



## Higher National Graded Unit specification

### General information for centres

This Graded Unit has been validated as part of the HNC/HND Creative Industries: Media and Communication. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Graded Unit title:** Creative Industries: Media and Communication:  
Graded Unit 1

**Graded Unit code:** F6V7 34

**Type of Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**Credit points and level:** 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Purpose:** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC Creative Industries: Media and Communication:

- ◆ Develop critical and evaluative thinking
- ◆ Develop specialised communication and presentation skills
- ◆ Develop understanding of current technology, multi-platforms and media convergence
- ◆ Develop analytical and research skills
- ◆ Develop awareness of ethical and legal issues in the vocational sector
- ◆ Develop employability skills with the ability to work co-operatively with others
- ◆ Develop understanding of a range of specialist areas relevant to the industry sector
- ◆ Develop understanding of the inter-disciplinary connections between the various specialist areas mentioned above
- ◆ Prepare for progression to further study or employment

## General information for centres (cont)

**Recommended prior knowledge and skills:** It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

F60A 34	<i>Research Skills</i>
F69K 34	<i>Writing for the Media</i>
F607 34	<i>The Media: Features and Trends</i>
DM0V 34	<i>Creative Industries: An Introduction</i>
DH49 34	<i>Complex Oral Presentation</i>
F6JF 34	<i>Law and the Media</i>
F1WK 34	<i>English Language Skills: Correcting Creative Text</i>

**Core Skills:** There are opportunities to develop the Core Skills of *Communication*, *Problem Solving*, *Information and Communication Technology* and *Working with Others* at SCQF level 6 and *Numeracy* at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

### *Core Skills development*

There will be many opportunities to explore ways of enhancing skills in **Communication** to a sophisticated level. Candidates access and evaluate a wide range of complex source materials in planning their assignment. They have to communicate to a standard which will promote their skills in the Creative Industries. They are required to express essential ideas and complex information accurately and effectively, using a structure, format and media designed for impact. Final presentations will provide a context for demonstrating mastery of complex verbal and non-verbal skills.

Skills in **Problem Solving** — Critical Thinking, Planning, Organising, Reviewing and Evaluating are developed naturally as the Practical Assignment is undertaken. All factors affecting production must be taken into account at the Planning stage when decisions will be made on approaches, technologies and media in line with ethical, legal, organisational and safety requirements. Developing the production involves working within resources, modifying original ideas if necessary to meet an agreed deadline. Formal review and evaluation of approaches taken to all stages is an essential aspect of achievement.

There may be opportunities during development to enhance skills in **Working with Others**. Strategies to promote co-operative working relationships will underpin practical activities. Identification, management and resolution of any potential problems will reflect professional practice.

Skills in the independent use of **ICT** are fundamental to effective accessing, retrieving and adapting a complex range of information and source materials. The development of efficient electronic systems of recording, coding and storing evidence will underpin work. Availability and effective use of suitable software packages will support the professional presentation of all materials. Security in the use of equipment and software and consideration for other users will be routine practice.

The ability to interpret, apply and present numerical and graphical data could be enhanced. There are opportunities for using **Numeracy** as a tool to be applied efficiently in a practical working context, underpinning and supporting resource and budget planning. Effective presentation of graphical data could be enhanced by access to appropriate technology.

## General information for centres (cont)

**Assessment:** This Graded Unit will be assessed by the use of a Practical Assignment. The developed **Practical Assignment** should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

## Administrative Information

**Graded Unit code:** F6V7 34

**Graded Unit title:** Creative Industries: Media and Communication:  
Graded Unit 1

**Original date of publication:** October 2009

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### History of changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates**

**Graded Unit title:** Creative Industries: Media and Communication:  
Graded Unit 1

### **Conditions of assessment**

The candidate should be given a date for completion of the **project**. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any re-assessment of stages must be undertaken before proceeding to the next stage.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a candidate's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

### **Instructions for designing the assessment task**

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

The candidate will be asked to undertake a project which will plan, develop and evaluate a media production/event/activity to an agreed brief and present it on a given deadline.

The candidate must:

- ◆ develop a brief which outlines the media production/event/activity
- ◆ analyse the requirements of the brief
- ◆ plan a strategy for managing the development of the media production/event/activity
- ◆ develop the media production/event/activity to a given deadline
- ◆ present the project to an audience
- ◆ evaluate the whole project

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

### Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit are specified in the following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ shows initiative and demonstrates a high level of independent learning with minimal support</li> <li>◆ analyses the brief creatively and in detail</li> <li>◆ adopts a clear and systematic strategy which shows awareness of industry practice</li> <li>◆ accesses comprehensive research which is seamlessly integrated into the production</li> <li>◆ meets all deadlines</li> <li>◆ skilfully develops a product to the requirements of the brief which has clear impact on the target audience</li> <li>◆ shows a high level of skill appropriate to the chosen medium</li> <li>◆ skilfully develops and adapts the project in the light of relevant constraints</li> <li>◆ demonstrates effective and independent problem-solving skills</li> <li>◆ demonstrates a sophisticated level of communication skills for maximum impact</li> <li>◆ presents, exhibits, promotes, launches or pitches the finished product with flair</li> <li>◆ perceptively analyses and evaluates the finished project and meets or exceeds the given evaluation criteria.</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ requires some support</li> <li>◆ satisfactorily analyses the brief</li> <li>◆ adopts a competent strategy</li> <li>◆ accesses relevant research</li> <li>◆ meets most deadlines</li> <li>◆ develops a product to the requirements of the brief</li> <li>◆ shows a competent level of skill appropriate to the chosen medium</li> <li>◆ shows awareness of constraints within the chosen medium</li> <li>◆ problem-solves with some assistance</li> <li>◆ shows an acceptable level of communication skills appropriate to purpose and audience</li> <li>◆ presents, exhibits, promotes, launches or pitches the finished product competently</li> <li>◆ adequately reflects on the project and considers all given criteria.</li> </ul>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A	=	70%	—	100%
B	=	60%	—	69%
C	=	50%	—	59%

**Note:** the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

**Note:** The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning  25 marks	<p>Evidence of a plan which will enable the candidate to carry out the agreed brief in a logical and organised way, making acceptable use of time and resources. The plan will include:</p> <ul style="list-style-type: none"> <li>◆ a fully developed project brief</li> <li>◆ an analysis of the project brief containing:               <ul style="list-style-type: none"> <li>— realistic objectives</li> <li>— target audience</li> <li>— identification of primary and secondary research methods to be used</li> <li>— a timeline which clearly indicates each stage of development</li> <li>— identification of all production activities, relevant to task, genre and medium/media</li> <li>— identification of the skills/roles required for completion of the project</li> <li>— a consideration of relevant statutory and voluntary controls</li> <li>— a consideration of ethical issues relevant to the medium</li> <li>— resource planning, including people, equipment, software and hardware</li> <li>— anticipation of potential difficulties and constraints</li> </ul> </li> <li>◆ a strategy for managing the development of the project</li> </ul> <p>The plan should be a minimum of 700 words or 7 minutes of oral evidence.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 2 — Developing  60 marks	<p>Evidence of the candidate carrying out the media production/event/activity based on their plan which will include a final presentation on deadline.</p> <p>The evidence must reflect the demands of the selected medium or media and include:</p> <ul style="list-style-type: none"> <li>◆ a diary of research and all tasks undertaken to fulfil the brief,</li> </ul> <p><b>and</b> a finished portfolio, which will be one, or a combination of, the following:</p> <ul style="list-style-type: none"> <li>◆ 1,500–2,500 words of written evidence, with a layout as appropriate to medium</li> <li>◆ 5–15 minutes of audio evidence, with accompanying treatment, script etc as appropriate to medium</li> <li>◆ 5–15 minutes of video evidence, with accompanying treatment, story board, script, etc as appropriate to medium</li> <li>◆ a portfolio of photographs and/or graphics, produced independently by the candidate, with commentary (oral and/or written), as appropriate to medium</li> <li>◆ written, photographic, graphic, and/or audio/video materials documenting an event</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>◆ an illustrated presentation (of approximately 5 minutes) on deadline, which will present, exhibit, promote, launch or pitch the project materials to an audience of three or more people</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating  15 marks	<p>The candidate will provide an evaluation of the effectiveness of the approach adopted for each stage of the project from start to finish. The evaluation should reflect on the following:</p> <ul style="list-style-type: none"> <li>◆ the effectiveness of the plan</li> <li>◆ the effectiveness of the research methods used</li> <li>◆ the effectiveness of problem-solving or troubleshooting</li> <li>◆ allocation of time</li> <li>◆ the development of knowledge and skills</li> <li>◆ the strengths and weaknesses of the final production/event/activity</li> <li>◆ the strengths and weaknesses of the final presentation</li> <li>◆ the usefulness of the project both for employability and personal development</li> <li>◆ conclusions as to how the project management could be improved with recommendations for any future work</li> <li>◆ progression to further education</li> </ul> <p>The evaluation should be a minimum of 500 words or 5 minutes of oral evidence.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

### Support notes

In undertaking the project, the candidate should take the opportunity to display the knowledge, skills and understanding s/he has gained over as wide a range of the specified Units as possible. Indeed, an analysis of Units from which the skills and knowledge have been learned could assist the candidate in understanding how the integration of his/her learning informs the whole process.

The candidate should undertake an **individual project** but given the time constraints and limitations of length, the media production/event/activity undertaken could contribute to a more complex one. In that case, candidates may choose to share research material and discuss and debate with their peers possible solutions to any problems that have been identified within the brief. In such cases it is important that oral questioning and detailed notes are used to ensure that all essential elements are attributable to each candidate.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

**Time management** is a crucial part of planning, developing and evaluating and lecturers should consider setting up individual progress reviews from the start of the Unit delivery time. This Unit could perhaps be started approximately half way through the candidate's studies, with an increasing amount of time being spent on it towards the end of the course. It must not be a repeat of previous Unit assessments. No new knowledge or skills are taught during delivery of this Unit; the lecturer's time will be spent discussing individual candidate's work. Some candidates will require more guidance than others but lecturers must not give undue assistance.

Lecturers might also consider issuing a planning logbook or diary to each candidate. This could include a progress review sheet to record candidate/lecturer discussions. Such discussions and related mentoring activities are a crucial aspect of the Graded Unit and should ensure the candidate keeps to the deadlines which are an essential part of media industry practice. Lecturers and candidates should keep detailed notes, including the date of each meeting, on ongoing progress. Drafts of work could also be signed by the lecturer and kept by the candidate in a folio to be submitted with his/her final submission. All this would ensure the authenticity of the candidate's work.

### Media production/event/activity

It could be a number of articles contributing to a newspaper or magazine; short stories; a brochure; PR or advertising material; treatments, script; commentaries; etc. All such finished materials should be suitably laid out using appropriate technology in accordance with the medium. Designs for covers, front pages etc should be included.

Audio evidence could consist of a radio drama, documentary, news or magazine programme; advertorial material for radio or the web; contribution to a web page; etc. Video evidence could consist of a drama, documentary, news or magazine programme; a short film; advertorial material for TV, cinema or the web; or an animation; etc. The audio and video evidence should be accompanied with the relevant paperwork such as treatments, story boards, scripts, etc, laid out in the manner relevant to the medium.

The portfolio of photographs or/and graphic material should have been developed for a media purpose such as a launch, an exhibition, press pack etc and should have appropriate written materials such as commentaries, press releases, adverts, etc, laid out in the manner relevant to the medium.

An event could be organised such as a charity 'do', a fashion show, battle of the bands, etc but it is important that all written materials and audio and visual evidence is kept and is laid out in the manner relevant to the medium.

A web site could be developed which would be a combination of written, audio and visual evidence carefully designed using appropriate technology.

The candidate could prepare a **project proposal** outlining the media production/event/activity s/he is going to develop and why s/he has chosen this task. Then s/he would discuss this proposal with the lecturer before developing all ideas more fully in a **brief**. Alternatively an outline brief may be set by the lecturer delivering the Graded Unit, or a client, but should be fully developed and analysed by the candidate.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

The **brief** should answer the questions: Who? What? Where? When? and How?

Depending on the medium/media chosen, it might contain:

- ◆ an outline of the media product/event/activity
- ◆ the purpose
- ◆ the main aims and objectives
- ◆ the theme or message
- ◆ the audience
- ◆ the length
- ◆ deadlines

The requirements of the brief should be analysed in depth and could include:

- ◆ a detailed breakdown of aims and objectives
- ◆ form and medium
- ◆ techniques that might be used
- ◆ identification of primary and secondary research methods to be used
- ◆ identification of all production activities, relevant to task, genre and medium/media
- ◆ resource planning, including people, equipment, software and hardware
- ◆ any collaboration required
- ◆ budget (where appropriate)
- ◆ a timeline with clear and realistic goals for completing each stage
- ◆ anticipation of possible constraints (permission, health and safety issues, copyright, accessibility, etc)

A **strategy** for managing the project will then be developed in the light of the above.

Evidence of planning could be collated in a **planning logbook**.

The candidate goes on to develop the production/event/activity to a given deadline. Evidence of all stages of this process should be kept such as drafts, treatments, proofs, etc. Activities could be recorded and evaluated in a **diary**.

On completion, a 5 minute illustrated **oral presentation** will present, exhibit, launch, promote or pitch the project materials to an audience of three or more people. This presentation could be formal or informal and indeed could be extended to 10 minutes to overtake Outcome 2 of Unit DH49 34 *Complex Oral Presentation*. The presentation will enable the candidate to assess the impact of their production on an audience, which in turn will assist their evaluation. The presentation could be evidenced by a checklist. However, a video recording of this would be good practice and afford opportunities for self and peer assessment.

The candidate will then make an **evaluation** of the whole process: planning, developing and presenting using the criteria in the Evidence Requirements and, if desired, adding in their own criteria.

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## General information for candidates

The purpose of this Graded Unit is to bring together many of the different skills you have learned in your course in a project which plans, develops and evaluates a media production/event/activity. In addition, you will have the opportunity to further develop your Core Skills.

On completion, you will be awarded a grade (A, B or C), depending on how effectively you have approached and completed the project.

By the time you start this project, which will normally be about half way through your course, you will have studied, or be in the process of studying, the following Units:

- ◆ *Research Skills*
- ◆ *Writing for the Media*
- ◆ *The Media: Features and Trends*
- ◆ *Creative Industries: An Introduction*
- ◆ *Complex Oral Presentation*
- ◆ *Law and the Media*
- ◆ *English Language Skills: Correcting Creative Text*

You will be required to apply some of the knowledge and skills you have gained in these Units, as well as those learned in other Units, to your project.

The project will also reflect the following aims of HNC Creative Industries: Media and Communication:

- ◆ Develop critical and evaluative thinking
- ◆ Develop specialised communication and presentation skills
- ◆ Develop understanding of current technology, multi platforms and media convergence
- ◆ Develop analytical and research skills
- ◆ Develop awareness of legal and ethical issues in the vocational sector
- ◆ Prepare for progression to further study or employment

You will decide on a media production/event/activity which will be agreed with your tutor. You will then go through the following stages:

- ◆ Developing a brief
- ◆ Analysing the requirements of the brief
- ◆ Planning a strategy for managing the production/event/activity
- ◆ Developing the production/event/activity to a given deadline
- ◆ Presenting, exhibiting, pitching, promoting or launching the completed media project to an audience
- ◆ Evaluating the project

You must work independently on this project and you will be given deadlines for completion of each stage to which you must adhere. Your tutor will supervise your production/event/activity, give advice, monitor your progress in a series of interviews and meetings, and provide a degree of support, should this be required. However, your ability to work on your own, use initiative and creatively problem-solve are areas for which you could gain additional credit.

The project will be marked out of 100, and you must pass each part of it to achieve the Unit. You must also pass each stage before you will be allowed to progress to the next.

## **General information for candidates (cont)**

The marks are distributed as follows:

Planning	25
Developing	60
Evaluating	15