

London College of Music Examinations

# Creative Media:

Vlogging

DipLCM Syllabus

Valid from:

2019 until further notice



# Contents

<b>1.</b>	<b>Information and general guidelines</b>	
1.1	Introduction	2
1.2	Syllabus validity	3
1.3	Accreditation	3
1.4	Exam entry	3
1.5	Exam duration (Discussion component)	3
1.6	Age groups	4
1.7	Assessment and results	4
1.8	Reasonable adjustments and special consideration	4
1.9	Attainment levels	5
1.10	Prerequisite qualifications	5
1.11	Exam regulations and information	5
<b>2.</b>	<b>Examination requirements</b>	<b>6</b>
<b>3.</b>	<b>Assessment</b>	
3.1	How marks are awarded	8
3.2	Assessment domains	8
3.3	Marking scheme	9
3.4	Attainment descriptors	13

## 1.1 Introduction

### **London College of Music Examinations (LCME)**

External examinations have been awarded by the London College of Music since the institution's founding in 1887. Today, examinations are held throughout the United Kingdom, Republic of Ireland and at many overseas centres; they are unique in the graded examinations sector in being awarded by a university, ensuring the added quality assurance of the University of West London (UWL), who is the issuer of certificates. Graded and diploma exams in most subjects are regulated by Ofqual, and other UK regulators. Candidates applying to UK universities through the UCAS system are eligible to claim UCAS points if they achieve a Pass or higher at Grades 6 to 8 in a regulated subject.

### **GoCreateAcademy**

GoCreateAcademy create and deliver a globally recognised series of new online creative courses and qualifications, provided by world class experts, in partnership with respected broadcasters, brands and educational institutions. All GoCreateAcademy courses are run by industry experts, passionate about their craft and sharing their experience. These creative media awards have been developed with the University of West London's London College of Music Examinations to provide students with unique qualifications.

### **What makes LCM Examinations distinctive**

LCM's graded and diploma qualifications make a distinctive contribution to education in music, drama and communication, because of the emphasis placed upon:

- creative thinking
- an encouragement to think technically and critically about the repertoire performed, and the opportunity to communicate this in practical examinations
- a distinctively broad stylistic range of tasks and repertoire, with a strong emphasis towards the acquisition and demonstration of skills and understandings that are of contemporary relevance to the performing arts
- the provision of assessment in areas not traditionally included within the scope of graded examinations
- the provision of flexible examination formats and arrangements

### **Syllabus objectives**

A course of study based on this syllabus is intended to provide:

- a structured approach, incorporating a choice of progression routes, enabling students to develop their capability and expertise as a performer at an advanced level, or to learn to teach instrumental or vocal music in a studio context with confidence and authority
- an enduring love, enjoyment and understanding of the performing arts, from the perspective of both participants and audience
- the basis to develop relevant and usable skills and concepts
- skills in organisation, planning, problem solving and communication
- enhanced ability in acquiring the personal disciplines and motivation necessary for lifelong learning
- opportunities for learning and assessment that are creatively challenging

- a progressive and unified assessment system, enabling candidates to plan and obtain an effective education in the arts, equipping candidates with added-value to enhance career routes, educational opportunities and decision-making

## 1.2 Syllabus validity

This syllabus is from 2019 until further notice.

## 1.3 Accreditation

DipLCM qualifications in Creative Media are accredited and awarded by the University of West London. They are not regulated by Ofqual.

## 1.4 Exam entry

Examinations for the DipLCM in Creative Media: Vlogging are taken entirely online and comprise of the submission of a portfolio and presentation, and a live discussion. They can be taken any time of year – they do not need to fall into the examination sessions.

At the time of entry and registration, candidates will be required to submit their prepared portfolio and presentation which will be assessed as part of the award (see section 2). This portfolio should be uploaded in video format which reflects minimum professional standards: Full HD 1920x1080 (1080p) or Normal HD 1280x720 (720p).

Upon receipt of the portfolio and presentation submission, each candidate will be contacted by LCME to arrange a date for the online discussion component. Candidates must ensure they have a suitable quality webcam, audio and bandwidth to support the discussion. During this assessment, the examiner may request permission to view material via sharing the candidate's computer screen.

The live video discussion must be conducted in closed conditions. No one apart from the candidate is allowed in the examination room with the following exceptions: an approved person, such as a parent or teacher, or a language interpreter, where this concession has been granted prior to the discussion as the result of a request for reasonable adjustments for a candidate with particular needs.

Candidates will not receive any marks or feedback until all components of the examination have taken place.

To register for entry, please visit <https://lcme.uwl.ac.uk/upload-work>

## 1.5 Exam duration (Discussion component)

The live discussion component for the DipLCM in Creative Media: Vlogging will take approximately 20 minutes.

## 1.6 Age groups

These examinations are open to all, and there are no minimum age restrictions. However, in practice, it is unlikely that candidates below the age of 16 will possess the degree of technical and discursive maturity required for success at DipLCM level.

## 1.7 Assessment and results

### **Marking**

Qualifications are awarded by University of West London (UWL). Exams are conducted by trained external examiners. In awarding marks, examiners will take into account the extent to which the assessment domains (see section 3.2) are demonstrated within the individual exam components. A Pass in each individual exam component is not required to pass overall.

### **Awards**

Candidates must attain an overall minimum mark of 75% in order to pass the examination. Achieving 75% in each individual exam component is not required to pass overall. Candidates who successfully complete the diploma are permitted to append the letters DipLCM to their name.

### **Issue of results**

A written report will be compiled for each examination. Candidates will be informed of the result of examinations as soon as possible, and results will be available online within days and will be sent by post not later than four weeks after the examination date. Certificates for successful candidates are normally dispatched within eight weeks of the date of the examination, but very often will be received sooner than this. This time is necessary to ensure that all results are properly standardised and have been checked by LCME.

### **Repeats of examinations**

Where a candidate is not able to reach the minimum standard for a pass in an examination, application for re-examination is permitted upon payment of the current entry fee. Candidates cannot carry over any marks from previously approved exam components; all components must be completed again on re-examination.

### **Enquiries, complaints and appeals**

Information on how to make an enquiry, complaint or appeal is published in the Enquiries and Appeals Policy and the Complaints Procedure documents available on the LCME website.

## 1.8 Reasonable adjustments and special consideration

Information on assessment, examination and entry requirements for candidates with specific needs is published in the document Equality of Opportunity, Reasonable Adjustments and Special Consideration

policy available from the LCME website.

## 1.9 Attainment levels

Candidates who enter for this examination will be expected to demonstrate a technical, interpretative and communicative standard which is consistent with an RQF Level 4 (first-year) undergraduate presentation. Candidates are expected to employ varied material, address distinct audiences, and show understanding of preparation and performance requirements.

## 1.10 Prerequisite qualifications

There are no prerequisite qualifications required in order to enter for this examination.

## 1.11 Exam regulations and information

Full details of all exam regulations are published in the Regulations and Information document available on the LCME website.

---

## 2. Examination requirements

**The following requirements should be read in conjunction with the respective marking schemes detailed in section 3.3.**

### **Component 1: Portfolio**

**60 marks**

Candidates are required to submit three separate, contrasting vlogs, each lasting between 5 and 7 minutes in duration. In order to represent the variety of subject areas which can be covered by this form of creative media, candidates can choose their own subject content, but one of the vlogs should be in the form of an interview. The following list is not exhaustive, but may provide guidance on choosing suitable subject areas:

- business
- unbox and review products
- beauty / fashion / fitness
- how to / education
- lifestyle
- gaming
- movie / television / book review
- travel
- pop culture / gossip
- live event / concert

The content of each vlog must be original and candidates should ensure they demonstrate a range of technological and interpretative concepts, techniques and ideas which are relevant to the chosen subject area. The presentation should be engaging; reflecting appropriate levels of creativity and personality which are congruent with this examination level. Innovative approaches to content are encouraged.

### **Component 2: Presentation**

**20 marks**

Candidates are required to submit a 5-minute video, which should be a reflective self-commentary on skills developed during the production process, any challenges that were overcome (technological, aesthetic or otherwise) and any observations candidates feel are relevant whilst producing their vlogs. This should also highlight the skills they have developed and include observations on the creative process and the specific reasoning behind any creative decision-making. The candidate should also explain why their idea was the most suitable creative route to take.

This video presentation should be uploaded in video format which reflects minimum professional standards: Full HD 1920x1080 (1080p) or Normal HD 1280x720 (720p).

### **Component 3: Discussion**

**20 marks**

The discussion will take place online, in real time, and the examiner will lead a discussion with the candidate on all aspects of their portfolio and presentation. The candidate will be expected to demonstrate detailed



technical and contextual knowledge on the content of the portfolio. Questions may be asked on the following:

- how the portfolio vlogs were constructed; expanding on points raised in the presentation, if necessary
- an understanding of the importance of cinematography; including camera movement and composition
- the narrative / storyline shown within each submitted vlog
- filming and editing choices, including the choice of equipment, camera angles, location, lighting, and subsequent editing decisions
- an understanding of relevant marketing and promotional activities which could be used to increase a subscriber base, including the integration of relevant social media platforms
- an explanation of an understanding of the use of copyright for vloggers
- a broad knowledge of key vloggers in the respective chosen subjects demonstrated in the portfolio submission
- how any script or interview questions were learnt and prepared for the recording, including any problems and how they were overcome
- a critical self-evaluation and reflection of the submitted vlogs, including aspects which were felt to be well done, and any which could have been improved
- a critical self-evaluation of the submitted presentation
- wider background knowledge of vlogging, particularly in relation to the portfolio submissions

Candidates will need to ensure webcam, audio and suitable bandwidth to support the discussion and that the relevant audio software is installed on the interview computer. The examiner may request to view the candidate's screen to see them perform a particular task or to assist in answering a question.

---

### 3. Assessment

## 3.1 How marks are awarded

Examiners will award a mark for each component of the examination, as detailed below:

Examination components	Weightings (%)
Portfolio (three individual vlogs)	60 (20 per vlog)
Presentation	20
Discussion	20

## 3.2 Assessment domains

### Assessment objectives

Candidates will be assessed on their ability to demonstrate mastery of the following:

- **Media skills:** the extent to which appropriate media skills are demonstrated and effectively controlled and executed
- **Creative approach:** the ability to demonstrate an understanding of the undertaken creative process
- **Contextual knowledge:** the understanding of a clearly defined structure to the work, including a demonstration of core principles of the presented media
- **Communication:** the degree to which the candidate communicates with, and engages the recipient through the use of appropriate verbal, non-verbal and / or interactive communication skills
- **Personal response:** of the candidate to creating and delivering the submitted portfolio

### Coverage of the assessment domains

The following table shows the assessment domains which apply within each exam component:

	Media skills	Creative approach	Contextual knowledge	Communication	Personal response
Portfolio	✓		✓	✓	
Presentation		✓		✓	
Discussion		✓		✓	✓

### Approximate weighting of the assessment domains

The following tables show the approximate weighting of the relevant assessment domains within each component of the exam:

## Portfolio

Media skills	Contextual knowledge	Communication
35%	35%	30%

## Presentation

Creative approach	Communication
60%	40%

## Discussion

Creative approach	Communication	Personal response
30%	15%	55%

## 3.3 Marking scheme

### Portfolio

The examiner will consider the vlogs separately, and will award a mark for each. These marks will be combined to produce the mark for the portfolio, with equal weighting. In awarding the marks, the examiner will take into account the following:

Assessment domain	Approved, upper level (85–100%)	Approved (75–84%)	Not approved, upper level (55–74%)	Not approved, lower level (0–54%)
<b>Media skills</b> (visual / sonic quality)	The presented footage is of a consistently very high quality. Excellent use of music / effects to accompany and, where appropriate, reinforce the narrative / storyline. Very good voice recording, with an accomplished and balanced mix of all appropriate sonic elements.	The presented footage is of a consistently good quality. Good use of music / effects to accompany and, where appropriate, reinforce the storyline / narrative. Clear voice recording, with a reliably good mix of all appropriate sonic elements.	The presented footage is not always reliable or consistent in quality. Limited, or sometimes inappropriate use of music / effects to accompany and, where appropriate, reinforce the storyline / narrative. The recording quality and mix may not always be well considered or balanced.	The presented footage is generally unreliable in quality. There is often an inappropriate use of music / effects which does not positively enhance or reinforce the storyline / narrative; this may even be absent in its inclusion. The recording quality and mix is of a low standard and needs greater consideration.
<b>Media skills</b> (set / backdrop / scene)	The presented footage demonstrates a high level of innovative thought and planning in the choice of shot setting, whether studio or outside broadcast. Very effective use of lighting (if applicable) and camera angles are easily identifiable.	The presented footage demonstrates a good level of innovative thought and planning in the choice of shot setting, whether studio or outside broadcast. Effective use of lighting (if applicable) and camera angles are mostly reliable.	The presented footage demonstrates some evidence of innovative thought and planning in the choice of shot setting, either studio or outside broadcast, but this may not always be reliable or consistent, with some of the lighting, angle or colour choices needing more accuracy and / or refinement.	The presented footage demonstrates a lack of innovative thought and planning in the choice of shot setting, whether studio or outside broadcast. Inaccuracies with lighting, camera angles and / or colour choices are noticeable, and consistent, in their inclusion.

Assessment domain	Approved, upper level (85–100%)	Approved (75–84%)	Not approved, upper level (55–74%)	Not approved, lower level (0–54%)
<b>Media skills</b> (video editing)	The presented footage exhibits video transitions (and / or effects) which are sophisticated, imaginative and well-timed; supporting the overall narrative, whilst engaging and maintaining a high level of interest for the viewer.	The presented footage exhibits video transitions (and / or effects) which are of a generally high quality and are mostly well-timed; largely supporting the overall narrative, whilst engaging and maintaining a good level of interest for the viewer.	The presented footage exhibits some video transitions (and / or effects), although these may require a greater level of finesse with regards to the quality and timing. The narrative may not always be supported, and the interest of the viewer may not always be held.	The presented footage exhibits little or no video transitions (and / or effects), and requires much more finesse or inclusion than is offered. The narrative is not supported, and there is little evidence to suggest that the interest of the viewer could be maintained.
<b>Contextual knowledge</b> (story content / narrative)	The presented footage demonstrates a very coherent and fluent structure; including an effective and clearly defined introduction, body, and conclusion to the content of the work. The generally accepted principles of online identity, vlogging and social media presence are evidently demonstrated.	The presented footage demonstrates a coherent and fluent structure; including a clearly defined introduction, body and conclusion to the content of the work. The generally accepted principles of online identity, vlogging and social media presence are demonstrated.	The presented footage demonstrates a rather limited sense of structure; with the introduction, body, and conclusion of the content of the work not always easily identifiable. The generally accepted principles of online identity, vlogging and social media presence are limited and not always demonstrated.	The presented footage demonstrates the absence of a sense of structure, and the introduction, body and conclusion to the work are either not included, or very poor in standard. The generally accepted principles of online identity, vlogging and social media presence are absent or very poorly demonstrated.
<b>Contextual knowledge</b> (branding)	The presented footage establishes excellent use of visual and / or audio branding; with appropriate and convergent visual / sonic elements communicating the brand / influencer convincingly and memorably.	The presented footage establishes good use of visual and / or audio branding; with clear visual / sonic elements reflecting the brand / influencer proposition.	The presented footage establishes some thought to visual and / or audio branding, but this needed more attention to detail or inclusion in places. The visual / sonic elements were somewhat divergent to core brand / influencer values.	The presented footage establishes little or no evidence of visual and / or audio branding; with the visual / sonic elements not reflecting the core brand / influencer values either at all, or to the required standard.
<b>Communication</b>	Excellent verbal and non-verbal communication skills are demonstrated by the presenter, and these are used effectively and convincingly throughout the presented footage. Interaction with interviewees and / or with the camera is very strong, and ensures a high level of demonstrable personality and audience interest.	Admirable verbal and non-verbal communication skills are demonstrated by the presenter, and these are used well throughout the presented footage. Interaction with interviewees and / or with the camera is good, and a competent level of demonstrable personality and audience interest is identified.	Verbal and non-verbal communication skills are not always convincingly demonstrated by the presenter, with more consideration needed to these areas. Interaction with interviewees, and / or with the camera is sometimes ineffective, and demonstrable personality and audience interest is not always given.	Verbal and non-verbal communication skills are largely poorly presented, with much more consideration needed to these areas. Interaction with interviewees and / or the camera is ineffective, with a demonstrable personality and audience interest either absent or very poorly demonstrated.

## Presentation

The examiner will consider the presentation and award a mark. In awarding the marks, the examiner will take into account the following:

Assessment domain	Approved, upper level (85–100%)	Approved (75–84%)	Not approved, upper level (55–74%)	Not approved, lower level (0–54%)
<b>Creative approach</b>	The technical and creative choices demonstrated in the submitted portfolio were presented with eloquence, clarity and rigour, and the supporting visual aids are well considered; providing excellent accompanying support, as appropriate.	The technical and creative choices demonstrated in the submitted portfolio are presented to a good standard. The supporting visual aids are suitably executed and utilised; providing secure accompanying support, as appropriate.	The technical and creative choices demonstrated in the submitted portfolio are not always reliably or thoroughly explained and / or presented. The supporting visual aids need greater refinement and / or to be utilised in a more applicable manner.	The technical and creative choices demonstrated in the submitted portfolio are not included and / or delivered to the required and suitable standard. The supporting visual aids need much greater consideration or inclusion to be representative of this level of study.
<b>Communication</b>	Excellent verbal and non-verbal communication skills are demonstrated, and these are used effectively and convincingly throughout the presentation. A high level of audience engagement is established and maintained.	Admirable verbal and non-verbal communication skills are demonstrated, and these are used well throughout the presentation. A competent level of audience engagement is established and maintained.	Verbal and non-verbal communication skills are not always convincingly demonstrated, with more consideration needed in these areas. A secure level of audience engagement is not always shown.	Verbal and non-verbal communication skills are poorly presented, with much more consideration needed in these areas. The appropriate level of audience engagement is either absent or very poorly demonstrated.

## Discussion

The examiner will consider the discussion and award a mark. In awarding the marks, the examiner will take into account the following:

Assessment domain	Approved, upper level (85–100%)	Approved (75–84%)	Not approved, upper level (55–74%)	Not approved, lower level (0–54%)
<b>Creative approach</b>	Key concepts are clearly understood and are articulately portrayed to the examiner. Responses are thorough, and demonstrate a wider knowledge of the vlogging industry, and how these have influenced the choices made in the submitted portfolio.	Key concepts are understood and communicated effectively to the examiner. The responses are secure and demonstrate a level of knowledge which is fully representative of the achievements of the submitted portfolio.	Key concepts are not always reliably discussed or successfully understood. The responses are sometimes lacking in clarity or comprehension and may require a more in-depth approach in order to be totally convincing.	Key concepts are not discussed or understood to the appropriate standard, and the given responses will be requiring a greater level of scope, depth and understanding than that which is demonstrated.

Assessment domain	Approved, upper level (85–100%)	Approved (75–84%)	Not approved, upper level (55–74%)	Not approved, lower level (0–54%)
<b>Communication</b>	Excellent verbal and non-verbal communication skills are demonstrated, and these are used effectively and convincingly throughout the discussion. The ability to interact with the examiner is very strong, and a high level of engagement is established and maintained.	Admirable verbal and non-verbal communication skills are demonstrated, and these are used well throughout the discussion. The ability to interact with the examiner is good, and a competent level of engagement is established and maintained.	Verbal and non-verbal communication skills are not always convincingly demonstrated, with more consideration needed in this area. Interaction and engagement with the examiner is not always clearly shown.	Verbal and non-verbal communication skills are poorly presented, with much more consideration needed in this area. Interaction and engagement with the examiner is either absent or very poorly demonstrated.
<b>Personal response</b>	Candidates are able to eloquently and thoroughly describe personal approaches to learning, including a very informed personal appraisal of the submitted portfolio and the supporting presentation.	Candidates are able to effectively describe personal approaches to learning, including an informed personal appraisal of the submitted portfolio and the supporting presentation.	The personal approaches to learning are not always effectively understood or communicated by the candidate. The personal appraisal may lack some of the detail required for this level of study, and may be descriptive, rather than analytical, in nature.	The personal approaches to learning are not effectively understood or demonstrated by the candidate. The personal appraisal may be somewhat superficial and in need of a much more critical and analytical approach to be convincing.

## 3.4 Attainment descriptors

### **Approved, upper level (85–100%)**

A candidate who achieves a mark in this band will have offered highly creative, articulate and informed submissions and responses in all or most of the components. They will have demonstrated secure technical accomplishment and shown evidence of excellent creativity and individuality. Through their vlogs, they will have demonstrated thorough contextual knowledge and a high sense of audience engagement; demonstrating a clear sense of personality in relation to the material, appropriate to the level of diploma being examined.

### **Approved (75–84%)**

A candidate who achieves a mark in this band will have offered an accurate, creative and fluent response in all or most of the components. They will have demonstrated a good standard of technical accomplishment and shown significant evidence of creativity and individuality. Through their vlogs, they will have demonstrated largely assured contextual, and rudimentary, knowledge; communicating a sense of engagement and understanding, and some sense of individual personality in relation to, the material, appropriate to the level of diploma being examined.

### **Not approved, upper level (55–74%)**

A candidate who achieves a mark in this band will have demonstrated a level of inaccuracy, some absence of creativity and / or a lack of fluency in all or most of the components. They will not have demonstrated an acceptable standard of technical accomplishment, and there may be some omission of imagination and / or individuality. Their knowledge and understanding of rudimentary and contextual knowledge will have been judged to be below the standard required to pass. Through their vlogs, they will have failed to communicate a sufficient degree of understanding, or ability to engage their audience, appropriate to the level of diploma being examined.

### **Not approved, lower level (0–54%)**

A candidate who achieves a mark in this band will have demonstrated a significant level of inaccuracy, an absence of creativity and / or fluency in all or most of the components. Their standard of technical accomplishment will have been judged to be significantly below that required to pass, and there will be a substantial lack of creativity and individuality. Their knowledge and understanding of rudimentary and contextual knowledge will have been minimal in relation to the requirements of the diploma. Through their vlogs, they will have failed to communicate any discernible understanding of the material, and they will not have succeeded in engaging their audience, appropriate to the level of diploma being examined.