

# **Pearson-set Theme and Topic Release**

## **1<sup>st</sup> September 2023 to 31<sup>st</sup> August 2024**

For use with the following units/qualifications:

### **Unit 36: Collaborative Project**

Pearson BTEC Level 5 Higher National Diploma in Creative Media  
Production

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# 1 Introduction to theme

The Pearson-set theme for use with Unit 1: Individual Project (in HN Creative Media Production) is:

## Creative Media & Wellbeing

As Creative Media practitioners, we know that the process of creating can give us great pleasure and a sense of achievement. However, this may also play a role in promoting wellbeing in others. Considerable research has shown that creative practice has a beneficial effect on both physical and mental health. While more research is ongoing, there appears to be clear and tangible benefits. However, it is not only for the individual that creativity has benefits to our wellbeing. The creative industries are one of the most valuable sectors of the economy, pointing to the economic wellbeing of art, design and media and are a testament to the fact that we recognise social value in creative works.

This unit encourages students to explore the concept and practicalities of creative media in relation to wellbeing. Whether through the production of their own creative work or research into the work of others, students will develop key knowledge and skill about the way that creative media may contribute to the wellbeing of individuals and society in different contexts.

## 2 Choosing a research objective/question

Students are to choose their own Topic for this unit; based on the given Theme. Strong projects are those with clear, well focused and defined objectives. A central skill in selecting a project objective is the ability to select a suitable and focused research question. Students should be encouraged to discuss a variety of topics related to the theme and generate ideas for a good project objective.

The range of topics could cover issues such as:

- Creative Media in **social** wellbeing
- **Individual** wellbeing through art, design and media
- The role of creative media in **economic** wellbeing.
- Art, Design and Media as a **therapeutic** approach to wellbeing.

The project objective/research question should allow students to broaden their understanding and widen their perspective by being able to explore, argue, prove, or disprove a particular line of enquiry. Projects should be feasible, novel, ethical, relevant and ultimately of interest to the student. Guidance for tutors is available in the Pearson-set Guidance for Unit 36: Collaborative Project/Unit 33: Applied Practice – Collaborative Project and templates are provided for both the research proposal and ethics form (which may be used if necessary). Please note that if reasonable adjustments are necessary to meet individual student need you are able to adjust internal assessments to take this into account. Any adjustments must be considered in relation to the centre’s policies on equality & diversity and student support. Further details on how to make adjustments for students with protected characteristics are given in the document ‘Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units’ available on our website (<http://qualifications.pearson.com>).

### 3 Project Evidence / Outcomes

It is important to recognise that project work is reliant on gathering information/data that can be analysed, used in the production of work and underpin the method of communication that the student will use to present their work. The assignment brief must allow time for suitable research (primary and/or secondary), development and communication. Where the project may lead to design propositions or forms of graphical evidence (e.g., models, prototypes, technical drawings, films, photographs, etc.), the students’ graphical evidence should be clearly based on the outcomes of their research.

In assessing the project, the assessor should be able to see a rationale for the project, an identification of controversial aspects of the project and of the relevant literature/data sources. This will be based primarily on the students' project objectives/research question. Student research should outline the literature/theories that inform the investigation of the research question and include critical evaluation of central arguments paying attention to whether or not the arguments are logically valid. Throughout their research and development students should be aware of the importance of clear and consistent use of language and the use academic referencing. Engagement in reflective study of the research and development process should be evident, with students communicating how their ideas have developed, the significance of results and what they have learnt about the project process. Well edited, focused writing and presentation, where the key decisions, developments, lines of argument and salient research are explained succinctly, is preferable to unstructured writing and presentation where little attempt to select or edit material has been made.

It is important to recognise that there are many different presentation formats and it is important that students think carefully about the suitability of any presentations for their target audience. Their presentations should be appropriate to the audience, both in terms of the nature and level of material they use and also in terms of length. Students should be guided to produce outcomes that give a succinct account of the main arguments or developments for their project. If, after a presentation, a question and answer session is carried out, this should address issues raised by the presentation, but also give students an opportunity to reflect on their work.

Where necessary, students may submit; as evidence for the unit in addition to their project outcomes, the **project proposal** and **ethics form**. The research proposal sets out the plan for how the students will achieve the intended project objectives and shows whether the objectives will be feasible, ethical and achievable in the time scale. It sets out how research supports the project objectives, how the research will be conducted, how the research will be evaluated, and how research may inform the production of project outcomes. Students may need to gain ethical approval before commencing some forms research, this should be discussed with the tutor during the development of the project proposal.

## 4 Employer engagement

It is advisable that centres look at the Pearson-set Assignment as an appropriate unit to embed employer engagement, although this is not a mandatory requirement. Developing and establishing links with employers enhances the teaching and learning experience and improves students' employability. Where possible, identifying links with employers as part of the delivery of the Pearson- set Assignment could lead to enhancing and supporting student learning. Real-life projects provide students with the opportunity to develop and acquire appropriate skills, knowledge and expertise required by employers.

## 5 Sharing of good practice

An appointed External Examiner (EE) for the centre will ask to sample the Pearson -set assignment briefs for review as part of the remote sampling request. Although this is not a mandatory requirement for centres we strongly advise that centres seek guidance and support from their EE on the Pearson-set assignment. The EE may also include the Pearson-set units in the centre visit sample of student work.

The EE will review and identify exemplars in all aspects of good practice. Good practice will focus on current themes that align to QAA Higher Education Reviews:

- Innovation
- Digital literacy
- Student employability and entrepreneurial skills
- Employer engagement
- Quality of assessment feedback

The Pearson-set Assignment Guidance for Unit 33: Applied Practice - Collaborative Projects should be read in conjunction with the theme and topic release. It provides advice and guidance for both tutors and students.

## 7 Resources and useful links

Suggested resources and links that centres may find useful are shown below. Centres should choose those resources that are relevant for localised use and complement those with additional resources to support independent research in the chosen topic and project type.

Type of Resource	Resource Titles	Links
Article	How can art and creativity improve your health and wellbeing?	<a href="https://www.arts.ac.uk/study-at-ual/short-courses/stories/how-can-art-and-creativity-improve-your-health-and-wellbeing">https://www.arts.ac.uk/study-at-ual/short-courses/stories/how-can-art-and-creativity-improve-your-health-and-wellbeing</a>
Report	The third study into the mental health of the creative, media and marketing industry	<a href="https://www.nevernotcreative.org/mentally-healthy-2022-results">https://www.nevernotcreative.org/mentally-healthy-2022-results</a>
Article	'First major study into mental health and wellbeing in the media, marketing and creative industries'	<a href="https://everymind.org.au/research/mental-health-and-wellbeing-in-the-media-marketing-and-creative-industries">https://everymind.org.au/research/mental-health-and-wellbeing-in-the-media-marketing-and-creative-industries</a>
Article	Mental Wellbeing and Film	<a href="https://www.intofilm.org/theme/7">https://www.intofilm.org/theme/7</a>
Website	The Home of Mentally Healthy Productions	<a href="https://6ftfrom.org/">https://6ftfrom.org/</a>
Article	<b>'A Film About Wellbeing Economies'</b>	<a href="https://wellbeingeconomies.film/">https://wellbeingeconomies.film/</a>
Report	The Impact of Arts & Culture on the	<a href="https://www.artscouncil.org.uk/media/19371/download?attachment">https://www.artscouncil.org.uk/media/19371/download?attachment</a>

	wider Creative Economy	
Report	Art and Wellbeing	<a href="https://www.researchgate.net/publication/320854934_Art_and_Well-Being">https://www.researchgate.net/publication/320854934_Art_and_Well-Being</a>
Report	Changing Lives. Changing Communities	<a href="http://bit.ly/2XZ23aP">http://bit.ly/2XZ23aP</a>
Article	Wellbeing on Set	<a href="https://filmtvcharity.org.uk/your-support/mental-wellbeing/resources/wellbeing-on-set/">https://filmtvcharity.org.uk/your-support/mental-wellbeing/resources/wellbeing-on-set/</a>
Report	Social Impacts and Benefits of Arts and Culture: A Literature Review	<a href="http://bit.ly/2T8WAum">http://bit.ly/2T8WAum</a>
Article	New Research Shows How Arts and Culture Improve Health, Safety and Well-being	<a href="http://bit.ly/2Ta4js0">http://bit.ly/2Ta4js0</a>
Report	The Value of Arts and Culture to People and Society	<a href="http://bit.ly/2T7kTZH">http://bit.ly/2T7kTZH</a>
Article	Looking at the Social and Emotional Benefits of the Arts	<a href="http://bit.ly/2TciEo8">http://bit.ly/2TciEo8</a>
Report	Cultural and creative spillovers in Europe	<a href="http://bit.ly/2XY3sys">http://bit.ly/2XY3sys</a>
Article	How can art and creativity improve your health and wellbeing?	<a href="https://www.arts.ac.uk/study-at-ual/short-courses/stories/how-can-art-and-creativity-improve-your-health-and-wellbeing">https://www.arts.ac.uk/study-at-ual/short-courses/stories/how-can-art-and-creativity-improve-your-health-and-wellbeing</a>
Report	The Impact of Arts & Culture on the	<a href="https://www.artscouncil.org.uk/media/19371/download?attachment">https://www.artscouncil.org.uk/media/19371/download?attachment</a>

	wider Creative Economy	
Report	Art and Wellbeing	<a href="https://www.researchgate.net/publication/320854934_Art_and_Well-Being">https://www.researchgate.net/publication/320854934_Art_and_Well-Being</a>

<b>Additional materials</b>	
Training Video for the RQF BTEC Higher Nationals Pearson-set Assignments: <a href="https://youtu.be/FkQi_l78_tw">https://youtu.be/FkQi_l78_tw</a>	

For any further additional support or queries regarding this document, please email [btecdelivery@pearson.com](mailto:btecdelivery@pearson.com).

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