

Pearson Assessment and Assignment Guidance Booklet for the Higher National Diplomas in the Creative Suite (2025)

Music

Performing Arts

including Example Assignment Briefs

First Teaching from September 2025

Issue 1

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1.0 Glossary of terms used in this booklet

Assessment – Assessment refers to the process of measuring the level of a student's achievement of required learning.

Assignment – An assignment is the articulation of the work that a student will be required to undertake to provide evidence that can be evaluated in the assessment. Effectively, the assignment enables assessment to take place.

Assignment Brief/assessment instrument – The Assignment Brief is the document issued to students at the start of the assessment process; it defines all aspects of the assessment process, setting context, conditions, activity and evidence requirements. This is also called the assessment instrument. In Pearson guidance documents, these terms are interchangeable and have the same meaning.

Assessment activity – The assignment should define an action or assessment activity for the student to undertake that will allow them to achieve the Learning Outcomes at Pass, Merit or Distinction.

Learning Outcomes – Learning Outcomes define the skills and knowledge that a student should be able to evidence on completion of the unit.

Standard assessment criteria – Assessment criteria define the skills and knowledge that a student should be able to evidence on completion of the unit.

Grade descriptors – Grade descriptors are statements that identify the level of achievement demonstrated by the assessment evidence at each grade (Ungraded, Pass, Merit, Distinction).

Assessment method – The assessment method is a means of collecting the evidence of student competence, knowledge and learning that matches the Learning Outcomes. An assessment method must provide opportunities to generate assessment evidence across all the grades of achievement.

Assessment evidence – Assessment evidence is the output material that a student is asked to prepare and submit for assessment to show evidence of competence, knowledge and learning that matches the Learning Outcomes.

Assessment approaches – Assessment approaches influence the way of teaching something and how students study. Approaches will vary depending on the Learning Outcomes of the unit.

Formative assessment – Formative assessment is an integral part of the BTEC assessment process, involving both the Assessor and the student in a two-way conversation about the student's progress. It takes place prior to summative assessment and does not confirm achievement of grades but focuses on helping the student to reflect on their learning and improve their performance. Students should be given continuous formative feedback, recorded at key stages, to assist with learning and progress.

Summative assessment – Summative assessment is the final consideration by an Assessor of a student's evidence towards a unit, agreeing which assessment criteria the student has met and recording those decisions.

Holistic assessment – Holistic assessment is when the Assessor evaluates student achievement as a whole rather than breaking things down into separate components. Holistic assessment encourages students to consider their learning and achievement as a set of relationships, and enables them to think about areas of subject knowledge as interrelated rather than as parts.

2.0 Setting effective assessments

Assessment of learning is fundamental to shaping and influencing student experience and behaviours. Evidence suggests that different approaches to assessment can either support or diminish student motivation and performance. In other words, if assessment is inaccurately planned, designed or implemented it can have a detrimental effect on student learning, achievement and progression. Therefore, an effective assessment strategy is one that requires students to engage with a variety of assessment methods that are accessible, appropriately challenging and engaging, and which support the development of student self-efficacy and self-confidence.

A diverse range of assessment instruments designed by Centres should ensure collective coverage of all the Learning Outcomes and assessment criteria for each unit and give students opportunities to generate evidence across all grades of achievement. Centres should place emphasis on practical application of the assessment criteria, providing a realistic scenario that students can adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. The creation of assessment instruments that are fit for purpose is vital to achievement and the development of lifelong learning skills.

2.1 Setting the number and structure of assessments

Centres should bear in mind the following points in designing their own assignment briefs.

- To achieve the criteria, students will need clear, formative assignments that are designed around the teaching content and the five standard assessment criteria. Centres are free to design the types of assignments they feel will best prepare their students.
- Assignments can be projects used as a teaching and skill-building mechanism or as ways to contextualise workshops, mini-briefs or sub-projects that lead up to a larger project. A typical assignment should reflect how a practitioner would work.
- The five assessment criteria are not discrete skills that are applied on their own. They will all inform the activities that Centres set within assignments.
- Assignments must be targeted to the Learning Outcomes, but the Learning Outcomes and their associated assessment criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Formative feedback should be given after each assignment.
- At the end of each unit, students will submit a portfolio of work for summative assessment, selected from the work produced during their formative assignments.

- Summative assessment for the qualification is holistic. Student evidence submitted for summative assessment should be clearly recorded, organised and presented in the most appropriate format to reflect the qualities of the work in either a physical or digital/online portfolio.
- Students should carefully consider the requirements of the Learning Outcomes and assessment criteria for the unit when selecting and presenting their portfolio of evidence for summative assessment. This gives students every opportunity to develop to the best of their ability and select evidence that best meets the assessment requirements.

Assignments must be structured to allow students to demonstrate the full range of achievement at all grade levels. In fairness to all students, if they have the ability to do so, they need be given the opportunity to achieve a higher grade.

Because formative assignments provide evidence towards final assessment, they will draw on the specified range of essential teaching content for the Learning Outcomes. The specified essential unit content must be taught/delivered. The evidence for assessment need not cover every aspect of the teaching content, because students will normally be given particular examples, case studies or contexts in their assignments. For example, if a student is carrying out one practical performance or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Centre programme planning at the beginning of the year must include assignment mapping to ensure that Learning Outcomes are fully met during delivery and that students are able to provide evidence for assessment that demonstrates full achievement of all the assessment criteria.

Assignment mapping will allow Centres to monitor:

- that all Learning Outcomes will be assessed for every unit being delivered
- arrangements for staffing and resourcing of assessment activities where knowledge and skills developed in one assignment inform completion of another assignment
- that assessment evidence is varied
- the planning of the internal verification of assessment during the programme.

2.2 Assessment approaches

In selecting and designing assessment, it is good practice to take a holistic and strategic approach to deciding the most suitable assessment strategy and the methods to be used.

A well-developed assessment strategy can ensure that the range of assessment instruments chosen gives students the opportunity to develop and demonstrate the full range of knowledge, skills and competences required to achieve the Learning Outcomes.

The assessment strategy for each unit, and the design of assessments, is informed by the assessment approach to be applied to the unit.

Table 1 gives some examples of different approaches to assessment and how they can support achievement of knowledge, skills and behaviours specified in unit Learning Outcomes. Units are often delivered using a combination of assessment approaches as assessment criteria combine a range of cognitive, psychomotor and affective learning.

Table 1: Different assessment approaches

Assessment approach	Approaches in terms of application to assessment
Research-based	Research-based assessment aims to promote and develop student competences related to research practice. This is appropriate for meeting Learning Outcomes that require assessment of knowledge and understanding.
Practical based	A practical approach to assessment is aimed at linking knowledge and understanding to practical application, using real-life/simulated situations and activities. This is appropriate for meeting Learning Outcomes that require application, demonstration and technical skills development.
Work-based	Work-based assessment involves learning through work, learning for work and/or learning at work. It consists of authentic structured opportunities for learning that are achieved in a workplace setting or are designed to meet an identified workplace need. This is an appropriate approach for students who are in work and who can achieve Learning Outcomes by completing work activities.
Problem-based	Problem-based assessment actively engages student learning through the experience of finding solutions to solve open-ended problems. The required knowledge and skills are achieved in the process of solving authentic problems. This is an appropriate approach to meet Learning Outcomes that require solutions, recommendations and improvements to meet complex problems.
Project-based	Project-based assessment enables students to gain knowledge and skills by investigating and responding to an authentic, engaging and complex question, problem or challenge in a real-life context. This is an appropriate approach for meeting Learning Outcomes that support a planned individual or collaborative approach to achieving a specific aim.

Investigation-based	Similar to problem-based and project-based approaches, this enables students to ask questions, identify problems and find solutions by exploring and investigating real-life case studies. This approach is appropriate for achieving Learning Outcomes that require exploration and examination of facts and information.
Reflective-based	Reflective assessment involves students reflecting on their learning experiences, often applied through practice, to make meaningful connections. This is appropriate for meeting Learning Outcomes that require observation, reflection and self-evaluation.
Portfolio-based	Portfolio-based assessment is a process that culminates in student efforts and learning being presented in a portfolio of evidence. Portfolios for assessment can demonstrate student improvement and skill mastery over a set period of time. This approach is appropriate for meeting those Learning Outcomes that lead collectively to progressive learning.
Performance-based	Performance-based assessment requires students to apply or use their knowledge, following instruction. This approach is appropriate if Learning Outcomes require students being able to perform specific skills as a result of instruction.

2.3 Designing valid and reliable assessments

To help ensure that valid and reliable assignments are designed to be consistent across all units, Centres should consider a number of actions.

2.3.1 Use of language

The first aspect of an assignment that a Centre should focus on is ensuring that the language used in assignments makes assessment activities and guidance accessible to students.

Command verbs (i.e. the verbs used in assessment criteria) must be considered in terms of the activities and guidance provided for the achievement of the assessment criteria.

Assignment activities and guidance must use appropriate command verbs that are at the same level of demand as the qualification level, Learning Outcomes and assessment criteria. **Assignment Briefs can use the command verbs as published in the qualification specification or different verbs as long as they are of the same demand and imply the same action as the published command verb.**

As per the table below, if an assessment criterion states 'analyse' then using 'evaluate' command verbs for the Assignment Brief to support achievement of that criterion is not appropriate. For example, written guidance in the Assignment Brief may require the student to 'critique' or 'appraise' subject matter but would not require them to 'justify', 'assess' or 'evaluate' subject matter. This would be viewed as over-assessing.

Similarly, it is possible to under-assess. Written guidance in the Assignment Brief would, in this example, not require students to 'describe', 'explain' or 'summarise' subject matter.

Examples of learning levels, with relevant command verbs below, is given in *Table 2*.

Table 2: Learning levels and related command verbs

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Remember previously learned information	Demonstrate an understanding of the facts	Apply knowledge to actual situations	Break down objects or ideas into simpler parts and find evidence to support generalisations	Make and defend judgements based on internal evidence or external criteria	Put parts together with emphasis on creating a new meaning or structure
Define Describe Identify Label List Match Outline Select State	Classify Discuss Explain Summarise Specify	Apply Employ Illustrate Interpret Produce Show	Analyse Appraise Critique Differentiate Distinguish Debate Examine	Evaluate Argue Assess Compare Conclude Contrast Judge Justify	Arrange Assemble Compose Construct Create Design Develop Devise

The following can be used as a guide to support assignment design.

Ensure that there is a holistic understanding (by both tutors and students) and use of command verbs.

Set Assignment Briefs that use a single command verb, focusing on the highest level of demand expected for the Learning Outcomes that are being assessed.

Assignments should be supported by additional guidance that helps students to interpret the demand of the assessment criteria.

2.3.2 Consistency

This relates to the consistency of presentation and structure, the consistent use of appropriate assessment language and the consistent application of assessment criteria. When assignments are consistent, reliability is enhanced. Where validity is present in assignments, this will result in assignments that are fit for purpose and provide a fair and equitable opportunity for all students to engage with the assignment requirements.

2.3.3 Employing a diverse range of teaching methods

Just as variation in teaching methods used is important to the planning of a programme structure, so too is the use of a range of assessment instruments appropriate to the unit and its content. Centres should consider taking a holistic view of assessment, ensuring a balanced assessment approach, with consideration given to the subject being tested and what is in the students' best interests.

No matter what assessment method is used, assignments should have a sector focus (whether this is in a workplace context or through a case study) and be explicitly clear in its instructions. In the absence of a case study, a scenario should be used to provide some context. Finally, students should be clear on the purpose of the assignment and which elements of the unit it is targeting.

2.4 Assessment methods

BTEC Higher Nationals have always allowed for a variety of assessment methods to be used, provided they are suited to the types of Learning Outcome being assessed. For many criteria, the practical demonstration of skills is necessary, and for others students will need to carry out their own research and analysis, working independently or as part of a team.

The Example Assignment Briefs (EABs) in this booklet give information on suitable types of assessment method for students so that they can apply a range of employability or transferable skills. Centres may choose to use different assessment methods than those proposed. Overall, students should be assessed using varied types of assessment method.

These are some of the main types of assessment method used in the creative industries:

- annotated photographs
- artefacts
- blog/journal
- case studies
- discussion forum
- essay/dissertation
- independent research
- logbooks, diaries etc.
- observation records/witness statements
- oral/viva
- peer review
- performance
- pitch
- planning documents
- podcasts

- portfolio/eportfolio
- presentation/demonstration
- presentation/handouts etc.
- projects
- promotional and marketing material
- recorded discussion
- reports
- self-reflection
- storyboard
- webinar
- written investigation.

Some assessment methods are more suitable than others for meeting the evidence requirements of different Learning Outcomes and skills domains (cognitive, affective or psychomotor, known as CAP skills). Examples are given in *Table 3*.

Table 3: Suitable assessment methods for different CAP skills

Skills domain ('CAP' skills)	Possible forms of assessment method
Cognitive (knowledge)	<ul style="list-style-type: none"> • Question + Answer (written/oral) • Tests/exams • Reports/essays • Presentation
Affective (attitudes, behaviours)	<ul style="list-style-type: none"> • Evaluation of subject/knowledge through: <ul style="list-style-type: none"> ◦ witness statement ◦ review of evidence ◦ reflective statements ◦ student reflective journal ◦ observation ◦ performance review ◦ (self-review, peer review etc.).
Psychomotor (application)	<ul style="list-style-type: none"> • Demonstration/presentation • Project outcomes • Case studies • Role play • Work-based learning • Producing documentation, e.g. business plan, financial statement, project management

The assessment methods selected must:

- allow the student to provide all the evidence required for the Learning Outcomes and associated assessment criteria at all grade levels
- allow the student to produce evidence that is their own independent work
- allow a verifier to independently reassess the student to check the Assessor's decisions.

For example, when assessing performance, tutors need to think about how supporting evidence can be captured through recordings, photographs or reflective statements.

Centres need to take particular care that students are enabled to produce independent work. For example, if students are asked to use real examples, then best practice would be to encourage them to use examples of their own or to give the group a variety of examples to use.

2.5 Assessment evidence

The work that a student is asked to prepare and submit for assessment is linked intrinsically to the assessment plan, the Learning Outcomes and the vocational character of the qualification.

When considering the assessment evidence that a student will be required to submit, Centres must ensure that it is:

- **valid** – the work that the student will produce must provide evidence that is clearly related to the Learning Outcomes
- **sufficient** – the evidence must provide enough material so that the student can show their achievement at Pass, Merit or Distinction
- **authentic** – the work that the student submits should be their own, and it must be described in the Assignment Brief in such a way that they understand that they cannot simply present work that has been compiled or collected
- **appropriate** – the work that the student is required to produce must be clearly related to the content of the unit and be at the appropriate level. An Assignment Brief must not ask the student to produce work that is too simple or too complex for the level of study
- **relevant** – the student must produce work that is related to the vocational nature of the programme. This requires the Assignment Brief to give the student a clear vocational context in which they will work to produce their evidence.

3.0 The Assignment Brief

The Assignment Brief is the document issued to students at the start of the assessment process. Clear Assignment Briefs will:

- inform the student of the activities set
- inform the student of the methods of assessment
- set clear deadlines for submission of work.

Centres can send two Assignment Briefs per qualification framework to the external examiner to review prior to their visit, for which the examiner will provide formal feedback.

Pearson provides assignment templates for Centres to use in its Quality Assurance and Centre Admin Hub on HN Global; however, Centres are free to design their own.

3.1 Providing an Assignment Brief

A good Assignment Brief is one that, by providing challenging and authentic sector/work-related activities, motivates students to provide appropriate evidence of what they have learned.

An Assignment Brief should have the following:

- **A vocational scenario** – this could be a simple situation or a full, detailed set of vocational requirements that motivates the student to apply their learning through the assignment
- **Clear instructions** to the student about what they are required to do, normally set out through an activity or series of activities
- **An audience or purpose** for which the evidence is being provided
- **Guidance** that maximises opportunity not only for students to achieve Pass but also the higher grades.

All Assignment Briefs must be internally verified every year, prior to issue to the student.

Internal verification of the assignments should be carried out by a staff member who is familiar with BTEC assessment at the appropriate level, along with subject knowledge in the programme area. Internal verification should always be reported and recorded. If further actions are identified by the Internal Verifier, the Assessor is required to complete all actions and return the assignment to the Internal Verifier for review and sign-off.

Once the assignment has been signed off as being fit for purpose by the Internal Verifier, it can be issued to students. For further guidance on internal verification, please refer to the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, which can be found on Pearson's website at

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>

3.2 Designing an Assignment Brief

A good Assignment Brief will:

- make clear what evidence the student must submit and the format required
- present a vocational scenario that provides a professional context in which the student will produce work
- use language that is clear and precise, both in defining the vocational scenario and in describing the evidence required
- make the range of levels of achievement (Pass, Merit, Distinction) clear through the use of the same or similar command verbs found in the assessment criteria
- clearly indicate the Learning Outcomes and assessment criteria that are covered by the assignment
- allow a student to achieve Learning Outcomes at any of the levels defined by the assessment criteria.

An Assignment Brief *must not*:

- change the wording of Learning Outcomes, assessment criteria or command verbs
- add any additional assessment criteria
- use multiple-choice or 'fill in the missing word' activities (these are not appropriate for
- Level 4 and Level 5 qualifications)
- use numerical marking or percentage weighting
- penalise students for exceeding word counts or limits
- associate the assignment with a single assessment criterion.

An Assignment Brief must contain the information outlined in *Table 4*.

Table 4: Information to include in Assignment Briefs

Key information	<ul style="list-style-type: none">• Assignment title• Assessor name• Date issued• Deadline for submission• Title and level of qualification (as published in the specification)• Unit/Module covered (as published in the specification)
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Assignment Brief guidance	<ul style="list-style-type: none"> • This section of the Assignment Brief should include a scenario, activities and guidance that direct students to the work that needs to be completed and submitted to meet the Learning Outcomes. • The activities and guidance should contain sufficient information and direction to allow students to achieve all the targeted Learning Outcomes for the assignment. • Individual assessment criteria should not be referenced anywhere in the Assignment Brief guidance. • Holistic Assignment Briefs can use the command verbs as published in the qualification specification or make use of different verbs, as long as they are of the same demand and imply the action of the published command verb. • Activities should be written in appropriate language for students, at the level of the qualification. • Details of any specific preparation that students will need to make should be included.
Assessment criteria	<ul style="list-style-type: none"> • The brief must state exactly which Learning Outcomes and assessment criteria are being addressed. • No aspect of the published assessment criteria may be rewritten.
Forms of evidence for submission	<ul style="list-style-type: none"> • A clear statement of what the student is expected to produce as evidence should be given. • Guidance on how the evidence will be submitted should be included.
Other information that may be included	<ul style="list-style-type: none"> • Resources and reference materials • Wider assessment opportunities built into the assignment or mapped in the specification • Employer links • A suggested word count may be included where written evidence is required to direct the student as to the volume of evidence needed. Students cannot be downgraded if they do not achieve or exceed the word count.

3.3 Steps to writing an Assignment Brief

Figure 1: Actions required to produce an Assignment Brief

1. Select appropriate Learning Outcomes to be assessed for an assignment , considering the number of assignments required to reflect the unit content	Cross-reference to unit content and assessment criteria to ensure that it meets Pass, Merit and Distinction criteria	
2. Select the most appropriate assessment method to be used to assess the Learning Outcomes and assessment criteria	Cross-reference to unit content and assessment criteria to ensure that it meets Pass, Merit and Distinction criteria	
3. Use Learning Outcomes to write a vocational scenario, theme and/or role at the appropriate level	Check the focus against the Learning Outcome to ensure full coverage	
4. Develop assessment activities in the vocational context that map against the selected Learning Outcomes to cover the demands	Cross-reference to unit content and assessment criteria to ensure maximum opportunities to meet Pass, Merit and Distinction criteria	Check that assessment activities reinforce teaching and learning strategies
5. Write the assessment guidance for students, with activities that reflect the Learning Outcomes and giving guidance on the forms of evidence they should provide	Cross-reference to unit content and assessment criteria to ensure maximum opportunities to meet Pass, Merit and Distinction criteria	Ensure that assessment activity is fit for purpose and reflects the unit aims
6. Provide links to resources that will support meeting the assessment activity and providing assessment evidence	Ensure that students have access to valid resources to support completion requirements	

4.0 Using Example Assignment Briefs

The Assignment Brief forms a critical part of the assessment process for students and tutors. The brief should give students a clear opportunity to achieve Pass, Merit or Distinction by engaging in an assignment that will allow them to evidence the knowledge and skills they have learned. A well-structured Assignment Brief, contextualised by use of a vocational scenario, should give students a modelled, real-world situation that reflects the type of work they may undertake in employment.

Pearson Example Assignment Briefs (EABs) give tutors a diverse range of engaging assessment methods to use for the assessment of particular units. The EABs can also be used as a reference point for the development of unique assignments that are tailored to a specific location, employment context and the Centre's approach to the subject. The EABs also offer suggestions on encouraging the development of collaborative and interpersonal skills, as well as the development of cognitive skills and understanding of the professional behaviours associated with the relevant industry or sector. As with any Assignment Brief, Pearson EABs are intended to provide a model of an assessment that is valid, sufficient, authentic, appropriate and relevant.

This booklet includes a range of EABs for Levels 4 and 5 to represent a range of professional briefs and contexts.

Module A: Process and Practice

- A1 Concept and Development
- A2 Creative Project

Module B: Professional Creative Practice

- B1 Personal Professional Development

These materials give tutors suggestions on the type of assignments that might be used for assessment, the structure and language of Assignment Briefs and ideas on how to develop new approaches.

B2: Professional Project

This assessment unit requires students to undertake and manage an extended professional project. They will integrate research and analysis with technical and practical skills to produce and communicate a fully realised creative proposition. Therefore, there are no EABs for Unit B2 included in this booklet. Students must evidence their ability to address client needs through a coherent process and creative outcome based on a real-world scenario with a complex professional brief.

Please note, Pearson is working closely with creative industries and employers to develop a bank of professional briefs that Centres may use.

4.1 The Example Assignment Briefs approach

These EABs have been developed to support Centres with their assessment strategy for delivering the core and specialist units. They also offer guidance and inspiration for effective planning and design of future Assignment Briefs.

They do not provide a full set of assignments to provide full coverage of units. Centres are required to devise a range of assignments of their own, reflecting the creative sector specific to their programme, local needs and the resources available.

EABs can be used in the following ways.

EABs should be adapted and customised to meet localisation.

1. These EABs are not developed with a defined creative industry sector, context, specific set of students or location. All of these are critical to the development of good assessments, and therefore they need to be adapted and customised as appropriate.
2. EABs may be used as a starting point for the development of an assignment. However, so that the assessment is rooted in the 'real world' of students' experiences, Centres should modify and revise the EAB to give them a brief that is sufficiently localised, with a relevant vocational context/scenario, and with a locally relevant set of assessment evidence requirements.
3. EABs can also be used by Centres if they meet Centre-specific requirements following internal verification. EABs have been written to assess knowledge, understanding and skills that are specifically relevant to the unit Learning Outcomes, but they have not been contextualised to meet a specific sector and local needs or international diversity. For example, Centres may need to select a specific outcome or focus on an organisation that is relevant to their local area.
4. EABs are designed to sit alongside Centre-devised assignments as part of a broad range of formative assessment activities to provide full and robust coverage of a unit.

Whether adapting the EAB or using the EAB 'off the shelf', the Assignment Brief still needs to be internally verified and made available for external Quality Assurance.

Table 5 outlines what internal verification is required for different types of Assignment Brief.

All assignments must be verified in line with Pearson's requirements for internal verification of assignments and assessment results. For additional support and guidance, please go to Pearson's BTEC Assignment Checking Service on its website at <https://qualifications.pearson.com/en/support/Services/assignment-checking-service.html>.

Table 5: The internal verification needed for Assignment Briefs

Assignment brief option	Internal verification required
Adapt a Pearson EAB to suit the needs of the Centre's students	The internal verification process must be detailed and rigorous to ensure that the Assignment Brief is fully fit for purpose. Pearson provides templates for Centres to use on its website, which can be found here .
Use a Pearson EAB as published	An Internal Verifier must ensure that: <ul style="list-style-type: none"> the EAB meets the specific needs of the Centre's students the EAB remains current and relevant for students in the Centre the Assessor has added correct key information, including hand-out dates and submission deadlines.
Create the Centre's own Assignment Briefs	The internal verification process must be detailed and rigorous to ensure that the Assignment Brief is fully fit for purpose. Pearson provides templates for Centres to use on its website, which can be found here .

4.2 The Example Assignment Brief vs the Authorised Assignment Brief

EABs have only been written for the 2023 Higher Nationals in Creative Industries programme specification as it is imperative that Centres contextualise assignments to their specific sector and local needs and international diversity.

Please note, other Higher National subjects may have Authorised Assignment Briefs (AABs) published by Pearson. AABs are written as exemplar approaches to assessment. AABs are mapped to Quality Assurance Agency for Higher Education (QAA) Subject Benchmark Statement sector skills and National Occupational Standards (NOS) competences, and may be co-created with employers, if appropriate.

4.3 Differences between internal verification approaches of EABs and AABs

Table 6 shows the differences between the approaches to be taken for internal verification of EABs and AABs.

Table 6: EAB and AAB internal verification approaches

Approach	Need for adapting and customising to meet local needs	Use of Assignment Checking Service	Internal verification required	In scope for external examiner verification
EAB	✓	✓	✓	✓
AAB localisation	✓	✓	✓	✓
AAB 'off the shelf'	✗	✗	✓	✓

5.0 Example Assignment Briefs

5.1 Using the Example Assignment Briefs

The following EABs are not mandatory and are designed to sit alongside Centre-devised assignments as part of a broad range of formative assessment activities to provide full and robust coverage of a unit. If used, they should be amended to ensure they are contextualised to meet specific sector and local needs and international diversity.

5.2 Module A: Process and Practice

Level 4

Through this module students will develop the underlying knowledge and skills that will enable them to begin their journey in their creative sector. Combining research, development and production, students will explore the knowledge, understanding and technical skills required to progress in the sector. The assignments developed for this module should provide sufficient diversity to allow students the opportunity to evidence their achievement in relation to the Level 4 assessment criteria at all grades.

A1: Concept and Development (340 guided learning hours – 85 credits)

This assessment unit is designed to enable students to explore and develop their underpinning knowledge, understanding and proficiency of creative practice through exploration of their subject area. It requires students to produce a portfolio of work evidencing the exploration and development of creative outcomes, with outputs addressing diverse audiences and requirements.

The body of work developed to support this assessment unit should evidence the student's ability to generate ideas and develop these through a creative process, achieving outcomes that meet the requirements of the briefs.

A2: Creative Project (140 guided learning hours – 35 credits)

This assessment unit is designed to provide students with the opportunity to consolidate and apply their learning through the production of a portfolio of work related to creative project briefs. Students will develop project-based outcomes that evidence their application of creative, technical and professional knowledge.

Module A1: Concept and Development (Music Business)

Example Assignment Brief 1

Student Name/ ID Number	
Module Number and Title	A1: Concept and Development
Academic Year	
Tutor	
Assignment Title	'Music for Change' Sustainability festival proposal
Issue Date	
Submission Date	
Submission Format	
<ul style="list-style-type: none"> • Live presentation (to be recorded) • Digital file of the presentation • Digital research portfolio • Completed surveys 	
Unit Learning Outcomes	
<p>A1.1 Explore the history, theories and developments related to the area of practice</p> <p>A1.2 Explore and develop ideas, based on an iterative approach to problem-solving in creative practice</p> <p>A1.3 Explore technical knowledge and skills necessary to support creative practice</p> <p>A1.4 Explore professional knowledge, behaviours and practices within the sector</p> <p>A1.5 Explore techniques, media and formats to communicate ideas and concepts for diverse audiences</p>	

Assignment Brief and guidance

You have been contacted by your local council to work with them on sustainability initiatives. They would like to hold a one-day music festival, working with local companies to raise awareness of the impact of climate change and to encourage the local community to consider their own carbon footprint and what they can do to support.

They have also specified that the music must be diverse and attract everyone in the community, and they are keen to give a platform to new artists for exposure. This is the first time they have held a music event, so they are open to ideas and innovation.

You have been asked to pitch your ideas for the festival to a panel, so that the plan can be agreed, a budget can be allocated and the work can commence.

The council have also asked you (and anyone you are reaching out to) to complete a survey as part of their own mission statement: 'living and working in the community'.

Instructions and guidance to candidates

There are three key elements to this project that must be considered. Remember this is the time for experimentation and exploration of ideas with a data-driven approach.

As part of your research for this assignment, you must attend a diverse range of live performances and consider the following questions to help inform your own work:

- Who is the audience?
- Are they enjoying the performance? If so, why?
- How did they find out about the gig?
- Are they new fans or existing ones?
- Was the performance engaging and if so, why?

Think about how you can apply the answers to these questions to your own project.

The venue(s)

A comprehensive exploration and analysis of spaces in the community is essential for you to consider how the event will take shape. What sort of venues are available in the local community and what is the capacity? You may decide to hold the event in one venue, across multiple venues or even consider an outdoor event. Consider the following:

- audience capacity
- accessibility
- type of performance space – full band, DJ or acoustic format?
- venue costs
- venue staffing.

The music

The line up for the event must appeal to a wide range of audiences and careful consideration must be given to choosing the genres and artists. You will need to spend time exploring the local music scene and live events in the community and consider the following:

- local artists already supported by the community
- Do you want to give space to a new unknown artist?
- Local radio station play – which artists and genres are popular?

- How are you going to engage all ages?
- artists that support sustainability initiatives.

The budget

The panel want to be inspired by your ideas but ultimately, as a community event, budget will be a key deciding factor. You will need to keep costs as low as possible and provide clear evidence of income and outgoings. You will need to explore the following:

- all costings – artist fees, your fees, venue costs, marketing and promotion costs, production costs
- predicted tickets sales revenue
- community volunteering scheme to keep costs low.

The pitch

You must now present your proposal to the panel. Consider how you will collate and present your work, who you will be presenting it to and why. Think about the size and format for effective audience engagement. Your presentation must include the following:

- **Recommended music/artists for the event:** Your choice must be backed up with data.
- **Budget request:** You must include a full breakdown of all predicted costings including outgoings and incomes streams.
- **Marketing plan.**

Survey completion

The council wants you to create a survey to review support for their community projects and ensure people living and working there have the support needed. It should explore personal development, sustainability and wellness.

- **Create a short survey** with a minimum of five questions related to personal development, sustainability and wellness.
- **Issue the survey** to a range of people you are working with in the community, explaining the purpose.
- **Collate responses.**

Standard assessment criteria for Level 4

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Contextual knowledge	Insufficient evidence of an understanding of the underlying concepts and principles within the area of practice. Superficial interpretation of the impact of relevant contextual factors within the area of practice.	Competent understanding of relevant concepts and principles within the area of practice. Appropriate interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Clear understanding of relevant concepts and principles within the area of practice. Considered interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Comprehensive understanding of relevant concepts and principles within the area of practice. Perceptive interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.
Idea generation and development	Insufficient use of research and analysis to develop ideas and solve creative problems. Limited application of iterative development processes.	Competent use of research and analysis to develop ideas and solve creative problems. Appropriate application of iterative development processes incorporating adequate exploration, testing and review.	Considered use of research and analysis to develop ideas and solve creative problems. Effective application of iterative development processes incorporating considered exploration, testing and review.	Perceptive use of research and analysis to develop ideas and solve creative problems. Confident application of iterative development processes incorporating comprehensive exploration, testing and review.
Technical knowledge and skill	Insufficient development and application of technical practices to undertake creative work. Work demonstrates limited understanding of how tools, materials, techniques and processes are used within the area of practice.	Appropriate development and application of technical practices to undertake creative work and produce appropriate outcomes. Work demonstrates competent understanding of how tools, materials, techniques and processes are used within the area of practice.	Effective development and application of technical practices to undertake creative work and produce consistent outcomes. Work demonstrates secure understanding of how tools, materials, techniques and processes are used within the area of practice.	Highly skilled development and application of technical practices to undertake creative work and produce high-quality outcomes. Work demonstrates perceptive understanding of how tools, materials, techniques and processes are used within the area of practice.
Professional practice	Limited understanding of contemporary professional practices used in the sector. Insufficient application of professional behaviours, processes and transferable skills.	Competent understanding of contemporary professional practices used in the sector. Appropriate application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Clear understanding of contemporary professional practices used in the sector. Consistent application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Comprehensive understanding of contemporary professional practices used in the sector. Confident application of professional behaviours, processes and transferable skills necessary for employment in the sector.

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Communication	<p>Superficial communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Generic use of media and formats to convey intentions, with superficial understanding of the needs of the audience.</p>	<p>Competent communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Appropriate use of media and formats to convey intentions, supported by adequate understanding of the needs of the audience.</p>	<p>Effective communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Considered use of media and formats to convey intentions, supported by clear understanding of the needs of the audience.</p>	<p>Proficient communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Confident use of media and formats to convey intentions, supported by perceptive understanding of the needs of the audience.</p>

Module A1: Concept and Development (Music Performance)

Example Assignment Brief 2

Student Name/ ID Number	
Module Number and Title	A1: Concept and Development
Academic Year	
Tutor	
Assignment Title	EP Launch Campaign – Pre Release
Issue Date	
Submission Date	
Submission Format	
<p>Portfolio submission which must include:</p> <ul style="list-style-type: none"> • audio or video footage of rehearsals and instrumental practice • development documentation (scores, set list, tech spec, development notes) • social media promotion plan and content • pitch presentation (this will be recorded). 	
Unit Learning Outcomes	
<p>A1.1 Explore the history, theories and developments related to the area of practice</p> <p>A1.2 Explore and develop ideas, based on an iterative approach to problem-solving in creative practice</p> <p>A1.3 Explore technical knowledge and skills necessary to support creative practice</p> <p>A1.4 Explore professional knowledge, behaviours and practices within the sector</p> <p>A1.5 Explore techniques, media and formats to communicate ideas and concepts for diverse audiences</p>	

Assignment Brief and guidance

As an artist, you have been steadily developing your musical skills, and it is now time to move towards the next step in your career – launching an EP. The launch will include a live event performance in the local area, as well as an extensive social media campaign to begin to establish a local and global fan base and raise your profile.

There are many elements to explore and consider in preparation for the live performance launch and through a series of wide-ranging practical sessions, you will spend time exploring a diverse range of techniques and methods to develop your artistry, music business knowledge and musicianship skills to enable you to develop and effectively engage an audience during a high-quality performance. These skills will provide you with an ever-growing toolkit of techniques and skills to underpin your studies across the year.

Instructions and guidance to candidates

Experiment. Make mistakes. Explore.

As part of your research for this assignment, you must attend a diverse range of live performances and consider the following questions:

- Who is the audience?
- Are they enjoying the performance? If so, why?
- How did you find out about the gig?
- Are you a new fan or an existing one?
- Are you going to support this artist moving forward? If so, how?
- Was the material engaging? If so, why?
- Was the performance engaging? If so, why?
- How did the performers engage with the audience during the performance?

Think about how you can apply the answers to these questions to your own project.

In each workshop session, you will be presented with a range of new challenges, including instrumental techniques, choosing appropriate repertoire, developing a social media campaign, audience engagement and competition. Approach each with an open mind and consider how these topics all connect to your EP launch event.

You will need to consider the following:

- the audience:
 - Who are they and why would they listen to your music?
 - How will people know about your work and the gig?
 - Can they afford to buy a ticket?
 - Would they buy a physical CD or free streaming?
- musicianship:
 - What material are you performing and why?
 - Can you technically perform the music to a professional standard?
 - Does the material demonstrate your versatility?
 - Are you being authentic and what does that mean?
 - How does your repertoire sit within similar artists?
 - Can you perform with confidence and resilience?

- audience engagement:
 - How do you want the audience to feel during your performance?
 - What message are you communicating?
 - How do you want your fans to connect with you before, during and after the launch?
- budget:
 - How are you going to pay to record your EP?
 - Do you need to sell a specific number of tickets or EPs to sell to cover costs or do you have other funding options?
 - Do you need to design artwork?
 - How much can you do yourself?
- team:
 - What skills do you bring to a collaborative project?
 - What skills can other people bring to your project?
 - Who do you need to work with to realise this project?
 - How are you going to find the right people for your project?
 - Who are the right people and are they aligned with your vision?
 - How are you going to work with them?
- marketing:
 - Where are your fans?
 - How will you grow your fanbase?
 - How will people know about your work?
 - What do you want to tell them?
 - What sort of content do you need to establish and grow your followers?

From your contextual and practical research and using iterative development processes to explore, develop and review your ideas, justify your creative decisions based on perceptive interpretation of relevant historical, social and cultural contexts within your area of practice.

Collate your development work into a portfolio. This should include:

- A record of the project development process and ongoing reflection from start to finish. This should include:
 - audio or video recordings of rehearsals (minimum of three) and your own individual instrumental practice
 - scores of the material you will be performing (lead sheets and chord charts)
 - planned set list, tech spec, and relevant rehearsal reflections (such as changes to arrangements)
 - evidence that you have thought about the direction of your project, what challenges you may have encountered, and steps taken to address them
 - social media promotion plan (EP launch ideas development, content such as artwork/videos and an audience engagement growth strategy).
- a presentation for one of the following:
 - a label (pitching to be signed as your first record deal)
 - an instrumental company (pitching for an instrument endorsement)
 - a funding organisation (pitching to apply for funding to support the EP launch)
 - venue owner (pitching to get booked for gigs).

Consider how you will collate and present your work, who you will be presenting it to and why. Think about the size and format for effective audience engagement.

Standard assessment criteria for Level 4

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Contextual knowledge	Insufficient evidence of an understanding of the underlying concepts and principles within the area of practice. Superficial interpretation of the impact of relevant contextual factors within the area of practice.	Competent understanding of relevant concepts and principles within the area of practice. Appropriate interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Clear understanding of relevant concepts and principles within the area of practice. Considered interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Comprehensive understanding of relevant concepts and principles within the area of practice. Perceptive interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.
Idea generation and development	Insufficient use of research and analysis to develop ideas and solve creative problems. Limited application of iterative development processes.	Competent use of research and analysis to develop ideas and solve creative problems. Appropriate application of iterative development processes incorporating adequate exploration, testing and review.	Considered use of research and analysis to develop ideas and solve creative problems. Effective application of iterative development processes incorporating considered exploration, testing and review.	Perceptive use of research and analysis to develop ideas and solve creative problems. Confident application of iterative development processes incorporating comprehensive exploration, testing and review.
Technical knowledge and skill	Insufficient development and application of technical practices to undertake creative work. Work demonstrates limited understanding of how tools, materials, techniques and processes are used within the area of practice.	Appropriate development and application of technical practices to undertake creative work and produce appropriate outcomes. Work demonstrates competent understanding of how tools, materials, techniques and processes are used within the area of practice.	Effective development and application of technical practices to undertake creative work and produce consistent outcomes. Work demonstrates secure understanding of how tools, materials, techniques and processes are used within the area of practice.	Highly skilled development and application of technical practices to undertake creative work and produce high-quality outcomes. Work demonstrates perceptive understanding of how tools, materials, techniques and processes are used within the area of practice.
Professional practice	Limited understanding of contemporary professional practices used in the sector. Insufficient application of professional behaviours, processes and transferable skills.	Competent understanding of contemporary professional practices used in the sector. Appropriate application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Clear understanding of contemporary professional practices used in the sector. Consistent application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Comprehensive understanding of contemporary professional practices used in the sector. Confident application of professional behaviours, processes and transferable skills necessary for employment in the sector.

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Communication	<p>Superficial communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Generic use of media and formats to convey intentions, with superficial understanding of the needs of the audience.</p>	<p>Competent communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Appropriate use of media and formats to convey intentions, supported by adequate understanding of the needs of the audience.</p>	<p>Effective communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Considered use of media and formats to convey intentions, supported by clear understanding of the needs of the audience.</p>	<p>Proficient communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Confident use of media and formats to convey intentions, supported by perceptive understanding of the needs of the audience.</p>

Module A1: Concept and Development (Music Production)

Example Assignment Brief 3

Student Name/ ID Number	
Module Number and Title	A1: Concept and Development
Academic Year	
Tutor	
Assignment Title	Time & Place
Issue Date	
Submission Date	
Submission Format	
<ul style="list-style-type: none"> • Workbook (physical/printed sketchbook or PowerPoint) • Podcast/audio recording 	
Unit Learning Outcomes	
<p>A1.1 Explore the history, theories and developments related to the area of practice</p> <p>A1.2 Explore and develop ideas, based on an iterative approach to problem-solving in creative practice</p> <p>A1.3 Explore technical knowledge and skills necessary to support creative practice</p> <p>A1.4 Explore professional knowledge, behaviours and practices within the sector</p> <p>A1.5 Explore techniques, media and formats to communicate ideas and concepts for diverse audiences</p>	
Assignment Brief and guidance	
<p>The history of recorded music branches from a few roots into myriad genres, that continue to evolve, expand and overlap as time moves on. Each new branch in the history of music brings with it new themes, conventions, techniques and sounds that define it as a distinct genre or movement.</p> <p>You are to complete a historical analysis of a 20th century music genre, giving thought to what caused the genre to arise. What preceded it, what were the technological factors that gave rise to it, what are the key characters of the music that came about in that period, and what is the legacy of that music in the 21st century?</p>	

Instructions and guidance to candidates

You should pick a genre that you feel has a distinct character, or that is of important cultural relevance. A wide initial research into the history of the genre will allow interpretation and understanding of the historical and social contexts that have led to the evolution of music production.

While technology plays a huge part in music production, there are other cultural and socio-economic factors at play in society that shape what music is produced, and why it has its distinct character. As music producers in the 21st century, we are often spoiled with the many tools at our disposal. Throughout history, it was often the lack of access to these tools and equipment, or even the money to access studios at all, that gave rise to certain genres of music and gave the music a distinct quality. Proficient analysis of these genre characteristics will inform the next stage of your project and allow you to demonstrate and sum up the impact and legacy of your genre within the wider context of recorded music.

Your workbook should track the following:

- your preliminary research and analysis of the genre
- key figures in the genre
- socio-economic factors
- technological milestones
- your findings on the cultural impact and the legacy of the genre on the music that followed.

Podcast/audio recording

As part of your exploration, you should reach out to practitioners in your chosen genre and discuss their work in music production. This could take the shape of a podcast or audio recordings of your discussions. Consider the following questions:

How did you start working in music production?

- What challenges have you overcome?
- What has inspired you along the way?
- How do you stay on top of gear and software?
- How have you shaped your sound?

Standard assessment criteria for Level 4

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Contextual knowledge	Insufficient evidence of an understanding of the underlying concepts and principles within the area of practice. Superficial interpretation of the impact of relevant contextual factors within the area of practice.	Competent understanding of relevant concepts and principles within the area of practice. Appropriate interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Clear understanding of relevant concepts and principles within the area of practice. Considered interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Comprehensive understanding of relevant concepts and principles within the area of practice. Perceptive interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.
Idea generation and development	Insufficient use of research and analysis to develop ideas and solve creative problems. Limited application of iterative development processes.	Competent use of research and analysis to develop ideas and solve creative problems. Appropriate application of iterative development processes incorporating adequate exploration, testing and review.	Considered use of research and analysis to develop ideas and solve creative problems. Effective application of iterative development processes incorporating considered exploration, testing and review.	Perceptive use of research and analysis to develop ideas and solve creative problems. Confident application of iterative development processes incorporating comprehensive exploration, testing and review.
Technical knowledge and skill	Insufficient development and application of technical practices to undertake creative work. Work demonstrates limited understanding of how tools, materials, techniques and processes are used within the area of practice.	Appropriate development and application of technical practices to undertake creative work and produce appropriate outcomes. Work demonstrates competent understanding of how tools, materials, techniques and processes are used within the area of practice.	Effective development and application of technical practices to undertake creative work and produce consistent outcomes. Work demonstrates secure understanding of how tools, materials, techniques and processes are used within the area of practice.	Highly skilled development and application of technical practices to undertake creative work and produce high-quality outcomes. Work demonstrates perceptive understanding of how tools, materials, techniques and processes are used within the area of practice.
Professional practice	Limited understanding of contemporary professional practices used in the sector. Insufficient application of professional behaviours, processes and transferable skills.	Competent understanding of contemporary professional practices used in the sector. Appropriate application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Clear understanding of contemporary professional practices used in the sector. Consistent application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Comprehensive understanding of contemporary professional practices used in the sector. Confident application of professional behaviours, processes and transferable skills necessary for employment in the sector.

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Communication	<p>Superficial communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Generic use of media and formats to convey intentions, with superficial understanding of the needs of the audience.</p>	<p>Competent communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Appropriate use of media and formats to convey intentions, supported by adequate understanding of the needs of the audience.</p>	<p>Effective communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Considered use of media and formats to convey intentions, supported by clear understanding of the needs of the audience.</p>	<p>Proficient communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Confident use of media and formats to convey intentions, supported by perceptive understanding of the needs of the audience.</p>

Module A1: Concept and Development (Screenwriting)

Example Assessment Brief 4

Student Name/ ID Number	
Module Number and Title	A1: Concept and Development
Academic Year	
Tutor	
Assignment Title	Raindance Raw Talent – Short Film Proposal
Issue Date	
Submission Date	
Submission Format	
<ul style="list-style-type: none"> • Research portfolio • Concept proposal (logline, treatment, character outlines) • Script extract (minimum three pages, correctly formatted) • Reflective log • Pitch presentation • Performance review 	
Unit Learning Outcomes	
<p>A1.1 Explore the history, theories and developments related to the area of practice</p> <p>A1.2 Explore and develop ideas, based on an iterative approach to problem-solving in creative practice</p> <p>A1.3 Explore technical knowledge and skills necessary to support creative practice</p> <p>A1.4 Explore professional knowledge, behaviours and practices within the sector</p> <p>A1.5 Explore techniques, media and formats to communicate ideas and concepts for diverse audiences</p>	
Assignment Brief and guidance	
<p>In the film and television industry, the ability to successfully pitch an idea is a vital professional skill. Whether you are presenting to production companies, development executives, broadcasters or independent funders, your ability to communicate your concept clearly, confidently and convincingly can determine whether a project progresses or is left behind.</p>	

It is not enough to have a good idea. You must be able to demonstrate its creative potential, its relevance to the market, and your own understanding of how the project could realistically be developed.

For screenwriters, pitching is not simply about selling an idea, it is about demonstrating professional knowledge of audience expectations, narrative structure, character development and industry trends. It is also an opportunity to show that you can present your work in formats and language that meet the standards of production companies, funding bodies and festivals.

Short films in particular are a key pathway for new writers and directors to showcase their talent, with many careers launched through festival screenings and industry partnerships. Being able to present a short film proposal that demonstrates originality, strong narrative potential and professional viability is therefore essential for anyone pursuing a career in screenwriting.

Raindance Raw Talent, the production arm of the internationally recognised **Raindance Film Festival**, exists to support emerging filmmakers and screenwriters in developing their ideas for the screen. As part of their commitment to discovering new voices in independent filmmaking, Raindance Raw Talent is seeking distinctive, original short film ideas from new screenwriters with a clear creative vision and an understanding of professional industry practice, including writing to a micro-budget.

You have been invited to submit a short film proposal to Raindance Raw Talent as part of their industry-standard pitching process. This assignment is designed to help you develop the research, creative thinking and professional communication skills required to present your ideas effectively within the screenwriting industry.

Before proposing your concept, you are expected to explore key historical, social, cultural and industry influences relevant to your idea. You should also research current trends and audience expectations to ensure your project feels both original and viable. Your idea should be developed through an iterative process, exploring, testing, refining and improving based on research and feedback.

You will apply your technical screenwriting skills to produce an extract of your script and demonstrate the professional behaviours expected of working screenwriters. Finally, you will present your idea in a clear, engaging pitch suitable for an industry audience.

Instructions and guidance to candidates

Begin by researching the history, theory and practice of screenwriting. Consider how different genres, narrative structures and character development approaches influence storytelling for the screen. Explore the development of short films and how they communicate meaning to audiences.

Conduct research into relevant influences, trends and industry context, recording your findings in a research portfolio. You should research at least two successful pieces of work that have influenced your concept.

Generate initial ideas for a short film proposal in response to the Raindance Raw Talent brief. Use iterative development processes to thoroughly explore, test, and refine your ideas. Justify your creative decisions based on research into historical, social and cultural contexts, as well as technical requirements and industry expectations.

Develop a high quality creative proposal that demonstrates your understanding of professional practice, technical knowledge and the ability to communicate your ideas clearly to a diverse audience. Consider how your proposal reflects industry standards for pitching short film ideas and how it meets the expectations of Raindance Raw Talent. You will present your proposal in a professional format, effectively communicating your intentions and justifying your creative decisions. You should record and respond to feedback in your reflective log.

To support your presentation, you will also submit the following evidence:

- A **reflective log** to record the project development process and ongoing reflection. It should provide evidence that you have thought about the direction of your project, what challenges you may have encountered and steps taken to address them. In your log, you should consider the following:
 - update on weekly research/tasks achieved:
 - What have you completed?
 - Are you on track and within deadlines set?
 - Did you need to make any changes to your project plan?
 - any risks and/or issues identified:
 - Did you identify risks/issues with a lack of skills required for undertaking research/tasks?
 - Did you identify any additional risks/issues that have an impact on the project plan?
 - problems encountered:
 - What barriers did you face? How did you overcome them?
 - evaluating the success of final outcomes and working processes with reference to client/audience feedback.
- A **developmental portfolio** of selected evidence, demonstrating the development of your ideas at all stages of the project, including research, initial concepts, feedback and final proposal materials.
- A **performance review**, recording reflection on and evaluation of your own learning through the project and evaluating your individual performance. In your performance review, you should consider the following questions:
 - What is the purpose of the project?
 - Does the project succeed in its aims? How do you know? Outline any evaluation and assessment undertaken.
 - What things do you think worked well and why? Evaluate all aspects of the project from a range of perspectives.
 - What problems emerged during the project and how were they tackled?
 - Was there timely identification of issues and resolution during the project process?
 - What have you learned from undertaking the project?
 - How would you rate your performance as project manager?
 - What strengths and weaknesses of your performance did you identify?
 - How will this inform and support your continuing professional development?

Supporting evidence and references

All research, industry examples and development processes must be supported by appropriate references, including:

- industry reports and case studies
- relevant practitioner or company research
- feedback records or notes from peers, tutors or industry professionals
- drafts or annotated development materials.

All image sources used in your evidence must be clearly referenced.

Standard assessment criteria for Level 4

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Contextual knowledge	Insufficient evidence of an understanding of the underlying concepts and principles within the area of practice. Superficial interpretation of the impact of relevant contextual factors within the area of practice.	Competent understanding of relevant concepts and principles within the area of practice. Appropriate interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Clear understanding of relevant concepts and principles within the area of practice. Considered interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Comprehensive understanding of relevant concepts and principles within the area of practice. Perceptive interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.
Idea generation and development	Insufficient use of research and analysis to develop ideas and solve creative problems. Limited application of iterative development processes.	Competent use of research and analysis to develop ideas and solve creative problems. Appropriate application of iterative development processes incorporating adequate exploration, testing and review.	Considered use of research and analysis to develop ideas and solve creative problems. Effective application of iterative development processes incorporating considered exploration, testing and review.	Perceptive use of research and analysis to develop ideas and solve creative problems. Confident application of iterative development processes incorporating comprehensive exploration, testing and review.
Technical knowledge and skill	Insufficient development and application of technical practices to undertake creative work. Work demonstrates limited understanding of how tools, materials, techniques and processes are used within the area of practice.	Appropriate development and application of technical practices to undertake creative work and produce appropriate outcomes. Work demonstrates competent understanding of how tools, materials, techniques and processes are used within the area of practice.	Effective development and application of technical practices to undertake creative work and produce consistent outcomes. Work demonstrates secure understanding of how tools, materials, techniques and processes are used within the area of practice.	Highly skilled development and application of technical practices to undertake creative work and produce high-quality outcomes. Work demonstrates perceptive understanding of how tools, materials, techniques and processes are used within the area of practice.
Professional practice	Limited understanding of contemporary professional practices used in the sector. Insufficient application of professional behaviours, processes and transferable skills.	Competent understanding of contemporary professional practices used in the sector. Appropriate application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Clear understanding of contemporary professional practices used in the sector. Consistent application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Comprehensive understanding of contemporary professional practices used in the sector. Confident application of professional behaviours, processes and transferable skills necessary for employment in the sector.

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Communication	<p>Superficial communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Generic use of media and formats to convey intentions, with superficial understanding of the needs of the audience.</p>	<p>Competent communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Appropriate use of media and formats to convey intentions, supported by adequate understanding of the needs of the audience.</p>	<p>Effective communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Considered use of media and formats to convey intentions, supported by clear understanding of the needs of the audience.</p>	<p>Proficient communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Confident use of media and formats to convey intentions, supported by perceptive understanding of the needs of the audience.</p>

Module A1: Concept and Development (Musical Theatre)

Example Assignment Brief 5

Student Name/ ID Number	
Module Number and Title	A1: Concept and Development
Academic Year	
Tutor	
Assignment Title	Musicals Through the Ages Showcase – Pre Production
Issue Date	
Submission Date	
Submission Format	
Portfolio submission which must include: <ul style="list-style-type: none"> • audio and video footage of rehearsals and practice sessions • development documentation (scores, script, set list, tech development notes). 	
Unit Learning Outcomes	
A1.1 Explore the history, theories and developments related to the area of practice A1.2 Explore and develop ideas, based on an iterative approach to problem-solving in creative practice A1.3 Explore technical knowledge and skills necessary to support creative practice A1.4 Explore professional knowledge, behaviours and practices within the sector A1.5 Explore techniques, media and formats to communicate ideas and concepts for diverse audiences	

Assignment Brief and guidance

As a performer you have been steadily developing your musical theatre skills, and it is now time to move towards the next step in your career – finding an agent. You have been given the opportunity to perform at a showcase event with an audience that will include industry professionals and potential casting agents who have offered to give you feedback after the performance. This is the time for you to demonstrate your versatility and preparedness for work in the industry.

There are many elements to explore and consider in preparation for your performance. Through a series of wide-ranging practical sessions, you will spend time exploring a diverse range of techniques and methods to develop your artistry, knowledge and musical theatre skills to enable you to develop and effectively engage an audience during a high quality performance. These skills will provide you with an ever-growing toolkit of techniques and skills to underpin your studies across the year.

Instructions and guidance to candidates

Experiment. Make mistakes. Explore.

In each workshop session, you will be presented with a range of new challenges, including dance, acting and vocal techniques, choosing an appropriate repertoire and audience engagement. Approach each with an open mind and consider how these topics all connect to your performance.

Repertoire

Your showcase performance will be for a minimum of 20 minutes and must include solo and group pieces. You must first decide on an appropriate repertoire.

You will need to consider the following:

- What material are you performing and why?
- Can you technically perform the music to a professional standard?
- Does the material demonstrate your versatility?

To enable you to select the appropriate material for your showcase, you must explore a wide range of diverse musical theatre styles and practitioners starting from the 1930s through to contemporary musical theatre. You must also demonstrate a comprehensive understanding and perceptive interpretation of the relevant concepts and principles within each style through research and practice. This must include:

- appropriate vocal techniques considering material that suits and stretches your range and demonstrates versatility
- historical context of each song/scene and stylistic awareness
- emotional depth of character.

Rehearsals

Once you have selected your repertoire, you must prepare for the performance. This will involve working with a team with a shared goal and vision and workshopping ideas to develop the performance. You must consider:

- developing a character's physicality and emotional truth
- technical execution of dance, voice and acting skills required for the role
- artistic flair

- embodiment of role
- script and character deconstruction and interpretation for each role
- What do you need to do to prepare to perform with confidence and resilience?
- What material are you performing and why?
- Can you technically perform the music to a professional standard?
- Does the material demonstrate your versatility?
- audience engagement:
 - How do you want the audience to feel during your performance?
 - What message are you communicating?
- team:
 - What skills do you bring to a collaborative project?
 - What skills can other people bring to your project?
 - Who do you need to work with to realise this project?
 - How are you going to communicate effectively with your team?
- responding to Director:
 - responding to feedback
 - applying feedback and notes
 - reflective practice
 - critical analysis.
- health, safety and wellbeing:
 - How are you going to stay physically and mentally fit during this process?

Collate your development work into a portfolio. This should include:

- A record of the project development process and ongoing reflection from start to finish. This should include:
 - audio or video recordings of rehearsals (minimum of five)
 - your own individual practice.
 - scores of the material you will be performing
 - planned set list
 - script
 - character analysis
 - relevant rehearsal reflections.

The portfolio should provide evidence that you have thought about the direction of your project, what challenges you may have encountered, and steps taken to address them.

Standard assessment criteria for Level 4

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Contextual knowledge	Insufficient evidence of an understanding of the underlying concepts and principles within the area of practice. Superficial interpretation of the impact of relevant contextual factors within the area of practice.	Competent understanding of relevant concepts and principles within the area of practice. Appropriate interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Clear understanding of relevant concepts and principles within the area of practice. Considered interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Comprehensive understanding of relevant concepts and principles within the area of practice. Perceptive interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.
Idea generation and development	Insufficient use of research and analysis to develop ideas and solve creative problems. Limited application of iterative development processes.	Competent use of research and analysis to develop ideas and solve creative problems. Appropriate application of iterative development processes incorporating adequate exploration, testing and review.	Considered use of research and analysis to develop ideas and solve creative problems. Effective application of iterative development processes incorporating considered exploration, testing and review.	Perceptive use of research and analysis to develop ideas and solve creative problems. Confident application of iterative development processes incorporating comprehensive exploration, testing and review.
Technical knowledge and skill	Insufficient development and application of technical practices to undertake creative work. Work demonstrates limited understanding of how tools, materials, techniques and processes are used within the area of practice.	Appropriate development and application of technical practices to undertake creative work and produce appropriate outcomes. Work demonstrates competent understanding of how tools, materials, techniques and processes are used within the area of practice.	Effective development and application of technical practices to undertake creative work and produce consistent outcomes. Work demonstrates secure understanding of how tools, materials, techniques and processes are used within the area of practice.	Highly skilled development and application of technical practices to undertake creative work and produce high-quality outcomes. Work demonstrates perceptive understanding of how tools, materials, techniques and processes are used within the area of practice.
Professional practice	Limited understanding of contemporary professional practices used in the sector. Insufficient application of professional behaviours, processes and transferable skills.	Competent understanding of contemporary professional practices used in the sector. Appropriate application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Clear understanding of contemporary professional practices used in the sector. Consistent application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Comprehensive understanding of contemporary professional practices used in the sector. Confident application of professional behaviours, processes and transferable skills necessary for employment in the sector.

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Communication	<p>Superficial communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Generic use of media and formats to convey intentions, with superficial understanding of the needs of the audience.</p>	<p>Competent communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Appropriate use of media and formats to convey intentions, supported by adequate understanding of the needs of the audience.</p>	<p>Effective communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Considered use of media and formats to convey intentions, supported by clear understanding of the needs of the audience.</p>	<p>Proficient communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Confident use of media and formats to convey intentions, supported by perceptive understanding of the needs of the audience.</p>

Module A1: Concept and Development (Make-up and Hair Artistry)

Example Assignment Brief 6

Student Name/ ID Number	
Unit Number and Title	A1: Concept and Development
Academic Year	
Tutor	
Assignment Title	Through the Eras
Issue Date	
Submission Date	
Submission Format	
<ul style="list-style-type: none"> • Digital portfolio – period hair and make-up reference guide • Reflective log – choice of: Word document, online blog, vlog or audio submission • Performance review – choice of: Word document, online blog or vlog 	
Unit Learning Outcomes	
<p>A1.1 Explore the history, theories and developments related to the area of practice</p> <p>A1.2 Explore and develop ideas, based on an iterative approach to problem-solving in creative practice</p> <p>A1.3 Explore technical knowledge and skills necessary to support creative practice</p> <p>A1.4 Explore professional knowledge, behaviours and practices within the sector</p> <p>A1.5 Explore techniques, media and formats to communicate ideas and concepts for diverse audiences</p>	
Assignment Brief and guidance	
<p>Make-up and hair through the eras: expression, identity and cultural change</p> <p>Make-up and hairstyling have always been powerful forms of personal and cultural expression. This project invites you to explore the diversity, evolution and creative opportunities that make-up and hair offer as visual and historical art forms. From ancient civilizations to modern subcultures, styles have shifted dramatically, each period reflecting unique values, aesthetics and innovations.</p> <p>Make-up artists use make-up and hair design not only for aesthetic impact but also to communicate identity, social status, rebellion or beauty ideals. The combination of your personal vision, the styling tools, the application methods and the subject you work on all dramatically shape the results and the messages they convey.</p>	

Through a series of hands-on workshops and creative sessions, you will explore a wide range of make-up and hair techniques from different eras, such as the powdered wigs and rouge of the 18th century, the finger waved bobs of the 1920s or the bold glam of the 1980s. These practical experiences will expand your technical skills and build a visual language that supports your broader creative studies throughout the year.

For your final project, you will delve into a specific period and cultural context.

You have been asked to create a comprehensive **Period Makeup and Hair Reference Guide** for use by a makeup department, showcasing iconic styles from popular historical periods often featured in period dramas. These may include eras such as the Roman Empire, Medieval period, 17th, 18th, 19th and 20th centuries. Your work should creatively interpret the brief by combining thorough visual research, hands-on experimentation and expert styling to authentically capture the distinctive essence of each era.

Instructions and guidance to candidates

Experimentation is a vital part of the creative process, embrace making mistakes and learning from them as you develop your looks. Explore a variety of techniques to bring your designs to life.

You will focus on researching a specific historical era to inform your practical work. Begin by investigating the cultural, social and aesthetic characteristics of the period using a range of credible sources such as academic texts, museum collections, historical archives and film/theatre references. You should select suitable reference images. Careful use of AI tools may be used to support your research, suggest relevant sources or identify recurring visual elements across image databases. However, AI-generated content must not replace authentic, historically accurate references or content. **If AI tools are used during your research process, they must be clearly referenced, including the tool used, the date of access and how it contributed to your findings.**

Carefully select the appropriate tools and equipment to accurately recreate the hair and makeup styles of that time. Don't hesitate to experiment and be sure to document your progress with photos and notes, reflecting on what worked well and what didn't, along with the reasons why. Your final images should authentically represent the era and incorporate suitable accessories to enhance the overall look.

Your guide should exhibit a thorough understanding of essential concepts and principles in historical hair and makeup artistry and offer insightful interpretations of how historical, social and cultural factors have shaped beauty standards and styling trends across different periods.

Your work should demonstrate insightful use of research and analysis to develop authentic period hair and makeup concepts and creatively solve related challenges. You should show confident application of iterative development processes through thorough exploration, practical testing and reflective review to refine and perfect historical looks.

Your portfolio should clearly demonstrate the development of your looks, grounded in both contextual and practical research. You are expected to explore, test and critically review your ideas throughout the creative process. Justify your design choices through a thoughtful interpretation of relevant historical, social and cultural contexts. Include a selection of planning images that document your journey from initial concept to final outcomes.

Within your portfolio, you should research and consider the following aspects for each era to deepen your understanding:

- contextual influences, including social, demographic, historical and contemporary factors
- social movements and their evolution
- political influences
- geographical and cultural factors that have shaped the development of make-up and hair styles
- historical developments.

You should also re-create an iconic character for at least one of your eras.

Within your portfolio, you should demonstrate insightful research and analysis by highlighting innovative practitioners in the hair and make-up industry who have successfully created historical characters. Be sure to include relevant examples from period productions to support your findings.

You should provide clear evidence of your technical knowledge and skills using a wide range of tools, wigs and products. Reflect on what techniques and materials worked well and identify areas for improvement. Additionally, evaluate your tools and methods by testing different approaches to enhance your practice.

Your final images should authentically represent the period, incorporating appropriate adornments and accessories to enhance the photographic documentation of the hair and make-up styles. Demonstrate highly skilled development and application of technical practices in creating these authentic period looks. AI should not be used to create final images, as the goal is to showcase genuine practical makeup artistry. Your work should reflect a deep understanding of how tools, materials, techniques and processes are effectively utilised within make-up artistry to achieve high quality, historically accurate results. While doing so, ensure sustainability is considered by minimising waste and prioritising reusable or ethically sourced materials wherever possible, supporting both artistic integrity and environmental responsibility.

You should demonstrate a thorough understanding of current professional standards and practices within the make-up artistry industry. Your portfolio, showcasing a range of historical hair and make-up styles, should highlight your technical expertise alongside a confident application of industry-relevant behaviours, creative processes and transferable skills that are essential for a successful career in the sector.

When planning your reference guide, make sure you communicate your ideas clearly. Show how your research and practical work developed and what the outcomes were. Use the right media and presentation style to express your creative ideas, keeping in mind your audience of a make-up department requiring a reference guide.

In addition to your portfolio reference guide, you should include a reflective log which should include the following evidence:

- A record the project development process and ongoing reflection. It should provide evidence that you have thought about the direction of your project, what challenges you may have encountered and steps taken to address them. In your log, you should consider the following:
 - update on weekly research/tasks achieved:
 - What have you completed?

- Are you on track and within deadlines set?
- Did you need to make any changes to your project plan?
- any issues identified:
 - Did you identify issues with a lack of skills required for underlying research or tasks?
 - Did you identify any additional risks/issues that have an impact on the project plan?
- problems encountered:
 - What barriers did you face?
 - How did you overcome them?
- evaluating the success of final outcomes and working processes.

This can be submitted as a: Word document, online blog, vlog or audio submission.

Finally, you should include a **performance review**, where you reflect on and evaluate your own learning and performance throughout the project. Within the review, you should consider the following questions:

- What is the purpose of the project?
- Does the project succeed in its aims? How do you know this?
- What things do you think worked well and why?
- What problems emerged during the project and how were they tackled?
- Was there timely identification of issues and resolution during the project process?
What have you learned from undertaking the project?
- How would you rate your performance?
- What strengths and weaknesses of your performance did you identify?
- How will this inform and support your continuing professional development?

This can be submitted as a: Word document, online blog or vlog.

All research and image sources used in your evidence must be clearly referenced.

Standard assessment criteria for Level 4

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Contextual knowledge	Insufficient evidence of an understanding of the underlying concepts and principles within the area of practice. Superficial interpretation of the impact of relevant contextual factors within the area of practice.	Competent understanding of relevant concepts and principles within the area of practice. Appropriate interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Clear understanding of relevant concepts and principles within the area of practice. Considered interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Comprehensive understanding of relevant concepts and principles within the area of practice. Perceptive interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.
Idea generation and development	Insufficient use of research and analysis to develop ideas and solve creative problems. Limited application of iterative development processes.	Competent use of research and analysis to develop ideas and solve creative problems. Appropriate application of iterative development processes incorporating adequate exploration, testing and review.	Considered use of research and analysis to develop ideas and solve creative problems. Effective application of iterative development processes incorporating considered exploration, testing and review.	Perceptive use of research and analysis to develop ideas and solve creative problems. Confident application of iterative development processes incorporating comprehensive exploration, testing and review.
Technical knowledge and skill	Insufficient development and application of technical practices to undertake creative work. Work demonstrates limited understanding of how tools, materials, techniques and processes are used within the area of practice.	Appropriate development and application of technical practices to undertake creative work and produce appropriate outcomes. Work demonstrates competent understanding of how tools, materials, techniques and processes are used within the area of practice.	Effective development and application of technical practices to undertake creative work and produce consistent outcomes. Work demonstrates secure understanding of how tools, materials, techniques and processes are used within the area of practice.	Highly skilled development and application of technical practices to undertake creative work and produce high-quality outcomes. Work demonstrates perceptive understanding of how tools, materials, techniques and processes are used within the area of practice.
Professional practice	Limited understanding of contemporary professional practices used in the sector. Insufficient application of professional behaviours, processes and transferable skills.	Competent understanding of contemporary professional practices used in the sector. Appropriate application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Clear understanding of contemporary professional practices used in the sector. Consistent application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Comprehensive understanding of contemporary professional practices used in the sector. Confident application of professional behaviours, processes and transferable skills necessary for employment in the sector.
Communication	Superficial communication of development and outcomes of work and ability to convey ideas and concepts.	Competent communication of development and outcomes of work and ability to convey ideas and concepts.	Effective communication of development and outcomes of work and ability to convey ideas and concepts.	Proficient communication of development and outcomes of work and ability to convey ideas and concepts.

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
	Generic use of media and formats to convey intentions, with superficial understanding of the needs of the audience.	Appropriate use of media and formats to convey intentions, supported by adequate understanding of the needs of the audience.	Considered use of media and formats to convey intentions, supported by clear understanding of the needs of the audience.	Confident use of media and formats to convey intentions, supported by perceptive understanding of the needs of the audience.

Module A1: Concept and Development (Directing)

Example Assessment Brief 7

Student Name/ ID Number	
Unit Number and Title	A1: Concept and Development
Academic Year	
Tutor	
Assignment Title	Raindance Raw Talent – Directing Concept Proposal
Issue Date	
Submission Date	
Submission Format	
<ul style="list-style-type: none"> • Research portfolio • Director's treatment (creative vision statement) • Lookbook/mood board • Visual development materials (storyboard, shot list, blocking diagram or previsualisation) • Mood reel (optional but encouraged) • Reflective log – pitch presentation – performance review 	
Unit Learning Outcomes	
<p>A1.1 Explore the history, theories and developments related to the area of practice</p> <p>A1.2 Explore and develop ideas, based on an iterative approach to problem-solving in creative practice</p> <p>A1.3 Explore technical knowledge and skills necessary to support creative practice</p> <p>A1.4 Explore professional knowledge, behaviours and practices within the sector</p> <p>A1.5 Explore techniques, media and formats to communicate ideas and concepts for diverse audiences</p>	
Assignment Brief and guidance	
<p>The role of the director is at the centre of creative storytelling, shaping the vision, tone and execution of projects across film, television, theatre and emerging media. Successful directors must combine artistic insight with technical skill, leading performers and creative teams to bring stories to life for diverse audiences.</p>	

Raindance Raw Talent, the development arm of the internationally recognised **Raindance Film Festival**, exists to discover and support distinctive new directing voices. They are currently seeking proposals for short film projects from emerging directors who can demonstrate a clear creative vision, technical understanding and awareness of professional industry standards, including directing for micro-budget productions.

In this assignment, you will prepare a professional-standard directing proposal suitable for submission to **Raindance Raw Talent**. Your proposal will communicate your creative vision, demonstrate your understanding of directing practice and show how your project is both original and achievable.

Before developing your proposal, you will conduct research into historical, social, cultural and industry influences on directing. You will explore key developments in directing styles, audience expectations and current trends across film, theatre and new media.

Your proposal will be developed through an iterative process, using research, testing and feedback to refine your directing approach. You will apply technical directing knowledge to develop visual materials that communicate your intentions clearly and professionally.

Instructions and guidance to candidates

Begin by researching the history, theory and practice of directing. Consider how different directing styles, visual approaches and performance techniques have evolved across mediums. Explore how directors influence storytelling, character interpretation and audience engagement.

Conduct research into relevant influences, trends and industry context, recording your findings in a research portfolio. You should examine at least two successful directing examples (e.g. films, theatre productions, television shows) that have influenced your approach. Your research should demonstrate understanding of how directing choices affect meaning, representation and audience interpretation.

Develop your short film concept in response to the **Raindance Raw Talent** brief, using an iterative process to explore, test and refine your ideas. Justify your creative decisions with reference to research into historical, social, cultural, technical and industry contexts.

Prepare a professional-standard director's treatment that clearly communicates your creative vision.

This should include:

- your interpretation of the story and themes (the intended tone, mood and atmosphere)
- your approach to visual storytelling (cinematography, framing, colour, composition)
- your approach to directing performances
- key influences and inspirations.

Create a lookbook/mood board to visually illustrate your proposed aesthetic.

This may include:

- visual references from films, photography or artwork
- colour palettes
- lighting references
- set and costume inspirations
- performance style references.

Develop additional visual materials to demonstrate your technical understanding and creative approach. These may include:

- a sample storyboard for a key scene
- a basic shot list
- blocking diagrams for actor movement or staging
- previsualisation materials (e.g. sketch visualisations, diagrams).

You may also create an optional mood reel (short video combining visual and sound references) to enhance your proposal.

You will present your proposal through a professional pitch presentation, effectively communicating your directing intentions and justifying your creative decisions to an industry audience. You should record and respond to feedback in your reflective log.

To support your presentation, you will also submit the following evidence:

- **research portfolio** demonstrating contextual research, influences and industry understanding
- **director's treatment** outlining your creative vision and directing approach
- **lookbook/mood board** communicating the visual aesthetic
- **visual materials**, such as storyboards, shot lists, blocking diagrams or previsualisation sketches
- **mood reel** (optional but encouraged)
- **reflective log** documenting your development process, including:
 - weekly updates on research and development
 - identification and management of risks or challenges
 - reflections on project direction, feedback received and changes made
 - evaluation of outcomes and alignment with the Raindance Raw Talent brief.
- **performance review**, reflecting on your learning and performance throughout the project, including:
 - purpose and aims of the project
 - evaluation of success against aims
 - strengths and weaknesses of your performance
 - problems encountered and how they were addressed
 - learning gained and how this will inform your continuing professional development.

Supporting evidence and references

All research, industry examples and development processes must be supported by appropriate references, including:

- industry reports and case studies
- relevant practitioner or company research
- feedback records or notes from peers, tutors or industry professionals
- drafts or annotated development materials.

All image sources used in your evidence must be clearly referenced.

Standard assessment criteria for Level 4

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Contextual knowledge	Insufficient evidence of an understanding of the underlying concepts and principles within the area of practice. Superficial interpretation of the impact of relevant contextual factors within the area of practice.	Competent understanding of relevant concepts and principles within the area of practice. Appropriate interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Clear understanding of relevant concepts and principles within the area of practice. Considered interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Comprehensive understanding of relevant concepts and principles within the area of practice. Perceptive interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.
Idea generation and development	Insufficient use of research and analysis to develop ideas and solve creative problems. Limited application of iterative development processes.	Competent use of research and analysis to develop ideas and solve creative problems. Appropriate application of iterative development processes incorporating adequate exploration, testing and review.	Considered use of research and analysis to develop ideas and solve creative problems. Effective application of iterative development processes incorporating considered exploration, testing and review.	Perceptive use of research and analysis to develop ideas and solve creative problems. Confident application of iterative development processes incorporating comprehensive exploration, testing and review.
Technical knowledge and skill	Insufficient development and application of technical practices to undertake creative work. Work demonstrates limited understanding of how tools, materials, techniques and processes are used within the area of practice.	Appropriate development and application of technical practices to undertake creative work and produce appropriate outcomes. Work demonstrates competent understanding of how tools, materials, techniques and processes are used within the area of practice.	Effective development and application of technical practices to undertake creative work and produce consistent outcomes. Work demonstrates secure understanding of how tools, materials, techniques and processes are used within the area of practice.	Highly skilled development and application of technical practices to undertake creative work and produce high-quality outcomes. Work demonstrates perceptive understanding of how tools, materials, techniques and processes are used within the area of practice.
Professional practice	Limited understanding of contemporary professional practices used in the sector. Insufficient application of professional behaviours, processes and transferable skills.	Competent understanding of contemporary professional practices used in the sector. Appropriate application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Clear understanding of contemporary professional practices used in the sector. Consistent application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Comprehensive understanding of contemporary professional practices used in the sector. Confident application of professional behaviours, processes and transferable skills necessary for employment in the sector.

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Communication	<p>Superficial communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Generic use of media and formats to convey intentions, with superficial understanding of the needs of the audience.</p>	<p>Competent communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Appropriate use of media and formats to convey intentions, supported by adequate understanding of the needs of the audience.</p>	<p>Effective communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Considered use of media and formats to convey intentions, supported by clear understanding of the needs of the audience.</p>	<p>Proficient communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Confident use of media and formats to convey intentions, supported by perceptive understanding of the needs of the audience.</p>

Module A2: Creative Project (Screenwriting)

Example Assessment Brief 8

Student Name/ ID Number	
Unit Number and Title	A2: Creative Project
Academic Year	
Tutor	
Assignment Title	Raindance Raw Talent – Short Film Script Production
Issue Date	
Submission Date	
Submission Format	
<ul style="list-style-type: none"> • First draft script (correctly formatted) • Final script (revised, correctly formatted, production-ready) • Rough budget breakdown (max £2,000) • Reflective log (development, feedback, rewrite process) • Critical reflection on feedback and rewrites • Presentation of final script and budget 	
Unit Learning Outcomes	
<p>A2.1 Apply relevant contextual knowledge to inform a creative project</p> <p>A2.2 Analyse a given brief to develop creative solutions, applying an iterative development process</p> <p>A2.3 Apply technical knowledge and skill in the production of a project outcome</p> <p>A2.4 Demonstrate professional knowledge, behaviours and practices in response to a given brief</p> <p>A2.5 Present the development process and outcomes of a creative project for a specified audience</p>	
Assignment Brief and guidance	
<p>You have successfully developed and pitched your short film concept to Raindance Raw Talent. The next stage of the process requires you to produce a professionally formatted script for your short film, working to a micro-budget and a running time of between 10 to 15 minutes.</p> <p>This assignment reflects professional practice, requiring you to not only apply technical writing skills but also demonstrate your ability to receive, analyse and respond to feedback through an iterative rewrite process. The final script must be achievable within a micro-budget of £2,000 and a running time of no more than 15 minutes.</p>	

Raindance Raw Talent expects script submissions to be realistic, well-crafted and supported by an understanding of the practicalities of independent filmmaking. As part of this process, you are required to engage critically with feedback, redrafting your work to improve clarity, narrative strength and production viability.

You will also prepare a rough production budget and present your work in a professional format suitable for an industry audience.

Instructions and guidance to candidates

Produce a first draft of your short film script based on your Raindance Raw Talent concept. Your draft must:

- be correctly formatted to industry standards (e.g. Final Draft, Celtx)
- be achievable within a maximum 15-minute running time and £2,000 budget.

Submit your first draft for feedback from peers, tutors or industry contacts. You are expected to actively engage with this feedback, using it to inform improvements.

Produce a rewritten, final version of your script that demonstrates development based on feedback and critical reflection.

Alongside your script, you must submit a rough **production budget breakdown** estimating costs, considering:

- locations and permits
- cast and crew (paid or unpaid, with realistic costings)
- equipment hire
- production design, wardrobe, props
- post-production
- contingency.

Maintain a **reflective log** detailing your scriptwriting process, key decisions, challenges encountered and how feedback influenced your development process.

Submit a **short critical reflection** (approximately 500 words) evaluating:

- the feedback you received
- how you responded to the feedback through specific changes in your script
- how the rewrite has improved the script in terms of narrative, character, structure and production viability.

Deliver a professional presentation of your final script and budget outline, clearly communicating your creative intentions, practical considerations and how your work meets the expectations of Raindance Raw Talent.

Assessment evidence

- first draft script (correctly formatted)
- final script (revised, correctly formatted, production-ready)
- rough budget breakdown (max £2,000)
- reflective log (development, feedback, rewrite process)
- critical reflection on feedback and rewrites
- presentation of final script and budget.

Supporting evidence and references

All research, industry examples and development processes must be supported by appropriate references, including:

- industry reports and case studies
- relevant practitioner or company research
- feedback records or notes from peers, tutors, or industry professionals
- drafts or annotated development materials.

All image sources used in your evidence must be clearly referenced.

Standard assessment criteria for Level 4

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Contextual knowledge	Insufficient evidence of an understanding of the underlying concepts and principles within the area of practice. Superficial interpretation of the impact of relevant contextual factors within the area of practice.	Competent understanding of relevant concepts and principles within the area of practice. Appropriate interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Clear understanding of relevant concepts and principles within the area of practice. Considered interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Comprehensive understanding of relevant concepts and principles within the area of practice. Perceptive interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.
Idea generation and development	Insufficient use of research and analysis to develop ideas and solve creative problems. Limited application of iterative development processes.	Competent use of research and analysis to develop ideas and solve creative problems. Appropriate application of iterative development processes incorporating adequate exploration, testing and review.	Considered use of research and analysis to develop ideas and solve creative problems. Effective application of iterative development processes incorporating considered exploration, testing and review.	Perceptive use of research and analysis to develop ideas and solve creative problems. Confident application of iterative development processes incorporating comprehensive exploration, testing and review.
Technical knowledge and skill	Insufficient development and application of technical practices to undertake creative work. Work demonstrates limited understanding of how tools, materials, techniques and processes are used within the area of practice.	Appropriate development and application of technical practices to undertake creative work and produce appropriate outcomes. Work demonstrates competent understanding of how tools, materials, techniques and processes are used within the area of practice.	Effective development and application of technical practices to undertake creative work and produce consistent outcomes. Work demonstrates secure understanding of how tools, materials, techniques and processes are used within the area of practice.	Highly skilled development and application of technical practices to undertake creative work and produce high-quality outcomes. Work demonstrates perceptive understanding of how tools, materials, techniques and processes are used within the area of practice.
Professional practice	Limited understanding of contemporary professional practices used in the sector. Insufficient application of professional behaviours, processes and transferable skills.	Competent understanding of contemporary professional practices used in the sector. Appropriate application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Clear understanding of contemporary professional practices used in the sector. Consistent application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Comprehensive understanding of contemporary professional practices used in the sector. Confident application of professional behaviours, processes and transferable skills necessary for employment in the sector.

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Communication	<p>Superficial communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Generic use of media and formats to convey intentions, with superficial understanding of the needs of the audience.</p>	<p>Competent communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Appropriate use of media and formats to convey intentions, supported by adequate understanding of the needs of the audience.</p>	<p>Effective communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Considered use of media and formats to convey intentions, supported by clear understanding of the needs of the audience.</p>	<p>Proficient communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Confident use of media and formats to convey intentions, supported by perceptive understanding of the needs of the audience.</p>

Module A2: Creative Project (Directing)

Example Assessment Brief 9

Student Name/ ID Number	
Unit Number and Title	A2: Creative Project
Academic Year	
Tutor	
Assignment Title	Raindance Raw Talent – Short Film Script Production
Issue Date	
Submission Date	
Submission Format	
<ul style="list-style-type: none"> • Final Short Film (3–5 minutes) • Production Documentation (call sheets, risk assessments, schedules, shot lists, blocking diagrams, etc.) • Development Portfolio (e.g. rehearsals, feedback, iteration notes) • Reflective Log • Performance Review • Presentation of Process and Outcome 	
Unit Learning Outcomes	
<p>A2.1 Apply relevant contextual knowledge to inform a creative project</p> <p>A2.2 Analyse a given brief to develop creative solutions, applying an iterative development process</p> <p>A2.3 Apply technical knowledge and skill in the production of a project outcome</p> <p>A2.4 Demonstrate professional knowledge, behaviours and practices in response to a given brief</p> <p>A2.5 Present the development process and outcomes of a creative project for a specified audience</p>	

Assignment Brief and guidance

In Unit A1, you pitched a short film concept to **Raindance Raw Talent**. Now, you will bring that proposal to life.

Your task is to direct and produce the short film based on the concept you developed in A1. The final film will be submitted for potential inclusion in the Raindance Film Festival's Annual Student Showcase. This will be an opportunity to present your work to a live audience and experience seeing your story come to life on the big screen.

This assignment challenges you to apply your directing skills, technical knowledge and professional behaviours in the realisation of your vision. You will be expected to lead all aspects of the production process, from pre-production planning to shoot, post-production and final delivery, while responding to feedback and real-world constraints.

You must document your creative decisions, technical solutions and iterative development processes throughout. You will also reflect on how your understanding of the brief evolved and how your final outcome aligns with professional standards.

Instructions and guidance to candidates

You will begin by revisiting your A1 proposal, reviewing tutor or peer feedback and preparing your film for production. You should outline any refinements you have made to the concept and explain why.

Your production must reflect relevant contextual knowledge drawn from your A1 research. For example, directorial style, audience engagement strategies or visual language. Be explicit about how this knowledge informs your decisions during production.

You must manage all aspects of production, including casting, rehearsals, shot planning, crew roles, location permissions, risk assessments and post-production timelines. This must be documented in your production folder, showing your professional organisation and leadership.

Your development portfolio should include iterations of your plan based on feedback from test shoots, rehearsals or production meetings, showing how your project evolved creatively and practically.

The final short film should demonstrate competent application of directing and technical skills including performance direction, visual composition, sound and pacing, appropriate to your concept, audience and the constraints of a micro-budget short.

Finally, present your work through a short presentation, demonstrating your processes and outcomes, and submit a reflective log and performance review that critically evaluate your learning and project outcomes.

Assessment evidence

- **final short film** (3–7 mins)
- **production folder**, including:
 - call sheets
 - risk assessments and permissions
 - shooting schedules and location plans
 - storyboards, shot lists, blocking diagrams
 - post-production logs (edit schedules, sound mix plans, export details).

- **development portfolio**, including:
 - rehearsal notes
 - test footage or previews
 - peer/tutor feedback and how it was addressed
 - iteration notes and changes to the original A1 proposal.
- **reflective log**, including:
 - key development stages
 - problem-solving and unexpected challenges
 - feedback implementation
 - skills used and lessons learned.
- **performance review**, evaluating:
 - how the final film met the Raindance Raw Talent brief
 - directorial strengths and areas for improvement
 - application of contextual knowledge and industry practices
 - learning outcomes and next steps in your directing development.
- **presentation of process and outcome** (live or recorded, to a tutor panel or peer group)

Supporting evidence and references

All research, industry examples, and development processes must be supported by appropriate references, including:

- industry reports and case studies
- relevant practitioner or company research
- feedback records or notes from peers, tutors or industry professionals
- drafts or annotated development materials.

All image sources used in your evidence must be clearly referenced.

Standard assessment criteria for Level 4

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Contextual knowledge	Insufficient evidence of an understanding of the underlying concepts and principles within the area of practice. Superficial interpretation of the impact of relevant contextual factors within the area of practice.	Competent understanding of relevant concepts and principles within the area of practice. Appropriate interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Clear understanding of relevant concepts and principles within the area of practice. Considered interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Comprehensive understanding of relevant concepts and principles within the area of practice. Perceptive interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.
Idea generation and development	Insufficient use of research and analysis to develop ideas and solve creative problems. Limited application of iterative development processes.	Competent use of research and analysis to develop ideas and solve creative problems. Appropriate application of iterative development processes incorporating adequate exploration, testing and review.	Considered use of research and analysis to develop ideas and solve creative problems. Effective application of iterative development processes incorporating considered exploration, testing and review.	Perceptive use of research and analysis to develop ideas and solve creative problems. Confident application of iterative development processes incorporating comprehensive exploration, testing and review.
Technical knowledge and skill	Insufficient development and application of technical practices to undertake creative work. Work demonstrates limited understanding of how tools, materials, techniques and processes are used within the area of practice.	Appropriate development and application of technical practices to undertake creative work and produce appropriate outcomes. Work demonstrates competent understanding of how tools, materials, techniques and processes are used within the area of practice.	Effective development and application of technical practices to undertake creative work and produce consistent outcomes. Work demonstrates secure understanding of how tools, materials, techniques and processes are used within the area of practice.	Highly skilled development and application of technical practices to undertake creative work and produce high-quality outcomes. Work demonstrates perceptive understanding of how tools, materials, techniques and processes are used within the area of practice.
Professional practice	Limited understanding of contemporary professional practices used in the sector. Insufficient application of professional behaviours, processes and transferable skills.	Competent understanding of contemporary professional practices used in the sector. Appropriate application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Clear understanding of contemporary professional practices used in the sector. Consistent application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Comprehensive understanding of contemporary professional practices used in the sector. Confident application of professional behaviours, processes and transferable skills necessary for employment in the sector.

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Communication	<p>Superficial communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Generic use of media and formats to convey intentions, with superficial understanding of the needs of the audience.</p>	<p>Competent communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Appropriate use of media and formats to convey intentions, supported by adequate understanding of the needs of the audience.</p>	<p>Effective communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Considered use of media and formats to convey intentions, supported by clear understanding of the needs of the audience.</p>	<p>Proficient communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Confident use of media and formats to convey intentions, supported by perceptive understanding of the needs of the audience.</p>

Module A2: Concept and Development (Music Performance)

Example Assignment Brief 10

Student Name/ ID Number	
Unit Number and Title	A2: Creative Project
Academic Year	
Tutor	
Assignment Title	EP Launch
Issue Date	
Submission Date	
Submission Format	
<p>Portfolio submission which must include:</p> <ul style="list-style-type: none"> • video footage of rehearsals, sound check and final live performance • final documentation (gig flyers, gig description, personnel, scores, set list, tech spec) • links to completed social media campaign with engagement growth data • audience feedback (this can be audio, video or survey) • wellness surveys. 	
Unit Learning Outcomes	
<p>A2.1 Apply relevant contextual knowledge to inform a creative project</p> <p>A2.2 Analyse a given brief to develop creative solutions, applying an iterative development process</p> <p>A2.3 Apply technical knowledge and skill in the production of a project outcome</p> <p>A2.4 Demonstrate professional knowledge, behaviours and practices in response to a given brief</p> <p>A2.5 Present the development process and outcomes of a creative project for a specified audience</p>	

Assignment Brief and guidance

Your pitch to a record label was unsuccessful but you did receive some helpful guidance to help you progress with your career. The label loved your material, but did not feel you had established a big enough fan base yet, which is to be expected at this stage of your career. They recommended you spend more time developing your skills and performing as much as possible to establish fan base. They would be happy to hear from you again in a year's time and would welcome a guest list invite to the EP launch.

You were, however, successful in your pitch for funding and you now have the budget to move forward and begin your EP launch campaign. The fund provides support for high quality new music projects which have tangible musical outcomes and a clearly defined start and end date. This includes support with:

- creation of new music
- music creator fees (to cover your time and work)
- touring and live performances
- recording and release
- fees to creative collaborators
- equipment (not exceeding 20% of the total project budget)
- sustainability initiatives.

The fund does not include any support with marketing and promotion.

Instructions and guidance to candidates

You must now realise your EP launch plan, working towards the final live performance gig. In line with your plan, but allowing for reflection, adaptations and changes, the stages will include:

- launching your social media campaign
- creating and implementing a rehearsal schedule, refinement of set and performance preparation
- creating and implementing a recording schedule and booking musicians, engineers and a production team (you may decide to release a recording of your live performance for this)
- working with at least one venue for a live performance to organise a sound engineer, tech specs and complete a successful sound check
- at least one live performance to an audience, lasting a minimum of 30 minutes.

Do remember that your funding organisation requires details on all your costings, as well as your development plan, including key milestones along with a summary of the process and outcomes. These must be submitted to them on project completion.

Through your social media campaign **and** public performance, you must evidence a comprehensive understanding of audience engagement using a highly skilled application of technical practices in line with contemporary professional practices within the music industry. The success of the project will also demonstrate your understanding and proficiency in music industry professional practice and behaviours as well as confidence in appropriate communication.

Your funding organisation, in line with their own mission statement, have provided you with three wellness surveys for completion at the beginning, middle and end of your project.

Standard assessment criteria for Level 4

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Contextual knowledge	Insufficient evidence of an understanding of the underlying concepts and principles within the area of practice. Superficial interpretation of the impact of relevant contextual factors within the area of practice.	Competent understanding of relevant concepts and principles within the area of practice. Appropriate interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Clear understanding of relevant concepts and principles within the area of practice. Considered interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Comprehensive understanding of relevant concepts and principles within the area of practice. Perceptive interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.
Idea generation and development	Insufficient use of research and analysis to develop ideas and solve creative problems. Limited application of iterative development processes.	Competent use of research and analysis to develop ideas and solve creative problems. Appropriate application of iterative development processes incorporating adequate exploration, testing and review.	Considered use of research and analysis to develop ideas and solve creative problems. Effective application of iterative development processes incorporating considered exploration, testing and review.	Perceptive use of research and analysis to develop ideas and solve creative problems. Confident application of iterative development processes incorporating comprehensive exploration, testing and review.
Technical knowledge and skill	Insufficient development and application of technical practices to undertake creative work. Work demonstrates limited understanding of how tools, materials, techniques and processes are used within the area of practice.	Appropriate development and application of technical practices to undertake creative work and produce appropriate outcomes. Work demonstrates competent understanding of how tools, materials, techniques and processes are used within the area of practice.	Effective development and application of technical practices to undertake creative work and produce consistent outcomes. Work demonstrates secure understanding of how tools, materials, techniques and processes are used within the area of practice.	Highly skilled development and application of technical practices to undertake creative work and produce high-quality outcomes. Work demonstrates perceptive understanding of how tools, materials, techniques and processes are used within the area of practice.
Professional practice	Limited understanding of contemporary professional practices used in the sector. Insufficient application of professional behaviours, processes and transferable skills.	Competent understanding of contemporary professional practices used in the sector. Appropriate application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Clear understanding of contemporary professional practices used in the sector. Consistent application of professional behaviours, processes and transferable skills necessary for employment in the sector.	Comprehensive understanding of contemporary professional practices used in the sector. Confident application of professional behaviours, processes and transferable skills necessary for employment in the sector.

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Communication	<p>Superficial communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Generic use of media and formats to convey intentions, with superficial understanding of the needs of the audience.</p>	<p>Competent communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Appropriate use of media and formats to convey intentions, supported by adequate understanding of the needs of the audience.</p>	<p>Effective communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Considered use of media and formats to convey intentions, supported by clear understanding of the needs of the audience.</p>	<p>Proficient communication of development and outcomes of work and ability to convey ideas and concepts.</p> <p>Confident use of media and formats to convey intentions, supported by perceptive understanding of the needs of the audience.</p>

5.3 Module B: Professional Creative Practice

Level 5

Through this module, students will build on their creative, technical and contextual knowledge and skill to begin applying these to more complex and professionally orientated outcomes.

It is important that students understand the extra responsibilities, challenges and expectations at Level 5. In the curriculum and assessment units in this module, students will explore both the creative and technical aspects of their own practice and their future career intentions, developing projects and professional skills and materials that will enable them to progress to employment or continued study.

B1: Personal Professional Development (170 guided learning hours – 45 credits)

This assessment unit is designed to enable students to explore professional opportunities or degree-level study in the sector by developing the knowledge, understanding, skills and materials required for progression. Students will undertake personal professional development and planning, including their own evaluation of knowledge and skills, to formulate and implement a strategy for their future in the sector.

B2: Professional Project (310 guided learning hours – 75 credits)

This assessment unit requires students to undertake and manage an extended professional project. They will integrate research and analysis with technical and practical skills to produce and communicate a fully realised creative proposition. Therefore, there are no EABs for Unit B2 included in this booklet. Students must evidence their ability to address client needs through a coherent process and creative outcome based on a real-world scenario with a complex professional brief. Please note, Pearson is working closely with creative industries and employers to develop a bank of professional briefs that Centres may use.

Module B1: Personal Professional Development (Screenwriting)

Example Assessment Brief 11

Student Name/ ID Number	
Unit Number and Title	B1: Personal Professional Development
Academic Year	
Tutor	
Assignment Title	Raindance Raw Talent – Short Film Script Production
Issue Date	
Submission Date	
Submission Format	
<ul style="list-style-type: none"> • Multi-platform creative portfolio • Pitch presentation and supporting materials • Personal development plan (PDP) • Critical reflection on professional practice • Supporting research and references 	
Unit Learning Outcomes	
<p>B1.1 Develop and apply contextual knowledge to inform personal progression</p> <p>B1.2 Develop and apply professional approaches to creative problem-solving to support personal progression</p> <p>B1.3 Develop and apply technical knowledge and skills to support personal progression</p> <p>B1.4 Develop and apply professional knowledge, behaviours and practices to support personal progression</p> <p>B1.5 Develop and apply professional communication skills to support personal progression</p>	
Assignment Brief and Guidance	
<p>The ability to demonstrate your versatility as a writer, communicate your ideas clearly and present yourself as a professional is essential for success in the screen industries. Employers, commissioners and production companies expect writers to not only produce high quality creative work but also to understand the wider industry context, legal frameworks and professional practices that underpin sustainable careers.</p>	

You are preparing to take the next step towards industry readiness by participating in simulated **Raindance 'Live!Ammunition!'** pitching competition, an internationally recognised event where new writers and creators present their ideas to a live audience and a panel of industry experts. Alongside this, you will compile a professional portfolio of work demonstrating your screenwriting ability across multiple platforms and produce a personal development plan outlining your career goals and progression strategy.

Instructions and guidance to candidates

To complete this assignment, you must submit the following:

Multi-platform creative portfolio

A professional portfolio showcasing your writing ability across at least **three different media platforms**, such as:

- fiction film (short or feature extract)
- web series or online short-form content
- episodic television or digital drama
- interactive narrative, immersive or game writing
- documentary or factual programming script extract
- theatre or stage play extract.

Your portfolio must include:

- a detailed introduction to each project explaining:
 - the intended platform and target audience
 - the historical, social and cultural context of the area of practice.
 - how the project reflects industry standards and expectations
 - how the project demonstrates your versatility as a writer.
- extracts of original script material for each project (minimum three pages per project, correctly formatted)
- evidence of iterative development through redrafting or feedback response for at least one project.

Industry pitch presentation – Raindance Live!Ammunition! simulation

You will deliver a concise, professional pitch for one of your projects at a simulated Live!Ammunition! style event. This must include:

- a verbal pitch (maximum two minutes) suitable for a live industry audience
- a supporting pitch deck or one-pager including:
 - project title and logline
 - genre, intended platform and target audience
 - unique selling point (USP)
 - brief progression aims related to the project.
- evidence of research demonstrating awareness of industry trends and platform requirements
- professional presentation materials (digital or printed).

Following your pitch, you will participate in a short Q&A session, demonstrating confidence, clarity and the ability to engage with constructive feedback.

Personal development plan (PDP)

A reflective document mapping your professional progression, including:

- a critical analysis of your current skills, strengths and development areas
- a strategic career plan identifying:
 - relevant industry pathways and employment opportunities
 - short- and long-term goals for your career progression
 - opportunities for skills development, training and networking.
- consideration of legal frameworks, professional practices and behaviours relevant to your progression.

Critical reflection on professional practice and development (approx. 750 words)

This written reflection must demonstrate:

- how you applied contextual knowledge to inform your work and progression planning
- your approach to creative problem-solving, feedback response and iterative development
- evaluation of your technical, creative and professional skills development
- reflection on how your portfolio and pitch demonstrate industry readiness and progression potential.

Supporting evidence and references

All research, industry examples and development processes must be supported by appropriate references, including:

- industry reports and case studies
- relevant practitioner or company research
- feedback records or notes from peers, tutors or industry professionals
- drafts or annotated development materials.

All image sources used in your evidence must be clearly referenced.

Standard assessment criteria for Level 5

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Contextual knowledge	Limited application of the concepts and principles within the area of practice in different contexts, making insufficient links to concepts beyond the area of practice. Superficial understanding of own work in the historical, social and cultural context of the area of practice.	Effective application of the concepts and principles within the area of practice in different contexts, making considered links to concepts beyond the area of practice. Clear understanding of own work in the historical, social and cultural context of the area of practice.	Confident application of the concepts and principles within the area of practice in different contexts, making perceptive links to concepts beyond the area of practice. Perceptive understanding of own work in the historical, social and cultural context of the area of practice.	Fluent application of the concepts and principles within the area of practice, making sophisticated links to concepts beyond the area of practice. Critical understanding of own work in the historical, social and cultural context of the area of practice.
Idea generation and development	Limited use of methods of enquiry and analysis of information to support idea generation and development. Superficial selection of solutions based on evaluation of approaches.	Effective use of methods of enquiry and considered critical analysis of information to support idea generation and development. Considered selection of solutions based on thorough evaluation of diverse approaches.	Confident use of methods of enquiry and perceptive critical analysis of information to support idea generation and development. Confident selection of solutions based on perceptive evaluation of diverse approaches.	Strategic use of methods of enquiry and insightful critical analysis of information to support idea generation and development. Sophisticated selection of solutions based on critical evaluation of diverse approaches.
Technical knowledge and skill	Insufficient refinement of skills and limited use of industry-standard tools and techniques to undertake work and produce high-quality outcomes. Work demonstrates superficial understanding of technical practice and quality assurance in professional contexts.	Clear refinement of skills and secure use of industry-standard tools and techniques to undertake work and produce effective outcomes. Work demonstrates thorough understanding of technical practice and quality assurance in professional contexts.	Confident refinement of skills and highly skilled use of industry-standard tools and techniques to undertake work and produce high-quality outcomes. Work demonstrates perceptive understanding of technical practice and quality assurance in professional contexts.	Strategic refinement of skills and fluent use of industry-standard tools and techniques to undertake work and produce sophisticated outcomes. Work demonstrates critical understanding of technical practice and quality assurance in professional contexts.
Professional practice	Superficial use of self-reflection to develop limited professional skills, knowledge and practices and support personal progression. Limited application of planning and management processes to deliver projects in professional contexts.	Thorough use of self-reflection to develop effective professional skills, knowledge and practices and support personal progression. Clear application of planning and management processes to deliver projects in professional contexts.	Perceptive use of self-reflection to develop confident professional skills, knowledge and practices and support personal progression. Confident application of planning and management processes to deliver projects in professional contexts.	Critical use of self-reflection to develop fluent professional skills, knowledge and practices and support personal progression. Strategic application of planning and management processes to deliver projects in professional contexts.

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Communication	Limited use of communication to generically convey ideas, purpose and intentions through work. Insufficient use of communication techniques, demonstrating superficial understanding of context and audience needs.	Considered use of communication to effectively convey ideas, purpose and intentions through work. Effective use of communication techniques, demonstrating clear understanding of context and audience needs to maximise engagement.	Highly skilled use of communication to confidently convey ideas, purpose and intentions through work. Proficient use of communication techniques, demonstrating perceptive understanding of context and audience needs to maximise engagement.	Sophisticated use of communication to fluently convey ideas, purpose and intentions through work. Fluent use of communication techniques, demonstrating critical understanding of context and audience needs to maximise engagement.

Module B1: Personal Professional Development (Make-Up and hair Artistry)

Example Assignment Brief 12

Student Name/ ID Number	
Unit Number and Title	B1: Personal Professional Development
Academic Year	
Tutor	
Assignment Title	Time Travellers: Hair and Make-Up Through the Ages
Issue Date	
Submission Date	
Submission Format	
<ul style="list-style-type: none"> • Portfolio – format of choice (include timeline, project documents, visual plans and management tools) • Practical exhibition • Reflective report: Word document 	
Unit Learning Outcomes	
<p>B1.1 Develop and apply contextual knowledge to inform personal progression</p> <p>B1.2 Develop and apply professional approaches to creative problem-solving to support personal progression</p> <p>B1.3 Develop and apply technical knowledge and skill to support personal progression</p> <p>B1.4 Develop and apply professional knowledge, behaviours and practices to support personal progression</p> <p>B1.5 Develop and apply professional communication skills to support personal progression</p>	
Assignment Brief and guidance	
<p>You have been approached by the local council to curate and deliver an educational and interactive exhibition for local secondary school students, within a theatre setting. They would like you to showcase a practical example and plans for this before you are commissioned for the job. You will interact with a smaller group in the first instance. The aim of this exhibition is to showcase key hair and make-up styles across historical periods, highlighting how society, culture, and performance needs have influenced styles and techniques from Ancient Egypt to the 1960s.</p>	

This showcase must reflect the **changing audience reception** and **societal influences**, while offering **insight into professional make-up artistry**, including the use of **wigs** and **specialist techniques**. The final exhibition will include **visual displays, live demonstrations, interactive elements** and an **annotated timeline**. Students should include **project planning documentation, research rationale**, and a **reflective evaluation**.

Instructions and guidance to candidates

You should produce a Portfolio including project documents, visual plans and management tools.

Create a comprehensive timeline showing major periods. You should research historical context for the following selected eras, which should be showcased practically. You should also incorporate a video presentation (AI can be used but must be referenced).

- ancient civilizations (Egyptian, Greek, Roman)
- Medieval and Renaissance
- Baroque and Rococo
- Regency era
- Victorian and Edwardian
- 20th century: 1920s, 1940s, 1960s.
- For each period, analyse:
 - audience reception and interpretation of styles in their time
 - the influence of **social, cultural, and political events**
 - what directorial choices in style say about society (use at least one theatrical or screen production example per period)
 - changes in materials, techniques and technologies.
- reflect on how these styles are revived or reinterpreted for modern audiences.

You must show your critical historical understanding, strategic research methods and link period styles with societal commentary and audience perception.

Using the full project planning cycle, develop your strategy for delivering the exhibition, thinking about the following:

- interpreting the brief
- identifying audience needs.

Planning

- timeline creation
- stakeholder (client, school, audience) needs analysis
- SMART goals and GROW model reflection (career alignment and overcoming challenges)
- wig and make-up trial runs, models and materials
- include visual evidence (photos of each stage, mood boards, sketches, test runs).

Monitoring and feedback

- progress tracking (use Gantt chart or equivalent)
- GROW model revisited with reflection on obstacles and adaptations.

Launch and post-production

- final example showcase with reflection
- evaluation tools for audience engagement.
- include:
 - client vision:
 - understanding theatrical director needs
 - audience engagement strategy:
 - visuals, interaction, age-appropriate education
 - regulations:
 - health and safety, hygiene standards, emerging AI legislation in image creation or wigs.

Technical execution and professional practice (example practical exhibition)

- Create a series of hair and make-up looks for your showcase of your timeline.

Communication

- use strong written, visual, and verbal communication suited to varied audiences (clients, schools, peers)
- demonstrate:
 - technical precision in period styles
 - make-up adapted for theatre
 - professional hygiene and safety procedures.
- apply critical self-evaluation.

Take into consideration all aspects of sustainability.

Evaluation – Reflective Report

Critically reflect on:

- what worked well and what could be improved
- problem-solving during the process (use GROW to frame challenges)
- feedback from the theatre client and audience
- your personal learning and progression in professional practice
- evidence of feedback gathering (surveys, peer reviews, client comments) and analysis of this
- What would you change if you were to be commissioned for the large-scale event?

Standard assessment criteria for Level 5

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Contextual knowledge	Limited application of the concepts and principles within the area of practice in different contexts, making insufficient links to concepts beyond the area of practice. Superficial understanding of own work in the historical, social and cultural context of the area of practice.	Effective application of the concepts and principles within the area of practice in different contexts, making considered links to concepts beyond the area of practice. Clear understanding of own work in the historical, social and cultural context of the area of practice.	Confident application of the concepts and principles within the area of practice in different contexts, making perceptive links to concepts beyond the area of practice. Perceptive understanding of own work in the historical, social and cultural context of the area of practice.	Fluent application of the concepts and principles within the area of practice, making sophisticated links to concepts beyond the area of practice. Critical understanding of own work in the historical, social and cultural context of the area of practice.
Idea generation and development	Limited use of methods of enquiry and analysis of information to support idea generation and development. Superficial selection of solutions based on evaluation of approaches.	Effective use of methods of enquiry and considered critical analysis of information to support idea generation and development. Considered selection of solutions based on thorough evaluation of diverse approaches.	Confident use of methods of enquiry and perceptive critical analysis of information to support idea generation and development. Confident selection of solutions based on perceptive evaluation of diverse approaches.	Strategic use of methods of enquiry and insightful critical analysis of information to support idea generation and development. Sophisticated selection of solutions based on critical evaluation of diverse approaches.
Technical knowledge and skill	Insufficient refinement of skills and limited use of industry-standard tools and techniques to undertake work and produce high-quality outcomes. Work demonstrates superficial understanding of technical practice and quality assurance in professional contexts.	Clear refinement of skills and secure use of industry-standard tools and techniques to undertake work and produce effective outcomes. Work demonstrates thorough understanding of technical practice and quality assurance in professional contexts.	Confident refinement of skills and highly skilled use of industry-standard tools and techniques to undertake work and produce high-quality outcomes. Work demonstrates perceptive understanding of technical practice and quality assurance in professional contexts.	Strategic refinement of skills and fluent use of industry-standard tools and techniques to undertake work and produce sophisticated outcomes. Work demonstrates critical understanding of technical practice and quality assurance in professional contexts.
Professional practice	Superficial use of self-reflection to develop limited professional skills, knowledge and practices and support personal progression. Limited application of planning and management processes to deliver projects in professional contexts.	Thorough use of self-reflection to develop effective professional skills, knowledge and practices and support personal progression. Clear application of planning and management processes to deliver projects in professional contexts.	Perceptive use of self-reflection to develop confident professional skills, knowledge and practices and support personal progression. Confident application of planning and management processes to deliver projects in professional contexts.	Critical use of self-reflection to develop fluent professional skills, knowledge and practices and support personal progression. Strategic application of planning and management processes to deliver projects in professional contexts.

Criterion	Ungraded Limited/insufficient/superficial/ generic	Pass Competent/appropriate/ adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Communication	Limited use of communication to generically convey ideas, purpose and intentions through work. Insufficient use of communication techniques, demonstrating superficial understanding of context and audience needs.	Considered use of communication to effectively convey ideas, purpose and intentions through work. Effective use of communication techniques, demonstrating clear understanding of context and audience needs to maximise engagement.	Highly skilled use of communication to confidently convey ideas, purpose and intentions through work. Proficient use of communication techniques, demonstrating perceptive understanding of context and audience needs to maximise engagement.	Sophisticated use of communication to fluently convey ideas, purpose and intentions through work. Fluent use of communication techniques, demonstrating critical understanding of context and audience needs to maximise engagement.

6.0 Support and FAQs

In addition to these EABs, Pearson has a range of additional support materials available on HN Global. These give Centres further information to enhance their development of assignments and assessment practice.

FAQS: Resubmissions

A student who, for the first assessment opportunity, has failed to achieve a Pass for that component shall be expected to undertake a reassessment.

- Only one opportunity for reassessment of the component will be permitted
- Reassessment for course work, project or portfolio-based assessments shall normally involve the reworking of the original activity
- For examinations, reassessment shall involve completion of a new activity
- A student who undertakes a reassessment will have their grade capped at a Pass for that component
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

Please refer to the Resubmission section in the [BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment document for more detailed guidance](#).

FAQS: Assignment Briefs

- The number of assignments briefs created are at the centres discretion. Please refer to the Section 1: Setting Effective Assessments above
- The assessment methodology was created with the intention that A1 is completed and assessed before A2 starts, and the same for B1 and B2.

Please refer to the Assignment Design section in the [BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment document for more detailed guidance](#).

FAQS: Grading

Grades should be given for each assessment unit criteria A1.AC1, A1.AC2 etc. and not awarded for an overall unit (A1, A2 etc)

A student's overall qualification grade is based on their performance in all modules. They are awarded a pass, merit or distinction using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND. The overall qualification grade is calculated in the same way for the HNC and the HND. For HND, the overall qualification grade is based on student performance in Level 5 modules only. Students must have attempted all modules and assessment units in a valid combination for each qualification.

Please refer to section 7.6.2 Calculating the overall qualification grade in the specification for further guidance and examples.

7.0 Appendix

Appendix 1: Glossary of terms used for internally assessed units

This is a summary of the key command verbs used to define the requirements in the units.

Table 7: Glossary of terms for internal assessment

Command Verb	Definition
Analyse	Present the outcome of methodical and detailed examination, either: <ul style="list-style-type: none">• breaking down a theme, topic or situation to interpret and study the interrelationships between the parts, and/or• of information or data to interpret and study key trends and interrelationships. Analysis can be through activity, practice and written or verbal presentation.
Apply	Put into operation or use. Use relevant skills/knowledge/understanding appropriate to context.
Arrange	Organise or make plans.
Assess	Offer a reasoned judgement of the standard/quality of a situation or a skill, informed by relevant facts.
Calculate	Generate a numerical answer, with workings shown.
Compare	Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Compose	Create or make up or form.
Communicate	Convey ideas or information to others.
Create/ construct	Skills to make or do something, for example a display or set of accounts.
Critically analyse	Separate information into components and identify characteristics, with depth to the justification.
Critically evaluate	Make a judgement, taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth.
Define	State the nature, scope or meaning.
Demonstrate	Show knowledge and understanding.
Describe	Give an account, including all the relevant characteristics, qualities and events.

Command Verb	Definition
Design	Plan and present ideas to show the layout/function/workings/object/system/process.
Develop	Grow or progress a plan, ideas, skills and understanding.
Differentiate	Recognise or determine what makes something different.
Discuss	Consider different aspects of a theme or topic, how they interrelate and the extent to which they are important.
Evaluate	<p>Work draws on varied information, themes or concepts to consider aspects such as:</p> <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. <p>Students' enquiries should lead to a supported judgement, showing the relationship to its context. This will often be in a conclusion.</p> <p>Evidence may be written or through a presentation or activity.</p>
Explain	Give an account of the purposes or reasons.
Explore	Skills and/or knowledge involving practical research or testing.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Illustrate	Make clear by using examples or providing diagrams.
Indicate	Point out, show.
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression.
Investigate	Conduct an enquiry or study into something to discover and examine facts and information.
Justify	<p>Give reasons or evidence to:</p> <ul style="list-style-type: none"> • support an opinion • prove something is right or reasonable.
Outline	Set out the main points/characteristics.
Plan	Consider, set out and communicate what is to be done.
Produce	Bring into existence.
Reconstruct	Assemble again/reorganise/form an impression.
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.

Command Verb	Definition
Review	Make a formal assessment of work produced. The assessment allows students to: <ul style="list-style-type: none"> • appraise existing information or prior events • reconsider information with the intention of making changes, if necessary.
Show how	Demonstrate the application of certain methods/theories/concepts.
Stage and manage	Organisation and management skills, for example running an event or a project pitch.
State	Express.
Suggest	Give possible alternatives, produce an idea or put forward, for example, an idea or plan for consideration.
Undertake/ Carry out	Use a range of skills to perform a task, research or activity.

Appendix 2: Summary of the types of assessment method

This is a key summary of the types of assessment method used for BTEC Higher Nationals.

Table 8: Summary of internal assessment methods

Assessment method	Description	Transferable skills development
Oral/viva	This method asks students to display their knowledge of the subject via questioning.	Oral communication Critical thinking Reasoning
Peer review	This method asks students to provide feedback on each other's performance. This feedback can be collated for development purposes.	Teamwork Collaboration Negotiation
Presentation	This method asks students to deliver a project orally or through demonstration.	Oral communication Critical thinking Reasoning Creativity
Production of an artefact, performance or portfolio	This method requires students to demonstrate that they have mastered skills and competences by producing something. Examples are: business plans; using a piece of equipment or a method; building models; developing, interpreting, and using maps.	Creativity Interpretation Written and oral communication Decision-making Initiative Information and communications Technology Literacy
Project	This method is a large-scale activity requiring self-direction, planning, research, exploration, outcome and review.	Written communication Information Literacy Creativity Initiative
Role playing	This method is a type of case study in which there is an explicit situation established, with students playing specific roles and understanding what they would say or do in that situation.	Written and oral communication Leadership Information literacy Creativity Initiative

Assessment method	Description	Transferable skills development
Self-reflection	This method asks students to reflect on their performance, for example: writing statements of their personal goals for the course at the beginning of the course, what they have learned at the end of the course and their assessment of their performance and contribution; completion of a reflective journal from work experience, detailing skills acquired for employability.	Self-reflection Written communication Initiative Decision-making Critical thinking
Simulated activity	This method is a multifaceted activity based on realistic work situations.	Self-reflection Written communication Initiative Decision-making Critical thinking
Team assessment	This method asks students to work together to show skills in defining and structuring an activity as a team. All team assessment should be distributed equally, each of the group members performing their role, and then the team collates the outcomes and submits these as a single piece of work.	Collaboration Teamwork Leadership Negotiation Written and oral communication
Tiered knowledge	This method encourages students to identify gaps in their knowledge. Students record the main points they have captured well and those they did not understand.	Critical thinking Analysis Interpretation Decision-making Oral and written communication
Time- constrained activity	This method covers activities that need to be carried out in a Centre-specified, time-constrained period on site.	Reasoning Analysis Written communication Critical thinking Interpretation

Assessment method	Description	Transferable skills development
Top ten	This method asks students to create a 'top ten' list of key concepts presented in the assigned reading list.	Teamwork Creativity Analysis Collaboration
Written activity or report	This method asks students to complete an assignment in a structured written format, for example a business plan, a report, marketing communication, set of instructions or to give information.	Reasoning Analysis Written communication Critical thinking Interpretation

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