



Higher National Unit specification

General information

Unit title: Creative Industries: Preparing for the Workplace

Unit code: H4A0 34

Superclass: HC

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Version: 01

Unit purpose

This Unit is designed to prepare learners to enter the Creative Industries workplace. It aims to introduce learners to the range and variety of employment and self-employment opportunities in an elected occupational area. Thereafter, learners will consider the qualities, expertise and skills (including transferable skills) required by an identified role. Consequently, learners will be expected to develop their own personal promotional strategy with corresponding approaches that can best assist their entry to the sector.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Explore the range and variety of employment opportunities and working practices within an elected occupational area of the Creative Industries.
- 2 Investigate the qualities, expertise and skills required by an identified role within an elected occupational area of the Creative Industries.
- 3 Conceive a personal proposition and develop a promotional strategy

Credit points and level

1 Higher National Unit credit at SCQF level 7 (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

Prior to this Unit, learners should have completed *Creative Industries: An Introduction*. They should also be able to demonstrate refined research and Communication Skills.

Higher National Unit specification: General information (cont)

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Core Skills

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

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

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This 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

Higher National Unit specification: Statement of standards

Unit title: Creative Industries: Preparing for the Workplace

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explore the range and variety of employment opportunities and working practices within an elected occupational area of the Creative Industries.

Knowledge and/or Skills

- ◆ Range of employers and self-employment opportunities
- ◆ Types of employment and working practices
- ◆ Legal, regulatory and ethical issues
- ◆ Role of professional associations and related unions

Outcome 2

Investigate the qualities, expertise and skills required by an identified role within an elected occupational area of the Creative Industries.

Knowledge and/or Skills

- ◆ Key personal qualities required for effective working
- ◆ Research, communication and interpersonal skills
- ◆ Time management and record keeping
- ◆ Basic business operations
- ◆ Occupational expertise
- ◆ Use of new technology, media and software
- ◆ Transferable skills
- ◆ Enterprise initiative
- ◆ Intellectual property

Higher National Unit specification: Statement of standards (cont)

Unit title: Creative Industries: Preparing for the Workplace

Outcome 3

Conceive a personal proposition and develop a promotional strategy.

Knowledge and/or Skills

- ◆ Strengths, Weaknesses, Opportunities and Threats
- ◆ Aims and Objectives
- ◆ Market opportunities
- ◆ Unique Selling Proposition (USP)
- ◆ Curriculum Vitae
- ◆ Promotional tactics and media
- ◆ Presentation skills

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

In **Outcome 1**, examine the range and variety of employment and self-employment opportunities within an elected occupational area of the Creative Industries.

They should explore working practices within that sector with particular attention to legal, regulatory and ethical issues. In addition, they should reflect on the role of unions and professional associations.

In **Outcome 2**, investigate the qualities, expertise and skills required by an identified role within an elected occupational area of the Creative Industries.

Learners should research and identify key personal, vocational, business and management skills required. Basic business operations are intended to include basic accounts, legal and contractual considerations as well as Health and Safety.

It is important that learners explore how their acquired skills can be transferred to other occupational areas, thus increasing their potential employability. In addition, they should examine the effect of the latest developments in new technology, media, software and communication methods when considering enterprise and self-start opportunities, paying particular attention to protecting and maximising intellectual property.

Enterprise initiative is more than just knowing about the similarities and differences between employment and self-employment. Assessable projects should be integrated into Unit learning and teaching to encourage learners to consider the commercial and 'start-up' opportunities arising from creativity and inventiveness. This in turn links with the importance of intellectual property and the legal and other issues surrounding it.

Higher National Unit Specification: Statement of standards (cont)

Unit title: Creative Industries: Preparing for the Workplace

In Outcome 3, learners will conceive a personal proposition and develop a promotional strategy with appropriate tactics and media to assist entry to an elected occupational area of the Creative Industries.

They should undertake a personal skills audit in conjunction with a review of marketplace opportunities to identify an employment or entrepreneurial opportunity. In response, they should develop a realistic USP and distinct self-promotional strategy utilising appropriate promotional and presentation material. In addition, they will be expected to communicate their knowledge, skills and expertise in a presentation scenario.



Higher National Unit Support Notes

Unit title: Creative Industries: Preparing for the Workplace

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is primarily intended to prepare learners to enter the Creative Industries as an employee or as a self-employed practitioner. As a result learners will be expected to embrace a range of related vocational knowledge and skills to equip them to enter the world of work.

Although the Unit is expressed in generic terms, it should be related to a context that is familiar to learners. If necessary the terminology used in the Unit can be adapted to suit the relevant occupational area in the Creative Industries.

Outcome 1 examines an elected vocational area within the Creative Industries sector, eg Advertising, Broadcast Media, Graphic Design, Sound and Music, Performing Arts, etc. Essentially, it sets the scene in which the learner may wish to operate. Learners will be expected to investigate the form and types of organisations and enterprises operating in the area. They will examine the types of jobs/work available and the working patterns of employment/self-employment. In addition, matters that affect working in the sector such as, legal, regulatory and ethical issues will be considered. The role of trade unions and professional associations will also be discussed.

Outcome 2 examines the qualities, expertise and skills required by an identified role within an elected occupational area of the Creative Industries. Learners will consider common personal, interpersonal, communication and management skills that are needed for effective working in the Creative Industries. They will also be expected to explore specific skills and expertise required to operate successfully in an elected occupational area, taking cognisance of developments in technology, media and software. In addition, learners will also investigate opportunities afforded by the proliferation of transferable skills in the Creative Industries. Importantly, in light of economic trends, learners should be encouraged to explore enterprise and self-start opportunities, paying particular attention to protecting and maximizing intellectual property.

Higher National Unit: Support Notes (cont)

Unit title: Creative Industries: Preparing for the Workplace

Outcome 3 concentrates on developing the learner's self-promotion strategy and communication tactics, to assist entry to the sector. Having evaluated their own skills and expertise together with those required by an identified role within an elected occupational area, learners will be expected to highlight an employment or enterprise opportunity and in response they will form a realistic personal USP. Thereafter, they will be expected to develop a strategy for self-promotion and undertake the creation of appropriate promotional material and media*. They will also be expected to exhibit their communication and interpersonal skills in an interview or presentation scenario.

As competition is very fierce in these industries learners should be given advice and guidance on completing online applications as some of the larger employers use their own forms and may not accept CVs. Learners should be encouraged to tailor CVs and/or application forms to the particular vacancy and/or employer.

**Appropriate promotional material and media — should reflect a range of the latest methods utilised in their elected occupational are, eg website, social media, blog, etc.*

Guidance on approaches to delivery of this Unit

The delivery of Outcomes of this Unit may be integrated with other Creative Industry Units. The intention is not to be prescriptive but to encourage the Centre (and Creative discipline) to be flexible by adopting evidence that reflects industry practice — eg employers expect more than CVs and entrepreneurial opportunities demand sophisticated electronic promotion.

The Unit can be delivered through lecturer-mediated discussion and facilitation. This may be in a traditional face-to-face environment or using a virtual learning environment or by various combinations of the two such as classroom interaction augmented by an on-line forum. It would be helpful if appropriate Creative Industry practitioner visits could be incorporated.

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 produce suitable assessment evidence as they work through the Unit.

Learners could, for example, be encouraged to write a blog or maintain a learning diary. 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 and recorded in many different ways, including:

- ◆ Presentations and other non-written assessments such as group presentation; individual presentation; production of artefact (eg poster, video, audio); role play; debate and discussion.
- ◆ Assignments, eg e-portfolios; learning journals; project documentation; diaries; reading logs; blogs and reflexive notebooks.
- ◆ Collaborative work, eg projects, broadsheets, videos
- ◆ Making use of technology, eg blogs; wikis; social media tools; VLEs, e-portfolios.

Higher National Unit: Support Notes (cont)

Unit title: Creative Industries: Preparing for the Workplace

Methods such as those above link learning and teaching methods directly with the generation of assessment evidence so that they become part and parcel of the same thing. The categories are not mutually exclusive, eg a VLE may be used as a vehicle for debate and discussion.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners, including:

- ◆ Presentations and other non-written assessments such as group presentation; individual presentation; production of artefact (eg poster, video, audio); role play; debate and discussion.
- ◆ Assignments, eg e-portfolios; learning journals; project documentation; diaries; reading logs; blogs and reflexive notebooks.
- ◆ Collaborative work, eg projects, broadsheets, videos.
- ◆ Making use of technology, eg blogs; wikis; social media tools; VLE, e-portfolios.

Methods such as those above link learning and teaching methods directly with the generation of assessment evidence so that they become part and parcel of the same thing. The categories are not mutually exclusive, eg a VLE may be used as a vehicle for debate and discussion.

Outcome 1

The assessment of this Outcome may be combined with Outcome 2. Where assessment might be conducted on Outcome 1 alone, learners should be required to provide sufficient evidence that they have responded to all of the Evidence Requirements.

Outcome 2

The assessment of this Outcome may be combined with Outcome 1, where learners prepare an illustrated report on research undertaken within a specific sector of the Creative Industries.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Higher National Unit: Support Notes (cont)

Unit title: Creative Industries: Preparing for the Workplace

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. 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. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Depending on the learning and teaching/assessment approaches adopted, all Outcomes of this Unit will provide opportunities for developing the three components of the Core Skill of *Communication* and *Problem Solving* at SCQF level 6, and two components of *ICT* at SCQF level 6.

Communication: Oral Communication at SCQF level 6

Learners will need to convey information, ideas and opinions accurately, coherently and succinctly using vocabulary and language structures appropriate to the audience. When contributing or presenting orally they will respond to others and take account of their contributions. They will also be expected to exhibit their communication and interpersonal skills in an interview or presentation scenario.

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. The text may include images and will often serve more than one purpose — eg to inform, persuade or recommend.

Communication: Written Communication (Writing) at SCQF level 6

Learners will undertake research and analytical skills which they will use to find, select and interpret the information and 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 will be developed, taking account of conflicting evidence and opinions. 'Creative Industries' 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.

Problem Solving: Critical Thinking at SCQF level 6

Learners will have to analyse the complex topic and identify an effective approach to the investigation task. Before doing this they will need to consider alternative ways of doing it and assess the advantages and disadvantages of each. There will be a lot of material which will require analysis and evaluation by the learner in order to identify the relevance and importance of a variety of factors.

Higher National Unit: Support Notes (cont)

Unit title: Creative Industries: Preparing for the Workplace

Problem Solving: Planning and Organising at SCQF level 6

Before starting the task, learners will need to plan their online and traditional investigation. This will involve a number of different aspects such as deciding on an approach, generating and developing ideas for inclusion and producing the final required output on time.

Problem Solving: Reviewing and Evaluating at SCQF level 6

The learner is required to analyse and evaluate a wide range of research material and present reasoned and coherent findings and opinions in a conclusion.

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

Learners will use a range of ICT equipment, 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 use ICT to gather and evaluate information and present findings in an appropriate format.

Other essential skills

Throughout the Unit learners will develop knowledge and skills which are specifically intended to enhance their employability in the Creative Industries sector. Because these and other soft skills such as punctuality, presentability and efficient time management are readily transferable, they could also be applied to many other media and/or areas of employment.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Creative Industries: Preparing for the Workplace

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is primarily intended to prepare you to enter the Creative Industries as an employee or as a self-employed practitioner. As a result you will be expected to embrace a range of related vocational knowledge and skills to equip you to enter the world of work.

Outcome 1 examines an elected vocational area within the Creative Industries sector, eg Advertising, Broadcast Media, Graphic Design, Sound and Music Performing Arts, etc. Essentially, it sets the scene in which you may wish to operate. You will be expected to investigate the form and types of organisations and enterprises operating in the area. You will examine the types of jobs/work available and the working patterns of employment/self-employment. In addition, matters that affect working in the sector such as, legal, regulatory and ethical issues will be considered. The role of trade unions and professional associations will also be discussed.

Outcome 2 examines the qualities, expertise and skills required by an identified role within an elected occupational area of the Creative Industries. You will consider common personal, interpersonal, communication and management skills that are needed for effective working in the Creative Industries. You will also be expected to explore specific skills and expertise required to operate successfully in an elected occupational area, taking cognisance of developments in technology, media and software. In addition, you will also investigate opportunities afforded by the proliferation of transferable skills in the Creative Industries. Importantly, in light of economic trends, you will be encouraged to explore enterprise and self-start opportunities, paying particular attention to protecting and maximising intellectual property.

Outcome 3 concentrates on developing your self-promotion to assist you to enter to the sector. Having evaluated your own skills and expertise together with those required by an identified role within an elected occupational area, you will be expected to highlight an employment or enterprise opportunity and in response you will form a realistic personal USP. Thereafter, you will be expected to develop a strategy for self-promotion and undertake the creation of appropriate promotional material and media*. You will also be expected to exhibit your communication and interpersonal skills in an interview or presentation scenario.

*Appropriate promotional material and media — should reflect a range of the latest methods utilised in their elected occupational area, eg website, social media, blog, etc.