creative outcome and production process	3.1 Presentation of the completed creative outcome to a specified audience, and gaining audience feedback	10%	6
	3.2 Review and evaluation of the creative outcome, process, and feedback from client and audience, with suggestions for improvements	15%	9
Total		100%	60

Guidance for delivery

Learners must choose disciplines in accordance with the combination of sector related disciplines which can be found on page.... Teachers may wish to stipulate or limit learner choice where there are limitations in resources.

This unit is based on an externally set brief which will be provided by AQA-City & Guilds. Learners should be issued with a copy of the brief and offered guidance as to appropriate ways in which to respond, specifically in terms of the discipline most appropriate to themselves.

The purpose of this unit is to develop the ability to create an outcome which is based upon learner's ideas and responses to the brief. Teachers will need to support the learner through the exploration and development of the brief, experimental work and the recording of this, appropriate to the discipline in which they are working.

The detail of the brief, materials and equipment will be determined by the nature of the client's requirements. Teachers may find it useful to ask a senior member of staff or an outside agency to undertake the role of 'client'. This will provide opportunities for learners to have direct access to the client and enable them to undertake negotiation about the production process and the final outcome.

Learners are expected to take the brief and develop their ideas, based upon observed practice in the industry. They will need to ensure access to technology, materials and other resources as well as experiment with ideas and techniques to develop possible solutions to the brief. They will record and present their ideas in a way which aids the selection process and is appropriate to the context. This might take such forms as photographs, drawings, samples, scripts, sound recordings, depending upon the practicalities of the discipline. They will be aware that there are many methods in which ideas can be presented and that they need to select that which they consider enhances their work and allows a client to understand the presentation of the ideas.

Individual and group work

Learners should be able to work either individually, in pairs or as a group in this unit. They will gain significant interpersonal and communication skills in this unit, as well as developing their individual creativity. They should develop self-reliance and gain from the feedback both from the client and from an audience at the time of the presentation.

Constraints

Teachers are expected to support the learner in their dealings with a client during this unit. Teachers will need to ensure that learners present unique and original work, which though stimulated by the work and practice of others, is not a copy of it.

Resources

Resource needs in this unit will obviously be determined by the focus, context and the requirements of the client. It is expected that this unit will deliver advanced and complex resolutions, executed and realised to a high level of skill. It is important in this unit and at this

level that the learner understands and uses new technologies and practices whenever appropriate.

The presentation of the unit must be appropriate to the item or creative outcome created. It is likely that a combination of methods will be used. Learners will need to employ a level of sophistication and professionalism in order to present their work for this unit.

Themes

Throughout this unit, the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media DDP document. Page x of this specification explains the themes in more detail.

Theme One – Creativity in context

Development of:

- an understanding of the cultural, economic, political, and social forces that influence the production, distribution and consumption of creative outcomes.
- an ability to use a range of technologies in the production and distribution of Creative and Media creative outcomes
- an understanding of the impact of diversity and representation in relation to content and the production of content.

Theme Two – Thinking and working creatively

Development of:

- inventiveness and flexibility in adopting new ideas and in exploring alternative solutions
- effective communication via a range of means and for a range of purposes
- negotiating and solving problems in the production process
- questioning and challenging of own and other's assumptions.

Theme Three – Principles, processes and practice

Development of:

- the stages in the production process, how they relate to each other and where they apply across other disciplines
- the use and manipulation of materials, techniques and technologies, including new technologies, to meet an intended purpose
- an appreciation of health and safety and other considerations and constraints, including legal, ethical and environmental concerns.
- a diverse range of Creative and Media forms that meet a set brief
- an appreciation of the user, audience or consumer as important in the creation of Creative and Media creative outcomes
- an understanding of the impact of digital and emerging technologies on industry, production practices, creative outcomes and audiences.

Theme Four – Creative business and enterprise

Development of:

- an understanding of project management and working within time and budgetary constraints
- an understanding of professional working practices and industry protocols

- transferable skills by responding to a brief or commission, including negotiating with clients
- an understanding of intellectual property rights and why they must be protected.

Unit 3 Realising creativity

Personal, Learning and Thinking Skills

Level 3

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- liaising and negotiating with a client and responding as appropriate
- formulating a production schedule/action plan to guide a creative outcome from conception to realisation
- working within budgetary, legal and regulatory constraints and observing health and safety regulations
- reviewing creative outcome in light of client and audience feedback

Creative thinkers

- creating and presenting the creative outcome
- reviewing the creative outcome and the creative outcome process in light of feedback

Reflective learners

- reviewing creative outcome in light of client and audience feedback
- responding to a client's brief by offering a workable proposal and planning the creative outcome
- creating and presenting the creative outcome
- reviewing the creative outcome and the production process in light of feedback

Self managers

- developing ideas based on a client brief
- liaising and negotiating with a client and responding as appropriate
- formulating an action plan to guide a creative outcome from conception to realisation
- creating and presenting the creative outcome

Effective participators

- developing ideas based on a client brief
- liaising and negotiating with a client and responding as appropriate
- formulating an action plan to guide a creative outcome from conception to realisation
- working within budgetary, legal and regulatory constraints and observing Health and Safety regulations
- creating and presenting the creative outcome
- reviewing the creative outcome and the production process in light of feedback.

What is this unit about?

The purpose of this unit is for learners to appreciate the importance of being active in seeking opportunities for creativity within a sector context.

They will learn how to seek out opportunities in the forms of commissions, to be aware of competition, and to understand how to respond to these opportunities by creating proposals and pitches.

This unit also requires learners to appreciate the need to be proactive in promoting their creative output by showcasing and presenting work to potential clients.

This unit, alongside the others within the Level 3 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Learning Outcomes

The learner will:

- 1 know how to research opportunities for putting forward creative ideas.
- 2 understand how to submit proposals for possible commissions, build and present a portfolio of work, and develop a promotional showcase for their work.
- 3 be able to review and evaluate their own creative strengths and the potential opportunities for promoting their creative input

Content details

Assessment criteria

1 Research opportunities for putting forward creative ideas

The learner can:

- a investigate opportunities for undertaking creative endeavours within the Creative and Media sector (SM1)
- b assess these opportunities and identify appropriate creative responses.

2 Submit proposals for possible commissions, build and present a portfolio of work, and develop a promotional showcase for their work (CT1, 5, 6)

The learner can:

- a submit proposals in response to a brief or for a potential commission
- b create a portfolio of their work, for example for use at interviews
- c develop a promotional showcase for their work using appropriate formats, including web-based technologies.

3 Review and evaluate their own creative strengths and the potential opportunities for promoting their creative input

The learner can:

- a review and evaluate their own creative strengths
- b review and evaluate the type of potential opportunities to promote their creative input
- c review and evaluate the need to use different means of promotion in different situations and for different clients (EP4).

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on page x of the specification and also within this unit in the section on Personal Learning and Thinking Skills.

Guided learning hours

It is recommended that a minimum of 90 guided learning hours be spent on this unit.

Assessment

This unit is assessed internally through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

Assessment of this unit will be through the submission of a portfolio of evidence which should include a proposal for providing creative input, portfolio and promotional showcase of their work, and a review and evaluation of their strengths and the potential opportunities.

The assignment will take approximately 40 of the 90 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance on page xx of the specification, and evidence should be kept for moderation purposes.

Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 a proposal for providing creative input in response to a brief or for a potential commission
- 2 a portfolio of their work, in a format appropriate for demonstration at interviews
- 3 a promotional showcase for their work, using appropriate formats including web-based technologies
- 4 a review and evaluation of their own creative strengths, of potential opportunities to promote their creative input, and of different means of promotion for different situations.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Assessment structure

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Identifying potential opportunities for creative input.
- Producing a portfolio of creative output using an appropriate format.
- Investigating opportunities for utilising web-based technologies to showcase creative output.
- Developing a promotional showcase for their work.
- Reviewing and evaluating their creative strengths and the potential opportunities for promoting their creative input.

Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Research opportunities for putting forward creative ideas	25%	15
2 Submit proposals for possible commissions, build and present a portfolio of work, and develop a promotional showcase for their work	50%	30
3 Review and evaluate their own creative strengths and the potential opportunities for promoting their creative input	25%	15
Total	100%	60

Assessment grid

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
1 Research opportunities for putting forward their creative ideas	There is some evidence of appropriate research into opportunities and consideration of possible creative responses.	Research is generally engaged and mostly appropriate, demonstrating the ability to identify potential opportunities for their creative input and range of possible responses.	Research is engaged, accomplished and thoroughly appropriate, clearly demonstrating the ability to identify and assess potential opportunities for their creative input, with a well-considered range of possible responses.
	0 to 10 marks	11 to 20 marks	21 to 30 marks
2 Submit proposals for possible commissions, build and present a portfolio of work, and develop a promotional showcase for their work	Some attempt to create a proposal, assemble a portfolio of work and develop a promotional showcase, but with a limited degree of finish and engagement with creative opportunities.	Proposal, portfolio and promotional showcase are competently produced, demonstrating some degree of finish with appropriate use of resources, and engagement with creative opportunities.	Proposal, portfolio and promotional showcase demonstrate a high level of coherence and finish with evidence of sophisticated, imaginative and confident use of resources, demonstrating clear engagement with creative opportunities.
	0 to 5 marks	6 to 10 marks	11 to 15 marks
3 Review and evaluate their own creative strengths and the potential opportunities for promoting their creative input	Some attempt to assess their own creative strengths and opportunities for promoting their creative input.	Competent assessment of their own creative strengths and review of opportunities for promoting their creative input, recognising the need for different approaches to different clients/situations.	Thorough and well-considered review and evaluation of their own creative strengths and of opportunities for promoting their creative input, with a coherent and convincing assessment of the need for different approaches to different clients/situations, with a range of examples.

Guidance for delivery

The purpose of this unit is to develop learners' understanding of the importance of seeking out and exploiting opportunities for creative ventures within an enterprise culture.

Teachers will need to ensure that learners are provided with opportunities to explore the commercial and industrial environments in which creativity takes place, through close contact with practitioners and commissioners of creative output. This might take place through such means as visits, practitioner workshops and work placements. Local arts groups and production companies will also be a source of useful information. The unit will also require learners to be up to date with the trade press and related websites.

In this way learners will be encouraged to remain abreast of developments in their fields of interest, and will need to be guided and encouraged to seek out opportunities for entering competitions, seeking out commissions and putting forward proposals.

Clearly teachers and learners will benefit from the support of professionals within the classroom. Authenticity can be added to the classroom process by encouraging a competitive approach to many of these activities and encouraging creative professionals to support the process by acting as arbiters in the process.

The unit also requires learners to develop their presentation skills. This unit should be seen as an opportunity to generate and collate materials that will form the learner's portfolio for use in progression either to the job market or into Higher Education. The emphasis should be on showcasing work appropriate to specific progression opportunities, as well as the ability to articulate and contextualise the contents of the portfolio. Teachers might like to consider role play exercises, of interviews for example, as one method of doing this.

Learners should also be aware of the opportunities that technology provides for promotion. Websites, blogs, and similar opportunities for showcasing and networking, need to be explored.

Individual and group work

Since this unit is about self-promotion, learners should be encouraged to work individually.

Resources

This unit should be seen as an opportunity to develop and showcase portfolio evidence, as well as acquiring skills in responding to opportunities for creativity from external sources. It is to be hoped that the unit will also provide learners with opportunities to follow up and develop ideas. They should be encouraged to experiment and adopt innovative approaches in responding to opportunities.

Themes

Throughout this unit, the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media DDP document. Page x of this specification explains the themes in more detail.

Theme One – Creativity in context

Development of:

- a critical perspective in response to a diverse range of Creative and Media products
- an understanding of the cultural, economic, political and social forces that influence the production, distribution and consumption of products
- an understanding of the impact of diversity and representation in relation to content and the production of content.

Theme Two – Thinking and working creatively

Development of:

- inventiveness and flexibility in adopting new ideas and in exploring alternative solutions
- effective communication via a diverse range of means and for a range of purposes
- questioning and challenging of own and other's assumptions.

Theme Three – Principles, processes and practice

Development of:

- the use and manipulation of materials, techniques and technologies, including new technologies, to meet an intended purpose
- an appreciation of health and safety and other considerations and constraints, including legal, ethical and environmental concerns
- an appreciation of the user, audience or consumer as important in the creation of Creative and Media products.

Theme Four – Creative business and enterprise

Development of:

- an understanding of project management and working within time and budgetary constraints
- an understanding of professional working practices and industry protocols
- transferable skills by responding to a brief or commission, including negotiating with clients
- an understanding of marketing and promotion, including self-promotion for working in the Creative and Media industries
- an understanding of enterprising and entrepreneurial activities to support innovation.

Unit 4 Creating opportunity

Personal, Learning and Thinking Skills

Level 3

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- recognising and exploiting opportunities for showcasing and promoting creative output using new technologies where appropriate
- responding to, preparing and developing proposals in light of commissions, competitions and sponsorship opportunities

Self-managers

- developing skills in seeking out and responding to opportunities for creative enterprise
- responding to, preparing and developing proposals in light of commissions, competitions and sponsorship opportunities
- building, organising and orchestrating portfolio evidence appropriate to progression and employment opportunities
- promoting and showcasing their own creative output

Effective participators

- developing skills in seeking out and responding to opportunities for creative enterprise
- responding to, preparing and developing proposals in light of commissions, competitions and sponsorship opportunities
- building, organising and orchestrating portfolio evidence appropriate to progression and employment opportunities
- promoting and showcasing their own creative output.

What is this unit about?

The purpose of this unit is for the learner to develop skills in order to seek out and undertake the initial planning, research and preparation of a commission based on a brief from a client.

The unit is linked to Level 3 Unit 6 in which the learners will be required to bring this commission to fruition by developing and delivering the creative output. The unit might also be linked to unit 3.4 in which learners will have identified possible sources of commissions.

Learners will understand the importance of developing ideas, undertaking research and carrying out planning in order to meet the needs of the client's brief.

Learners will be able to respond to the brief in two disciplines and will need to demonstrate their skills in meeting the demands of the brief and negotiating with the client.

This unit gives learners the opportunity to use the skills they have developed in their chosen discipline to propose and negotiate to produce an original creative outcome to meet a specified client brief and the needs of the target audience.

This unit, alongside the others within the Level 3 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Learning Outcomes

The learner will:

- 1 generate ideas and outline proposals to confirm understanding of a brief with a client
- 2 undertake appropriate pre-production research, planning and selection of an approach, and draw up a detailed action plan/production schedule and proposal
- 3 present proposal, consult and negotiate with the client to ensure that the proposal meets their needs, to agree a specific commission for the creative output, making appropriate modifications to meet client needs.

Content details

Assessment criteria

1 Generate ideas and outline proposals to confirm understanding of a brief with a client

The learner can:

- a identify and draw up ideas in response to a brief for a potential Creative and Media project (CT1)
- b either individually, or as a small group working as a production team, confirm the brief with the client by discussing outline ideas and proposed approach (CT2).

2 Pre-production research, planning and selection of an approach, and draw up a detailed action plan/production schedule and proposal

The learner can:

- a undertake appropriate pre-production research, planning and selection of best ideas to meet the brief
- b draw up a detailed plan of action/production schedule for the creative output selected (SM3).

3 Present proposal, consult and negotiate with the client to ensure that the proposal meets their needs

The learner can:

- a consult with the client to confirm the proposal and outline action plan/production schedule
- b negotiate with the client for a specific commission for the creative output, including defined target audience, delivery and constraints
- c make modifications by agreement with the client, to improve the proposed creative outcome and/or to meet client needs (RL3).

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on page x of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Guided learning hours

It is recommended that a minimum of 90 guided learning hours be spent on this unit.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

Learners will be required to produce a proposal for supplying creative output in response to a client brief.

They will need to generate ideas and realistic production plans, in outline and then in detail, as a basis for consultation and negotiation of a specific commission with the client, making appropriate modifications to meet client needs.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group, it must be clear which evidence is to be credited to the individual learner.

The assignment will take approximately 30 of the 90 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance on page xx of the specification, and evidence should be kept for moderation purposes.

Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 outline proposals to confirm the brief
- 2 a production schedule/action plan for the creative output selected
- 3 a proposal for supplying the creative output to the client
- 4 a specific commission, agreed with the client, for delivery of the creative output
- 5 a revised proposal and action plan/production schedule, including modifications agreed with the client
- 6 a record of research, planning, selection, consultation and negotiation with the client, and modifications requested and agreed.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Assessment structure

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Generating initial creative ideas in response to the brief.
- Confirming understanding of the brief with the client.
- Developing outline approach, plan and proposals.
- Undertaking pre-production research and planning.
- Selecting best approach and ideas to meet the brief.
- Drawing up a detailed action plan/production schedule.
- Developing and presenting a proposal to the client.

- Consulting and negotiating a specific commission with the client.
- Making modifications to the proposal and action plan to meet client needs.

Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Generate ideas and outline proposals to confirm understanding of a brief with a client	20%	12
1 Undertake appropriate pre-production research, planning and selection of an approach, and draw up a detailed action plan/production schedule, and proposal	40%	24
2 Present proposal, consult and negotiate with the client to ensure that the proposal meets their needs, to agree a specific commission for the creative output, making appropriate modifications to meet client needs	40%	24
Total	100%	60

Assessment grid

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Generate ideas and outline proposals to confirm understanding of a brief with a client	Some ideas and responses drawn up, with an attempt to confirm the brief with the client.	Appropriate range of ideas and possible responses generated, and used to confirm the brief with the client.	Thoroughly appropriate and imaginative range of ideas and responses generated, and used convincingly to confirm the client's needs and the terms of the brief.
	0 to 8 marks	9 to 16 marks	17 to 24 marks
2 Undertake appropriate pre-production research, planning and selection of an approach, and draw up a detailed action plan/production schedule, and proposal	Some research and planning undertaken, and an approach selected, that demonstrates some creativity, with an outline plan which suggests some resources required.	Systematic research and planning undertaken, and an appropriate approach selected, in response to the brief, that demonstrates creativity and imagination, with a practical action plan/production schedule, which suggests appropriate resources required.	Systematic and thorough research and planning undertaken, and an imaginative and creative approach selected, in response to the brief, that demonstrates creativity and imagination, with a coherent, practical and realistic action plan/production schedule, with timescales, which suggests well considered and imaginative use of resources.
	0 to 8 marks	9 to 16 marks	17 to 24 marks
3 Present proposal, consult and negotiate with the client to ensure that the proposal meets their needs,	Some attempt to consult and negotiate with the client to ensure proposals meet the brief	Evidence of adequate consultation and negotiation with the client to ensure the proposals and plans meet the brief, with some modifications considered to meet client needs.	Evidence of thoroughly effective consultation and negotiation with the client to ensure the detailed proposals and plans meet the brief, with appropriate modifications made by agreement to meet client needs.

Guidance for delivery

This unit will require candidates to generate a proposal and agree a commission with a client. Clearly they will need to be supported both in seeking out the commission and selecting a response that makes realistic demands upon the time and resources that they have at their disposal.

This unit is the preparatory unit for Level 3 Unit 6 in which learners are required to produce a creative outcome appropriate to the needs of a client and a specified target audience. It is important that centres identified the common basis of these two units and seek to deliver them accordingly.

Learners will need to develop their skills in negotiating when dealing with a client whose perception of what is viable in creative terms may differ from those of the learners.

Research

This unit will be based on a brief developed by the learner in conjunction with a client. Successful delivery of the unit will depend upon learners being introduced to research methods and developing an awareness of the relative importance of different sources of information. Learners should be encouraged to be independent in their research activities and to employ a variety of research techniques.

Community links

Centres will need to cultivate links with local organisations and companies in order that learners can make direct contact with potential clients and can undertake the necessary primary research into the needs of the client.

Individual and group work

Learners are able to work singly, in pairs, or in small groups of up to four members. In order to reflect Creative and Media practice teamwork is encouraged so that all participants are actively involved in each stage of the production process and are able to work in cooperation towards a shared end. Learners may find it useful to keep a production diary for Level 3 units 5 and 6 which will reflect both the learners' own role within the production/presentation and the broader demands of the production/presentation process.

Constraints

The brief for Level 3 units 5 and 6 is self-generated by the learner and learners need to be aware that the Creative and Media industries operate within certain constraints. It is important that learners are helped to develop a clear understanding of working practices, alongside a realistic appraisal of their own capabilities and of the scope of the resources available.

Resources

It is acknowledged that centres will not necessarily be able to provide learners with access to industry standard resources in all areas. However, it is essential that learners have the opportunity to develop skills and techniques which reflect as closely as possible those used in contemporary Creative and Media industries.

Legal and ethical considerations

Learners will need to be made aware of legal and ethical issues affecting the process of Creative and Media production. These include the laws of defamation, intellectual property rights, privacy and discrimination. Learners will also need to be made aware of Health and Safety issues arising from the process of Creative and Media production.

Deadlines

As with all the units it is essential that learners understand the need to meet deadlines. The client brief should mirror industrial practice and learners need to plan their response in a systematic fashion that takes into account contingencies and allows for time to make revisions where necessary.

Tutor observation

Assessment for Level 3 units 5 and 6 involves an element of Tutor Observation. This relates to the learner's contribution to the process of production as well as the completed product itself. Tutors must, therefore, ensure that there are opportunities to observe the production process in order that an evaluation can be made of each individual learner's ability to meet the assessment objectives.

Themes

Throughout this unit, the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media DDP document. Page x of this specification explains the themes in more detail.

Theme One – Creativity in context

Development of:

- generating ideas and responses to a client brief
- drawing up a realistic action plan
- consultation and negotiation with the client.

Theme Two – Thinking and working creatively

Development of:

- generating ideas and responses to a client brief
- assessing and selecting best ideas for the purpose
- communicating ideas
- planning for production as a flexible process.

Theme Three – Principles, processes and practice

Development of:

- preparation and planning for proposals
- developing the proposal and action plan
- planning for production as a flexible process
- consultation, negotiation and agreement of a commission.

Theme Four – Creative business and enterprise

Development of:

- identifying approach and ideas to meet client brief
- consultation, negotiation and agreement of a commission
- planning for production as a practical and realistic process.

Unit 5 Working with a client

Personal, Learning and Thinking Skills

Level 3

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- negotiating a brief with a client, balancing creativity and practicalities
- explaining factors to be considered when negotiating a brief

Creative thinkers

- negotiating a brief with client, balancing creativity and practicalities
- creating a proposal and present to a client

Reflective learners

- evaluating product against brief and making proposals for future improvement
- explaining indicators of success

Team workers

- drawing up a production schedule
- demonstrating awareness of professional practice – to include on-going client liaison
- explaining the importance of professional practice

Self-managers

- undertaking appropriate pre-production planning
- keeping a production diary to record production research/planning
- making appropriate creative outcome arrangements
- drawing up a production schedule

Effective participators

- negotiating a brief with a client, balancing creativity and practicalities
- undertaking appropriate pre-production planning
- keeping a production diary to record production research/planning
- creating a proposal and present to a client
- making appropriate creative outcome arrangements
- drawing up a production schedule
- demonstrating awareness of professional practice – to include on-going client liaison
- evaluating product against proposals for future improvement
- explaining factors to be considered when negotiating a brief
- appreciating the constraints that a brief might provide
- explaining the importance of professional practice.

What is this unit about?

The purpose of this unit is to enable the learner to complete the creative process instigated in Level 3 Unit 5 by bringing to completion the commission negotiated with the client. The unit will also require the learner to be involved in ongoing client negotiation and response to audience feedback.

Learners will implement their production plan to create and deliver the creative outcome to meet the agreed client commission or brief.

Learners will understand the importance of working to professional standards and maintaining ongoing dialogue with client and target audience in producing a creative outcome that is fit for purpose.

This unit, alongside the others within the Level 3 Principal Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal, Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Learning Outcomes

The learner will:

- 1 understand how to implement a plan of action/production schedule based on research and preparatory work, to deliver an agreed client commission
- 2 be able to deliver the creative outcome to meet the agreed client brief, and present the product effectively to the target audience, demonstrating awareness of professional practice
- 3 be able to review and evaluate the product, against the brief and in light of feedback from the audience and client, and make appropriate modifications to improve it.

Content details

Assessment criteria

1 Understand how to implement a plan of action/production schedule based on research and preparatory work, to deliver an agreed client commission

The learner can:

- a develop a plan of action/production schedule taking into account timescales, resources and budget (SM3)
- b identify an appropriate target audience and make arrangements for testing the developing project at appropriate intervals (TW3)
- c liaise and negotiate with the client to ensure that the intended outcome meets with their requirements.

2 Deliver the creative outcome to meet the agreed client brief, and present the product effectively to the target audience, demonstrating awareness of professional practice

The learner can:

- a organise the logistics appropriate to the creative outcome process
- b complete the creative outcome work professionally
- c test and monitor progress and responses from client and target audience, and modify the creative outcome as appropriate
- d present the product effectively to the target audience, gaining feedback from them (RL4).

3 Review and evaluate the product, against the brief and in light of feedback from the audience and client, and make appropriate modifications to improve it

The learner can:

- a review and evaluate feedback from the target audience and the client
- b propose and agree with the client any modification or improvements
- c make the agreed amendments and modifications to the product (RL3) (EP4).

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on page x of the specification and also within this unit in the section on Personal Learning and Thinking Skills.

Guided learning hours

It is recommended that a minimum of 90 guided learning hours be spent on this unit.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

Learners will be required to managed the project within available resources budget and timescales, submit the creative outcome for client feedback before the agreed deadline and make any necessary revisions agreed, deliver the finished product/presentation to client by the agreed deadline and formally present their work to a target audience, gaining feedback.

Learners' production diaries should be maintained and submitted, and tutor observation and their production diary will be used to assess their ability to work as a member of a production team.

If all, or part of, the evidence produced by a learner relates to outcomes produced as a result of working in a group, it must be clear which evidence is to be credited to the individual learner.

The assignment will take approximately 30 of the 90 guided learning hours available for this unit. The learner should work under controlled conditions in accordance with the guidance on page xx of the specification, and evidence should be kept for moderation purposes.

Write an evaluation of the finished product/present your work to a focus group of your target audience for feedback.

Evidence requirements

The learner must produce evidence of achievement of the assessment criteria. In the assignment, the learner will produce:

- 1 a plan of action/production schedule
- 2 a creative product as the outcome of the completed production process
- 3 a presentation to the target audience, with record of feedback
- 4 a review and evaluation of the outcome in light of client/audience feedback
- 5 a record/production diary recording the production process, liaison and consultation with the client, outcomes delivered, feedback received, and agreed modifications made.

In order to attain a high mark in this unit, learners must address all of the above. It may, however, be possible to achieve a pass mark without producing every one of the evidence requirements. A table showing how the assessment topics are weighted is included below, and learners should be shown this in order that they understand how the final mark is determined.

Assessment structure

A suggested assignment structure, which would allow learners to meet the evidence requirements, may include the following steps:

- Producing an appropriate action plan/production schedule.
- Liaising with the client and responding to their requirements appropriately.
- Researching into the needs of the target audience.
- Creating and producing the product.

- Continuing to liaise and negotiate with the client to ensure the outcome meets their requirements.
- Presenting the to the target audience and documenting feedback.
- Reviewing and evaluating the product in light of client response and audience feedback.
- Making appropriate modifications and amendments by agreement with the client.

Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Understand how to implement a plan of action/production schedule based on research and preparatory work, to deliver an agreed client commission	25%	15
2 Deliver the creative outcome to meet the agreed client brief, and present the product effectively to the target audience, demonstrating awareness of professional practice	50%	30
3 Review and evaluate the product, against the brief and in light of feedback from the audience and client, and make appropriate modifications to improve it	25%	15
Total	100%	60

Assessment grid

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
1 Understand how to implement a plan of action/production schedule based on research and preparatory work, to deliver an agreed client commission	An outline action plan/production schedule produced with some timeframe and attempt to include resources required, a target audience identified, and some attempt to liaise with the client.	An adequate detailed action plan/plan/production schedule produced taking into account timescales and including resources required, a target audience identified and arrangements for testing made, and evidence of liaison and negotiation with the client.	A thoroughly detailed and coherent action plan/plan/production schedule produced taking into account realistic timescales and including resources required, a target audience identified and well considered arrangements for testing agreed with the client and audience, and evidence of effective liaison and negotiation with the client to ensure the intended outcome meets their requirements.
	0 to 10 marks	11 to 20 marks	21 to 30 marks
2 Deliver the creative outcome to meet the agreed client brief, and present the product effectively to the target audience, demonstrating awareness of professional practice	Some planning and organising of logistics for the production process, a creative outcome produced which partly meets the client brief and some aspects of the production plan, and presentation made to the target audience, with limited feedback gained demonstrating only limited awareness of professional practice.	Sound planning and organising of logistics for the production process, a creative outcome produced which meets the client brief and most aspects of the scheduled production plans, and an effective presentation made to the target audience, with feedback gained demonstrating some awareness of professional practice.	Thoroughly effective planning and organising of logistics for the production process, an imaginative creative outcome produced which directly meets the client brief and effectively delivers to the scheduled production plans, a convincing, engaging and effective presentation made to the target audience, with detailed relevant feedback recorded, demonstrating thoroughly professional practice.
	0 to 5 marks	6 to 10 marks	11 to 15 marks
3 Review and evaluate the product, against the brief and in light of feedback from the audience and client, and make appropriate modifications to	Some attempt to review and evaluate the feedback received, with limited proposals and consultation with the client for modifications.	Systematic review and evaluation of the feedback from both client and target audience, used as basis for proposing and agreeing with the client some modifications or	Systematic, thorough and coherent review and evaluation of the feedback from both client and target audience, analysed and used as basis for proposing and negotiating with the client some improvements or modifications to meet the client needs

improve it	improvements and some modifications or amendments made.	and appropriate modifications or amendments made, as agreed with the client.
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Guidance for delivery

This unit brings to completion the creative process instigated in Level 3 Unit 5, in which learners negotiated a specific commission with a client to supply the creative product.

It is important that centres identified the common basis of these two units and seek to deliver them accordingly.

This unit will require candidates to create and deliver a creative product for the commission from the client.

Research

This unit will be based on a brief initially negotiated and developed by the learner in conjunction with a client in Level 3 Unit 5. Successful delivery of the unit will depend upon learners being utilising appropriate creative and production skills in implementing and delivering the production based on the planning and preparatory work undertaken in Level 3 Unit 5.

Community links

Centres will need to cultivate links with local organisations and companies in order that learners can make direct contact with potential clients and obtain necessary feedback on the developing production.

Individual and group work

While it is likely that learners will continue to adopt the same approach to working on this unit as in Level 3 Unit 5, this is by no means a pre-requisite. Teachers may wish to use Level 3 Unit 5 as an opportunity for learner to seek out commissions, plan and develop ideas individually and then ask for collaborative working practices in this unit where these are more appropriate to the discipline.

Learners are able to work singly, in pairs, or in small groups of up to four members. In order to reflect Creative and Media practice teamwork is encouraged so that all participants are actively involved in each stage of the production process and are able to work in cooperation towards a shared end.

The production diary and evaluation is an individual undertaking, and will reflect both the learners' own role within the production/presentation and the broader demands of the production/presentation process. It is important that learners are given adequate guidance and support in the writing and structuring of the production diary and the evaluation.

Constraints

The brief for Level 3 Units 5 and 6 is self-generated by the learner and learners need to be aware that the Creative and Media industries operate within certain constraints. It is important that learners are helped to develop a clear understanding of working practices, alongside a realistic appraisal of their own capabilities and of the scope of the resources available.

Resources

It is acknowledged that centres will not necessarily be able to provide learners with access to industry standard resources in all areas. However, it is essential that learners have the opportunity to develop skills and techniques which reflect as closely as possible those used in contemporary Creative and Media industries.

Legal and ethical considerations

Learners will need to be made aware of legal and ethical issues affecting the process of Creative and Media production. These include the laws of defamation, intellectual property rights, privacy and discrimination. Learners will also need to be made aware of Health and Safety issues arising from the process of Creative and Media production.

Deadlines

As with all the units it is essential that learners understand the need to meet deadlines. The client brief should mirror industrial practice and learners need to plan their response in a systematic fashion that takes into account contingencies and allows for time to make revisions where necessary.

Tutor observation

Assessment for Level 3 Units 5 and 6 involves an element of Tutor Observation. This relates to the learner's contribution to the process of production as well as the completed product itself. Tutors must, therefore, ensure that there are opportunities to observe the production process in order that an evaluation can be made of each individual learner's ability to meet the assessment objectives.

Themes

Throughout this unit, the learner will develop the following skills and knowledge from the four themes as outlined in the Creative and Media DDP document. Page x of this specification explains the themes in more detail.

Theme One – Creativity in context

Development of:

- drawing up a realistic action plan
- creation and production of the creative outcome
- consultation and negotiation with the client
- making appropriate modifications to meet client needs.

Theme Two – Thinking and working creatively

Development of:

- implementing production as a flexible process
- making appropriate modifications to meet client needs.

Theme Three – Principles, processes and practice

Development of:

- developing the product
- organising logistics for production
- monitoring progress
- testing with the client
- consultation, negotiation and agreement of modifications.

Theme Four – Creative business and enterprise

Development of:

- producing and delivering the product to plan, within timescales and constraints agreed
- presenting the product to target audience and gaining relevant feedback
- critical review and evaluation in light of client/audience feedback
- consultation, negotiation and agreement of modifications with the client
- planning for production as a practical and realistic process.

Unit 6 Realisation and review

Personal, Learning and Thinking Skills

Level 3

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone. There will be opportunities within the unit for collaborative work which would provide opportunities to develop team working skills.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- negotiating a brief with a client, balancing creativity and practicalities
- explaining factors to be considered when negotiating a brief

Creative thinkers

- negotiating a brief with client, balancing creativity and practicalities
- creating a proposal and present to a client

Reflective learners

- evaluating product against brief and making proposals for future improvement
- explaining indicators of success

Team Workers

- drawing up a creative outcome schedule
- undertaking creative outcome work
- demonstrating awareness of professional practice – to include on-going client liaison
- explaining the importance of professional practice

Self-managers

- undertaking appropriate pre-production planning
- keeping a creative outcome diary to record production research/planning
- making appropriate production arrangements
- drawing up a creative outcome schedule

Effective participators

- negotiating a brief with a client, balancing creativity and practicalities
- undertaking appropriate pre-production planning
- keeping a creative outcome diary to record production research/planning
- creating a proposal and present to a client
- making appropriate creative outcome arrangements
- drawing up a creative outcome schedule
- undertaking creative outcome work
- demonstrating awareness of professional practice – to include on-going client liaison
- presenting product to client/target audience
- invoicing client
- evaluating product against proposals for future improvement
- explaining factors to be considered when negotiating a brief
- appreciating the constraints that a brief might provide
- explaining the importance of professional practice
- appreciating the importance of client need/target audience
- explaining indicators of success.