

## Level 2 Principal Learning for the Creative and Media Diploma

<b>Unit</b>	<b>Title</b>	<b>GLH</b>	<b>Assessment method</b>
2.1	Exploring creativity	60	Internal
2.2	Creating inspiration	60	Internal
2.3	Creating possibilities	60	Internal
2.4	Discovering creative potential	60	Internal
2.5	Developing a creative response	60	External
2.6	Creative teamwork	60	Internal
2.7	Promotion and review	60	Internal

## What is this unit about?

The purpose of this unit is to give learners an understanding of the nature, role and function of an organisation within the Creative and Media sector. This will involve the learner in an investigation of the creative aspects of an organisation in terms of type, output and structure, within a specific area of the Creative and Media sector. Learners will have the opportunity to present their findings to a specified audience using two or more appropriate disciplines.

Learners must both review their own work and get feedback from others. They should use the review and the feedback to improve their work.

Learners will understand from first hand experience the realities of work in the Creative and Media industries.

This unit, alongside the others within the Level 2 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 undertake appropriate research into a specific area of the Creative and Media sector, its nature and its organisations, and into an organisation, its types of job roles and its creative outputs
- 2 present their findings using two disciplines to a defined audience
- 3 review their research and presentation, and identify improvements.

## Content details

### Assessment criteria

#### **1 Investigation into a specific area of the Creative and Media sector, and into an organisation within it**

The learner can:

- a undertake research into a specific area of the Creative and Media sector, its nature and its organisations
- b obtain information about the type and structure of an organisation within the sector, its job roles and its creative output
- c organise, assess and evaluate research findings (IE2, 4).

#### **2 Presentation to a defined audience, using two disciplines**

The learner can:

- a create an appropriate presentation, combining two disciplines
- b present findings to a specified audience and seek feedback.

#### **3 Review and suggestions for improvement**

The learner can:

- a undertake a review of the research and recording methods used and suggest further development of the work presented (RL3)
- b assess the use of the two different disciplines selected for the presentation (RL1)
- c undertake a review of the feedback from the audience and suggest how their work and the presentation 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 60 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.

Internal 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.

Assessment of this unit will be through a presentation and the submission of supporting evidence which should include evidence of the research, final presentation, appropriate to intentions and to the chosen Sector Related disciplines.

This method of assessment will enable learners to show that they have undertaken their own enquiry into the structure of commercial organisations, and that they have developed a presentation, combining two disciplines, to communicate the outcome of their investigation. They also need to show an understanding of researching and presenting, and this unit will help them to develop skills that are important to subsequent units.

Learners will need to demonstrate an understanding of how creativity takes place within commercial contexts and how outcomes are shaped by organisational structures and working practices.

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 20 of the 60 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 collated evidence from their research into a specific area and into an organisation within that area
- 2 a presentation of their findings to a specified audience, using two disciplines, and gaining audience feedback
- 3 a report reviewing their research, presentation and the two disciplines chosen, with suggestions for improvement, in light of their review and feedback.

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.

## Assignment structure

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

- Research at least one creative and media organisation.
- Collate and evaluate research findings, making revisions where necessary.
- Present findings, combining two different disciplines to a previously specified audience.
- Gain and collate feedback from the audience.
- Review and respond to the audience feedback.
- Collate final supporting evidence of research, presentation and the feedback and review.

## Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Investigation into a specific area of the Creative and Media sector, and into an organisation within it	25%	12
2 Presentation to a defined audience, using two disciplines	50%	24
3 Review and suggestions for improvement	25%	12
<b>Total</b>	<b>100%</b>	<b>48 marks</b>

## 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 Investigation into a specific area of the Creative and Media sector, and into an organisation within it	<p>Provided some evidence of an investigation into an organisation and the selected area of the Creative and Media sector.</p>	<p>Presented an investigation into an organisation and the selected area of the Creative and Media sector, showing engagement and awareness.</p> <p>Evaluated findings.</p>	<p>Presented a detailed and thorough investigation into an organisation and the selected area of the Creative and Media sector, with clear evidence of critical engagement and awareness.</p> <p>Evaluated findings are intelligently and appropriately.</p>
	0 to 8 marks	9 to 16 marks	17 to 24 marks
2 Presentation to a defined audience, using two disciplines	<p>Given a presentation which has few links to the investigation.</p> <p>Shows only limited evidence of use of resources and of using two disciplines.</p>	<p>Given a presentation which is informed by its links with the investigation and demonstrates a fair level of polish.</p> <p>Provided evidence of use of resources and of appropriate linking of two disciplines.</p>	<p>Given a presentation which is clearly informed by its links with the investigation and demonstrates a high level of polish, with evidence of imaginative and proficient use of resources.</p> <p>Linked two disciplines in an accomplished and imaginative way.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Review and suggestions for improvement	<p>Produced a review which shows a limited level of engagement with the issues and audience feedback.</p> <p>Made some attempt to assess fitness for purpose.</p>	<p>Produced a review which offers evidence of some engagement with key issues and audience feedback.</p> <p>Considered fitness for purpose, amendment, and potential improvements.</p>	<p>Offered a coherent review clearly engaging key issues, with detailed consideration of audience feedback.</p> <p>Shown consideration of fitness for purpose and offered imaginative and creative suggestions for amendment and further development.</p>

### Guidance for delivery

In this unit the learner will explore and research the outcomes of one or more creative and media organisations. Learners should identify at least two outcomes produced by the chosen organisations and, after suitable analysis, compare the impact and effectiveness of these outcomes against their interests and stated aims.

It would be appropriate to take a local organisation as a starting point for the investigation. The outcome of the unit should then be developed further by relating this investigation to a broader investigation of the industry at a national level.

After reflection and analysis, learners will make a presentation combining two disciplines, about the ways in which the interests of the organisations are supported, complemented and promoted by product and/or personnel. The learner's presentation should provide evidence of awareness of appropriate creative professionals linked to the Sector Related Disciplines.

Learners must choose a minimum of two disciplines in accordance with the combination of Sector Related Disciplines which can be found on page x. Teachers may wish to stipulate or limit learner choice where there are limitations in resources. Learners may choose to produce one creative outcome, combining the disciplines they have chosen.

### Individual and group work

The unit provides opportunities for learners to work independently, in pairs, or as part of a team. Learners' choices about working individually or co-operatively may change throughout the progress of the unit, depending on preference and the appropriateness of different ways of working for different tasks.

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

Emphasis in this unit should be placed on the exploration of more than one aspect of the chosen focus. Variety of approach, the exploration of alternative solutions, and the processes of analysis and comparison should be encouraged throughout the unit.

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 Disciplines.

When studying the creative and media organisation chosen for this unit, learners should be encouraged to consider a variety of aspects. For example, they might consider the work of a range of creative professionals, and/or creative outcomes.

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. Teachers should provide guidance to the learner on choice where necessary.

Learners should be given the opportunity to learn about social and cultural contexts of creative and media organisations and contemporary professional practice within creative and media industries. They should begin to develop a critical awareness of creative professionals and understand the impact of new technologies within the creative and media industries. They should learn to plan the work process and develop research skills. They will explore different ways of recording observations, ideas and experiences, and be able to communicate to a target audience.

Learners will gather information using a variety of sector related media and processes. They will organise and present the outcomes of their research.

Throughout the unit learners should evaluate the effectiveness and progress of learning. They should produce appropriate evidence of evaluation of both process and progress. The process of reflection should be seen as an integral part of decision making.

## **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**

Exploration of:

- creative and media production and practice in a range of social, cultural and global contexts
- critical perspectives in response to creative and media products and practice.

### **Theme Two – Thinking and working creatively**

Exploration of:

- ideas to suit a range of purposes
- communicating effectively using a range of means.

### **Theme Three – Principles, processes and practice**

Exploration of:

- producing a range of creative and media forms
- the importance and impact of the user or audience and consumer in the production process.

### **Theme Four – Creative business and enterprise**

Exploration of:

- working creatively with available resources and developing skills in managing resources.

# Unit 1 Exploring creativity

## Personal, Learning and Thinking Skills

Level 2

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 a local creative and media organisation and its role within national industry
- exploring and investigating how different recording methods can be combined
- investigating creative and media organisations

#### **Creative thinkers**

- exploring a local creative and media organisation
- using recording skills, including combining skills
- reviewing work in light of feedback

#### **Reflective learners**

- reviewing work in light of feedback

#### **Team workers**

- investigating creative and media organisations
- reviewing work in light of feedback

#### **Self-managers**

- exploring a creative and media organisation
- exploring and investigating how different recording methods can be combined
- exploring appropriate sources of information
- investigating creative and media organisations
- using recording skills
- assimilating and organising information
- reviewing work in light of feedback

#### **Effective participators**

- exploring a local creative and media organisation
- exploring and investigating how different recording methods can be combined
- exploring appropriate sources of information
- investigating creative and media organisations
- using recording skills, including combining skills
- assimilating and organising information
- reviewing work in light of feedback.

### What is this unit about?

The purpose of this unit is to support learners' understanding of the creative process within a commercial and sectorial context. Learners will combine two disciplines to create a presentation showing ideas derived from research into particular styles, genres and professionals, to use as a source of inspiration for ideas and outcomes that can be exploited within a commercial context. They will understand the importance of developing ideas and seeking out potential sources for inspiring creativity.

Learners must both review their own work and get feedback from others. They should use the review and the feedback to improve their work.

This unit links closely to Level 2 Unit 3: Creating possibilities. In this unit learners will research and plan ideas ready for production in Unit 3. They will understand the importance of developing ideas and understanding preparatory work in order to fulfil a brief.

This unit, alongside the others within the Level 2 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 investigate sources of inspiration and to use those to develop creative ideas
- 2 be able to develop their ideas and present them to an audience, and respond to feedback
- 3 be able to review their ideas and the process for developing and presenting them, in the light of audience feedback, and make suggestions for improvement.

## Content details

### Assessment criteria

#### 1 Investigate sources of inspiration and use those to develop creative ideas

The learner can:

- a explore the stimulus material provided (IE2)
- b investigate the creative potential of particular styles, genres and professionals as sources of inspiration (IE2)
- c assess the ways in which these can be developed as a source of inspiration.

#### 2 Develop ideas and present them to an audience

The learner can:

- a develop ideas based on the investigation into sources of inspiration (IE3) (CT1)
- b record the development of ideas
- c present their ideas to a audience using two disciplines
- d record audience feedback in response to ideas (RL3).

#### 3 Review ideas and the process for developing and presenting them, and make suggestions for improvement

The learner can:

- a undertake a review of their ideas and the research and recording methods used, and suggest further development (RL3)
- b assess the appropriateness of the two different disciplines selected for the presentation (RL1)
- c undertake a review of the feedback from the audience and suggest how the work might be amended or improved (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 60 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.

Internal 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.

Learners will use two disciplines to create a presentation showing ideas derived from research into particular styles, genres and professionals, to use as a source of inspiration for ideas and outcomes that can be exploited within a commercial context.

This assessment demonstrates learners undertaking their own enquiry into the nature of professional creativity, and developing a presentation. It shows learners how creativity is often shaped by and relies on the need to develop established traditions. This unit links closely with Level 2 Unit 3: Creating possibilities, in which learners will be required to make a creative outcome based on the findings from this research.

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 20 of the 60 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 investigations into sources of inspiration used for generating creative ideas
- 2 a presentation of the ideas generated, based on the sources of inspiration, combining two disciplines, and gaining audience feedback
- 3 a review of their work, ideas, presentation, and the disciplines chosen, in light of audience feedback, 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.

### Assignment structure

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

- Carry out an investigation into particular styles, genres and professionals.
- Explore ideas based on the investigation into sources of inspiration.
- Use appropriate methods to record the development of ideas.
- Seek feedback on research, making revisions where necessary.
- Present findings combining two different disciplines to a previously specified audience.

- Review the work in light of audience feedback.
- Identify potential improvements to ideas and presentation.

### Weighting of assessment criteria topics

<b>Assessment criteria topic</b>	<b>Weighting</b>	<b>Marks</b>
1 Investigate sources of inspiration and use those to develop creative ideas	25%	12
2 Develop ideas and present them to an audience	50%	24
3 Review ideas and the process for developing and presenting them, and make suggestions for improvement	25%	12
<b>Total</b>	<b>100%</b>	<b>48</b>

## 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 Investigate sources of inspiration and use those to develop creative ideas	<p>Undertaken an investigation which demonstrates evidence of limited competence.</p> <p>Shown limited flair and creativity in using the sources of inspiration to develop ideas.</p>	<p>Undertaken an investigation which is completed to an acceptable standard and is clearly recognisable.</p> <p>Shown some evidence of flair and creativity in the use of the sources of inspiration to develop ideas which are generally appropriate.</p>	<p>Undertaken an investigation which is of high quality and demonstrates clear evidence of imaginative and proficient use of sources of inspiration.</p> <p>Developed ideas which are clearly appropriate and show imagination and flair.</p>
	0 to 8 marks	9 to 16 marks	17 to 24 marks
2 Develop and create creative outcome based on ideas and present this to an audience	<p>Made some attempt to produce a creative outcome based on the sources of inspiration and the collating and evaluation of research findings.</p> <p>Attempted to present the findings by combining of two disciplines.</p>	<p>Taken an effective approach to the production of the creative outcome based on the sources of inspiration and the collating and evaluation of research findings.</p> <p>Shown some degree of flair in the presentation of findings, with appropriate combining of two disciplines.</p> <p>Gained some feedback.</p>	<p>Taken a thorough and coherent approach to the production of the creative outcome based on the sources of inspiration and the collating and evaluation of research findings.</p> <p>Clearly demonstrated flair and creativity in the presentation of findings, with highly effective combining of two disciplines.</p> <p>Gained audience feedback.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Review ideas and the process for developing and presenting them, and make suggestions for improvement	<p>Produced a review which shows a basic level of limited engagement with audience feedback and fitness for purpose.</p>	<p>Produced a review which shows a clear grasp of issues; considered audience feedback and fitness for purpose.</p> <p>Given workable suggestions for amendment and development.</p>	<p>Offered a coherent review with detailed consideration of audience feedback and fitness for purpose.</p> <p>Offered imaginative and creative suggestions for amendment and further development.</p>

### Guidance for delivery

The purpose of this unit is to encourage learners to appreciate the importance of developing their own ideas from different sources and stimulus materials. Teachers are expected to select and offer to the class a source of stimulus appropriate to the range of disciplines in which they are working. The nature of the material is left at the teacher's discretion. It is intended that this unit is linked to Level 2 Unit 3: Creating possibilities, in which centres are required to agree a brief with learners for them to plan and produce an outcome combining two disciplines in response to this brief. Teachers are advised, therefore, to plan these two units in tandem so that the stimulus chosen in this unit will link closely to the brief devised for Unit 3. In this way the creative ideas developed in this unit will be central to the learners' responses in Unit 3.

Learners are expected to take a source or stimulus for developing ideas appropriate to two disciplines. In order to do this, they should develop and record their ideas, and map how they have used the stimulus creatively. The recording process should take a form appropriate to the contexts in which they would apply the ideas. This might involve photographs, drawings, scripts, sound recordings etc.

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

The presentation of ideas might take the form of a multimedia folder demonstrating the learner's ability to use different recording skills in developing their ideas. However, learners would be expected to ensure that their ideas were firmly anchored within the specific disciplines and contexts with which they had chosen to work.

Learners should be encouraged to develop their skills and ability to identify their own sources of inspiration and stimulus, in their independent research to identify how opportunities for seeking out inspiration and stimulus can be found in a wide range of contexts. They should further be encouraged to develop the ability to store potentially useful materials and ideas for later retrieval, and for use in a range of different creative and sectorial contexts.

This is an important opportunity for learners to identify the importance of seeking out and developing ideas that can have creative potential across different disciplines. It should also signal to them the importance of ideas and how these have a potential for development in different contexts. At Level 2 learners will need to develop skills in evaluating different stimuli, and assess their potential for use in immediate contexts as well as in future projects.

### Individual and group work

Learners may 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. Where group work is involved, learners should be encouraged to explore the opportunities for collaborative approaches to creativity and production, and to understand how these might be appropriate within a work related context.

## Constraints

Individual teachers are expected to present learners with stimulus material for this unit. It is important that this is chosen carefully, both to stimulate a response from learners as well as to offer appropriate opportunities to develop ideas within the potential industrial contexts. While there will be no formal vetting procedure for the choice of stimulus materials, teachers may wish to discuss their intentions with their AQA-City & Guilds coursework adviser prior to introducing this to their learners. Teachers should also see this unit as an opportunity to explore the issues of copyright and intellectual property. This is particularly the case when learners are being asked to discover and explore their own sources of inspiration and stimuli.

## Resources

Resource needs in this unit will obviously be determined by the focus and context of creativity. However, the nature of this unit is to develop and record ideas rather than bring these to a sophisticated degree of realisation. It is anticipated that much of this unit will focus on the preparatory stages of creativity and should not therefore, require extensive use of technology.

The presentation of the unit should be in the form of a folder of work which is likely to contain a combination of visual recorded and written work in such forms as sketchbooks, notes, photographs, video and sound recordings.

## 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**

Exploration of:

- creative and media production and practice in a range of social, cultural and global contexts
- the impact of new technologies on production, distribution and reception of creative and media products.

### **Theme Two – Thinking and working creatively**

Exploration of:

- ideas to suit a range of purposes
- communicating effectively using a range of means
- the qualities of a range of creative and media forms and their meaning.

### **Theme Three – Principles, processes and practice**

Exploration of:

- the stages in the production process and how they relate to each other
- the creative principles and conventions that underpin production processes
- the importance and impact of the user, audience and consumer in the production process.

### **Theme Four – Creative business and enterprise**

Exploration of:

- working creatively with available resources and developing skills in managing resources
- intellectual property rights and how to protect them.

## Unit 2 Creating inspiration Personal, Learning and Thinking Skills

Level 2

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**

- identifying sources of inspiration
- identifying techniques for developing ideas

#### **Creative thinkers**

- identifying a variety of methods of recording the development of ideas
- exploring the creative possibilities inspired by a source of stimulus

#### **Reflective learners**

- utilising sources of inspiration and stimuli in developing ideas
- recording the development of ideas

#### **Self-managers**

- identifying sources of inspiration
- identifying techniques for developing ideas
- identifying different stimuli and using stimuli to inform the development of ideas
- recording the development of ideas

#### **Effective participators**

- identifying sources of inspiration
- identifying techniques for developing ideas
- identifying and using a variety of methods of recording the development of ideas
- identifying different stimuli and using sources of inspiration and stimuli in developing ideas
- assessing the potential of sources of inspiration and stimuli in the development of ideas.

### What is this unit about?

The purpose of this unit is for learners to respond to a brief using creative ideas and production skills in two interlinked disciplines. Learners will develop skills in incorporating technologies with a variety of ideas, materials and creative production skills. They will also be required to present their creative outcome to a specified audience, and work on feedback to review whether the outcome is fit for purpose according to the brief and specified audience. This will allow the learner to demonstrate how creativity can be combined across different disciplines to create a specific outcome and review the it in light of feedback.

This unit links closely to Level 2 Unit 2: Creating inspiration. In this unit learners will produce a creative outcome, combining two or more disciplines, based upon the research and planning carried out in Unit 2. Learners will understand the importance of developing ideas and understanding preparatory work in order to fulfil a brief, and the importance of ongoing feedback can play when reviewing an outcome and gaining client approval.

This unit, alongside the others within the Level 2 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 respond to a brief and produce a plan of action for the production process
- 2 be able to produce a creative outcome using two or more disciplines and to present this to a defined audience, gaining feedback
- 3 be able to review the outcome in light of audience feedback and fitness for purpose, making suggestions for improvement.

## Content details

### Assessment criteria

#### **1 Respond to a brief and produce a plan of action for the production process**

The learner can:

- a explore ideas for fulfilling the requirements of the brief, taking into account the demands of the client target audience (IE3)
- b produce an action plan or production plan detailing resources, timescales etc (SM3).

#### **2 Produce a creative outcome using two or more disciplines and present this to a defined audience**

The learner can:

- a select appropriate materials, techniques and technologies
- b produce the creative outcome in a timely manner, using two interlinked disciplines
- c continually review work to ensure brief is constantly being met (RL1)
- d present the creative outcome to a specified audience and gain their feedback.

#### **3 Review the outcome in light of audience feedback and fitness for purpose, making suggestions for improvement**

The learner can:

- a assess the two different disciplines selected and the research undertaken in light of fitness for purpose (IE4) (RL1)
- b undertake a review of the creative outcome produced and suggest further development of the work presented (RL3)
- c undertake a review of the feedback from the audience and suggest 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 60 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 use two disciplines to produce a creative outcome derived from research and ideas established in Unit 2: Creating inspiration. They will be required to continually review the creative outcome to ensure that it meets the set brief. Learners must present the creative outcome to the client/specified audience and receive feedback. Learners should evaluate their work including any revisions they would make in light of this feedback.

This method of assessment shows learners how creativity is often shaped by and relies on the need to develop established traditions. This unit links closely with Unit 2 where learners will be required to undertake the research and generate ideas on which this production will be based.

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 20 of the 60 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 an action plan for producing the creative outcome in response to the client brief, detailing resources and timescales
- 2 a presentation of the creative outcome to a specified audience, using two disciplines, with record of feedback received
- 3 a review of their work and feedback received, 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.

### Assignment structure

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

- Develop an action plan for producing a creative outcome combining two disciplines within a defined commercial context, in response to a brief.
- Produce a creative outcome combining two disciplines in response to the brief and appropriate to the needs of the target audience.
- Continually evaluate work and make any necessary changes.
- Present the creative outcome to the client/target audience, showing how the idea was derived from the research.
- Collate and respond to audience feedback, making changes to the products that could be

made.

- Review work and feedback received, making suggestions for improvements.

### Weighting of assessment criteria topics

<b>Assessment criteria topic</b>	<b>Weighting</b>	<b>Marks</b>
1 Respond to a brief and produce a plan of action for the production process	25%	12
2 Produce a creative outcome using two or more disciplines and present this to a defined audience	50%	24
3 Review the outcome in light of audience feedback and fitness for purpose, making suggestions for improvement	25%	12
<b>Total</b>	<b>100%</b>	<b>48</b>

## 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 Respond to a brief and produce a plan of action for the production process	Made some attempt to respond to the brief and produce a basic plan of action.	Responded competently to the brief with an effective plan of action, with some inclusion of resource needs and timescales.	Offered a coherent and imaginative response to the brief, with a detailed and thorough plan of action, including comprehensive analysis of resource needs and timescales.
	0 to 8 marks	9 to 16 marks	17 to 24 marks
2 Produce an creative outcome using two or more disciplines and present this to a defined audience	<p>Demonstrated limited creativity and consideration of resources to be used when producing the creative output.</p> <p>Produced an outcome which is in some way appropriate to the context.</p> <p>Given a presentation which has some appeal.</p>	<p>Produced a creative output which makes links with the research and demonstrates a level of creativity, with evidence of appropriate use of resources.</p> <p>Produced an outcome which is recognisable as being generally fit for purpose in relation to both the context and its appeal.</p> <p>Presented the outcome is competently.</p>	<p>Produced a creative output which 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.</p> <p>Produced an outcome which is brought to a high degree of finish and is clearly fit for purpose.</p> <p>Given an accomplished, convincing and engaging presentation.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Review the outcome in light of audience feedback and fitness for purpose, making suggestions for improvement	Provided a review which shows some consideration of audience feedback and fitness for purpose.	<p>Provided a review which offers evidence of clear engagement with audience feedback and an assessment of issues, disciplines used and fitness for purpose.</p> <p>Considered amendment and development.</p>	<p>Provided a coherent review which clearly engages with the client and audience, with detailed consideration of feedback, disciplines used and fitness for purpose.</p> <p>Offered imaginative and creative suggestions for amendment and further development.</p>

### Guidance for teachers

#### Guidance for delivery

##### Research

This unit will be based on an internally set brief. 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.

Centres will be required to set their own brief for this unit. It is recommended that the brief should relate as closely as possible to the local area. This might be seen in terms of local culture or local issues which could be developed as a response to the brief. Alternatively it might be seen as an opportunity to relate the unit to local creative and media industries.

##### Individual and group work

Learners may work individually, 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 co-operation towards a shared end. The production diary and evaluation is an individual undertaking, and will reflect both the learner's own role within the production and presentation as well as the broader demands of the production and 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 is internally set and is intended to be a realistic industry brief. 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 set brief will mirror industry 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.

## **Teacher observation**

Assessment for this unit will involve an element of teacher observation. This relates to the learner's contribution to the process of production as well as to the completed creative outcome itself. Teachers must, therefore, ensure that there are opportunities to observe the creative outcome 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**

Exploration of:

- a critical perspective in response to creative and media products and practices
- issues relating to diversity and representation in the context of creative and media production and practice.

### **Theme Two – Thinking and working creatively**

Exploration of:

- ideas to suit a range of purposes
- communicating effectively using a range of means
- the need for flexibility and the ability to adapt the production process
- why research is important in the development of creative ideas.

### **Theme Three – Principles, processes and practice**

Exploration of:

- the stages in the production process and how they relate to each other
- the creative principles and conventions that underpin production processes
- Health and Safety issues and legal and ethical constraints in the context of professional working practices
- producing a range of creative and media forms
- the importance and impact of the user, audience and consumer in the production process.

### **Theme Four – Creative business and enterprise**

Exploration of:

- working creatively with available resources and developing skills in managing resources
- a broad range of transferable skills and their importance in supporting employability
- enterprising behaviour and the personal qualities that support them
- intellectual property rights and how to protect them.

## Unit 3 Creating possibilities

### Personal, Learning and Thinking Skills

Level 2

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**

- developing planning and research skills by gathering information and developing ideas
- taking account of the target audience for a production
- using the production skills necessary to realise a production

##### **Creative thinkers**

- taking account of the target audience for a production
- evaluating their success in meeting a brief
- identifying materials and resources appropriate for the production
- exploring the creative possibilities within an externally set brief

##### **Reflective learners**

- continually checking production against brief to ensure creative outcome is fit for purpose

##### **Self-managers**

- evaluating their success in meeting a brief
- creating a response in an appropriate form
- demonstrating an awareness of professional working practices

##### **Effective participators**

- evaluating their success in meeting a brief
- creating a response in an appropriate form
- demonstrating an awareness of professional working practices.

### What is this unit about?

The purpose of this unit is for learners to explore and learn from the output of professional practitioners in the Creative and Media industries. This will enable them to gain an appreciation of the work of others as a basis for developing their ideas.

Learners will have the opportunity to develop their own ideas combining two disciplines appropriate to their study. This will allow them to demonstrate how the work of others can be a source of inspiration in developing ideas. Learners will present the outcome to an audience and must both review their own work and get feedback from others. They should use the review and the feedback to improve their work.

Learners will understand the importance in the Creative and Media sector of developing ideas from existing sources and using fellow professionals as influences. They will also explore issues relating to copyright and intellectual property (IP) and the implications of these within the Creative and Media sector.

This unit, alongside the others within the Level 2 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 two practitioners in different disciplines work within specific styles and genres, and how they influence the creative output of others
- 2 be able to develop and present their ideas based on inspiration gained from the output of creative professionals
- 3 be able to review their own work and receive feedback from an audience.

## Content details

### Assessment criteria

#### 1 Respond to a brief and produce a plan of action for the production process

The learner can:

- a explore ideas for fulfilling the requirements of the brief, taking into account the demands of the client target audience (IE3)
- b produce an action plan or production plan detailing resources, timescales etc (SM3).

#### 2 Investigation into styles and genres of specific practitioners

The learner can:

- a investigate different styles and genres used by two creative practitioners to produce 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.

#### 3 Development and presentation of ideas

The learner can:

- a explore ideas based upon the investigation of the work of two creative practitioners (CT1, 2, 4)
- b develop ideas, combining two disciplines, in relation to a specific commercial creative context for an identified target audience (CT1)
- c demonstrate research and planning skills in the development of ideas (IE2)
- d present ideas which have been developed.

#### 4 Review of research and presentation

The learner can:

- a review their own work, including:
  - i the fitness for purpose of the developed work in relation to its sectoral and creative context
  - ii opportunities for further development of the work within a sector and creative context
- b plan, carry out and record audience feedback for their ideas (RL4)
- c use audience feedback to inform the progress of the ideas, review the creative outcomes and modify developments (CT6) (RL3, 5)
- d detail how issues of copyright and intellectual property (IP) have been considered and, if necessary, overcome (IE1).

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 60 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 produce a presentation showing the outcome of their investigation into the creative output within two sectors of the Creative and Media industry, together with their own creative response, combining two disciplines and inspired by their investigation.

The presentation will be in an appropriate format for a small audience, for example in the form of a multimedia presentation or a static exhibition. The presentation must be recorded for moderation purposes.

Learners will present the findings of their investigation together with their developed ideas, using an appropriate format. The presentation must be accessible to a small audience in order that the learner can obtain and respond to feedback. Formats that are likely to be effective would include a PowerPoint presentation or a multimedia presentation linking the ideas and the investigation.

This method of assessment will enable learners to show that they have undertaken their own enquiry into the nature of professional creativity, developed their own creative outcome in light of their research, and understood how creativity is often shaped by and relies on the need to develop established traditions.

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 20 of the 60 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 an investigation into the output of two creative practitioners
- 2 a presentation to a small audience and record of this for moderation purposes
- 3 a report of their review and feedback received, with suggestions for improvements to be 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.

## Assignment structure

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

- Investigate and analyse two practitioners within specific styles or genres.
- Record the investigation in an appropriate format for moderation.
- Generate ideas, informed by the research, for a creative outcome.
- Present ideas and findings in an appropriate format.
- Receive feedback from an audience.
- Review own work, incorporating audience feedback, issues of copyright and IP, and how these were dealt with, with improvements for the future.
- Collate evidence of the research, presentation and review for moderation.

## Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Investigation into styles and genres of two specific practitioners	25%	12
2 Development and presentation of ideas	50%	24
3 Review of research and presentation	25%	12
<b>Total</b>	<b>100%</b>	<b>48</b>

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 Investigation into styles and genres of specific practitioners	Provided some evidence of an investigation and analysis.	Undertaken an investigation which shows engagement and awareness, and offered a consideration of commercial factors.	Presented a detailed and thorough investigation and analysis, with clear evidence of critical engagement and awareness, and perceptive and informed consideration.
	0 to 8 marks	9 to 16 marks	17 to 24 marks
2 Development and presentation of ideas	Made some attempt to develop ideas and combine disciplines, and to present this.	<p>Taken an appropriate approach to the development of ideas. Some flair is evident in the development and evaluation of ideas with appropriate combining of two disciplines.</p> <p>Produced a presentation which demonstrates a fair level of finish.</p>	<p>Taken a thorough and coherent approach to the development of ideas. Flair and creativity are clearly evident in the development and evaluation of ideas with highly effective combining of two disciplines.</p> <p>Produced a presentation which demonstrates a high level of finish, with evidence of imaginative and proficient use of resources.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Review of research and presentation	Made some attempt at a review.	<p>Produced a review which offers evidence of some engagement with key issues, audience feedback and fitness for purpose.</p> <p>Considered Amendment and development.</p>	<p>Offered a coherent review clearly engaging key issues, with detailed consideration of audience feedback and fitness for purpose.</p> <p>Offered imaginative and creative suggestions for amendment and further development.</p>

### Guidance for delivery

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

The purpose of this unit is to encourage learners to appreciate the importance of developing their own ideas based on the influence of different styles, genres and practitioners. Learners should be encouraged to see this unit as an opportunity to explore professional creativity and to understand how creative input is influenced by individual creativity.

Teachers should seek to encourage a significant degree of autonomy in the learner's choice of areas to investigate. The investigation offers a wide variety of approaches. It might be research into the output of two individual practitioners or, alternatively, a broader approach might be taken by investigating a particular style or genre of creativity. It may be helpful to direct the learner towards a discipline in which they have previously produced work, though this is not essential.

The investigation will require the learner to undertake both primary and secondary research. The opportunity to have first hand access to the work is obviously important and it may be that the work of this unit is based around a specific visit or workshop.

In addition learners will need to explore how ownership of copyright and intellectual property might influence their ability to develop and exploit ideas commercially.

### Individual and group work

Learners may work either individually, in pairs, or in small groups for this unit, as is appropriate to the context.

### Constraints

Exposure to Creative and Media professionals and their output through performance, workshops, masterclasses and visits is likely to stimulate responses in learners and should therefore be encouraged.

### Resources

An important element of this unit is the presentation of the learner's own work inspired by an appreciation of the professional output they have investigated. Teachers should encourage a broad range of responses to this, bearing in mind the need to ensure the commercial viability of ideas generated, as well as issues relating to copyright and ownership of intellectual property.

The learners should also be guided towards the most appropriate format into which the presentation might fit, bearing in mind the need to link two disciplines as part of the process.

### 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**

Exploration of:

- Creative and Media production and practice in a range of social, cultural and global contexts
- critical perspective in response to Creative and Media products and practices
- the work of a broad range of recognised practitioners
- the historical development of principles and practices and the influence on contemporary practice.

### **Theme Two – Thinking and working creatively**

Exploration of:

- communicating effectively using a range of means
- the qualities of a range of Creative and Media forms and their meaning
- challenging own ideas and the ideas of others.

### **Theme Three – Principles, processes and practice**

Exploration of:

- the creative principles and conventions that underpin production processes.

### **Theme Four – Creative business and enterprise**

Exploration of:

- a broad range of transferable skills and their importance in supporting employability.

## Unit 4 Discovering creative potential

### Personal, Learning and Thinking Skills

Level 2

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**

- identifying and investigating styles, genres and practitioners

##### **Creative thinkers**

- analysing characteristics of specific styles, genres and practitioners to stimulate ideas
- creating and presenting a product informed by contextual research

##### **Reflective learners**

- reviewing the creative outcome throughout and at the end of the process
- suggesting potential further development or changes to the creative outcome in light of feedback

##### **Self-managers**

- identifying and investigating styles, genres and practitioners

##### **Effective participators**

- identifying and investigating styles, genres and practitioners
- creating and presenting a product informed by contextual research
- reviewing the creative outcome throughout and at the end of the process.

### What is this unit about?

The purpose of this unit is to encourage learners to use a variety of creative methods to explore alternative solutions to address an industry brief. This will enable learners to respond to the needs of a client and to target the work at a specified audience.

Learners will be expected to research a brief using a variety of research methods, produce a creative outcome combining two disciplines, and present the creative outcome and research to the client/target audience. Learners should continually review their work in light of the brief, and again in light of audience feedback.

This unit, alongside the others within the Level 2 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 use research methods to explore alternative solutions to address an industry brief
- 2 be able to develop a production plan and create a creative outcome, combining at least two disciplines, to meet the requirements of an agreed brief
- 3 be able to review their performance, the creative outcome, and the presentation in light of feedback.

## Content details

### Assessment criteria

#### 1 Explore alternative solutions to address an industry brief

The learner can:

- a use a variety of methods to research a brief (IE2)
- b develop ideas for responding to the client brief (CT1)
- c create a proposal of the best ideas for the client, giving reasons for recommendations
- d confirm and agree a commission for the creative input with the client.

#### 2 Develop a production plan and create a creative outcome

The learner can:

- a draw up a production schedule, including appropriate resources (SM3)
- b produce a creative outcome combining at least two disciplines
- c present the creative outcome to the target audience, seeking their critical feedback
- d make appropriate modifications to the creative outcome (RL3).

#### 3 Review their performance, the creative outcome, and the presentation in light of feedback

The learner can:

- a review the creative outcome and presentation in light of feedback, including fitness for purpose and opportunities for further development (RL4) (EP4)
- b review their own performance including any constraints they faced and how these may have been overcome (RL3, 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 60 guided learning hours be spent on this unit.

### Assessment

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

This method of assessment will require learners to demonstrate that they have developed their own response to the externally set brief, and planned and produced the creative outcome, combining two interlinked disciplines, to meet the needs of the client and target audience. Learners will need to follow the production process from conception to realisation.

### Evidence requirements

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

- 1 a proposal of ideas for responding to the client brief, giving reasons for their recommendations
- 2 a production schedule for developing the creative outcome, using two disciplines, including resources required
- 3 a presentation of the creative outcome to the target audience, with a record of feedback received
- 4 a report evaluating their performance, the creative outcome and the presentation, in light of feedback from the client/audience, with suggestions for revision and 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.

### Assignment structure

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

- Confirm and negotiate with the client a proposed response to an externally set brief.
- Undertake appropriate pre-production research and planning.
- Draw up a production schedule/plan of action.
- Produce the creative outcome, combining two disciplines.
- Present the creative outcome to a target audience, and gain feedback.
- Review and evaluate their performance, the creative outcome and the presentation, in light of audience and client feedback.
- Identify potential improvements.

## Weighting of assessment criteria topics

Assessment criteria topic	Subtopic	Weighting	Marks
1 Explore alternative solutions to address an industry brief	1.1 Research and develop ideas for responding to the client brief	12.5%	6
	1.2 Create a proposal of the best ideas, giving reasons for recommendations, and agree a commission for the creative input with the client	12.5%	6
2 Develop a production plan and create an creative outcome, combining at least two disciplines, to meet the requirements of the set brief, and present this to a target audience, gaining feedback	2.1 Draw up a production schedule including appropriate resources needed	18.75%	9
	2.2 Produce a creative outcome according to the plan, combining at least two disciplines	18.75%	9
	2.3 Present the creative outcome to the target audience, seeking their critical feedback, and make appropriate modifications to the creative outcome in light of feedback	12.5%	6
3 Review their performance, the creative outcome, and the presentation in light of feedback from the client and audience, identifying suggestions for improvements	3.1 Review the creative outcome and presentation in light of feedback, including fitness for purpose, identifying opportunities for further development	12.5%	6
	3.2 Review their own performance, including any constraints they faced and how these were overcome	12.5%	6
<b>Total</b>		<b>100%</b>	<b>48</b>

### **Guidance for delivery**

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

### **Research**

This unit will be based on an externally set brief. 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.

### **Individual and group work**

Learners may work individually, 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 co-operation towards a shared end.

### **Constraints**

The brief for this unit is externally set and is intended to be a realistic industry brief. 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, and should be encouraged to work with Health and Safety requirements.

### **Deadlines**

As with all the units, it is essential that learners understand the need to meet deadlines. The set brief will mirror industry 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.

### **Teacher observation**

Assessment for this unit will involve an element of teacher observation. This relates to the learner's contribution to the process of production as well as to the completed creative

outcome itself. Teachers 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**

Exploration of:

- Creative and Media production and practice in range of social, cultural and global contexts
- issues relating to diversity and representation in the context of Creative and Media production and practice.

### **Theme Two – Thinking and working creatively**

Exploration of:

- ideas to suit a range of purposes
- the need for flexibility and the ability to adapt the creative outcome
- why research is important in the development of creative ideas
- challenging own ideas and the ideas of others.

### **Theme Three – Principles, processes and practice**

Exploration of:

- the stages in the production process and how they relate to each other
- the creative principles and conventions that underpin production processes
- a range of materials, platforms and technologies including new technologies
- Health and Safety issues and legal and ethical constraints in the context of professional working practices
- producing a range of Creative and Media forms
- the importance and impact of the user, audience and consumer in the production process.

### **Theme Four – Creative business and enterprise**

Exploration of:

- working creatively with available resources and developing skills in managing resources
- promoting own work and engaging in self-promotion
- enterprising behaviour and the personal qualities that support it.

### 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**

- using a variety of research methods to explore alternative solutions in order to address a brief

##### **Creative thinkers**

- using a variety of research methods to explore alternative solutions in order to address a brief
- assessing the creative possibilities in a brief
- selecting ideas to meet target audience and client requirements

##### **Reflective learners**

- evaluating the indicators of success

##### **Self-managers**

- producing and presenting the creative outcome to meet the requirements of the brief
- reviewing the creative outcome against the brief

##### **Effective participators**

- using a variety of research methods to explore alternative solutions in order to address a brief
- selecting ideas to meet target audience and client requirements
- producing and presenting the creative outcome to meet the requirements of the brief
- reviewing the creative outcome against the brief
- evaluating the indicators of success.

### What is this unit about?

The purpose of this unit is for the learner, as part of a team, to identify opportunities for making a creative input into the planning and organisation of an event or festival. The learner will need to become directly involved in the planning of the event and undertake the research planning and design of a creative outcome, which combines two disciplines and is appropriate to showcase as part of the event.

Learners will understand the importance of developing ideas within a specific context, undertaking necessary research and planning in preparation for the production of a creative outcome appropriate to both the context and the audience. The learner will understand the importance of working together with other creative people towards a common goal.

The unit will provide the learners, working as a team, with the opportunity to develop their research, planning and negotiation skills within a realistic context. This unit will be linked to Unit 7: Promotion and review. It will form the preparatory unit for Unit 7, in which learners will produce the creative outcome and present it as part of the event.

This unit, alongside the others within the Level 2 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 identify an opportunity and produce appropriate ideas, working as a team, for a creative input into an event or festival
- 2 produce a production schedule/action plan and proposal, as a team, for the development of the idea as part of the event, and negotiate this with the event organiser
- 3 review their work and amend the ideas in light of feedback from the event organiser and sample audience.

## Content details

### Assessment criteria

#### **1 Identify an opportunity and produce appropriate ideas, working as a team, for a creative input into an event or festival**

The learner can:

- a identify an opportunity for an input into an event or festival (CT1, 5)
- b produce appropriate responses and ideas for a creative input combining two disciplines
- c present their ideas to a sample audience or peer group.

#### **2 Produce a production plan and proposal, as a team, for the development of the idea as part of the event, and negotiate this with the event organiser**

The learner can:

- a produce a production plan for the proposed creative input
- b draw up and present a realistic proposal for the proposed creative input
- c negotiate with the event organiser for an opportunity to have creative input into the event (EP2, 5).

#### **3 Review work and amend ideas in light of feedback from the event organiser and sample audience**

The learner can:

- a review their own work incorporating (RL1, 3, 4, 5):
  - i sample audience and organiser feedback
  - ii points for consideration in the production phase
  - iii improvements which could have been made in the planning phase
- b amend ideas in light of feedback, their own review, or requests by the event organiser (EP1).

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 60 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 show that they have, working as a team, responded to an opportunity and developed an idea and proposal that can be included as part of an event or festival within their local area. They will need to develop their ideas in light of feedback from both the event organiser and the target audience.

Learners will produce a presentation of the opportunity identified and the ideas they have for providing creative input. The presentation of their ideas will be addressed in an appropriate format to a sample audience, for example in the form of a multimedia presentation or a static exhibition.

This presentation must be accessible to a small audience in order to obtain and respond to feedback. Formats that are likely to be effective would include a PowerPoint presentation or a multimedia presentation linking the ideas and the investigation. The presentation must be recorded for moderation purposes.

Learners will draw up a realistic proposal for the creative input, and present this and negotiate the opportunity with the event organiser. They will also be required to review their work and the feedback received, and to make amendments in the light of these.

Though all, or part of, the evidence produced by a learner will relate 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 20 of the 60 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 presentation to a sample audience of the opportunity identified and ideas generated to make a creative input into an event
- 2 a production plan for the creative input
- 3 a realistic proposal with which to negotiate with the event organisers
- 4 a report of their review of their own work, feedback from both the event organiser and the sample audience, and amendments made to their ideas in light of these.

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.

## Assignment structure

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

- Identify a particular creative output, working as a team, this may be produced for an event or festival.
- Draft ideas for the output and present these to a sample audience or peers.
- Outline a production plan for the creative input.
- Draw up and present a realistic proposal to the event organiser.
- Negotiate with the organiser for a part in the event.
- Review work and the feedback received from both the event organiser and sample audience.
- Amend ideas in light of review and feedback/requests.
- Record and collate evidence of each stage of process for moderation purposes.

## Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 Identify an opportunity and produce appropriate ideas, working as a team, for a creative input into an event or festival	25%	12
2 Produce a production plan and proposal, as a team, for the development of the idea as part of the event, and negotiate this with the event organiser	50%	24
3 Review work and amend ideas in light of feedback from the event organiser and sample audience	25%	12
<b>Total</b>	<b>100%</b>	<b>48</b>

## 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 Identify an opportunity and produce appropriate ideas, working as a team, for a creative input into an event or festival	<p>Provided limited evidence of their team-working.</p> <p>Generated ideas for creative input into an event or festival.</p>	<p>Provided evidence of participating effectively in team-working.</p> <p>Identified an opportunity and generated some appropriate ideas for creative input to an event or festival.</p> <p>Undertaken some testing of ideas with a sample audience.</p>	<p>Provided evidence of contributing effectively to team-working.</p> <p>Made a clear and appropriate identification of opportunity for input; developed ideas that are coherent with and apposite to the event.</p> <p>Provided clear evidence of consultation with audience and amended ideas where appropriate.</p>
	0 to 8 marks	9 to 16 marks	17 to 24 marks
2 Produce a production plan and proposal, as a team, for the development of the idea as part of the event, and negotiate this with the event organiser	<p>Produced a production plan which demonstrates some creativity and suggests some resources to be used.</p> <p>Made some attempt at creating a proposal for the event organisers.</p>	<p>Produced a production plan which makes links with the research and demonstrates a level of creativity, with evidence of appropriate use of resources.</p> <p>Created a realistic proposal and presented this to the event organisers.</p> <p>Made some attempt to negotiate the creative input to be supplied.</p>	<p>Produced a production plan which is detailed and thoroughly developed, and demonstrates a high level of creativity with evidence of appropriate use of resources.</p> <p>Created a realistic, convincing and persuasive proposal, and given a polished and effective presentation to the event organisers.</p> <p>Provided clear evidence of meaningful negotiation and agreement on the creative input to be supplied.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Review work and amend ideas in light of feedback from the event organiser and sample audience	<p>Made some attempt at a review of their own work and gained some feedback.</p>	<p>Provided a review of their own work which offers evidence of some engagement with key issues.</p> <p>Reviewed feedback from both the event organiser and sample audience.</p> <p>Considered some amendment and development of the ideas.</p>	<p>Provided a coherent review of their own work which clearly engaging key issues.</p> <p>Offered a detailed and thorough consideration of feedback from both the event organiser and sample audience.</p> <p>Made imaginative and creative suggestions for amendment and further development of the ideas.</p>

### Guidance for delivery

This unit requires the learner to take part in an event. This can be one created for the specific purpose of realising this unit and Unit 7: Promotion and review, or a pre-existing event, such as a local festival to which learners can make a contribution.

Teachers should ensure that this unit is linked closely to and, where appropriate taught alongside Unit 7. It is intended that this unit provide the basis for work that will be completed in Unit 7 by providing the opportunity for planning research and preparation which will form the foundation of the creative outcome produced in Unit 7.

The purpose of this unit is to provide learners with the opportunity to research and plan creativity within a realistic context. This might initially entail producing a variety of creative outcomes for various contexts and may include as suggestions a video, portfolio of photographs, consumer product, drama, music, dance, sculpture, fashion, crafts, textiles etc.

These products would then be showcased at a small-scale event which would involve drawing up a proposal for, planning, marketing and organising the event. The event might take the form of a public performance, exhibition, craft fair, festival etc.

The unit places an emphasis on the learner liaising with both event organisers and audience in ensuring their proposal is appropriate to the context.

### Research

Learners should investigate different types of products and events for particular audiences, using various methods to access primary and secondary sources of information. Market research is a key element in this unit and should involve recognition of marketing and business practices and materials.

### Links with the community and local industry

This unit provides an excellent opportunity for learners to become involved with the community and business organisations in terms of producing and promoting material which links with local events such as a village festival, craft fair, musical/drama performance. Business organisations could be targeted as regards marketing and sponsorship.

### Individual and group work

Learners will need to work in a team or small group for this unit. Working with others is essential, and it is important that each member of the team is actively involved throughout the production and promotional process.

Note that each individual must produce their own review of the effectiveness of the product and event, and in particular their contribution and that of others in the team.

### Resources

Some centres will not be able to offer state of the art professional or industrial facilities, but it is desirable that essential basic resources are available for delivery of this unit.

### **Legal, ethical and representational constraints**

Learners need to be aware of potential legal and ethical constraints on production and promotion.

### **Health and Safety**

Learners must be aware of current Health and Safety legislation within creative arts and media industries, and carry out appropriate risk assessments throughout the production and promotion process.

### **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**

Exploration of:

- Creative and Media production and practice in a range of social, cultural and global contexts
- issues relating to diversity and representation in the context of Creative and Media production and practice.

#### **Theme Two – Thinking and working creatively**

Exploration of:

- ideas to suit a range of purposes
- the need for flexibility and the ability to adapt the production process
- why research is important in the development of creative ideas
- challenging own ideas and the ideas of others.

#### **Theme Three – Principles, processes and practice**

Exploration of:

- the stages in the production process and how they relate to each other
- the creative principles and conventions that underpin production processes
- producing a range of Creative and Media forms
- the importance and impact of the user, audience and consumer in the production process.

#### **Theme Four – Creative business and enterprise**

Exploration of:

- working creatively with available resources and developing skills in managing resources
- enterprising behaviour and the personal qualities that support it.

## Unit 6 Creative teamwork

### Personal, Learning and Thinking Skills

Level 2

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**

- identifying sources of inspiration
- identifying techniques for developing ideas

##### **Creative thinkers**

- identifying a variety of methods of recording the development of ideas

##### **Reflective learners**

- seeking out sources of inspiration and stimuli, and using these in developing ideas
- recording the development of ideas

##### **Self-managers**

- identifying sources of inspiration
- identifying techniques for developing ideas
- recording the development of ideas

##### **Effective participators**

- identifying a variety of methods of recording the development of ideas
- recording the development of ideas.

## What is this unit about?

The purpose of this unit is to enable learners to develop creative outcomes for showcasing at organised events and to liaise with clients/organisers in presenting products. Learners will understand the importance of working closely with creative professionals towards a common goal. This will enable the learner to demonstrate their ability to work within a multidisciplinary context.

The learner is required to respond by using creative ideas and production skills in two interlinked disciplines. Learners will develop skills in incorporating technologies with a variety of ideas, materials and creative production skills.

The learner will also be required to present a creative outcome to a specified audience, and work on feedback to review whether the outcome is fit for purpose according to the needs of that audience. This will allow the learner to demonstrate how creativity can be combined across different disciplines to create a specific outcome and review it in light of feedback.

This unit links closely to Unit 6: Creative teamwork. In this unit, learners will combine two or more disciplines to create an outcome based upon the research and planning carried out in Unit 6. In Unit 6 they will have undertaken negotiation with the organiser of the event, identified a target audience, and agreed a proposal or commission to supply a creative outcome. In addition, they will have developed planning and research in preparation for production activities in this unit.

Learners will understand the importance of developing ideas and understanding preparatory work in order to fulfil a brief, and the importance of ongoing feedback can play when reviewing an outcome and gaining client approval.

This unit, alongside the others within the Level 2 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 an action plan/production schedule
- 2 be able to produce a creative outcome for showcasing at organised events, appropriate to the needs of the organisation and target audience, and using two disciplines
- 3 be able to present the creative outcome to the client and the target audience and know how to reflect on and review the effectiveness of the product/events in light of audience and client response.

## 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 produce creative outcomes within an industrial and sector context
- b assess ways in which these styles have been used and how they influence creative output within these contexts
- c consider how commercial factors have influenced the output of practitioners.

#### 2 Production schedule/action plan

The learner can:

- a develop a production schedule/plan of action for producing the creative outcome (SM2)
- b identify and assemble necessary resources for production (SM3).

#### 3 Production of creative outcome for showcasing at organised events

The learner can:

- a follow production schedule/action plan to produce the creative outcome for showcasing at organised events, using two disciplines
- b identify and record any adaptations which were made to the production schedule/action plan (SM1, 6).

#### 4 Presentation and review

The learner can:

- a present the creative outcome to the event organiser and audience
- b receive and respond to feedback from both the event organiser and the target audience (RL4)
- c modify the creative outcome if necessary (CT4)
- d review the work, incorporating (RL5):
  - i their own view on how successful they were
  - ii opportunities for further development
  - iii any adaptations which were made to the outcome which differ from the production schedule/action plan.

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 60 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.

The brief will require learners to show that they have developed their own response to the brief, planning and creating the outcomes across two interlinked disciplines to meet the needs of a client and target audience.

Learners will need to show how they have followed the production process from conception to realisation, undertaken their own enquiry into the nature of professional creativity, and developed a presentation.

The assignment will take approximately 20 of the 60 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 containing the production schedule/action plan, including identification of required resources and a record of the actual progress and process of production
- 2 the creative outcome for showcasing at organised events, using two appropriate disciplines
- 3 a report including a summary of feedback from the event organiser and from the presentation to the target audience, a review of that feedback and of their work, identifying ideas 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.

## Assignment structure

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

- Develop a production schedule/action plan for producing the outcome identified in Unit 6: Creative teamwork, including the identification of resources.
- Follow the production schedule/action plan to produce the creative outcome.
- Record any changes to the production schedule/action plan.
- Present the creative outcome to the audience.
- Receive and respond to feedback.
- Modify the creative outcome, if necessary, in light of feedback.
- Review own work, including feedback, opportunities for development, and adaptations made.
- Record and collate the production schedule/action plan, creative outcome and review, for moderation purposes.

## Weighting of assessment criteria topics

<b>Assessment criteria topic</b>	<b>Weighting</b>	<b>Marks</b>
1 Production schedule/action plan	25%	12
2 Production of a creative outcome for showcasing at organised events, using two disciplines	50%	24
3 Presentation and review	25%	12
<b>Total</b>	<b>100%</b>	<b>48</b>

## 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 Production schedule/ action plan	Demonstrated some planning and suggested some resources to be used.	Produced a production schedule/plan, identifying appropriate of resources needed.	Shown imagination and intelligence in producing a coherent production schedule with a clear sense of planning and organisation of the appropriate resources needed.
	0 to 8 marks	9 to 16 marks	17 to 24 marks
2 Production of a creative outcome using two disciplines	Made some attempt to produce the creative outcome, which may not be wholly appropriate.	Produced an outcome which is recognisable as being generally fit for purpose in relation to both the context and its appeal, and which uses two disciplines.	Produced a creative outcome using two disciplines appropriately, which is of a high degree of finish and clearly fit for purpose.
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Presentation and review	Made some attempt to present to an audience.  Attempted to review their own work, and to gain feedback.	Given a competent and appropriate presentation to both the event organiser and the target audience.  Provided a review which offers evidence of some engagement with key issues, feedback and fitness for purpose.  Considered amendment and development.	Given a convincing and persuasive presentation to both the event organiser and the target audience.  Offered a coherent review which clearly engages key issues, including detailed consideration of feedback from both client and audience, and fitness for purpose.  Made imaginative and creative suggestions for amendment and further development.

### **Guidance for delivery**

The purpose of this unit is to provide learners with the opportunity to produce a creative outcome, which they have planned in Unit 6: Creative teamwork, appropriate for showcasing as part of an event or festival.

Teachers will need to ensure that this unit is integrated with Unit 6. From the start of the undertaking, the learner will need to be aware of the potential resources that will be made available for realising the outcome of this unit.

In addition it is intended that the liaison with client and audience instigated in Unit 6 is carried through in this unit. Ideally both units should form a collaborative approach to the production of the event.

Team work within and across group of learners will be central in the process.

### **Research**

Learners should investigate different types of products and events for particular audiences using various methods to access primary and secondary sources of information. Market research is a key element in this unit and should involve recognition of marketing and business practices and methods.

### **Links with the community and local industry**

This unit provides an excellent opportunity for learners to become involved with the community and business organisations in terms of producing and promoting material which links with local events such as a village festival, craft fair, musical/drama performance. Business organisations could be targeted as regards marketing and sponsorship.

### **Individual and group work**

Learners will need to work in a team or small group for this unit. However, although the product may be individual, it is envisaged that the learner will probably work as part of a team in organising, promoting and presenting the event. Working with others should be encouraged, and it is important that each member of the team is actively involved throughout the production and promotional process.

Note that each individual must produce their own review of the effectiveness of the product and event, and in particular their contribution and that of others in the team.

### **Resources**

Some centres will not be able to offer state of the art professional or industrial facilities but it is desirable that essential basic resources are available for delivery of this unit.

### **Legal, ethical and representational constraints**

Learners need to be aware of potential legal and ethical constraints on production and promotion.

## **Health and Safety**

Learners must be aware of current Health and Safety legislation within creative arts and media industries and carry out appropriate risk assessments throughout the production and promotion process.

## **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:

- Creative and Media production and practice in a range of social, cultural and global contexts
- a critical perspective in response to Creative and Media products and practices
- the work of a broad range of recognised practitioners
- issues relating to diversity and representation in the context of Creative and Media production and practice.

### **Theme Two – Thinking and working creatively**

Development of:

- ideas to suit a range of purposes
- communicating effectively using a range of means
- the need for flexibility and the ability to adapt the production process
- why research is important in the development of creative ideas
- challenging own ideas and the ideas of others.

### **Theme Three – Principles, processes and practice**

Development of:

- the stages in the production process and how they relate to each other
- the creative principles and conventions that underpin production processes
- a range of materials, platforms and technologies, including new technologies
- Health and Safety issues and legal and ethical constraints in the context of professional working practices
- producing a range of Creative and Media forms
- the importance and impact of the user, audience and consumer in the production process.

### **Theme Four – Creative business and enterprise**

Development of:

- working creatively with available resources and developing skills in managing resources
- enterprising behaviour and the personal qualities that support it
- intellectual property rights and how to protect them.

## Unit 7 Promotion and review

### Personal, Learning and Thinking Skills

Level 2

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**

- identifying sources of inspiration
- identifying techniques for developing ideas

##### **Creative thinkers**

- identifying a variety of methods of recording the development of ideas

##### **Reflective learners:**

- seeking out sources of inspiration and stimuli and utilising these in developing ideas
- recording the development of ideas

##### **Self-managers**

- identifying sources of inspiration
- identifying techniques for developing ideas
- identifying different stimuli
- using stimuli to inform the development of ideas
- recording the development of ideas

##### **Effective participators**

- identifying sources of inspiration
- identifying techniques for developing ideas
- identifying a variety of methods of recording the development of ideas
- identifying different stimuli
- assessing the potential of sources of inspiration and stimuli in the development of ideas
- using sources of inspiration to gain ideas
- using stimuli to inform the development of ideas
- seeking out sources of inspiration and stimuli and utilising these in developing ideas
- recording the development of ideas.