



Ascentis Level 1 Certificate in
Creative Industry Skills
Specification

Ofqual Number: 601/7540/0

Ofqual Start Date: 01/10/2015
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ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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ASCENTIS LEVEL 1 CERTIFICATE IN CREATIVE INDUSTRY SKILLS

Introduction

This qualification has been designed to help individuals to develop skills to move towards future employment in creative industries.

Aims

The aims of the qualification are to enable learners:

- 1 to try out different areas of the creative industries
- 2 to develop a range of basic skills for use in the creative industries.

The primary purpose of the qualification is to support learners to the next level of vocational learning in skills needed for the creative industry.

Target Group

This qualification is aimed at learners who need a qualification that will allow them to progress onto further learning in the creative industries and who would eventually like to work in an area such as craft, design, journalism, film, theatre or photography.

Ofqual Qualification Number: 601/7540/0

Rules of Combination

601/7540/0 Ascentis Level 1 Certificate in Creative Industry Skills				
Learners must achieve a total of 15 credits - 2 from the mandatory units in group A, 10 from group B and 3 from group C				
A (Mandatory units) - Both units are mandatory - a total of 2 credits-				
Title	Level	Credit Value	GLH	Unit ref
Health and Safety in a Practical Environment	Level 1	1	9	J/504/9364
Responsible Work Practice	Level 1	1	9	Y/504/9370
B (Optional sector skills units) - Learners must achieve a total of 10 credits				
Title	Level	Credit Value	GLH	Unit ref
Creative Craft Skills	Level 1	3	27	A/504/4808
Photography – Using a Tripod	Level 1	1	9	A/504/4839
Performing Physical Theatre	Level 1	3	27	A/505/4898
Craft Workshop Practice	Level 1	3	27	A/505/5419
Painting	Level 1	3	27	D/504/4798
Textiles	Level 1	3	27	D/504/4803
Ceramics	Level 1	3	27	F/504/4793
Life Drawing	Level 1	3	27	F/504/9105
Music for Performance	Level 1	3	27	H/504/4835
Explore Acting Skills	Level 1	3	27	H/504/9811
Introduction to Radio Production and Interviewing	Level 1	3	27	H/504/9839
Introduction to Video Production	Level 1	3	27	H/504/9842
Design Project	Level 1	3	27	J/504/4794
Creating articles for the media	Level 1	3	27	J/504/6626
Introduction to the Creative Industries	Level 1	1	9	J/504/9896
News Media Techniques	Level 1	3	27	J/505/2846
Using Computers in the Arts	Level 1	3	27	K/504/4772
Music Improvisation and Performance Skills	Level 1	3	27	K/504/4836
Design Style	Level 1	3	27	L/504/4795
Promoting a Performing Arts Event	Level 1	4	30	L/504/7163
Drawing	Level 1	3	21	M/504/9102
Urban, Street or Graffiti Art Practice	Level 1	3	27	M/505/2856
Stained Glass	Level 1	3	27	R/504/4779
Sculpture	Level 1	3	27	R/504/4801
Imaging Software	Level 1	3	20	R/505/3062
Produce Craft Work	Level 1	3	20	T/503/0549
Introduction to Film Making	Level 1	3	27	T/504/4709
Art and Design: Colour Theory and Design	Level 1	3	27	T/504/4791
Photography - Using a Camera and Accessories	Level 1	2	18	T/504/4838
Improvisation and Performance Skills	Level 1	3	27	T/504/4841
Explore Graphic Design	Level 1	3	27	Y/504/9918
Produce and Evaluate a Range of Photographic Images	Level 1	5	30	Y/506/8470
Painting Method – Mixed Media	Level 2	3	24	J/504/4665
Drawing Application Methods	Level 2	3	24	F/504/4633
C (Optional work skills units) - Learners must achieve a total of 3 credits				
Title	Level	Credit Value	GLH	Unit ref
Customer Care	Level 1	2	16	A/503/4893
Enterprise skills	Level 1	1	8	A/504/5151
Communicating in the workplace	Level 1	2	18	A/504/9460
Building Working Relationships with Colleagues	Level 1	2	20	D/503/2845
Rights and Responsibilities in the Workplace	Level 1	1	8	F/505/4904
Understanding Structures in the Workplace	Level 1	2	18	H/504/9520
Recognising prejudice and discrimination	Level 1	1	9	J/504/9509
Solving Problems in the Workplace	Level 1	2	18	J/504/9512

Personal presentation in the workplace	Level 1	1	9	K/504/9504
Understanding Change in the Workplace	Level 1	2	18	K/504/9518
Recognising and Respecting Diversity in the Workplace	Level 1	1	9	L/503/4896
Understanding Opportunities in Work Based Learning and Apprenticeships	Level 1	1	9	M/504/9374
Work Experience	Level 1	1	9	T/504/9361

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for Level 1 Certificate in Creative Industry Skills is 110.

Total Qualification Time

The total qualification time for Level 1 Certificate in Creative Industry Skills is 150.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

This qualification is suitable for learners aged 14+, 16-18 and 19+

Opportunities for Progression

The primary purpose of this qualification is to give you skills to help you to progress to the next level of vocational learning in Creative industry skills. This Level 1 Certificate will allow you to progress to further learning in a range of qualifications including:

- Ascentis Level 2 Diploma in Work Preparation for the Creative Industries
- Ascentis Level 2 Certificate in Craft and Design

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the qualification, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self-assessments
- Workbook activities
- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Tracking sheets are found in the Tracking Sheet document.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

A (Mandatory units) Criteria

UNIT SPECIFICATIONS

Unit Title: Health and Safety in a Practical Environment

Unit Reference Number: J/504/9364

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the Health and Safety requirements relevant to their work environment.	1.1. Identify the health and safety requirements relevant to their work environment.
	1.2. Identify potential hazards in their work environment.
	1.3. State the procedure to be followed in the event of an accident or emergency in their work environment.
	1.4. Locate emergency equipment in the work environment.
2. Be able to recognise risks in their work environment.	2.1. Explain what a risk is.
	2.2. Identify the risks in their work environment.
	2.3. Identify ways of minimising risk in their work environment.
	2.4. Follow health and safety procedures relevant to their work environment.

Assessment Method

N/A

Equivalences

Y/500/5420 - Y/600/3239

UNIT SPECIFICATIONS

Unit Title: Responsible Work Practice
Unit Reference Number: Y/504/9370

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the requirements of the workplace.	1.1. Describe responsibilities of employees in relation to health and safety.
	1.2. Describe an organisation's requirements in relation to conduct and behaviour at work.
	1.3. Identify appropriate sources of help and support in the workplace for employees.
2. Understand the importance of positive attitudes and behaviours at work.	2.1. Describe positive attitudes and behaviours for the workplace.
	2.2. Explain why positive attitudes and behaviours are important for employees.
3. Understand the characteristics of appropriate work practice.	3.1. Give reasons why it is important to maintain punctuality in the workplace.
	3.2. Give reasons why it is important to dress appropriately in the workplace.
	3.3. Give reasons why it is important to follow an organisation's requirements.

Assessment Method

N/A

Equivalences

N/A

B (Optional sector skills units) Criteria

UNIT SPECIFICATIONS

Unit Title: Creative Craft Skills

Unit Reference Number: A/504/4808

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the health and safety requirements when undertaking creative activity.	1.1. Identify studio/work room safety rules. 1.2. Agree to studio/workroom safety rules. 1.3. Use materials and equipment safely.
2. Know how to develop ideas for creative activity.	2.1. Identify three sources for ideas. 2.2. State how these might be used in creative activity.
3. Know how to experiment with media using a sketchbook and/or journal.	3.1. Use a sketchbook and/or journal to record exploration of basic ideas. 3.2. Give own response to the development of ideas.
4. Understand the importance of planning for activity.	4.1. Identify each stage of the activity. 4.2. For each stage, state the tasks and list materials required. 4.3. Identify any problems at each stage and state how work is modified as it progresses.
5. Know how to use materials and equipment within given contexts.	5.1. Identify materials/equipment needed for chosen activity. 5.2. State how these will be used. 5.3. Experiment with those selected and state the possibilities and constraints.
6. Be able to use techniques to undertake activity within given contexts.	6.1. Use basic techniques to execute an activity. 6.2. Experiment with techniques and identify possibilities and constraints.
7. Be able to reflect on own work.	7.1. Comment on outcomes of own work.

Assessment Method

N/A

Equivalences

M/503/0887

UNIT SPECIFICATIONS

Unit Title: Photography – Using a Tripod
Unit Reference Number: A/504/4839

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare and use a tripod with a camera.	1.1. Use a camera and tripod at varying heights. 1.2. Balance a tripod using an integral or external spirit level
2. Understand relevant Health and Safety issues and procedures.	2.1. Outline how to set up a tripod, assessing Health and Safety requirements to ensure safe working practices.

Assessment Method

N/A

Equivalences

T/502/9191

UNIT SPECIFICATIONS

Unit Title: Performing Physical Theatre
Unit Reference Number: A/505/4898

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand health and safety measures relating to physical theatre.	1.1. Identify health and safety rules relating to physical theatre.
	1.2. Identify the importance of warm up activities for physical theatre.
	1.3. Identify the importance of trust building exercises for physical theatre relating to safe practice.
2. Be able to engage safely in physical theatre.	2.1. Complete, under instruction, warm up activities for physical theatre.
	2.2. Complete, under instruction, trust building exercises for physical theatre.
3. Be able to demonstrate basic movement for physical theatre.	3.1. Move in a controlled manner whilst participating in physical theatre.
	3.2. Perform given moves correctly and with confidence whilst participating in physical theatre.
4. Be able to choreograph simple physical performance sequences.	4.1. Arrange simple given moves for a physical performance sequence.
	4.2. Smoothly link together moves for a physical performance sequence.
	4.3. Perform a physical performance sequence safely and effectively.
5. Be able to give and receive feedback on performance.	5.1. Share and contribute feedback in a positive manner.
6. Be able to reflect on own performance.	6.1. Comment on own performance.

Assessment Method

N/A

Equivalences

F/504/7161

UNIT SPECIFICATIONS

Unit Title: Craft Workshop Practice
Unit Reference Number: A/505/5419

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the principles and practices of workshop safety.	1.1. Use selected tools safely and effectively. 1.2. Follow good workshop practice. 1.3. Use protective clothing when necessary. 1.4. Show an awareness of workshop organisation.
2. Be able to select and use basic craft tools.	2.1. Identify and describe the purpose of a range of basic craft tools.
3. Be able to select and use a range of basic craft materials.	3.1. Select and use materials to complete a set of practical tasks.
4. Be able to follow given instructions.	4.1. Produce a simple craft item following instructions.

Assessment Method

N/A

Equivalences

T/504/9814

UNIT SPECIFICATIONS

Unit Title: Painting

Unit Reference Number: D/504/4798

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to prepare a surface or canvas support for painting.	1.1. Prepare a surface or canvas support for painting
2. Know how to use painting materials and equipment.	2.1 Use materials and basic equipment appropriate for the medium
	2.2 Use working methods associated with practical work in oils and acrylics
3. Know how to use painting methods and techniques.	3.1. Use simple painting techniques and equipment to produce practical work of a two dimensional form
4. Understand Health and Safety.	4.1. Carry out identified Health and Safety procedures and use safe studio practice

Assessment Method

N/A

Equivalences

A/503/2612

UNIT SPECIFICATIONS

Unit Title: Textiles

Unit Reference Number: D/504/4803

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about surface pattern design.	1.1 Identify sources for design ideas.
	1.2 Outline the basic principles of surface pattern design.
	1.3 Identify and resolve a surface pattern design problem.
	1.4 Produce a basic, workable design.
2. Understand and use basic techniques.	2.1. Demonstrate the use of colour, texture, pattern, line and tone.
	2.2. Produce a range of samples using more than one technique in each.
	2.3. Outline the processes used.
3. Understand Health and Safety procedures.	3.1. Carry out identified Health and Safety procedures.

Assessment Method

N/A

Equivalences

K/503/2623 - Textiles

UNIT SPECIFICATIONS

Unit Title: Ceramics

Unit Reference Number: F/504/4793

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the properties of clay.	1.1. Outline aspects to consider when using clay. 1.2. Show how to use clay appropriately.
2. Be able to use basic forming techniques.	2.1. Outline how to use basic forming techniques. 2.2. Demonstrate the use of basic forming techniques.
3. Understand the use of decorative techniques.	3.1. Use decorative techniques (including slip and glazes) to complete the decorative process.
4. Understand the changes that take place during the making, drying and firing processes.	4.1. Explain the changes that take place during the making, drying and firing process.
5. Understand health and safety.	5.1. Carry out identified health and safety procedures.

Assessment Method

N/A

Equivalences

J/503/0958

UNIT SPECIFICATIONS

Unit Title: Life Drawing

Unit Reference Number: F/504/9105

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use proportion when drawing from a life model.	1.1. Use general proportions when drawing from a life model.
2. Be able to recognise characteristics of line and tone.	2.1. Identify characteristics of line and tone.
3. Understand the importance of keeping a personal sketchbook.	3.1. State why it is important to use a personal sketchbook.
	3.2. Compile and use a personal sketch book, showing development of technique and/or ideas.
	3.3. Identify how own ideas have developed.
4. Be able to use a suitable medium when drawing from life.	4.1. Produce life drawings using a suitable medium.
5. Be able to follow guidelines for life drawing.	5.1. Follow guidelines for life drawing.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Music for Performance
Unit Reference Number: H/504/4835

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the part music can play in creating mood and atmosphere.	1.1. Listen and respond to a range of sounds and music. 1.2. Outline the moods and atmospheres suggested by a range of sounds and music.
2. Be able to demonstrate music making skills.	2.1. Participate in the singing of a song. 2.2. Play a simple tune on an instrument.
3. Understand the use of rhythm and tempo.	3.1. Demonstrate two different rhythms. 3.2. Identify changes of tempo in a piece of music.
4. Be able to select music appropriate for use in performance.	4.1. Suggest appropriate types of music for use with a particular performance or production.

Assessment Method

N/A

Equivalences

R/503/0946

UNIT SPECIFICATIONS

Unit Title: Explore Acting Skills

Unit Reference Number: H/504/9811

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use acting skills in practical activities.	1.1. Use vocal and/or movement skills in practical activities. 1.2. Demonstrate a cool-down sequence.
2. Be able to develop a character for an acting role.	2.1. Develop a character for an acting role with direction and guidance.
3. Be able to use acting skills in a performance.	3.1. Use vocal and/or physical expression. 3.2. Communicate with the audience and other performers for some of the time. 3.3. Stay in role for a period of time.
4. Know about and be able to demonstrate employability skills through participation in practical activities.	4.1. Participate in practical activity to demonstrate own: (a) reliability (b) positive attitude (c) respect towards others

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Radio Production and Interviewing
Unit Reference Number: H/504/9839

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand different types of radio programmes.	1.1. Give examples of a range of radio stations (including local stations). 1.2. Outline different types of programmes on national and commercial stations.
2. Know about the stories relevant for local radio.	2.1. State the difference between a local and national story. 2.2. Identify suitable subjects and potential interviewees for local radio stories.
3. Be able to conduct an interview.	3.1. Identify the words used in open interviewing. 3.2. Use questions to interview the public.
4. Understand different techniques used for radio.	4.1. Identify different techniques used in radio broadcasting (e.g. live, vox, package).
5. Understand and be able to use sound recording equipment.	5.1. Identify and use the controls of sound recording equipment. 5.2. Demonstrate how to record, save and edit audio samples.
6. Understand relevant Health and Safety issues for radio production and interviewing.	6.1. Outline relevant Health and Safety issues for radio production and interviewing. 6.2. Identify safe ways of working.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Video Production
Unit Reference Number: H/504/9842

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about video production techniques and technology.	1.1. Identify a range of video equipment 1.2. Outline digital video techniques. 1.3. Identify the key considerations for video production.
2. Be able to develop ideas for video production.	2.1. Use ideas from a range of sources and develop them for video production.
3. Be able to undertake production and post-production work for video.	3.1. Demonstrate how to make a video production using: (a) appropriate equipment (b) production skills (c) post production processes (d) safe working practices
4. Be able to review own work.	4.1 Use feedback on own work to review: (a) aspects which went well (b) aspects which could be adapted or improved.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Design Project

Unit Reference Number: J/504/4794

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to source research material appropriate to the needs of the project.	1.1. List main sources of material. 1.2. Collect material and background information to support the project.
2. Be able to plan work to meet deadlines using time management skills.	2.1. Identify key stages of work. 2.2. Produce a simple action plan identifying time scales for each stage. 2.3. Meet key deadlines.
3. Know how to record ideas for project development.	3.1. Demonstrate the development of ideas, for example, by using a sketch book or journal. 3.2. Record personal responses to Developments.
4. Be able to develop and complete design projects using appropriate materials and techniques.	4.1. Use appropriate materials and techniques to complete the design project. 4.2. Complete work in line with action plan, identifying any points where the plan is amended.
5. Be able to reflect on own work.	5.1. Identify successful aspects of the project. 5.2. Outline ideas for improvement or further development.
6. Understand health and safety procedures.	6.1. Carry out health and safety procedures.

Assessment Method

N/A

Equivalences

J/503/0961

UNIT SPECIFICATIONS

Unit Title: Creating Articles for the Media

Unit Reference Number: J/504/6626

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the media and its formats.	1.1. Define what is meant by the media. 1.2. Give examples of different forms of media. 1.3. State why the media is important in society.
2. Be able to construct a media article.	2.1. Create a media article detailing: <ul style="list-style-type: none">• why it is needed• who is it aimed at• what you want to say• how long it needs to be and why• where the article needs to be published and why.
3. Know how to prepare for a media interview.	3.1. Create a plan on a subject to be used for a media interview. 3.2. Be interviewed on a subject.
4. Understand safeguarding protocols as they relate to article production.	4.1. State why confidentiality and consent are important when creating a media article.
5. Be able to construct a news release.	5.1. Describe what is meant by a news release. 5.2. Create a news release.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to the Creative Industries

Unit Reference Number: J/504/9896

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and working patterns of the creative industries.	1.1. Describe types of organisation operating in the creative industries.
	1.2. Describe key job roles in the creative industries.
	1.3. Describe the working patterns in the creative industries.
2. Know about different types of career opportunities available in the creative industries.	2.1. Describe different types of career opportunities in the creative industries.
	2.2. Identify different types of organisation that offer career opportunities in the creative industries.
	2.3. Identify current skills and how they relate to skills needed to work in the creative industries.
3. Be able to develop and demonstrate an appropriate skill in the creative industries.	3.1. Choose an appropriate skill to develop.
	3.2. Make necessary preparations to develop the skill
	3.3. Demonstrate the chosen skill appropriately.
	3.4. Identify when to use the chosen skill in future situations.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: News Media Techniques
Unit Reference Number: J/505/2846

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about the difference between types of writing for the media.	1.1. Identify key differences between fictional and journalistic writing.
2. Know the format of a newspaper.	2.1. State the function of the different sections of a newspaper.
3. Know how design is used in newspaper and magazine production.	3.1. Identify key factors in effective page design.
	3.2. Give examples of how visual images and graphic design are used in newspapers and magazines.
4. Be able to design a draft page for a newspaper or magazine.	4.1. Demonstrate how to design a draft newspaper or magazine page.
5. Be able to review own work.	5.1. Use feedback on own work to identify an aspect which works well.
	5.2. State a way to adapt ideas and amend the work.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Using Computers in the Arts
Unit Reference Number: K/504/4772

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how to initialise software for use in the arts.	1.1. Select suitable media for the task in hand. 1.2. Correctly load the appropriate software.
2. Understand and use tools for use in the arts.	2.1. Enter information into given locations. 2.2. Create text/images/notations as required in format that allows for effective editing.
3. Know how to edit items to support development of ideas.	3.1. Edit specified items. 3.2. Reposition, increase or decrease size. 3.3. Delete items. 3.4. Adjust shape of items.
4. Know how to save and retrieve files.	4.1. Save work using a unique filename. 4.2. Produce a printed copy. 4.3. Retrieve named files. 4.4. Rename and save files.
5. Understand the possibilities and limitations of the software to achieve output expectations.	5.1. List the advantages and disadvantages of the software for the task. 5.2. Identify successful aspects of finished work. 5.3. Make suggestions for areas for development or improvement, identifying anything that would be needed for the task.
6. Understand Health and Safety procedures.	6.1. Carry out identified Health and Safety procedures.

Assessment Method

N/A

Equivalences

T/503/2625

UNIT SPECIFICATIONS

Unit Title: Music Improvisation and Performance Skills

Unit Reference Number: K/504/4836

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to devise through improvisation.	1.1. Create simple and effective performance structures.
	1.2. Develop work through improvisation.
2. Be able to use performance skills.	2.1. Use performance skills to develop a performance piece.
3. Understand the functions of a brief.	3.1. Outline the nature and context of a given performance, referring to a given brief.
4. Be able to contribute to a group performance.	4.1. Make creative suggestions about own contributions and the work of the group.

Assessment Method

N/A

Equivalences

H/503/0949

UNIT SPECIFICATIONS

Unit Title: Design Style

Unit Reference Number: L/504/4795

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the design characteristics of a given object or image.	1.1. Identify and describe the key design characteristics of a given object or image.
2. Understand basic terminology relevant to design practice and history.	2.1. Outline the meaning of terminology relevant to design practice and history.
	2.2. Use correct terminology for given areas of design practice and history.
3. Be able to recognise the key influences on the design of a given object or image.	3.1. Identify the key issues influencing design of a given object or image.
	3.2. Identify the major style or movement relevant to the object or image.
4. Be able to reflect on design style.	4.1. Give a personal response to a given object or image in relation to design style.
	4.2. Use appropriate visual vocabulary when reflecting on design style.
5. Know how to record information and reflections on design style.	5.1. Collect and record information about design and design style in a logical manner and in appropriate formats
	5.2. Record comments which reflect a personal response to designs and design style within information collected.

Assessment Method

N/A

Equivalences

T/503/0955

UNIT SPECIFICATIONS

Unit Title: Promoting a Performing Arts Event
Unit Reference Number: L/504/7163

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand why a performing arts event needs promotion.	1.1. Outline why a performing arts event needs promotion.
2. Be able to plan the promotion of a specific performance or event.	2.1. Identify the target audience for a performance or event.
	2.2. Identify appropriate promotional methods and materials for a specific performance or event.
	2.3. Identify suitable outlets for publicity for a specific performance or event.
3. Be able to contribute to the promotion of a specific performance or event.	3.1. Collect information about a performing arts event.
	3.2. Work collaboratively with others to promote a specific performance or event.
	3.3. Identify own promotion responsibilities for a specific performance or event.
	3.4. Carry out own promotion role using appropriate communication skills for a specific performance or event.
4. Be able to review the promotion of a specific performance or event.	4.1. Identify aspects of promotion for a specific performance or event which went well
	4.2. Identify aspects of promotion for a specific performance or event which could be improved.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Drawing

Unit Reference Number: M/504/9102

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand drawing media.	1.1 Identify drawing media. 1.2 Identify properties, composition, associated techniques and application of drawing media.
2. Be able to recognise drawing and composition problems.	2.1. Identify drawing and composition problems.
3. Know characteristics of line and tone.	3.1. Identify characteristics of line and tone.
4. Understand the importance of keeping a personal sketchbook.	4.1. State why it is important to use a personal sketchbook.
5. Be able to use drawing media.	5.1. Compile and use a personal sketchbook
6. Be able to work safely when drawing.	6.1. Follow health and safety guidelines when drawing.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Urban, Street or Graffiti Art Practice
Unit Reference Number: M/505/2856

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the development of urban, street or graffiti art practice.	1.1. Outline the development of urban, street or graffiti art practice.
2. Be able to generate ideas for site-specific art works.	2.1. Demonstrate how to produce experimental samples of site-specific art works using: a) techniques b) processes c) materials.
	2.2. Outline own response to the development of ideas.
3. Be able to plan for and create site-specific art works.	3.1. Demonstrate how to plan and create site-specific work
4. Know about ways to solve problems with urban, street or graffiti art practice.	4.1. Give examples of work, which show problem solving activities.
	4.2. Indicate own problem solving skills.
5. Be able to use Health and Safety procedures for self and general public.	5.1. Carry out Health and Safety procedures.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Stained Glass

Unit Reference Number: R/504/4779

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to translate images and/or patterns for the production of a stained glass panel.	1.1 Translate a simple design into an accurate stained glass pattern.
2. Know how to use tools and equipment.	2.1. Identify relevant basic tools and equipment. 2.2. Demonstrate safe use of tools and equipment.
3. Know how to select materials.	3.1. Identify a range of materials used in stained glass production. 3.2. Select appropriate materials for own design and pattern.
4. Be able to use techniques in assembling stained glass panels.	4.1. Use basic techniques to cut glass and lead. 4.2. Produce a finished glass panel to a simple chosen design.
5. Understand safe working practices and carry out Health and Safety procedures.	5.1. Carry out identified Health and Safety procedures and use safe studio practice.

Assessment Method

N/A

Equivalences

H/503/2622 - Stained Glass

UNIT SPECIFICATIONS

Unit Title: Sculpture

Unit Reference Number: R/504/4801

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to use imaginative or observational skills to prepare for modelling.	1.1. Produce basic drawings and models in clay or other appropriate material. 1.2. Produce models in clay or other appropriate material.
2. Understand the principles of working in two and three dimensions.	2.1. Identify mass, form, scale and space in two dimensions. 2.2. Identify mass, form, scale and space in three dimensions.
3. Understand the use of tools and techniques for modelling clay or other appropriate material.	3.1. Identify and use appropriate tools for modelling clay or other appropriate material. 3.2. Identify and use basic techniques for modelling in clay or other appropriate material.
4. Understand Health and Safety.	4.1. Carry out identified Health and Safety procedures and use safe studio practice

Assessment Method

N/A

Equivalences

Y/503/2620

UNIT SPECIFICATIONS

Unit Title: Imaging Software
Unit Reference Number: R/505/3062

Credit Value of Unit: 3

GLH of Unit: 20

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to obtain, insert and combine information for images.	1.1. Identify what images are needed.
	1.2. Obtain, input and prepare images to meet needs.
	1.3. Identify what generic copyright and other constraints apply to the use of images.
	1.4. Combine information of different types or from different sources for images.
	1.5. Identify the context in which the images will be used.
	1.6. Identify which file format to use for saving and exchanging images.
	1.7. Store and retrieve files effectively, in line with local guidelines and conventions where available.
2. Be able to use imaging software tools to create, manipulate and edit images.	2.1. Use suitable tools and techniques to create images.
	2.2. Use appropriate tools and techniques to manipulate and edit images.
	2.3. Check images meet needs, using IT tools and making corrections as necessary.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Produce Craft Work
Unit Reference Number: T/503/0549

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to plan the production of craft work	1.1. Use ideas developed to plan for the production of craft work.
	1.2. Select tools and equipment required to produce craft work.
	1.3. Prepare work area to produce craft work.
2. Be able to produce craft work.	2.1. Use selected tools, equipment and materials to produce craft work.
	2.2. Maintain a safe working environment during the craft work making process.
	2.3. Display craft work in an appropriate way or setting.
3. Be able to review the craft making process.	3.1. Identify the areas of the process that worked well.
	3.2. Identify the areas of the process that may need further development
	3.3. Produce an action plan for the future development of craft work

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Film Making
Unit Reference Number: T/504/4709

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to apply film making styles.	1.1. Outline different styles of film making. 1.2. Identify a film making style appropriate for a chosen subject.
2. Be able to use equipment to produce a film.	2.1. Outline the functions of a camera for film making. 2.2. Demonstrate the effects that can be achieved with a film camera. 2.3. Outline the importance of health and safety in relation to electrical equipment. 2.4. Produce a short piece of film.
3. Be able to use film making vocabulary.	3.1. Use correct terminology to communicate in a film making context.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Art and Design: Colour Theory and Design
Unit Reference Number: T/504/4791

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the principles of colour theory and application.	1.1. Identify and demonstrate basic principles related to the theory and application of colour.
2. Be able to recognise problems related to colour mixing.	2.1. Identify problems related to colour mixing.
3. Know how to construct a twelve-section colour wheel.	3.1. Produce a twelve-section colour wheel.
4. Understand the value of colour.	4.1. Demonstrate a visual awareness of the way colour is used.
5. Know how to use colour related terminology.	5.1. Use selected colour related terminology.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Photography - Using a Camera and Accessories

Unit Reference Number: T/504/4838

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use a camera and relevant accessories to create images.	1.1. Identify and use camera controls.
	1.2. Outline the range of recording media in either film or digital cameras.
	1.3. Select and use appropriate camera settings for a range of subjects (e.g. lens settings, camera positions, and accessories).
	1.4. Produce a range of photographic images.
2. Be able to transfer images from a camera for printing.	2.1. Transfer camera images and prepare for printing.
	2.2. Print photographic images.
3. Understand relevant Health and Safety issues and procedures.	3.1. Identify Health and Safety issues.
	3.2. Follow correct Health and Safety procedures

Assessment Method

N/A

Equivalences

M/502/9190

UNIT SPECIFICATIONS

Unit Title: Improvisation and Performance Skills
Unit Reference Number: T/504/4841

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to devise performance structures through improvisation.	1.1. Create simple and effective performance structures.
	1.2. Develop work through improvisation.
2. Be able to use performance skills.	2.1. Use performance skills to develop a performance piece.
3. Understand the functions of a brief.	3.1. Outline the nature and context of a given performance, referring to a given brief
4. Be able to contribute to a group performance.	4.1. Make creative suggestions about own contributions and the work of the group.

Assessment Method

N/A

Equivalences

A/502/9189

UNIT SPECIFICATIONS

Unit Title: Explore Graphic Design
Unit Reference Number: Y/504/9918

Credit Value of Unit: 3

GLH of Unit: 27

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to research information and ideas for graphic design work.	1.1. Identify sources of ideas for graphic design work.
	1.2. Use sources and references to make visual or written records for graphic design work.
	1.3. Outline the influence of artists and designers on own practice.
2. Be able to use materials, techniques and processes to develop ideas for graphic design.	2.1. Identify and use materials, techniques and processes to develop ideas for graphic design work.
	2.2. Use a range of visual elements in practical work, (e.g. colour, pattern, text, texture, line, shape, form, space, shape and tone).
3. Be able to produce and present graphic design in response to a task or theme.	3.1. Outline a plan to make the graphic design work in response to a task or theme.
	3.2. Use a range of graphic design processes to produce work.
	3.3. Demonstrate how to present work.
4. Be able to review and record own design work.	4.1. Make records of design ideas.
	4.2. Outline ways to adapt ideas to amend and improve work.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Produce and Evaluate a Range of Photographic Images

Unit Reference Number: Y/506/8470

Credit Value of Unit: 5

GLH of Unit: 30

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to create photographic images.	1.1. Give examples of possible ideas for a photographic portfolio based on one of the following themes: a) spirit of the place b) faces c) a day in the life d) celebration e) action
	1.2. Identify at least 2 other photographers who have based work on similar themes.
	1.3. Outline the use of visual language in their own and others work.
	1.4. Use compositional elements, visual language and technical processes together to produce a series of images for a chosen brief.
	1.5. Indicate a range of ideas to tutor and peers.
	1.6. Identify how ideas have changed in response to circumstances.
	1.7. Present the portfolio using suitable presentation techniques.
	1.8. Give an evaluation of the completed portfolio.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Painting Methods – Mixed Media
Unit Reference Number: J/504/4665

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand mixed media methods.	1.1. Use and experiment with some mixed media methods as both subject matter and as a means of expression.
2. Understand how to use mixed-media materials, techniques and methods.	2.1. Use a variety of mixed-media materials, techniques and methods, for example, montage, collage, relief, construction, in both traditional and non-traditional ways.
3. Understand the value of supporting research and notation.	3.1. Use supporting research and notation, including sketchbooks for selecting and collecting information.
	3.2. Select items from research and sketchbooks to influence and develop his/her mixed media work.
4. Be able to produce work, which shows choice of form and content.	4.1. Produce work, which shows choice of form and content
5. Understand Health and Safety procedures and safe studio practice.	5.1. Carry out Health and Safety procedures and safe studio practice.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Drawing Application Methods

Unit Reference Number: F/504/4633

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to explore a variety of drawing techniques and media.	1.1. Use knowledge of a range of techniques and media to produce a series of drawings. 1.2. Assess the outcomes of techniques used in own work.
2. Know how to apply skills in specific contexts and for different purposes.	2.1. Select and use drawing techniques and media appropriate to the context and function of the drawing.
3. Understand formal elements and surface qualities.	3.1. Use a considered approach to produce a series of drawings, for example: (a) composition (b) use of line (c) movement (d) use of different media quality
4. Know how to produce a personal response.	4.1. Use a personal interpretation of tasks to produce a body of work, emphasising his/her strengths. 4.2. Demonstrate, through drawings, own chosen art/design direction.
5. Understand Health and Safety procedures and safe studio practice.	5.1. Carry out identified Health and Safety procedures and safe studio practice.

Assessment Method

N/A

Equivalences

N/A

C (Optional work skills units) Criteria

UNIT SPECIFICATIONS

Unit Title: Customer Care

Unit Reference Number: A/503/4893

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the principles of good customer care.	1.1. Describe why good customer care is important.
	1.2. Demonstrate how to give good customer care in own role.
	1.3. Outline how poor customer care can affect customers and organisations.
	1.4. Describe the importance of making a good impression when dealing with customers.
2. Be able to provide good customer care.	2.1. Demonstrate good customer care when dealing with a range of customers
3. Be able to communicate positively with customers.	3.1. Describe positive verbal and non-verbal ways of communicating with customers.
	3.2. Outline the possible results of poor communication with customers.
	3.3. Communicate with customers positively in different situations.
4. Understand the importance of keeping to organisational policies and practice.	4.1. Listen and respond to customer queries, requests and complaints in accordance with set policies and procedures

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Enterprise Skills
Unit Reference Number: A/504/5151

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the characteristics of successful entrepreneurs and how these are important in business situations.	1.1. Describe what is meant by the term entrepreneur.
	1.2. Identify the skills that are needed to be a successful entrepreneur.
	1.3. Identify attitudes and qualities that are needed to be a successful entrepreneur.
	1.4. Give examples of situations where having entrepreneurial skills, attitudes and qualities would be important factors in contributing to business success.
2. Understand own strengths as an enterprising person and ways to develop own enterprising characteristics.	2.1. Describe how an enterprising person behaves.
	2.2. Identify own strengths in terms of enterprising skills, attitudes and qualities.
	2.3. State how enterprising skills, attitudes and qualities can help achieve work related goals.
	2.4. Agree activities to develop own enterprising skills and attitudes.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Communicating in the Workplace
Unit Reference Number: A/504/9460

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about ways of communicating.	1.1. Describe methods of communication in the workplace.
	1.2. Give examples of good and poor communication in the workplace.
	1.3. Describe the importance of effective communication with others in the workplace.
2. Know the methods used to communicate different types of information in the workplace.	2.1. Identify methods of communicating information in the workplace.
	2.2. Describe ways in which different methods would be used in the workplace.
3. Be able to use communication skills.	3.1. Use appropriate verbal and non-verbal communication.
	3.2. Give and receive feedback using appropriate language and body language.
	3.3. Respond appropriately to others, respecting those whose opinions differ from their own.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Building Working Relationships with Colleagues
Unit Reference Number: D/503/2845

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know why it is important to get on well with colleagues.	1.1. Identify different types of colleagues an employee needs to interact with at work. 1.2. Outline why an employee needs to get on well with each type of colleague.
2. Be able to work with employers and/or managers.	2.1. Complete a task as instructed by employers and/or managers. 2.2. Use appropriate language and tone when communicating with employers and/or managers.
3. Be able to work with peers in the workplace.	3.1. Use appropriate language and tone when communicating with peers. 3.2. Contribute ideas and opinions in a way that peers find acceptable. 3.3. Carry out their own role or task in line with the agreed or designated expectations of their peers. 3.4. Seek and accept help, guidance and feedback from peers when appropriate.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Rights and Responsibilities in the Workplace

Unit Reference Number: F/505/4904

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand that employees have rights in the workplace.	1.1. Describe the main rights all employees have at work.
	1.2. Explain the rights of an employee working in a particular job/employment sector.
	1.3. Give examples of laws that help to protect employees at work.
	1.4. Identify who could help with problems at work to do with employee rights.
	1.5. State what steps should be taken by an employee if they have a grievance issue at work.
2. Understand that employees have responsibilities in the workplace.	2.1. Describe the main responsibilities an employee has at work.
	2.2. State how an employee gets information about their responsibilities in the workplace.
	2.3. State what steps should be taken by an employee if they are faced with disciplinary procedures at work.

Assessment Method

N/A

Equivalences

T/504/5214

UNIT SPECIFICATIONS

Unit Title: Understanding Structures in the Workplace
Unit Reference Number: H/504/9520

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of organisational objectives and value.	1.1. Describe the key features of an organisation's statement of objectives or values.
	1.2. Outline how an organisation's main objectives relate to its structure.
2. Understand the need for effective communication routes within an organisation.	2.1. Outline a process for gathering and passing on of information within an organisation.
	2.2. Give an example of effective communication in a team and state why this is important.
	2.3. Give an example of poor communication within a team.
3. Be able to recognise the way in which decisions are made in relation to organisational structure.	3.1. Describe a decision making process and who is involved within the structure of the organisation.
	3.2. Describe a method for making decisions in an organisation.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Recognising Prejudice and Discrimination
Unit Reference Number: J/504/9509

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how stereotyping people can lead to prejudice and discrimination.	1.1. Give examples of stereotypes used in relation to race, gender, ability and sexuality.
	1.2. Give examples of discriminatory language.
	1.3. Outline the effects of stereotyping and discriminatory language on individuals and the workplace.
2. Understand the impact of discriminatory behaviour on individuals and the workplace.	2.1. Give an example of discriminatory behaviour.
	2.2. Outline the effects that discriminatory behaviour has on the workplace.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Solving Problems in the Workplace
Unit Reference Number: J/504/9512

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the different types of problems they might encounter in the workplace.	1.1. Identify the different types of problem they could encounter in the workplace relating to: a) People b) Tasks c) Resources.
2. Understand how problems can be solved.	2.1. Identify appropriate ways to come up with solutions to a straightforward problem.
	2.2. Use appropriate methods to create solutions to a straightforward problem.
	2.3. Decide what solution represents the best option, giving one reason why this is the case.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Personal Presentation in the Workplace

Unit Reference Number: K/504/9504

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know conventions for personal presentation in the workplace.	1.1. Describe dress and appearance conventions and their appropriateness in one work setting. 1.2 Describe types of clothing suitable for different types of work.
2. Be able to demonstrate appropriate personal presentation for the workplace.	2.1. Consistently present and conduct themselves in a way that is suitable for a place of work. 2.2. Describe why it is important to demonstrate appropriate personal presentation in the workplace.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Change in the Workplace
Unit Reference Number: K/504/9518

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand that organisations need to respond to change and new directions.	1.1. Describe a change that can happen in the workplace.
	1.2. Describe the possible reasons for the change.
	1.3. Outline ways in which people can respond to change in the workplace.
2. Understand the impacts of change in the workplace.	2.1. Outline how change can impact on the workplace.
	2.2. Outline the importance of training and development in times of change.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Recognising and Respecting Diversity in the Workplace
Unit Reference Number: L/503/4896

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how recognising and respecting individual differences and diversity contributes to a positive environment in the workplace.	1.1. Identify two positive ways in which individual difference and diversity in the workforce could be recognised and respected 1.2. Identify the impact these differences between individuals could have on working together.
2. Understand key responsibilities in relation to promoting equality in the workplace.	2.1. Outline own responsibilities and those of an employer in relation to equality. 2.2. Outline at least two key principles of inclusion to promote equality in the workplace.
3. Understand the importance of challenging discrimination at work.	3.1. Give an example of a scenario illustrating discrimination at work and an approach to challenging it

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Opportunities in Work Based Learning and Apprenticeships

Unit Reference Number: M/504/9374

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to identify types of work based learning and apprenticeships.	1.1. Define work based learning.
	1.2. Identify types of work based learning.
	1.3. Explain how work based learning forms part of an apprenticeship.
2. Understand how to identify a relevant work based learning opportunity for own development.	2.1. Identify a relevant work based learning opportunity.
	2.2. Explain how the work based opportunity will benefit own learning and development.
	2.3. State the actions required to take up a work based learning opportunity.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Work Experience
Unit Reference Number: T/504/9361

Credit Value of Unit: 1

GLH of Unit: 9

Level of Unit: 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare for their work experience placement.	1.1. Describe the role of the organisation and the job role they will be undertaking. 1.2. Identify their expectations of the work experience placement.
2. Be able to work appropriately in their role.	2.1. Work appropriately with colleagues in the team. 2.2. Take account of organisational procedures when working.
3. Be able to review their work experience placement.	3.1. Review their role and contribution during their work experience placement. 3.2. Identify what has been learned during the work experience placement. 3.3. Identify actions to build on learning for the future.

Assessment Method

N/A

Equivalences

N/A

APPENDIX 1

Summary Record of Achievement

601/7540/0 Level 1 Certificate in Creative Industry Skills

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Health and Safety in a Practical Environment	Level 1	1			
Responsible Work Practice	Level 1	1			

Learner Name _____

Minimum Credit Value of Qualification 15

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement
Supplementary Sheet

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification X

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____