



## Higher National Graded Unit specification

### General information for centres

This Graded Unit has been validated as part of the 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 2

**Graded Unit code:** F6V8 35

**Type of Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**Credit points and level:** 2 HN credits at SCQF level 8: (16 SCQF credit points at SCQF level 8\*)

*\*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 National 1 to Doctorates.*

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

- ◆ Develop and extend core and specialist competences
- ◆ Increase understanding of professional industry sector issues including ethical and legal considerations
- ◆ Enhance the ability to exercise autonomy and initiative in a range of activities
- ◆ Accelerate the level of entry into degree courses or employment

**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>
F608 35	<i>Communication: Promoting and Pitching</i>

## General information for centres (cont)

- ◆ D7XF 35 *Interpersonal and Group Skills*
- ◆ F69J 35 *Writing for the Media: Advanced*
- ◆ F609 35 *Interviewing Skills*
- ◆ F6V7 34 *Creative Industries: Media and Communication Graded Unit 1*

**Core Skills:** There are opportunities to develop the Core Skill of *Communication*, *Problem Solving*, *Information and Communication Technology* and *Working with Others* beyond 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 (HND)*

The Graded Unit will provide candidates with many opportunities to enhance techniques and skills in **Communication** to a professional standard. Candidates access and evaluate a wide range of complex source materials in researching and developing a media production. They have to design and present, exhibit, promote, launch or pitch effectively to an audience.

Skills in **Problem Solving** — Critical Thinking, Planning, Organising, Reviewing and Evaluating are developed naturally as the Practical Assignment is undertaken. Strategies to promote co-operative **Working with Others** will be integral to professional practice in identifying and fulfilling the roles required for completion. Analytical decision making on working approaches, technologies and media will be in line with ethical, legal, organisational and safety requirements for the Creative Industries. Developing the production involves the ability to work to timelines within resources, modifying original planning if necessary. Formal review and evaluation of approaches taken to all aspects of the work as recorded in production diaries is an essential aspect of achievement.

Skills in the independent use of **ICT** are fundamental to effectively identifying, accessing, retrieving and applying a complex range of information and source materials. Effective use of technology will complement 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 also 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 any graphical communication will be enhanced by appropriate technology.

**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:** F6V8 35

**Graded Unit title:** Creative Industries: Media and Communication:  
Graded Unit 2

**Original date of publication:** October 2009

**Version:** 02

### History of changes:

Version	Description of change	Date
02	Update of Conditions of Assessment	17/07/2018

**Source:** SQA

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

**FURTHER INFORMATION:** Call SQA's Customer Contact Centre on 0345 279 1000.

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

**Graded Unit title:** Creative Industries: Media and Communication:  
Graded Unit 2

### **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.

Reasonable assistance is the term used by SQA to describe the difference between providing learners with some direction to generate the required evidence for assessment and providing too much support, which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes. In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify learner responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier. In relation to Higher National Project-based Graded Units, learners must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks across *all* sections, and should reflect the ability of the learner to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, learners who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any learner who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

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

### **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 should reflect professional practice. The candidate 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 detailed brief
- ◆ analyse in depth the requirements of the brief
- ◆ plan a strategy for managing the media production/event/activity
- ◆ develop the media production/event/activity to a given deadline
- ◆ present the project to an audience
- ◆ critically 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>◆ reaches a professional standard</li> <li>◆ demonstrates a high level of effective integration of knowledge and skills</li> <li>◆ analyses the brief creatively and perceptively</li> <li>◆ adopts a clear and systematic strategy which reflects industry practice</li> <li>◆ develops a comprehensive contingency plan</li> <li>◆ analyses and perceptively evaluates a body of research which shows a clear relationship to the finished product</li> <li>◆ meets all deadlines</li> <li>◆ skilfully develops a media production/event/activity, to the requirements of the brief, which would have clear impact on the target audience</li> <li>◆ skilfully develops and adapts the project in the light of relevant institutional constraints</li> <li>◆ demonstrates effective problem-solving skills independently</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ reflects professional practice</li> <li>◆ demonstrates a limited level of integration of knowledge and skills</li> <li>◆ satisfactorily analyses the brief</li> <li>◆ adopts a competent strategy</li> <li>◆ develops a limited contingency plan</li> <li>◆ adequately analyses, evaluates and applies relevant research</li> <li>◆ meets most deadlines</li> <li>◆ competently develops a media production/event/activity to the requirements of the brief</li> <li>◆ takes account of institutional constraints within the chosen medium</li> <li>◆ problem-solves adequately</li> </ul>

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

Grade A	Grade C
<ul style="list-style-type: none"> <li>◆ demonstrates advanced and specialised communication skills for maximum impact</li> <li>◆ presents, exhibits, promotes, launches or pitches the finished project with flair</li> <li>◆ critically analyses and evaluates the finished project and its contribution to personal development</li> </ul>	<ul style="list-style-type: none"> <li>◆ shows an acceptable level of communication skills appropriate to purpose and audience</li> <li>◆ presents, exhibits, promotes, launches or pitches the finished project competently</li> <li>◆ adequately reflects on the project and its contribution to personal development</li> </ul>

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.

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

### 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 detailed plan which will enable the candidate to carry out the agreed brief in a logical and organised way, which reflects professional practice, and making competent use of time and resources. The plan will include:</p> <ul style="list-style-type: none"> <li>◆ a fully developed project brief</li> <li>◆ a detailed analysis of the project brief containing:               <ul style="list-style-type: none"> <li>— aims and objectives to show the scope of the project</li> <li>— clear identification of the target audience and consideration of differential readings</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, which demonstrate an understanding of professional practice</li> <li>— identification of the skills/roles required for completion of the project, in line with professional practice</li> <li>— a clear application of relevant statutory and voluntary controls</li> <li>— a demonstrated awareness of ethical issues relevant to the medium</li> <li>— resource planning, including people and equipment</li> <li>— anticipation of potential difficulties and constraints</li> <li>— a contingency plan</li> </ul> </li> <li>◆ a strategy for managing the project</li> </ul> <p>The plan should be a minimum of 1,000 words or 10 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 developing the media production/event/activity based on their plan which will include a final presentation on deadline.</p> <p>The evidence must reflect the professional practice of the selected medium or media and include:</p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>◆ evidence of research undertaken, including citations</li> <li>◆ evidence of the analysis and evaluation of relevant research</li> <li>◆ evidence of the link between the research and the development of the project</li> </ul> <p><b>Contacts book</b></p> <ul style="list-style-type: none"> <li>◆ a contact book which contains names, addresses and contact numbers of relevant people and organisations</li> </ul> <p><b>Diary</b></p> <ul style="list-style-type: none"> <li>◆ a diary of all production tasks undertaken to fulfil the brief, which includes evaluative comment</li> </ul> <p><b>A Portfolio</b>, reflecting professional practice, which will include materials showing the development of the production/event/activity from start to finish. The production/event/activity must reach a high standard of finish and be one, or a combination, of the following:</p> <ul style="list-style-type: none"> <li>◆ a minimum of 3,000 words of written evidence, with a layout as appropriate to medium</li> <li>◆ a minimum of 15 minutes original audio evidence, with accompanying treatment, script, etc, as appropriate to medium</li> <li>◆ a minimum of 15 minutes of original video evidence, with accompanying treatment, storyboard, 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 10 minutes per candidate), on deadline, which will present, exhibit, promote, launch or pitch the project materials to an audience of 3 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:</p> <ul style="list-style-type: none"> <li>◆ the effectiveness of the approach adopted for each stage of the activity from start to finish</li> <li>◆ the development and integration of skills and knowledge</li> <li>◆ how the project has increased understanding of professional industry sector issues, including ethical and legal considerations</li> <li>◆ how the project has enhanced the candidate’s ability to exercise autonomy and initiative</li> <li>◆ how the project has prepared the candidate for progression to further study or employment</li> <li>◆ how the project, and the course itself, has contributed to personal development</li> <li>◆ the candidate may, in addition, add their own criteria</li> </ul> <p>Candidates must support their comments with detailed evidence.</p> <p>The evaluation should be a minimum of 1,000 words or minimum oral evidence of 10 minutes.</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

This Unit could perhaps be started at the beginning of the HND year, with an increasing amount of time being spent on it towards the end of the course. It must not be seen as 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 may require some guidance, but at this level, candidates should work independently or even autonomously.

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 project.

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. 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 part 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 the ongoing progress of each candidate. 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.

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

It would be possible for candidates to work on a joint project, as a pair or small group. However, although planning may be done jointly, it must be made clear exactly how the task(s) would be divided, and individual roles within the project must be clearly defined. Each candidate should then proceed according to the assigned role and supporting paperwork should be unique to that candidate. Ongoing interviews concerning this project should be both group and individual, ensuring that all contributions are clearly understood. Individual candidate activities **must** be autonomous.

**The media production/event/activity** at this level should be ambitious, substantial and complete. It could be: a magazine, a newspaper, a book of short stories; a complete PR or advertising campaign; an event or a launch, with all supporting photographic, written, or video evidence, as relevant to task; a radio drama, a radio documentary or magazine programme, including scripts; a video documentary, a TV programme or short film, including scripts and story boards; a photographic exhibition, including written explanations; an animation with supporting storyboards; or a web site incorporating text, sound and vision, etc. All materials should be retained as evidence, and the final portfolio should be in a form which may be presented at a job interview or for self-promotion purposes.

Each 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, a brief may be set by a client but should be fully developed and analysed by the candidate.

**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 production/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 a treatment should be produced as part of a strategy plan made for managing the project. The analysis of the brief could include:

- ◆ a detailed breakdown of aims and objectives to show the scope of the project
- ◆ the form and medium to be used, with justification
- ◆ consideration of techniques for production that might be used, with justification
- ◆ identification of primary and secondary research required and how the research will be accomplished
- ◆ identification of all production activities, relevant to task, which demonstrate an understanding of professional practice. This could involve recapping or further researching industrial practices
- ◆ identification of all the skills/roles required for completion of the project, showing an understanding of professional practice
- ◆ identification of all the resources needed, including people, equipment, hardware and software, etc

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

- ◆ any collaboration required, including contact details
- ◆ consideration of a budget (where appropriate)
- ◆ a timeline with clear and realistic goals for completing each step and stage involved in the production, showing deadlines
- ◆ anticipation of possible difficulties and constraints (permission, health and safety issues, copyright, accessibility, etc)
- ◆ a clear application of relevant statutory and voluntary controls which may affect production
- ◆ a demonstrated awareness (notes, annotations, etc) of ethical issues relevant to the medium
- ◆ a contingency plan

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

Evidence of planning could be collated in a **planning logbook**. At this level, it is essential that professional practice (ie standard industry practice) is both understood and followed and planning paperwork must reflect this.

The candidate goes on to **develop** the production/event/activity to a given deadline. **Research** should use both primary and secondary sources and credit should be given for its relevance and the extent and detail of it. There should be evidence of the link between the research and the development of the project. The research should be well documented and include detailed citations. This could be evidenced in the form of a report, written or oral.

A **diary** should be kept of all production tasks undertaken to fulfil the brief, which must include evaluative comment and should be handed in along with the research and the production portfolio.

A **contacts book**, giving details of all people and organisations useful to the project, should be developed, maintained and used throughout. Indeed, the book may have been developed since the start of the qualification, which would exemplify good practice. However, as a minimum requirement, the book should be developed from the planning stage onwards.

On completion, a **10 minute illustrated oral presentation** will present, exhibit, launch, promote or pitch the project materials to an audience of three or more people. If candidates have been working as a group, then a group presentation could be appropriate, as long as the total time equals 10 minutes per contributor. This will enable the candidate(s) to assess the impact of their production on an audience, which in turn will assist their evaluation. This final task could further develop skills for employment. 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. The evaluation will reflect in detail on the whole project and its context within the HND Creative Industries: Media and Communication, using as criteria the aims of the Group Award itself. A good evaluation will be reflective, provide detailed evidence, and demonstrate self-awareness.

## Equality and inclusion

This graded unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

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 a third of the 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*
- ◆ *Communication: Pitching and Promoting*
- ◆ *Interpersonal and Group Skills*
- ◆ *Writing for the Media: Advanced*
- ◆ *Interviewing Skills*

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 practical task.

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

- ◆ Develop and extend core and specialist competences
- ◆ Increase understanding of professional industry sector issues including ethical and legal considerations
- ◆ Enhance the ability to exercise autonomy and initiative in a range of activities
- ◆ Accelerate the level of entry into degree courses or employment

You will decide on a project, which will be agreed with your tutor. You will then go through the following stages of production:

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

You must work independently on this project and follow industry practice, as far as possible. It is essential that you meet all deadlines. Your tutor will supervise your project, give advice, monitor your progress in a series of interviews and meetings, and provide a degree of guidance, should this be required. However, your ability to work autonomously, use sophisticated communication skills and creatively problem-solve are areas for which you will gain additional credit.

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

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.

The marks are distributed as follows:

Planning	25
Developing	60
Evaluating	15