



Higher National Unit specification: general information for centres

This Graded Unit has been validated as part of the HNC and HND Creative Industries: Television awards. 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: Television: Graded Unit 1 (SCQF level 7)

Graded Unit code: H49S 34

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Publication date: June 2013

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This Graded Unit is designed to provide evidence that the learner has achieved the following principal aims of the HNC Creative Industries: Television:

- ◆ To prepare learners for employment in related television occupations at an appropriate level
- ◆ To develop knowledge and understanding of the roles and responsibilities involved in television production
- ◆ To develop a range of contemporary vocational skills relating to the production of television content
- ◆ To develop knowledge of the context, working practices and organisation of the Creative Industries
- ◆ To develop a range of core and transferable skills essential for the Creative Industries

Higher National Unit specification: general information for centres (cont)

Credit points and level

1 Higher National Unit 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 Doctorate.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Graded Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Graded Unit.

Assessment

This Graded Unit will be assessed by the use of a practical assignment. The developed practical assignment should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

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Conditions of assessment

The learner should be given a date for completion of the practical assignment. However, the instructions for the assessment task should be distributed to allow the learner 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 learner'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 learner 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 learner'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 learner 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 learner

The assessment task must require the learner 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

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Guidance on grading learners

Learners 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 learner performance for this Graded Unit is specified in the following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which: consistently meets deadlines set for each stage of the project without the need for prompting and:</p> <p style="padding-left: 40px;">in Stage 1 — Planning</p> <ul style="list-style-type: none"> ◆ has an <i>abundance</i> of relevant planning evidence ◆ has evidence that is produced to a <i>consistently high</i> standard. ◆ has evidence that is <i>clearly inter-related</i> 	<p>Is a co-ordinated piece of work which does not consistently meet the deadlines set but:</p> <p style="padding-left: 40px;">in Stage 1 — Planning</p> <ul style="list-style-type: none"> ◆ has <i>some</i> relevant planning evidence ◆ has evidence that is produced to an <i>adequate</i> standard. ◆ has evidence that is not clearly inter-related
<p style="padding-left: 40px;">In Stage 2 — Developing (Production and post production):</p> <ul style="list-style-type: none"> ◆ demonstrates a <i>sophisticated</i> understanding of two roles involved in television production* by undertaking these roles 	<p style="padding-left: 40px;">In Stage 2 — Developing (Production and post production):</p> <ul style="list-style-type: none"> ◆ demonstrates an <i>adequate</i> understanding of two roles involved in television production by undertaking these roles
<p style="padding-left: 40px;">in Stage 3 — Evaluating</p> <ul style="list-style-type: none"> ◆ reflects on the project, and analyses <i>major</i> strengths and weakness Reflections and conclusions are <i>directly related</i> to the roles involved in television production ◆ analyses strengths and weaknesses that <i>can be backed up with evidence from the project</i> ◆ has shown a highly consistent use and understanding of industry terminology 	<p style="padding-left: 40px;">in Stage 3 — Evaluating</p> <ul style="list-style-type: none"> ◆ reflects on the project, and analyses strengths and weaknesses Reflections and conclusions are <i>not clearly related</i> to the roles involved in television production. ◆ analyses strengths and weaknesses that <i>cannot clearly be backed up with evidence from the project</i> ◆ has shown some use and understanding of industry terminology

*The roles involved in television production (referred to above) may include: camera, sound, lighting, editing, producing and directing.

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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. The final grading given should reflect the quality of the learner's evidence at the time of the Unit completion date and must take into account the grade levels indicated in each of the three stages by reference to the above.

Assessors will then assign an overall grade to the learner for this Graded Unit based on the following grade boundaries.

A = 70%–100%

B = 60%–69%

C = 50%–59%

NOTE: The learner must achieve all of the minimum evidence specified for each stage of the project in order to achieve the Graded Unit and achieve at least 50% of the marks for each stage.

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

Graded Unit title: Creative Industries: Television: Graded Unit 1 (SCQF level 7)

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 learner 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
<p>Stage 1 — Planning (Pre-production)</p> <p>30%</p>	<p>The assessor’s role is as a facilitator and so to gain high marks the learner must demonstrate a high degree of autonomy in the Planning Stage activities.</p> <p>Learners must produce a pre-production file with planning documentation relevant to the project and delivery format(s). This will include:</p> <ul style="list-style-type: none"> ◆ Proposal ◆ Script ◆ Shot list and/or storyboard developed from the script ◆ Production Schedule including contingency plans ◆ Appropriate pre-production paperwork ◆ Details and, where appropriate, justification of resource requirements (kit/personnel) ◆ Budget <p>30% <i>The learner 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 learners (cont)

Project Stage	Minimum Evidence Requirements
<p>Stage 2 —</p> <p>Developing</p> <p><i>(Production and post production)</i></p> <p>45%</p>	<p>The assessor's role is as a facilitator and so to gain high marks the learner must demonstrate a high degree of autonomy in the Developing Stage activities.</p> <p>Learners must generate the content for the project that was planned in Stage 1.</p> <p>Learners should undertake two roles competently. One of the roles could be on another production.</p> <p>On completion of the production/project, learners must supply the following evidence:</p> <p>An updated production file that includes:</p> <ul style="list-style-type: none"> ◆ The completed project in the agreed delivery format(s) ◆ Appropriate production and post-production paperwork, updated to reflect any changed circumstances ◆ Location and personal release forms ◆ Legal and ethical compliance documentation ◆ Copyright clearances ◆ Logging information ◆ Final Budget
	<p>45% <i>The learner 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 learners (cont)

Project stage	Minimum Evidence Requirements
<p>Stage 3 — Evaluating</p> <p>25%</p>	<p>The assessor's role is as a facilitator and so to gain high marks the learner must demonstrate a high degree of autonomy in the Evaluating Stage activities.</p> <p>Learners must carry out an evaluation that:</p> <ul style="list-style-type: none"> ◆ Reflects on strengths and weaknesses of the completed project in relation to the television production processes ◆ Analyses strengths and weaknesses of the learner's own performance in relation to the roles undertaken within a production team from initial proposal to completed programme ◆ Justifies strengths and weaknesses with appropriate references to other works ◆ Is able to analyse the project and suggest how to improve her/his performance in various roles when involved in future productions <p>25% <i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

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

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Support Notes

This section is in two parts. The first part provides support notes for the 'Guidance on grading learners'. The second part deals with the minimum Evidence Requirements for stages 1, 2 and 3.

Part 1 — Guidance on grading learners

General

Is a seamless, coherent piece of work which consistently meets deadlines set for each stage of the project without the need for prompting (grade A) versus is a co-ordinated piece of work which does not consistently meet the deadlines set (grade C)

This statement is about meeting deadlines. A grade A learner will meet all deadlines without prompting, whereas a Grade C learner will often miss a deadline and may need constant reminding of approaching/missed deadlines.

Stage 1 — Planning

The 'Guidance on grading learners' section on page 5 of this document is designed to encourage the holistic assessment of projects. In practice therefore, it is this section that will determine whether a learner receives a grade A, B or C. Please note that this is in contrast to the minimum Evidence Requirements which, when completed, will guarantee a minimum of 50% for the learner. Please note therefore that the minimum Evidence Requirements are simply what the learner needs to do to get 50%. When grading evidence, assessors should consider the whole project in accordance with the guidance on grading learners section as outlined in page 5. An explanation of each of the statements in this section now follows.

Has an abundance of relevant planning evidence (grade A) versus has some relevant planning evidence (grade C)

This statement is about **quantity**. It is intended to distinguish a learner who has done all the necessary planning versus a learner who has completed enough to meet minimum Evidence Requirements. So for example, a grade A learner produces five recce forms for five locations. The grade C learner by contrast may have only produced two recce forms for five locations. In this case, the grade C learner has demonstrated that s/he has met minimum Evidence Requirements by demonstrating that s/he knows how to do a complete a recce form but s/he has done this inconsistently.

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

Has evidence that is produced to a consistently high standard (grade A) versus has evidence that is produced to an adequate standard (grade C).

This statement is about **quality**. It is intended to distinguish a learner whose planning documents are completed to a consistently high standard versus a learner whose planning documents meet minimum Evidence Requirements. So for example, a grade A learner produces recce forms that fully considers conditions such as light, background noise, acoustics, mains points, etc of the location.

The grade C student by contrast may have only considered background noise. In this case, the grade C learner has demonstrated that s/he has met minimum Evidence Requirements by demonstrating that s/he knows how to do a complete a recce form but more thought could have gone into its completion.

Has evidence that is clearly inter-related (grade A) versus has evidence that is not clearly inter-related (grade C).

This statement is intended to distinguish a learner whose planning documents are clearly *inter-related* versus a learner whose documents are not always related. So for example, the grade A learner budgets for a five day shoot and schedules for a five day shoot. The grade C student budgets for a five day shoot but schedules for a seven day shoot. In this case the grade C student has met minimum Evidence Requirements by showing that s/he can budget and can schedule — but more thought needs to go into how the two documents affect each other.

Stage 2 — Developing (Production and post-production)

Demonstrates a sophisticated understanding of two roles involved in television production by undertaking these roles versus demonstrates an adequate understanding of two roles involved in television production by undertaking these roles.

This statement is intended to distinguish a learner whose project demonstrates a sophisticated understanding of the roles of television production versus a learner who has an adequate understanding of the roles of television production. So for example, a grade A learner who undertakes the role of camera and editor will produce a video which will be both well shot and well edited.

A grade C learner by contrast who undertakes the role of camera and editor will produce a video which will be both adequately shot and adequately edited.

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

Stage 3 — Evaluating

Reflects on the project, and analyses major strengths and weakness. Reflections and conclusions are directly related to the roles involved in television production (grade A) versus reflects on the project, and analyses strengths and weaknesses. Reflections and conclusions are not clearly related to the roles involved in television production (grade C).

This statement is intended to distinguish a learner who is able to reflect critically on the roles involved in television production versus a learner who makes some useful reflections, of which some are not directly related to the roles involved in television production. So for example, the grade A learner reflects on camera work and sound. The grade C learner reflects on weather conditions or timekeeping of his crew.

Analyses strengths and weaknesses that can be backed up with evidence from the project (grade A) versus identifies strengths and weaknesses that cannot clearly be backed up with evidence from the project (grade C).

This statement is intended to encourage learners to make conclusions that are consistent with evidence presented in the project. So for example, a grade A learner may comment on good camera work and is able to point out specific examples of this in the project. The grade C learner may comment on good camera work but does not mention that most of the project is under-exposed or not white-balanced.

Has shown a highly consistent use and understanding of industry terminology (grade A) versus has shown some consistent understanding of industry terminology (grade C).

This statement is intended to distinguish learners who can consistently and correctly use industry terminology from learners who use terminology inconsistently. So for example, a grade A learner will be comfortable with terms such as 'mid-shot', 'MCU', 'hyper-cardioid microphone', etc. A grade C learner should understand some of these terms but may be unclear about others.

Please note the examples given here are for guidance only.

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

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Part 2 — Guidance notes for Minimum Evidence Requirements

This section gives guidance on the minimum Evidence Requirements.

Stage 1: Planning

The Pre-production File

The exact contents of the pre-production file will be determined by the nature of the project and genre. The pre-production file is likely to include the following documents:

- (i) a proposal for a programme
- (ii) a draft budget
- (iii) research material
- (iv) a script
- (v) a shot list or storyboard
- (vi) a production schedule including contingency plans
- (vii) appropriate pre-production paperwork
- (viii) details and, where appropriate, justification of resource requirements (kit/personnel/locations/props/wardrobe/catering/transport, etc.)

Assessment Instruments should make clear what evidence learners are expected to include in the pre-production files.

Stage 2: Developing (Production and post-production)

Stage 2 of this Graded Unit is designed to allow the learners the opportunity to develop and complete the production/project that was planned in Stage 1. This will involve the learner undertaking two roles, for example, directing the shooting of the video and operating the camera on a different video. The learner must have a clear understanding of the role that s/he is undertaking during the project. Likewise, the assessor should also be clear about what roles the learner is responsible for and assess accordingly.

The production file that was started in Stage 1 must be updated throughout the production and post-production process and should include, where appropriate, updated risk assessments, call sheets, recce reports, release forms, etc.

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

Stage 3: Evaluating

1 *Reflects on strengths and weaknesses of the completed project in relation to the television production processes.*

This Evidence Requirement is designed to assess the extent to which the learner has achieved one of the principal aims of the award. This Evidence Requirement is therefore intended to encourage students to reflect on such things as production, communications and organisation as well as technical areas camera work (eg shot composition), sound quality (eg microphone choice) editing techniques (eg montage versus sequential etc) rather than, for example, the time keeping of crew members or the weather conditions, which are unrelated to the *roles* involved in television production.

2 *Analyses strengths and weaknesses of the learner's own performance in relation to the roles undertaken within a production team from initial proposal to completed programme.*

This Evidence Requirement is designed to assess the extent to which the learner has evaluated their own performance throughout the project incorporating such Core Skills as problem solving, communication and working with others.

3 *Justifies strengths and weaknesses with appropriate references to other works*

This Evidence Requirement is designed to encourage the learner to consider their own completed project in the light of other works. 'Other works' may include other TV programmes, films, web-sites, books, periodicals, etc. Conversely, this Evidence Requirement is intended to discourage the learner from making value judgements that are subjective and which are made in isolation from any other works. Assessors should also note that by referencing other works, learners are displaying naturally occurring evidence of the Core Skill of *Communication*.

4 *Is able to analyse the project and suggest how to improve his/her performance in various roles when involved in future productions.*

This Evidence Requirement is designed to assess the extent to which the learner is able to improve her/his knowledge, understanding and performance of the roles involved in television production in the future and apply lessons learned to future productions.

Point Evidence Evaluate

During the evaluation, learners should be encouraged to adopt the principal of *Point, Evidence Evaluate* ie clear evidence should be identified by the learner in the project for each of the 4 Evidence Requirements. After identifying the evidence, learners should then evaluate it and make valid conclusions. While assessing, assessors should consider the evidence that is identified by learners and the validity of the conclusions that the learner makes. If appropriate, assessors should also consider evidence in the project that has not been pointed out by the learner.

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

Opportunities for the use of e-assessment

The choice of delivery methods for the Unit is particularly important as the Unit lends itself to learning and teaching approaches which make it possible for learners to document and present suitable assessment evidence as they work through it. Learners could, for example, be encouraged to create an e-portfolio, write a blog or maintain a learning journal. They could, as an integral part of the learning and teaching process, be given guidance on how to structure and organise their material so that it is in a form that can easily be presented for assessment purposes.

Hence, in devising suitable delivery methods, it may be helpful to bear in mind that evidence for assessment can be generated in many different ways, including:

Use of E-portfolios: embed or link media-rich work such as audio, video, image; encourage peer review and feedback conversations; open online platform debate and discussion; learning journals; project documentation; research diaries and reading logs; reflection.

Use of blogs or vlogs: embed or link media-rich work such as audio, video, photographs, project documentation, learning journals, research diaries, online presentations.

Use of VLEs as collaborative assignment hubs: eg documentation of project research; events; work experience; forums.

Use of social media as interactive assignment hubs: eg documentation of project, research diary; events; work experience; forums.

Methods such as those above link learning and teaching methods directly with the generation of formative and summative assessment evidence so that they become part and parcel of the same thing. The categories are not mutually exclusive, eg social media can be used as a hub for peer review; learners can evidence research reports and diaries through the use of vlogs, etc.

As noted above, e-assessment may be particularly appropriate for this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as the use of e-portfolios or social network sites. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*.

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

Opportunities for developing Core Skills

This Unit provides many opportunities for developing Core Skills — in particular, *Problem Solving, Communication* and *ICT*.

Problem Solving: Planning and Organising at SCQF level 6

Learners will develop a plan to complete a complex task and then identify and obtain the resources to carry it out.

The task will involve a number of variables. Many will be in a context unfamiliar to the learner and some relationships will also be unfamiliar. The plan will include taking account of information, issues, aspects or situations and will need to be reviewed as work progresses. The learner will know that the strategy will need to be adjusted if/when circumstances change.

The learner will identify and obtain resources which s/he must select from a wide range of familiar and unfamiliar sources, probably by means of various searching techniques. The resources must be appropriate to the task and will include sources of information, set procedures, people, equipment and physical resources. The learner must decide how to manage and carry out the task, possibly allocating some of the sub-tasks to others in a group situation.

Problem Solving: Critical Thinking at SCQF level 6

The Unit requires learners to analyse a complex task, identify and assess the relevance of the factors involved, and develop and justify an approach which will ensure its successful completion.

The variables may be complex or unfamiliar to the learner and relationships may need to be explained or simplified. The learner must identify the variables associated with the task and ascertain their relevance, significance and any relationships between them. Thereafter the learner must evaluate the situation (by summarising, explaining or drawing conclusions) and identify a strategy to deal with it. A new approach may then be devised or an existing one modified. The revised approach must be justified by the learner's taking account of the factors involved, the resources available and/or by comparing various possible alternatives.

Problem Solving: Reviewing and Evaluating at SCQF level 6

This Unit requires learners to evaluate their own problem solving activity by reviewing the effectiveness of their techniques/strategies in meeting the aims of the task once the work has been completed. The learner will analyse the effectiveness of all aspects of their problem solving strategies, including any actual or considered modifications to it during the course of the activities. They may devise their own or adopt other established evaluation criteria.

Appropriate evidence to support the learner's conclusions must be gathered from a suitable range of sources and coherent conclusions must be drawn taking account of *all* the evidence. Recommendations could include suggestions by the learner for further investigation or the use of a different strategy to improve her/his future performance.

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Communication: Oral Communication at SCQF level 6

During the course of this Unit the learner will need to convey information, ideas and opinions accurately, coherently and succinctly using vocabulary and language structures appropriate to the audience. When contributing to discussion, asking or answering questions or making an oral presentation s/he will need to respond to the opinions of others and take account of their contributions.

Communication: Written Communication (Reading) at SCQF level 6

This Unit involves reading a wide range of materials which may present complex ideas and arguments and which will require the learner to be able to understand and identify key and linked facts, arguments and issues. Learners will read text concerned with the analysis and synthesis of information. Learners will be aware that the text may include images and will often serve more than one purpose, eg to inform, persuade or recommend. Learners will extract information from the text and synthesise ideas and information to support their own arguments or points of view.

Communication: Written Communication (Writing) at SCQF level 6

Learners will undertake research and use their analytical skills to find, select and interpret the information needed to produce a report or similar communication which has a clearly defined purpose and structure. The information presented must be analysed and evaluated and relevant ideas developed, taking account of conflicting evidence and opinions. The overall task is a complex research topic and will involve a large number of related ideas, opinions and detail which will need to be analysed and evaluated clearly and end with logical conclusions.

Information and Communication Technology (ICT): Accessing Information at SCQF level 6

Learners will use a range of ICT equipment independently, carry out complex searches and manage the organisation and security of their work. They will present relevant, accurate information effectively using media appropriate to both subject and audience.

Information and Communication Technology (ICT): Providing/Creating Information at SCQF level 6

Learners will be expected to use a range of processing tasks independently, observing security procedures and the needs of other users. They will extract and present information from local or remote data sources which may be textual, graphical, audio, etc. They will use ICT to gather and evaluate information and present findings in an appropriate format.

Disabled learners and/or those with additional support needs

The additional support needs of individual learners 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

History of changes to Unit

Version	Description of change	Date
02	<ol style="list-style-type: none"> 1 Change to GU marking weightings from 30/40/30 to 30/45/25. 2 Clarification of Minimum Evidence Requirements (MER) and Guidance to Grading of Learners. 3 General Information for Learners section amended where required to reflect the changes in 2 above. 	March 2016

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General information for learners

Graded Unit title: Creative Industries: Television: Graded Unit 1
(SCQF level 7)

This Graded Unit integrates the main knowledge and skills gained in the Units within the HNC in Creative Industries: Television. It is therefore expected that you will have either completed or be in the process of completing the mandatory Units of your HNC in Creative Industries: Television. This Graded Unit is based on a project and the assessment is a practical assignment, with three stages (planning, developing and evaluating) which give you the opportunity to show that you possess the skills and knowledge needed to undertake some of the roles and responsibilities involved in television production.

You will work as a member of a production crew, undertaking two roles. For example, you might be directing the shooting and editing of a video as part of a production crew where you are to take responsibility for the generation, development and completion of a project to a given television brief.

There are three stages to this Graded Unit and the main activities in each stage are:

Stage 1 — Planning

You are required to produce a pre-production file with planning documentation relevant to the project and delivery format (s). This will include:

- ◆ Proposal
- ◆ Script
- ◆ Shot list and/or storyboard developed from the script
- ◆ Production Schedule including contingency plan
- ◆ Appropriate pre-production paperwork
- ◆ Details and, where appropriate, justification of resource requirements (kit/personnel, locations/props/wardrobe/catering/transport, etc)
- ◆ Draft budget

Stage 2 — Developing

The stage of the project deals with the creation of the content for the project that was planned in Stage 1. You must undertake two roles competently for example, directing and editing. On completion of your production/project, you must provide an updated production file that includes:

- ◆ The completed project in the agreed delivery format(s).
- ◆ Release forms
- ◆ Legal and ethical compliance documentation
- ◆ Copyright clearances
- ◆ Logging information
- ◆ Final Budget

General information for learners (cont)

Stage 3 — Evaluating

In this final stage, you are to carry out an evaluation of your project which:

- ◆ Reflects on strengths and weaknesses of the completed project in relation to the roles involved in television production processes
- ◆ Analyses strengths and weaknesses of your performance in relation to the roles undertaken in the production team from initial proposal to completed programme
- ◆ Justifies strengths and weaknesses with appropriate references to other works
- ◆ Includes an analysis of the project and suggests how to improve your performance in various roles when involved in future productions

Your project will be marked out of 100 and **you must pass each stage before moving onto the next stage**. Each stage has the following marks:

Planning — 30 marks
Developing — 45 marks
Evaluating — 25 marks

You will be assigned an overall grade which will be based on the following boundaries:

Grade A = 70%–100%
Grade B = 60%–69%
Grade C = 50%–59%