AIMQUALIFICATIONS

AIM Qualifications

Level 3 Certificate in Creative Content and Production (603/1075/3) *Designed to support apprenticeships*

Version 10 - November 2021

This qualification was created by AIM to map directly into two apprenticeship standards:

- Broadcast Production Assistant
- Junior Content Producer

You can also find these standards in the appendices section of this handbook

> "
> There's a breadth to the qual that isn't in the standard which is very relevant for the soft skills.
> "

*Martina Porter, Managing Director
at 'All Spring Media'*

Document Version History

Version Number	Date	Description
3	November 2018	- Update to TQT values *(see page 4)*
4	April 2019	- Amendment to components - Production and Post Production removed standards 2 and 3 and - Rewritten component summary
5	September 2019	- Rebrand - **'AIM Awards'** changed to **'AIM Qualifications'** - Qualification family added to qualification details grid *(see page 4)* - Learner purpose statement added to appendices *(see page 65)*
6	March 2020	- Updated Introduction text and links *(see left page)* - Added in additional text about apprenticeship standards *(see left page)* - Removed AIM Awards branding that was missed in previous versions - Updated broken links
7	October 2020	- Review date extended from 31/07/2021 to 31/07/2023
8	March 2021	- Updated branding colours throughout booklet - Added **'chosen'** subheader to ROCs *(see page 7)*
9	March 2021	- Removed "Individuals involved in the delivery and assesment of this qualification must have relevent skills and knowledge of small animal hydrotherapy." *(page 10)*
10	November 2021	- Typo - TQT amdended from 306 to 461 *(page 4)*

Contents

Introduction

Welcome to the AIM Qualifications Level 3 Certificate in Creative Content and Production Qualification Handbook. This Handbook contains everything you need to know about this qualification and is intended for Tutors, Assessors, Internal Verifiers and other staff involved with the planning, delivery and assessment.

This is a live document and as such will be updated when required. You will be informed via email when changes are made and it is your responsibility to ensure the most up-to-date version of the Qualification Handbook is in use.

About Us

AIM is a national and international Awarding Organisation. We offer a large number of regulated qualifications at different levels and in a wide range of subject areas, Access to Higher Education Diplomas and End-Point Assessments. Our products are flexible enough to be delivered in a range of settings, from small providers to large colleges and in the workplace both nationally and internationally. We pride ourselves on offering the best possible customer service, and are always on hand to help if you have any questions. Our organisational structure and business processes enable us to be able to respond quickly to the needs of customers to develop new products that meet their specific needs.
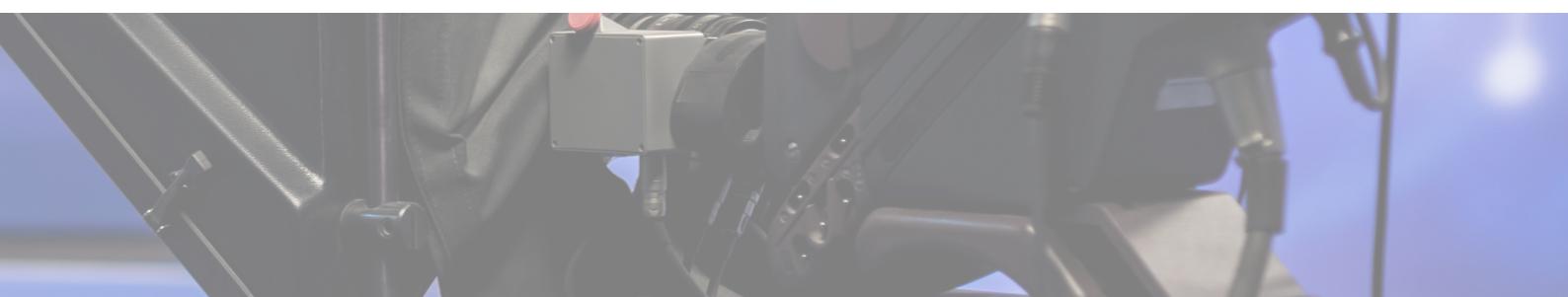
Qualification Overview

About this Qualification

The AIM Qualifications Level 3 Certificate in Creative Content and Production has been developed to support the delivery of Advanced Apprenticeships (Level 3) which offer entry level opportunities into a family of creative and operational roles across television and radio broadcast production including Broadcast Production Assistant and Junior Content Producer. The components of the qualification have been designed to closely map to the skills, knowledge and understanding identified in the Standards, which will support apprentices towards their readiness for the End-Point Assessment (this only relates to apprenticeships in England).

The qualification covers core technical skills and knowledge, including production planning, production development, industry awareness, content creation, and also develops the learner's soft skills, including working to tight deadlines and reflecting on own practice.

This qualification has been developed in partnership with leading employers across the broadcasting industry including the BBC, ITV, Sky, Channel 4 and Bauer Media and delivery partners that includes independent training providers and colleges of further education.
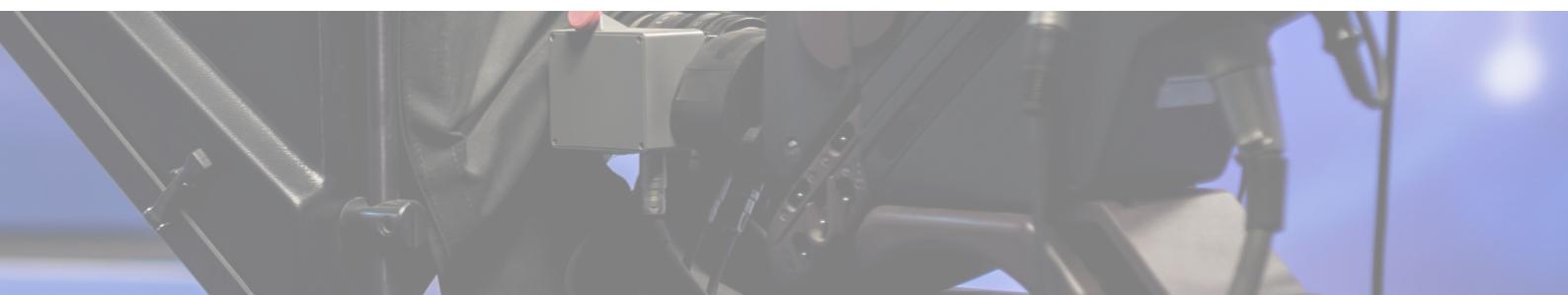
Qualification Details

Qualification	
AIM Qualification Level 3 Certificate in Creative Content and Production	
Qualification Family	Technical
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	Pass/Fail
Geographical Coverage	England and Northern Ireland
Operational Start Date	1st February 2017
Review Date	31st July 2023
Sector	9.3 Media and Communication
Qualification Number	603/1075/3
Learning Aim Reference	60310753
Guided Learning Hours (GLH)	245
Total Qualification Time (TQT)	461
Learner Age	16+
Rules of Combination	Learners must achieve all six essential components and a minimum of three chosen components to achieve this qualification. This qualification is assessed through an internally set, internally verified and externally verified portfolio of evidence.

Total Qualification Time and Guided Learning Hours

Total Qualification Time (TQT) is the number of notional hours it takes a typical learner to achieve the full qualification and is made up of two elements:

- the minimum number of Qualification Guided Learning Hours (GLH) - the number of Tutor-led contact hours
- the number of hours spent on preparation, studying and the assessment that is non-guided

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying and the assessment is six hours. Therefore the Total Qualification Time (TQT) for the qualification is 36 hours.

Progression Opportunities

A broad range of job roles will be open to learners achieving this qualification. Broadcast Production Assistants, for example, may progress into TV or radio creative, production management or editing roles, such as Researcher, Production Co-ordinator, Studio Manager or Editorial Co-ordinator.

Junior Content Producers can progress into content creation/development roles at more senior levels across the industry, including with digital agencies, broadcasters and publishers.

Entry Guidance

Learners must be aged 16 or over at the beginning of their learning and should be employed in a related industry.

Qualification Dates

The qualification review date is the date by which we will have carried out a review of the qualification. We work with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases, we'll extend the qualification and set a new review date. If we make a decision to withdraw a qualification, we'll set an operational end date.

We will post information relating to changes or extensions to qualifications on our website and centres approved to offer the qualification will be kept updated. The certification end date will be three years from the operational end date.

Resource Requirements

Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. It is recommended that learners are employed within an industry related organisation. However, a workplace in line with industry standards, or a Realistic Working Environment (RWE) is permitted. RWE must offer the same conditions as the normal day-to day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

Qualification Structure
and Components
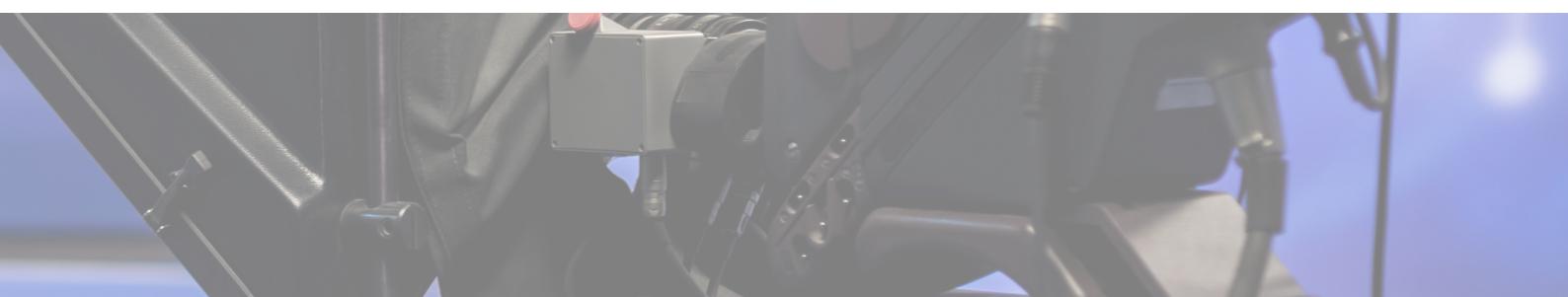
Section Two

Qualification Structure and Components

This section details the rules of combinations for this qualification. Select the component titles to view the component details.

Rules of combination for: AIM Qualification Level 3 Certificate in Creative Content and Production					
Learners must achieve all **six essential components** and a minimum of **three chosen components** to achieve this qualification.					
No.	Component Code	Component Title	Level	GLH	Page No.
Essential					
01	H/615/4892	Industry Awareness in the Creative and Digital Media Sector	Three	20	18
02	K/615/4893	Communication and Presentation Skills	Three	20	23
03	M/615/4894	Professional Reflection and Development	Three	15	27
04	T/615/4895	Workplace Legislation in the Creative Media Industry	Three	15	30
05	A/615/4896	Respond to a Media Content Brief	Three	15	33
06	F/615/4897	Synoptic Contextual Project in Media Content Creation, Production or Broadcast	Three	40	35
Chosen					
07	J/615/4898	Media Content Creation: Principles and Practice	Three	40	39
08	L/615/4899	Radio Production	Three	40	44
09	T/615/4900	Broadcast Production: Planning and Co-ordination	Three	40	48
10	A/615/4901	Production and Post Production	Three	40	53
11	J/615/4903	Broadcast Production: Editing and Post Production	Three	40	61
12	L/615/4904	Shooting, Capturing, Editing and Storing Media Content	Three	40	65

Content and Assessment

Section Three

Centre Staff Requirements

As an Awarding Organisation, we require that:

Tutors have relevant teaching experience and/or a qualification and experience and/or a qualification in the relevant subject area. Suitable teaching qualifications include:

- Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) or above
- Level 3 Education and Training or above
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education

Assessors have an assessor qualification or evidence of recent relevant experience. Suitable assessor qualifications include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess Candidate Performance using a Range of Methods
- D32 Assess Candidate Performance and D33 Assess Candidate using Differing Sources of Evidence

In addition, specifically for this qualification, Assessors should have current and relevant occupational experience of working in the interactive media sector and, where possible, a relevant qualification(s).
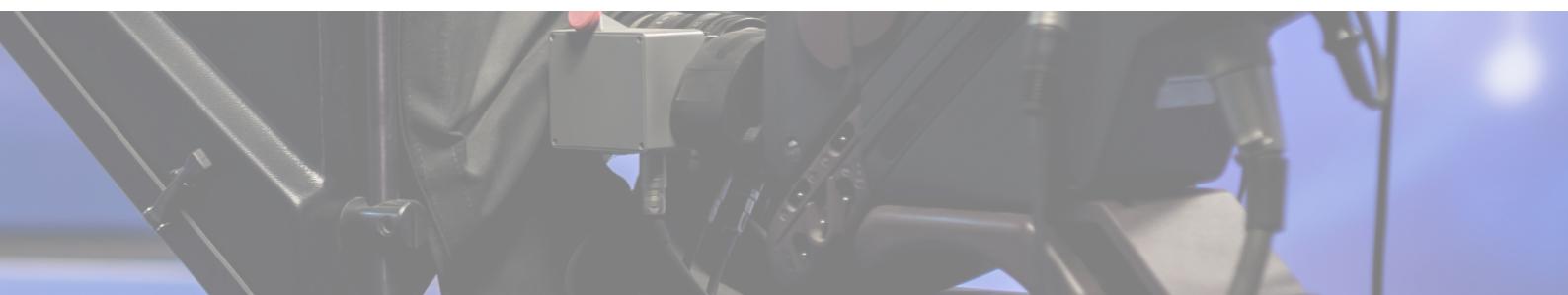
Internal Verifiers (IV) have an internal verification qualification or evidence of recent relevant experience. Suitable internal verification qualifications include:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

In addition, specifically for this qualification, Internal Verifiers should have occupational experience of working in the interactive media sector and, where possible, relevant qualification(s).

How this Qualification is Assessed

This qualification is assessed through an internally set, internally marked and externally verified portfolio of evidence.

A summary of the assessment of each component is shown below. Guidance on our expectations is available here: AIM Qualifications: Assessment Handbook.

	Components			Set by the centre			Set by AIM		
No.	Component Code	Component Title	Level	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
01	H/615/4892	Industry Awareness in the Creative and Digital Media Sector	Three	✓	_	_	_	_	_
02	K/615/4893	Communication and Presentation Skills	Three	✓	_	✓	_	_	_
03	M/615/4894	Professional Reflection and Development	Three	✓	_	_	_	_	_
04	T/615/4895	Workplace Legislation in the Creative Media Industry	Three	✓	_	_	_	_	_
05	A/615/4896	Respond to a Media Content Brief	Three	✓	_	_	_	_	_
06	F/615/4897	Synoptic Contextual Project in Media Content Creation, Production or Broadcast	Three	✓	_	_	_	_	_
07	J/615/4898	Media Content Creation: Principles and Practice	Three	✓	_	✓	_	_	_
08	L/615/4899	Radio Production	Three	✓	_	✓	_	_	_

		Components		Set by the centre			Set by AIM		
No.	Component Code	Component Title	Level	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
09	T/615/4900	Broadcast Production: Planning and Co-ordination	Three	✓	_	✓	_	_	_
10	A/615/4901	Production and Post Production	Three	✓	_	✓	_	_	_
11	J/615/4903	Broadcast Production: Editing and Post Production	Three	✓	_	✓	_	_	_
12	L/615/4904	Shooting, Capturing, Editing and Storing Media Content	Three	✓	_	✓	_	_	_

Components and Content

Component Title

Component Title

Component

01 Industry Awareness in the Creative and Digital Media Sector

Component Type	Essential
Level	Three
GLH	20
Code	H/615/4892
Assessment Type	Internal

Component Summary

On completion of this component, learners will understand the structure of the creative and digital media sector. They will understand how the industries within it interlink and the dependencies this creates within production teams. They will also identify how specialist teams contribute to the production process and the responsibilities of different roles. Learners will be able to identify job roles, related required skills, workplace etiquette, demonstrating their understanding of the importance of continuing professional development. Specifically, they will understand the use of freelancers as an integral element in the workforce across industries in this sector.

This component also challenges learners to consider the importance and implications of diversity and equality of opportunity in industries across the sector and to recognise the practical application of industry codes of practice and Ofcom regulation. They will be encouraged to develop their thinking on issues of representation including ethnic and gender stereotyping in the design and production of creative media products whether these be for TV, radio, online or in print. This will support learners to develop the vital ability to 'read the media'.

Standards

Standard 1	Understand the nature of work in the creative and digital media sector
Standard 2	Understand the regulatory, ethical and legal requirements applicable to the creative and digital media sector
Standard 3	Understand the concept of 'responsible' content creation
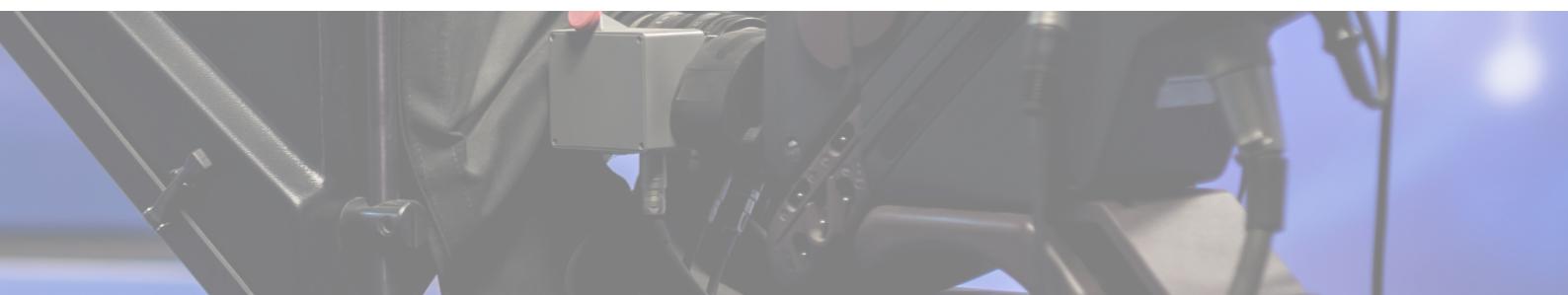
Standard 1

The learner will:
Understand the nature of work in the creative and digital media sector

*The learner **must** know:*

a) the industries within the creative and digital media sector and the interdependencies between them

b) different job roles and related required skills across industries in the sector

c) a range of business models and industry working practice commonly used across the sector

d) the provision for industry and professional career development support

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment method **must** be used in the assessment of this standard:

- **report (industry research report)**

The following assessment methods can be used in the assessment of this standard:

- written tasks/questions and answers
- professional discussion (ie questioning of learners to support performance)
- group discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

Assessment Guidance

for 1.a, learners should *describe* the industries within the creative and digital media sector and outline the interdependencies between them.

for 1.b, learners should *identify* job roles and related required skills across industries in the sector.

for 1.c, learners should *describe* a range of business models and industry working practice commonly used across the sector.

for 1.d, learners should *describe* the provision for industry and professional career development support.

Assessment Guidance

For this standard, learners should research the nature of the creative and digital media sector and produce a written report that, as a minimum, identifies the range of industries in the sector and illustrates (in writing or in diagrammatic form) how they are interdependent, describing ownership and examples of management/staffing structures.

The report should describe a range of job roles across TV, radio, print and online platforms, identifying related career structures. The report should describe examples of business models and make specific reference to the use of freelancers.

Learners should identify organisations who support the development of industries in the sector and those to whom information, advice and guidance can be sought with regard to continuing professional development.

Standard 2

*The learner **must** know:*

    a)   the key legislative and regulatory requirements that apply to the design and production of creative media products

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods can be used in the assessment of this standard:

- written tasks/questions and answers (ie questionnaire)
- written assignments/essays
- written or pictorial information (ie annotated creative media product, presentation)
- professional discussion (ie questioning of learners to support performance)
- oral questions and answers
- learner log or reflective journal

(This list is not exhaustive and other appropriate assessment methods may be used).

for 2.a, learners should *identify* examples of how key legislation and regulatory requirements including Ofcom has impacted on both the design and production of creative media products across TV, radio, online and in print.

Standard 3

The learner will:
Understand the concept of 'responsible' content creation

*The learner **must** know:*

a) examples of 'responsible' content creation

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods can be used in the assessment of this standard:

- written assignments/essays
- written or pictorial information (ie seminar presentation)
- learner log or reflective journal

(This list is not exhaustive and other appropriate assessment methods may be used).

for 3.a, learners should agree a discussion topic with their tutor that will enable them to *consider* issues of representation, equality, diversity, ethics, gender stereotyping etc in the creation of content for a digital media product. They should *consider* also implications for how this may be produced and broadcast for TV, radio, online or in print. They should *consider* the term 'reasonable adjustment' and offer examples of how this can be realised. Examples of a topic may relate to a prominent current news item or ongoing issues of diversity/equality such as the role of BME groups in TV productions or advertising hoardings.
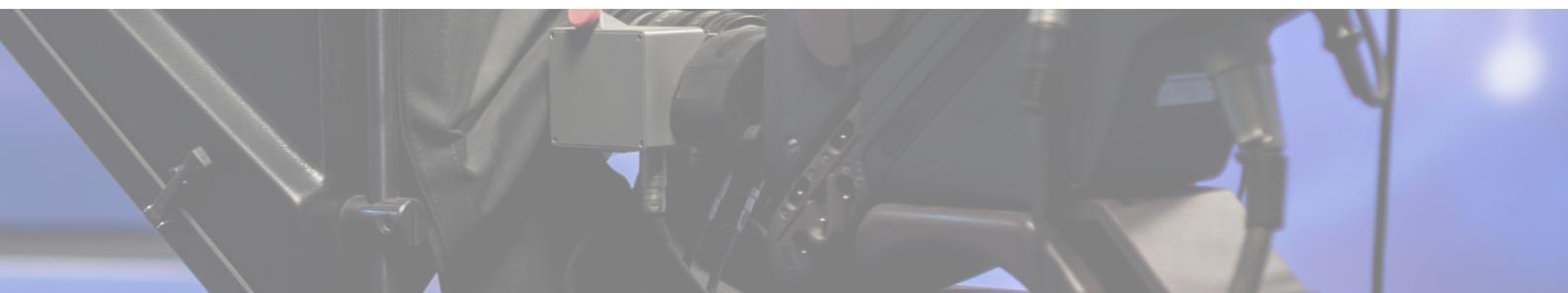
Component

02 Communication and Presentation Skills

Component Type	Essential
Level	Three
GLH	20
Code	K/615/4893
Assessment Type	Internal

Component Summary

This component has been designed to support learners to gain confidence in communicating appropriately and effectively with colleagues, commissioners, clients and other stakeholders involved in the design and production of work products. It enables learners to demonstrate appropriate etiquette and work behaviours.

This component also deals with presentation skills and provides the structure to support learners to practice giving oral presentations and pitches. Learners will also develop their skills in writing; demonstrating the ability to communicate key information succinctly and to communicate an idea persuasively.

Standards

Standard 1	Be able to use effective communication skills for the workplace
Standard 2	Be able to give a persuasive presentation
Standard 3	Be able to use effective writing skills for the creative and digital media industry

Standard 1

The learner will:
Be able to use effective communication skills for the workplace

*The learner **must** be able to:*

a) behave according to accepted etiquette in studios and on location

b) communicate appropriately with colleagues, senior staff, external stakeholders and clients

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment method **must** be used in the assessment of this standard:

- **observation of learner practical ability**

The following assessment methods can be used in the assessment of this standard:

- written tasks/questions and answers
- learner log or reflective journal
- oral questions and answers

(This list is not exhaustive and other appropriate assessment methods may be used).

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Standard 2

The learner will:
Be able to give a persuasive presentation

The learner **must** *be able to:*

   a)   give an oral presentation to an audience

   b)   produce supporting notes for the presentation as a 'Leave- Behind'

   c)   evaluate own presentation skills

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods **must** be used in the assessment of this standard:

   ▪   **observation of learner practical ability**

   ▪   **learner's own products (written/illustrated 'Leave-Behind' document)**

The following assessment methods can be used in the assessment of this standard:

   ▪   written tasks/questions and answers

   ▪   learner log or reflective journal

   ▪   oral questions and answers

(This list is not exhaustive and other appropriate assessment methods may be used).

for 2.a,   learners should *give* an oral presentation/pitch an idea for a creative media product to an audience. The presentation should be 5-10 minutes in length and at a minimum include an introduction, main body and concluding proposal.

for 2.b,   learners should *produce* a document that supports their presentation. Whilst this can be in 'note' form it should, nevertheless, be professionally produced and articulate.

Standard 3

The learner will:
Be able to give a persuasive presentation

*The learner **must** be able to:*

a) produce effective writing according to different types of campaign

b) produce effective writing according to different types of media platform

c) produce effective writing for a non-linear medium

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods can be used in the assessment of this standard:

▪ written assignments/essays

▪ learner log or reflective journal

▪ written tasks/questions and answers

(This list is not exhaustive and other appropriate assessment methods may be used).

for 3.a, learners should ***produce*** a minimum of three different styles of writing e.g. for acquisition, conversion, retention of audience, improving brand awareness.

for 3.b, learners should ***produce*** examples of how to adapt a piece of writing for at least two different media platforms. These examples could be drawn from 3.a.

for 3.c, learners should ***produce*** at least one example of non-linear copy.

Component

03 Professional Reflection and Development

Component Type	Essential
Level	Three
GLH	15
Code	M/615/4894
Assessment Type	Internal

Component Summary

The ability to critically reflect on own performance and the ability to identify areas for development is crucial to a successful career. This component offers the opportunity and a framework for learners to critically evaluate their work and/or learning activities in relation to their programme of study and/or job role.

For learners who are employed, this component enables them to demonstrate to employers that they have a clear understanding and appreciate the significance of their work as a contribution to the business. This component will also support learners to develop a professional portfolio that includes an action plan for their short, medium and long term career goals.

Standards

Standard 1   Be able to evaluate and critically reflect on own learning/work performance

Standard 2   Be able to plan for own career development

Standard 1

The learner will:
Be able to evaluate and critically reflect on own learning/work performance

*The learner **must** be able to:*

a) set, monitor and review realistic objectives for own training and development needs and performance against learning/business targets

b) create and maintain an effective reflective blog/journal

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment method **must** be used in the assessment of this standard:

- **learner log or reflective journal**

The following assessment methods can be used in the assessment of this standard:

- written tasks/questions and answers
- learner log or reflective journal
- professional discussion (ie questioning of learners to support performance)

(This list is not exhaustive and other appropriate assessment methods may be used).

for 1.a, learners should *explain and evaluate* learning/work activities in relation to thelearning and/or work task set. Where relevant, this should include an explanation of theirlearning/performance in relation to employed work activity and reflect on consequent impactto the business. They should produce a plan for their own current learning/training thatincludes regular review points and self-reflection/evaluation against specific targets.

for 1.b, learners should *create and maintain* an ongoing reflective blog/journal.
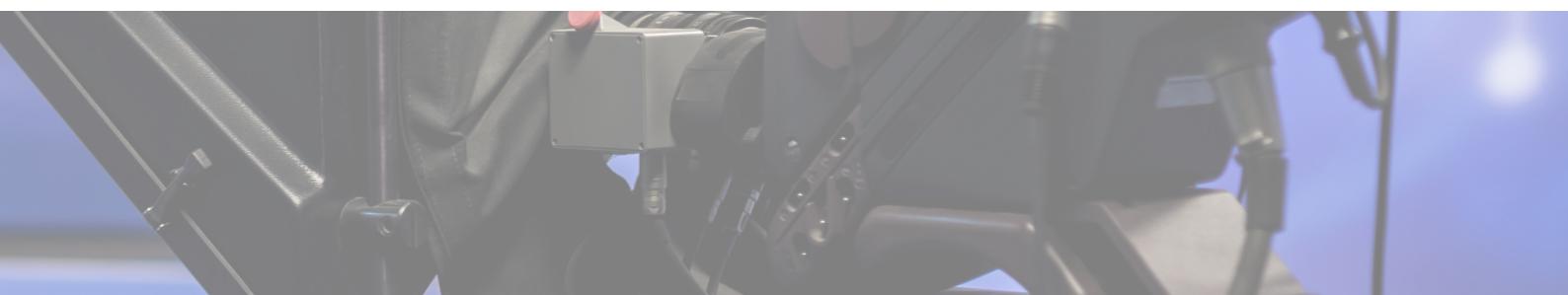
Standard 2

The learner will:
Be able to plan for own career development

The learner **must** *be able to:*

a) explain how the use of appropriate strategies and digital tools can enhance own professional reputation and promote skills

b) use Continuing Professional Development planning to support own current and future training and development needs

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment method **must** be used in the assessment of this standard:

▪ **learner log or reflective journal** (ie learning/development plan for current training programme and Personal Action Plan for future/Continuing Professional Development)

The following assessment methods can be used in the assessment of this standard:

▪ written tasks/questions and answers

▪ oral questions and answers

▪ professional discussion (ie questioning of learners to support performance)

(This list is not exhaustive and other appropriate assessment methods may be used).

for 2.a, learners should *explain* how they can use strategies and digital tools to promote their skills and professional profile.

for 2.b, learners should *produce* an analysis of their own knowledge and skills and areas for future/continuing professional development. They should produce an action plan to support their immediate and medium-long term goals and *identify* useful strategies and tools that can help them.

Component

04 Workplace Legislation in the Creative Media Industry

Component Type	Essential
Level	Three
GLH	15
Code	T/615/4895
Assessment Type	Internal

Component Summary

On completion of this component, learners will be able identify and comply with key health and safety legislation relevant to their job role and level of responsibility. Learners will investigate hazards and risks within their workplace and their own specific role. They will identify any unsafe working practices, undertake a risk assessment and identify ways of taking action to address potential problems.

Standards

Standard 1   Understand health and safety regulations and practice in the creative media industry

Standard 2   Be able to recognise key hazards and risks in the workplace
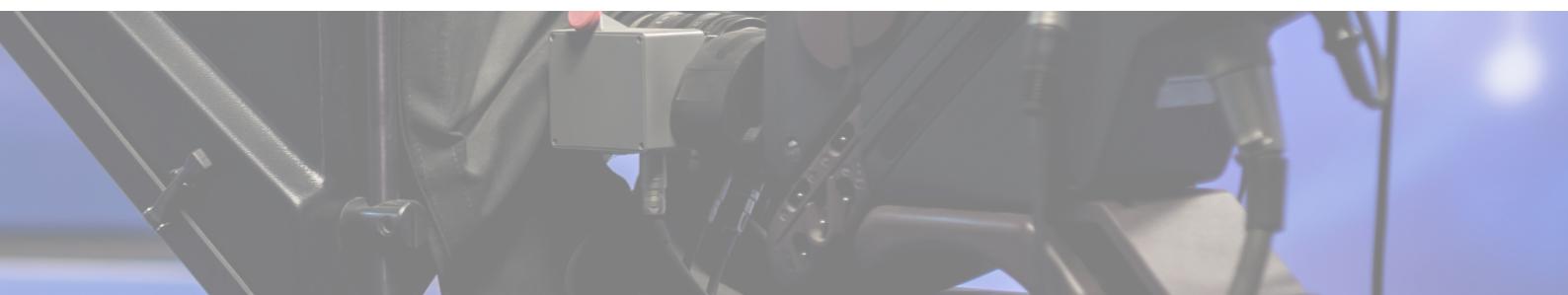
Standard 1

The learner will:
Understand health and safety regulations and practice in the creative media industry

*The learner **must** be know:*

a) the main employer, employee and contractor responsibilities under the Health and Safety at Work Act

b) safe working practices for job roles in the creative media industry

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods can be used in the assessment of this standard:

- observation of learner's practical ability
- learner log or reflective journal
- oral questions and answers
- written tasks/questions and answers
- professional discussion
- learner's own products (ie examples of learner produced content)

(This list is not exhaustive and other appropriate assessment methods may be used).

for 1.a, learners should *describe* the main employer, employee and contractor responsibilities under the Health and Safety at Work Act *(or similar legislation in country of delivery)*. Learners should *identify* examples of the legislation that may apply to cast and crew on productions including health and safety, licences and working time directive.

for 1.b, learners should *explain* safe working practices for job roles in the creative media industry. Learners should *explain* safe working practices for at least two different job roles across practical and desk based activities.

Standard 2

The learner will:
Be able to recognise key hazards and risks in the workplace

*The learner **must** be able to:*

a) carry out risk assessments

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods **must** be used in the assessment of this standard:

- **learner's own products (workplace risk assessment)**

The following assessment methods can be used in the assessment of this standard:

- observation of learner's practical ability
- learner log or reflective journal
- oral questions and answers
- written tasks/questions and answers
- professional discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

for 2.a, learners should *create* or *complete* a risk assessment document for at least two different workplace scenarios eg in a studio and on location.

Component

05 Respond to a Media Content Brief

Component Type	Essential
Level	Three
GLH	15
Code	A/615/4896
Assessment Type	Internal

Component Summary

This component supports learners to develop their ideas to meet a specific media content brief. They will learn how to establish key information relating to clients and brand, and will research and plan the type of content suitable for the intended audience identifying the most suitable platform(s). Learners will need to consider client budgets and costs of content creation and production.

Standards

Standard 1   Be able to plan content to meet a specific brief

Standard 1

The learner will:
Be able to plan content to meet a specific brief

*The learner **must** be able to:*

a) interpret the objectives and commercial drivers of a specific brief

b) research ideas and concepts to meet a specific brief

c) identify appropriate platform/channels to use to meet a specific brief

d) identify what is possible in relation to a specified budget

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods **must** be used in the assessment of this standard:

- **learner's own products (response to a specific brief)**

The following assessment methods can be used in the assessment of this standard:

- observation of learner's practical ability

- learner log or reflective journal

- oral questions and answers

- written tasks/questions and answers

- professional discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

for 1.a, b and c learners should ***produce*** at least two concepts to meet the same brief and ***identify*** which they would recommend.

Component

06 Synoptic Contextual Project in Media Content Creation, Production or Broadcast

Component Type	Essential
Level	Three
GLH	40
Code	F/615/4897
Assessment Type	Internal

Component Summary

The creative and digital media sector encompasses a wide range of job roles and the ability to contextualise learning is critical for anyone wishing to enter the industry and/or develop their career.

This component will support learners to do this by requiring them to reflect on the connections between the components, whilst offering the opportunity to extend their learning into a personal project of their choosing.

Standards

Standard 1	Be able to plan a personal project
Standard 2	Be able to produce a finished project that displays skills developed in media content creation, production or broadcast
Standard 3	Be able to reflect on the success of the project

Standard 1

The learner will:
Be able to plan a personal project

*The learner **must** be able to:*

a) identify a realistic synoptic project for a specific work related context

b) agree the parameters of the project with a Tutor/Mentor

c) produce a plan for the project

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods **must** be used in the assessment of this standard:

▪ **learner's own products (written and signed off project plan)**

The following assessment methods can be used in the assessment of this standard:

▪ learner log or reflective journal

(This list is not exhaustive and other appropriate assessment methods may be used).

Standard 2

The learner will:
Be able to produce a finished project that displays skills developed in media content creation, production or broadcast

*The learner **must** be able to:*

a) Produce a finished project that meets the parameters agreed

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods **must** be used in the assessment of this standard:

▪ **learner's own products**

The following assessment methods can be used in the assessment of this standard:

▪ learner log or reflective journal

(This list is not exhaustive and other appropriate assessment methods may be used).

for 2.a, learners should *produce* and *present* their finished project as agreed with the Tutor/Mentor. This should be a substantial piece of work that should enable learners to draw on and extend their learning and skills from across the components and include any assets created that are relevant. Learners should not be reassessed on the assets but on how these have been used/adapted to meet the requirements of the project.

Standard 3

The learner will:
Be able to plan a personal project

*The learner **must** be able to:*

  a) identify where the project has been successful

  b) identify areas for development

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods **must** be used in the assessment of this standard:

- **learner log or reflective journal (completed self-evaluation)**

(This list is not exhaustive and other appropriate assessment methods may be used).

for 3.a, **and 3.b,** learners should *produce* their own evaluation of their project to accompany the finished piece of work. They should *comment* on how well the project has worked in relation to the identified plan and parameters, and *comment* on any individual aspects that have been particularly successful or where there are areas for improvement.

Component

07 Media Content Creation: Principles and Practice

Component Type	Chosen
Level	Three
GLH	40
Code	J/615/4898
Assessment Type	Internal

Component Summary

This component will support learners in their understanding of the principles, process and practice of developing content for a range of media products and platforms. They will consider how audience behaviour, attitude and behavioural triggers are linked so that the ideas produced meet the needs of that intended audience.

Learners will learn how to capture what is exciting about a campaign and design the elements that can be used across media platforms and channels and how this fits with an organisation's marketing strategy. They will understand key legislative requirements relating to the production of branded trails and commercials and learn how to source assets. An important element in this component is the opportunity for learners to consider the impact of emerging technologies on the process and practice of media content development.

Standards

Standard 1	Be able to develop and publish creative media content
Standard 2	Understand key legislative requirements relating to the production of branded trails and commercials
Standard 3	Understand the relationship between media content creation and a marketing strategy
Standard 4	Understand the impact of emerging technologies on media content creation

Standard 1

*The learner **must** be able to:*

a) explain the key stages in an end to end workflow process for developing creative media content

b) demonstrate how to publish web pages using mark-up and style sheets

c) demonstrate how to capture video, pictures, graphics and sound in preparation for nonlinear editing

d) demonstrate how to use search engine optimisation techniques

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods **must** be used in the assessment of this standard:

- **observation of learner's practical ability**

The following assessment methods can be used in the assessment of this standard:

- learner log or reflective journal
- oral questions and answers
- written tasks/questions and answers
- professional discussion
- learner's own products (production pipeline/process flow chart)

(This list is not exhaustive and other appropriate assessment methods may be used).

Standard 2

The learner will:
Understand key legislative requirements relating to the production of branded trails and commercials

The learner must know:

a) examples of key legislative requirements relating to the production of branded trails and commercials

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods can be used in the assessment of this standard:

- learner log or reflective journal
- oral questions and answers
- written tasks/questions and answers
- professional discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

for 2.a, learners should *explain* at least three examples of how legislation has or could affect the production of media content assets for a branded trail or commercial, e.g. image copyright, intellectual copyright, Ofcom regulations, file sharing etc.

Standard 3

The learner will:
Understand the relationship between media content creation and a marketing strategy

*The learner **must** know:*

a) how creating content for a campaign fits within a marketing strategy

b) how print and digital audiences differ and how to respond

c) how to differentiate between media campaigns in relation to acquisition, conversion and retention of audience

d) how audience behavioural triggers influence media content creation

e) the effectiveness of content used across media platforms

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods can be used in the assessment of this standard:

- learner log or reflective journal
- oral questions and answers
- written tasks/questions and answers
- professional discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

Assessment Guidance

for 3.a, learners should *explain* at least one example of how a media content campaign has been used to support an organisation's marketing strategy.

for 3.b, learners should *provide* at least one explanatory example each of how a media content campaign has been produced specifically for a print and an online audience.

for 3.c, learners should *provide* annotated examples of at least one each of a media campaign aimed at retention, acquisition and conversion of customers for clients.

for 3.d, learners should *explain* at least two different examples of how media content campaigns have been guided by audience behaviour triggers.

for 3.e, learners should *produce* a personal evaluation of the success of a specific media campaign used across media platforms.

Standard 4

The learner will:
Understand the impact of emerging technologies on media content creation

*The learner **must** know:*

a) an example of the impact of an emerging technology on the creation of media content

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods can be used in the assessment of this standard:

- learner's own products
- observation of learner's practical ability
- learner log or reflective journal
- oral questions and answers
- written tasks/questions and answers
- professional discussion
- case study

(This list is not exhaustive and other appropriate assessment methods may be used).

for 4.a, learners should *explain* an example of how an emerging technology has impacted on either a media content campaign or the creation of a specific media content asset.

Component

08 Radio Production

Component Type	Chosen
Level	Three
GLH	40
Code	L/615/4899
Assessment Type	Internal

Component Summary

On completion of this component, learners will be able to demonstrate an understanding of the workings of a radio studio and the roles and activities of the team involved in the production of a radio programme. They will be able to demonstrate their ability to perform basic audio editing to a brief.

Standards

Standard 1	Understand key issues relating to radio studio operation
Standard 2	Be able to work creatively and effectively in radio as part of a team
Standard 3	Be able to edit and process audio material

Standard 1

The learner will:
Understand key issues relating to radio studio operation

*The learner **must** know:*

a) the roles, responsibilities and hierarchies of studio production teams

b) the importance of good studio discipline

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods can be used in the assessment of this standard:

- learner log or reflective journal
- oral questions and answers
- written tasks/questions and answers
- case study
- learner's own products (ie visual hierarchy document)

(This list is not exhaustive and other appropriate assessment methods may be used).

for 1.a, learners should *explain* the roles, responsibilities and hierarchies of studio production teams.

for 1.b, learners should *explain* the importance of good studio discipline.
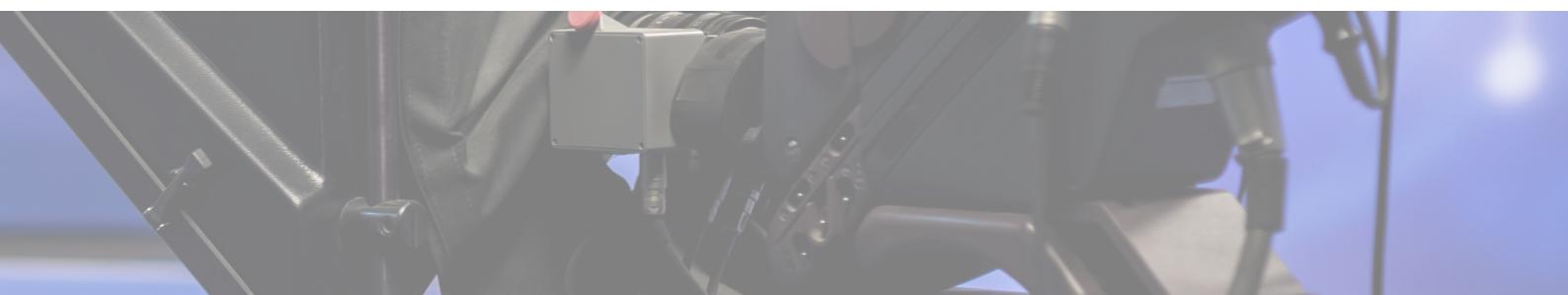
Standard 2

The learner will:
Be able to work creatively and effectively in radio as part of a team

*The learner **must** be able to:*

a) work collaboratively with colleagues

b) operate current industry standard equipment and software competently and safely

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment method **must** be used in the assessment of this standard:

- **Observation of learner's practical ability**

The following assessment methods can be used in the assessment of this standard:

- Learner log or reflective journal

(This list is not exhaustive and other appropriate assessment methods may be used).

Standard 3

The learner will:
Be able to edit and process audio material

*The learner **must** be able to:*

a) identify the editorial intent, required artistic effect and target audience for audio material

b) establish how the edited material will be used

c) carry out basic timeline-based editing operations to meet the requirements of a brief

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment method **must** be used in the assessment of this standard:

- **observation of learner's practical ability**

The following assessment methods can be used in the assessment of this standard:

- written assignment/essay
- case study
- learner's own products (ie live brief)
- learner log or reflective journal
- written tasks/questions and answers

(This list is not exhaustive and other appropriate assessment methods may be used).

Component

09 Broadcast Production: Planning and Co-ordination

Component Type	Chosen
Level	Three
GLH	40
Code	T/615/4900
Assessment Type	Internal

Component Summary

This component has been designed to provide learners with a clear understanding of the activities involved in broadcast production. They will learn how to pull together a production plan, factoring in key legislative and regulatory requirements.

The component will support them to develop skills of pre–production co-ordination, understanding how to determine priorities and how to deal with contingencies. They will learn about the practicalities and logistics of a shoot, including how to identify and allocate appropriate crew members and resources, monitoring of budgets and daily progress reports. They will understand the importance of call sheets and script revisions.

Standards

Standard 1	Understand the process for production of live programming
Standard 2	Be able to plan a pre-production process
Standard 3	Be able to monitor resources and budgets
Standard 4	Be able to work collaboratively as part of a production team

Standard 1

The learner will:
Understand the process for production of live programming

The learner **must** *know:*

a) the procedures and activities involved in live programming

b) the job roles and responsibilities of crew members

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods can be used in the assessment of this standard:

- observation of learner's practical ability
- learner log or reflective journal
- oral questions and answers
- written tasks/questions and answers
- learner's own products (ie production process flow chart, production crew list)

(This list is not exhaustive and other appropriate assessment methods may be used).

for 1.a, learners should *describe* the procedures and activities involved in live programming.

for 1.b, learners should *describe* the job roles and responsibilities of crew members.
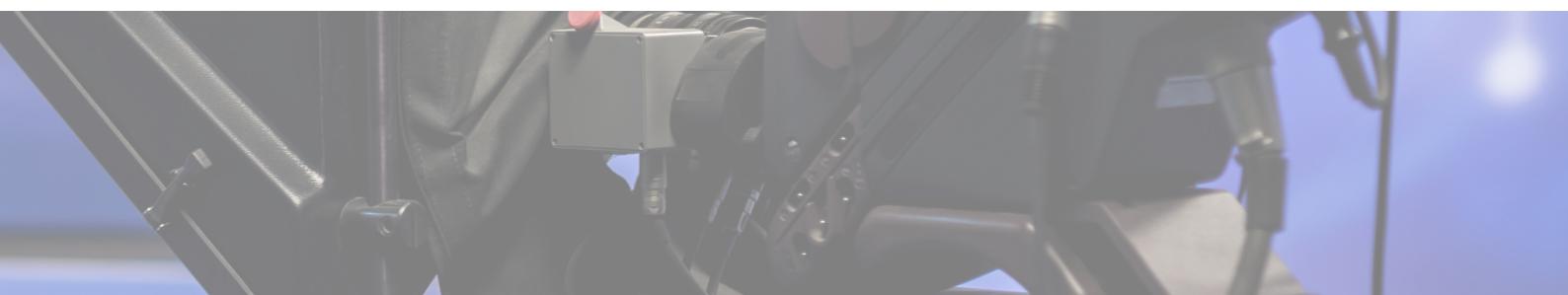
Standard 2

The learner will:
Be able to plan a pre-production process

*The learner **must** be able to:*

a) identify suitable location(s) and resources for a broadcast production

b) use a call sheet

c) plan for contingencies

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods **must** be used in the assessment of this standard:

▪ **Learner's own products (ie call sheet, production planning document)**

(This list is not exhaustive and other appropriate assessment methods may be used).

for 2.a, learners should *explain* how to identify and source a suitable location(s) and the procedures for obtaining technical equipment for a specific broadcast production. They should also *indicate* how to identify, source and negotiate ancillary resources such as catering,accommodation and transport.

for 2.b, learners should either *design* their own or *complete* an existing call sheet for a specific broadcast production.

for 2.c, learners should *explain* how they would plan for contingencies for at least three examples, one of which should include variation to script.

Standard 3

The learner will:
Be able to monitor resources and budgets

*The learner **must** be able to:*

a) complete and maintain production documentation used to monitor resources and budgets

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods can be used in the assessment of this standard:

- written assignment/essay
- learner log or reflective journal
- written tasks/questions and answers
- learner's own products (ie completed production documentation)

(This list is not exhaustive and other appropriate assessment methods may be used).

for 3.a, learners should *complete* templates or *design and complete* documentation that includes a budget for a production and a method of monitoring in relation to the call sheet (see **2.b**).

Standard 4

<table>
<tr><td>The learner will:
Be able to work collaboratively as part of a production team</td></tr>
<tr><td>The learner must be able to:

   a)   work effectively with others as part of a production team

   b)   reflect on own work as part of a production team</td></tr>
</table>

<table>
<tr><td>Assessment Guidance</td></tr>
<tr><td>

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods **must** be used in the assessment of this standard:

- **observation of learner's practical ability**
- **learner log or reflective journal**

The following assessment methods can be used in the assessment of this standard:

- written assignment/essay
- written tasks/questions and answers
- professional discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

for 4.a, learners should ***negotiate and play*** an active role as part of a production team.

for 4.b, learners should ***reflect*** on the success of their negotiation and the results of their own work and the end result of the team production. They should ***identify*** areas for improvement in the future.

</td></tr>
</table>

Component

10 Production and Post Production

|	
Component Type	Chosen
Level	Three
GLH	40
Code	A/615/4901
Assessment Type	Internal

Component Summary

The purpose of this technical support component is to ensure that learners have a comprehensive understanding of the production and post production pipeline including the selection, preparation and production of content creation It is important that they have a good understanding and of how editing is undertaken across a range of style, genres and platforms they develop skills in content evaluation and know how this impacts on the production and post production process.

Understanding how to create a narrative is important for in content creation and broadcasting and learners will, in this component, be given the opportunity to practice editing skills to produce a logical narrative. Understanding how to use of sound to enhance the impact of content is also a key transferable skill hence its importance in this component and must be included regardless of any context in which the learner may be working.

Standards

Standard 1 Understand the production and post production workflow
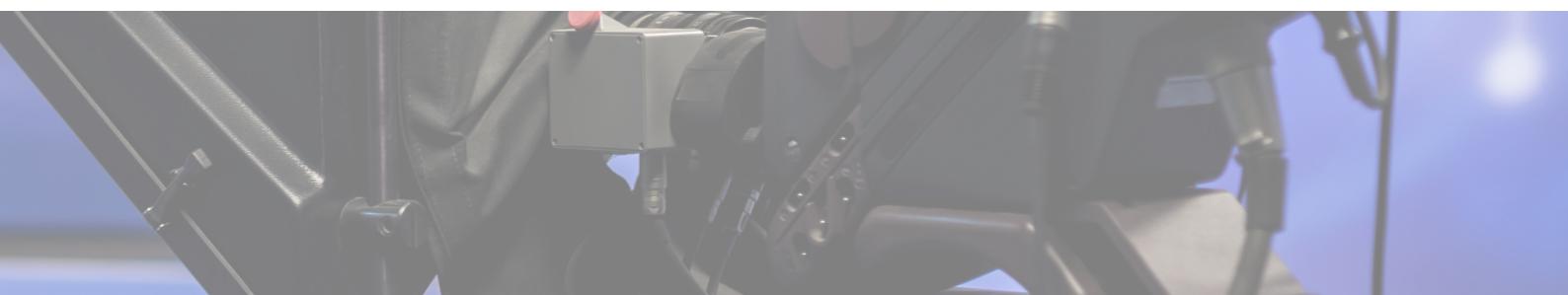
Standard 1

The learner will:
Understand the production and post production workflow

*The learner **must** know:*

a) the production process

b) the post production process

c) different editing styles for different genres and/or platforms

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods can be used in the assessment of this standard:

- observation of learner's practical ability

- learner log or reflective journal

- oral questions and answers

- written tasks/questions and answers

- learner's own products (post production flow chart)

(This list is not exhaustive and other appropriate assessment methods may be used).

for 1.a, learners should *explain* the production process and *produce* a workflow diagram, with explanatory narrative, for a specific production process.

for 1.b, learners should *explain* the post production process and *produce* a workflow diagram, with explanatory narrative, for a post production process.

for 1.c, learners should *evaluate* at least two examples of edited content, *commenting* on the style and pace related to the audience, genre and how the content is being viewed

Component

11 Broadcast Production: Editing and Post Production

Component Type	Chosen
Level	Three
GLH	40
Code	J/615/4903
Assessment Type	Internal

Component Summary

On completion of this component, learners will understand the post production workflow. They will be able to take content in its raw format, develop an understanding of the purpose of editing and use appropriate editing software and hardware to create a completed product to broadcast standards. This component will also support learners to develop skills in mixing and editing sound.

Standards

Standard 1   Understand the post production workflow and editing process

Standard 2   Be able to use editing techniques and equipment to create a narrative

Standard 3   Be able to mix and edit recorded sound

Standard 1

The learner will:
Understand the post production workflow and editing process

*The learner **must** know:*

a) the post production process

b) different styles in editing for different genres and/or platforms

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods can be used in the assessment of this standard:

- observation of learner's practical ability
- learner log or reflective journal
- oral questions and answers
- written tasks/questions and answers
- learner's own products (post production flow chart)

(This list is not exhaustive and other appropriate assessment methods may be used).

for 1.a, learners should *explain* the post production process.

for 1.b, learners should *identify* different styles in editing for different genres and/or platforms. Learners should *evaluate* at least two examples of edited content, commenting on the style and pace related to the audience, genre and how the content is being viewed.

Standard 2

The learner will:
Be able to use editing techniques and equipment to create a narrative

*The learner **must** be able to:*

a) select footage for editing identifying reasons for choice

b) cut material to allocated durations

c) integrate material from different sources as appropriate

d) review edited material to ensure appropriateness for the target audience, house style and platform

e) label materials accurately following organisational protocols

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods **must** be used in the assessment of this standard:

- **Observation of learner's practical ability**
- **Learner log or reflective journal**

for 2.a, learners should *identify* where they have worked/collaborated with others to select material to be edited, identifying requirement for final content.

for 2.b, learners should *record* details of material edit.

Standard 3

The learner will:
Be able to mix and edit recorded sound

*The learner **must** be able to:*

a) select clips and structure audio in a way which tells a story clearly, accurately and fairly

b) select edit points which create a smooth transition in the material to achieve required effects

c) use sound effects and acoustic effects appropriately

d) label audio materials accurately following organisational protocols

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment methods can be used in the assessment of this standard:

- written assignments/essays (ie practical sound assignment)
- learner log or reflective journal
- written tasks/questions and answers
- observation of learner's practical ability

(This list is not exhaustive and other appropriate assessment methods may be used).

Component

12 Shooting, Capturing, Editing and Storing Media Content

Component Type	Chosen
Level	Three
GLH	40
Code	L/615/4904
Assessment Type	Internal

Component Summary

On completion of this technical support component, learners will know how to prepare and manage all the technical requirements of a shoot to create content from setting up to de-rigging. They will be able to select and justify the correct equipment for the shooting environment and be able to set up and conduct interviews for recording.

Once the shoot is complete, the learner will be able to edit and manipulate the content using the correct industry processes. This component should be delivered in parallel with Workplace Legislation in the Creative Media Industry, which will support the health and safety aspects of this component.

Standards

Standard 1	Be able to select, obtain, prepare and manage technical equipment for a shoot
Standard 2	Be able to edit, manipulate and store captured content

Standard 1

The learner will:
Be able to select, obtain, prepare and manage equipment for a shoot

*The learner **must** be able to:*

a) interpret requirements of a call sheet prior to a shoot

b) establish appropriate on set locations for relevant equipment

c) demonstrate how to operate media content capture equipment in a studio and on location

d) monitor the technical quality to identify any problems during the capturing process

e) manage equipment during and post shoot

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment method **must** be used in the assessment of this standard:

- **Observation of learner's practical ability**

The following assessment methods can be used in the assessment of this standard:

- learner log or reflective journal

- oral questions and answers

- written tasks/questions and answers

- professional discussion

- learner's own products (ie example of learner produced content)

(This list is not exhaustive and other appropriate assessment methods may be used).

Assessment Guidance

for 1.a, and 1.b, learners should *produce* a response to a call sheet that identifies required equipment and establishes locations for the equipment, including selecting appropriate microphones for given conditions, allowing for the particular characteristics of individual microphones when recording and paying due attention to risk assessment.

for 1.c, learners should *demonstrate* how to operate at least two pieces of equipment both in a studio and on location, identifying variances e.g. microphone use in indoor and outdoor settings.

for 1.d, learners should *provide* evidence of how they have monitored technical quality during the capturing process that includes checking and amending specifics.

for 1.e, learners should *explain* how to manage the use of technical equipment for a specific shoot scenario that includes arrangements from set up to de-rigging including post shoot return and maintenance of equipment and relevant health and safety requirements/ issues.
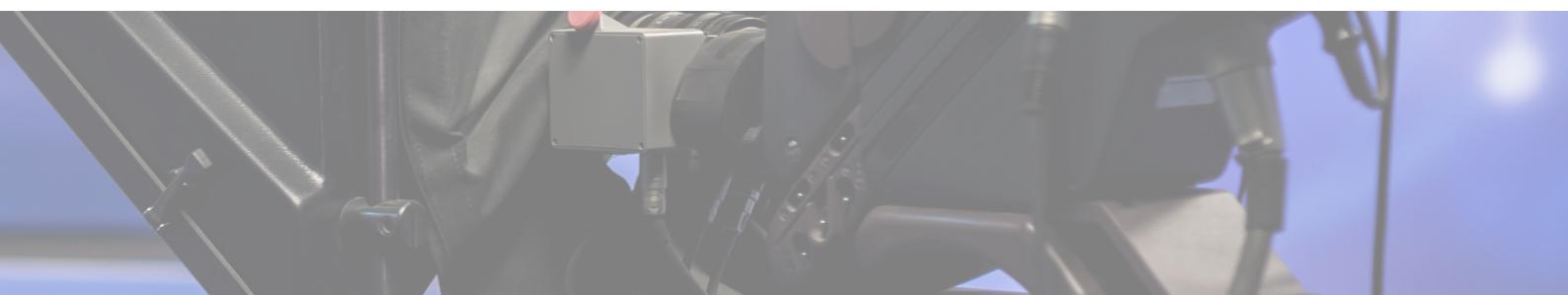
Standard 2

The learner will:
Be able to edit, manipulate and store captured content

*The learner **must** be able to:*

a) cut, edit and caption digital content

b) crop, edit and resize static images, saving in an appropriate format

c) cut, edit and optimise audio, saving in an appropriate format

d) effectively compress digital assets

e) explain how to store captured materials for future use

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with the AIM Qualifications: Assessment Handbook.

The following assessment method **must** be used in the assessment of this standard:

- **observation of learner's practical ability**

The following assessment methods can be used in the assessment of this standard:

- learner's own products

- learner log or reflective journal

- oral questions and answers

- written tasks/questions and answers

- professional discussion

(This list is not exhaustive and other appropriate assessment methods may be used).

Assessment Guidance

for 2.a, learners should *produce* at least two examples of how they have cut, edited and captioned digital content.

for 2.b, learners should *produce* at least two examples of how they have cropped, edited, resized and saved static images, including labelling.

for 2.c, learners should *provide* at least two examples of how they have cut, edited and saved optimised audio assets, including labelling.

for 2.d, learners should *explain* an example of how they have compressed a digital asset balancing quality against file- size, data-transfer times and any other constraints.

for 2.e, learners should *provide* at least two different examples (e.g. still image, video, audio, text) of how they would store captured digital media assets and how they have been referenced for sourcing for future use.
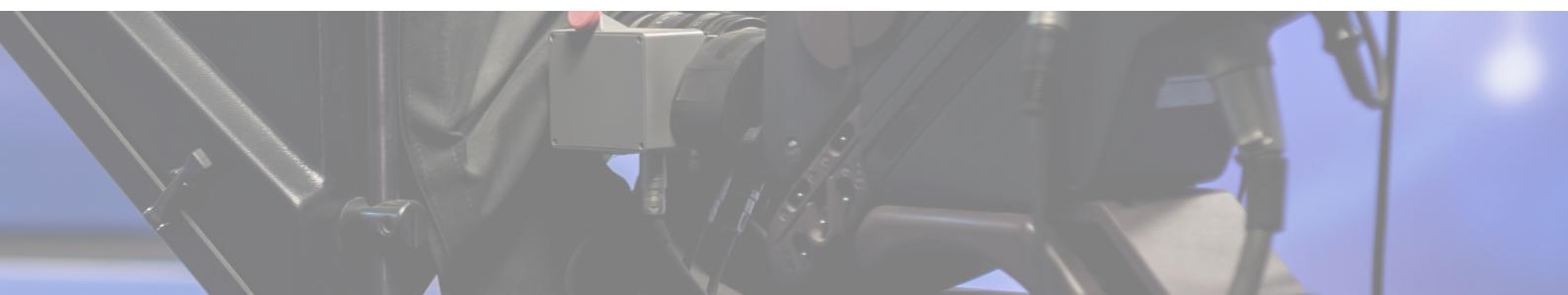
Section Four

Operational Guidance

Offering these Qualifications

Centres wishing to offer this qualification must be an AIM recognised centre. New centres can apply to become a centre using the centre recognition application process on our website www.aim-group.org.uk.

We can advise centres of the best and most efficient methods for offering this qualification. All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated customer experience advisor to support them.

Approval to Offer these Qualifications

Centres wishing to offer this qualification must complete and submit a Qualification Approval request (found on the AIM website). Some qualifications require centres to have specific resources in place and/or their assessors/ internal verifiers should hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval request.

Registration and Certification

Once your centre has approval to offer a qualification, you will be able to register learners using the AIM portal. Learners must be registered onto the correct qualification via the portal. Centres then select their chosen components.

For all registration and certification processes, please refer to the portal guidance document which can be downloaded from our website www.aim-group.org.uk. Details of assessment, internal verification and external verification can be found in the AIM Qualifications: Assessment Handbook.

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualification and components. Learners who have not achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.

Fees and Charges

The AIM Fees and Charges brochure includes all qualification charges and is available on our website. Please note that registrations will not be processed if centre fees have not been paid.
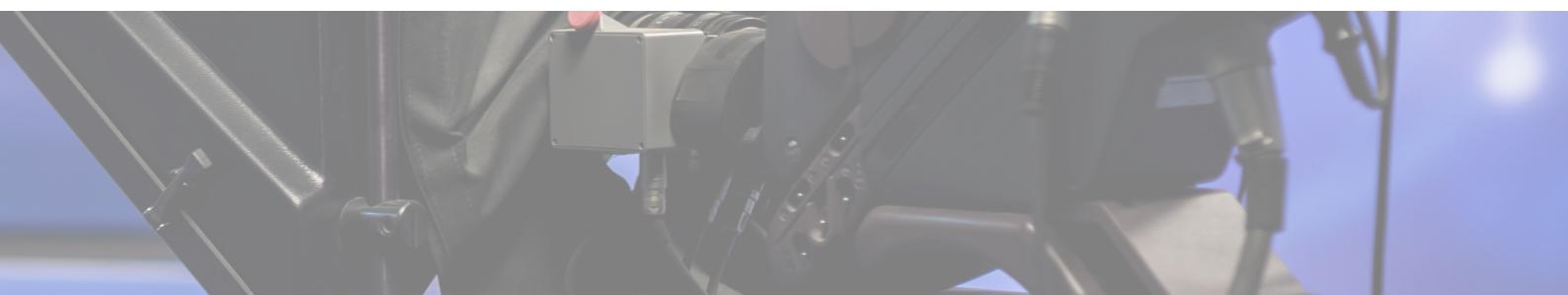
Section Five

Appendices and Links

Appendices and Links

Appendix Title

Appendix 1 - Learner purpose statement

Useful Links

Broadcast Production Assistant

Junior Content Producer

AIM Qualifications: Assessment Handbook

Appendix 1 - Learner Purpose Statement

AIM Qualifications Level 3 Certificate in Creative Content and Production
Qualification Number: 603/1075/3

Who is this qualification for?

The AIM Qualifications Level 3 Certificate in Creative Content and Production has been developed to support the delivery of Advanced Apprenticeships (Level 3) which offer entry level opportunities into a family of creative and operational roles across television and radio broadcast production including Broadcast Production Assistant and Junior Content Producer. The components of the qualification have been designed to closely map to the skills, knowledge and understanding identified in the Apprenticeship Standards, which will support you as an apprentice towards your readiness for the End-Point Assessment. This qualification can also be taken outside of the apprenticeship.

During this qualification, you will cover core technical skills and knowledge, including production planning, production development, industry awareness, content creation and you will also develop soft skills, including working to tight deadlines and reflecting on your own practice.

This qualification has been developed in partnership with leading employers across the broadcasting industry including the BBC, ITV, Sky, Channel 4 and Bauer Media and delivery partners that includes independent training providers and colleges of further education.

Is this qualification right for me?

You must be aged 16 or over at the beginning of your learning and should be employed in a related industry. **This qualification may be of particular interest to you if you are a learner who:**

- has already completed a Level 2 qualification in creative production and now wants to progress your career further within the industry
- already works or volunteers in a creative and cultural setting and wishes to gain recognition for the skills and knowledge previously achieved
- has experience of creative content and production and enjoys the challenge that a career in this industry entails
- wishes to transfer from another career

What can I do next?

Your learning will be focused on creative digital media production, with a view to progressing to related higher education courses, and potentially a career in the creative industries.

How does this qualification relate to similar AIM qualifications?

Level 4 Diploma in Work Principles and Practice of Games Design and Production: this qualification is designed to develop the core technical skills you will require for a working knowledge and understanding of the function, procedures, protocols and procedures of digital TV platform operations, accurately recording faults, escalation of issues and risk boundaries.

Level 3 Diploma in Media Creation, Production and Craft Support: this qualification is the combined qualification included in the Advanced Apprenticeship in Creative and Digital Media (Wales). This Apprenticeship is designed to attract and develop creative and digitally competent work-ready apprentices who are multi-skilled and can work across different technologies. The qualification will give you the opportunity to develop the competence required for their intended progression route.

What can the qualification lead to?

A broad range of job roles will be open to you once you have achieved this qualification such as:

- *Broadcast Production Assistants,* for example, may progress into TV or radio creative, production management or editing roles, such as Researcher, Production Co-ordinator, Studio Manager or Editorial Co-ordinator. Typical day to day tasks may include producing programme logs and running orders, keeping track of costs, recording and editing programme trailers, typing scripts
- *Junior Content Producers,* for example, can progress into content creation/development roles at more senior levels across the industry, including with digital agencies, broadcasters and publishers. Typical day to day tasks may include being a point of contact for authors, keeping databases, spreadsheets and other records up to date, reading documents and making corrections, dealing with rights and permissions

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