Higher National Unit specification

General information

Unit title: Creative Content Generation

Unit code: H4A2 34

Superclass:	JC
Publication date:	June 2013
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Version:	01

Unit purpose

This Unit is designed to enable learners to develop expertise in the generation, development, completion and presentation of a project to a given television brief.

If the Unit is delivered a part of a Group Award this project could also build on acquired knowledge and skills and act as a 'showcase' to display the skills and knowledge developed throughout the Group Award.

Outcomes

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

1   Develop an idea for commissioning.
2   Plan and direct the production of a creative project.
3   Generate the creative content.

Credit points and level

2 Higher National Unit credits at SCQF level 7 (16 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

Learners should be able to demonstrate good communication skills, practical competencies, **industry awareness** and creativity suitable for television and related multi-platform production. It is recommended that the learner should have completed or be in the process of completing the following Units:

Creative Industries: An introduction
Camera: An Introduction
Lighting: An Introduction
Sound Recording: An Introduction
Editing: An Introduction
Production Skills: An Introduction

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

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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.

Outcome 1

Develop an idea for commissioning.

Knowledge and/or Skills

♦ Developing ideas in relation to a project brief
♦ Target audience
♦ Legal and ethical considerations
♦ Different delivery formats
♦ Pitching a content idea

Outcome 2

Plan and direct the production of a creative project.

Knowledge and/or Skills

♦ The importance of a script and/or flowchart
♦ Developing a visual interpretation of a script
♦ Scheduling a production
♦ Resource requirements
♦ Budgeting
♦ Legal and ethical considerations

Outcome 3

Generate the creative content.

Knowledge and/or Skills

♦ Producing, directing and editing content in accordance with planning documentation
♦ Delivering content in suitable format(s)

Higher National Unit specification: Statement of standards (cont)

Unit title: Creative Content Generation

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:

Outcome 1

♦ Produce a project proposal
♦ Pitch the idea to a commissioning editor

Learners will generate creative ideas in response to a given brief specific to television and/or related multi-platform production. The evidence should accurately reflect that an analysis of the project brief has been undertaken showing consideration of legal and ethical implications. Evidence should be presented through a project proposal and a pitch that demonstrates an understanding of commissioning needs in relation to specific market considerations. The proposal will record sources of research material and data and present these in a structured format supporting the direction/media/format/output of the creative concept for development.

Outcome 2

Learners will provide a production file which contains the following planning documents relevant to the project proposal:

♦ Script
♦ Shot list and/or storyboard developed from the script
♦ Flowchart if appropriate
♦ Production Schedule
♦ Risk Assessment
♦ Recce Report
♦ Detail and justification of resource requirements (kit/personnel)
♦ Budget
♦ Call sheets

The production file will follow current industry standards, reflecting the genre, format and output requirements of the creative project proposed in Outcome 1.

Higher National Unit specification: Statement of standards (cont)

Unit title: Creative Content Generation

Outcome 3

Learners will need evidence to demonstrate their Knowledge and/or Skills by showing they can complete the creative project developed through Outcomes 1 and 2.

This will include an updated production file containing:

♦ The completed project in the agreed delivery format(s)
♦ Logging information
♦ Legal and ethical compliance documentation
♦ Copyright clearances
♦ Final Budget

Higher National Unit Support Notes

Unit title: Creative Content Generation

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 80 hours.

Guidance on the content and context for this Unit

The purpose of this Unit is to support the learners understanding of content development and generation through the commissioning stage, pre-production planning and final delivery of the creative project. It recognises the development of media formats and outputs to different platforms. This Unit is designed to link with *Creative Industries: Television: Graded Unit 1*; the evidence generated for this Unit can support the planning and development stages within the Graded Unit.

Guidance on approaches to delivery of this Unit

Learners should be encouraged to be innovative and creative within their approach to this Unit. Ideas should be developed which will enthuse and engage the learner and the intended audience. The regulations, standards and processes which are required within broadcasting should be treated as problems to be solved rather than to negate the green lighting of a compelling idea.

The brief for this Unit should be developed by the individual centre and should contain enough information and guidelines to ensure the learner can meet all Evidence Requirements. Learners should be guided through this and reflect/ revisit it alongside their final proposal throughout the content generation process.

In Outcome 1, learners should become familiar with the commissioning process and requirements of a variety of broadcasters. This should involve current case studies following projects from idea generation to final output.

Suggested resources are:

http://www.creativeskillset.org/tv/
http://www.bbc.co.uk/commissioning/tv/
http://www.channel4.com/info/commissioning/4producers
http://www.itv.com/commissioning/producers-guidelines/
http://www.tvmole.com/
http://www.documentarytelevision.com/category/producers-tool-kit/
http://www.broadcastnow.co.uk/

Higher National Unit: Support Notes (cont)

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This information should be further explored with opportunities to visit production companies and meet with guest lecturers who have first-hand experience of the commissioning process.

Compliance guidelines and copyright law should also be introduced in Outcome 1 and further explored and evidenced within Outcome 3.

Compliance (Legal and Ethical) links:

http://stakeholders.ofcom.org.uk/broadcasting/
http://www.bbc.co.uk/commissioning/tv/compliance-and-policy/bbc-policies.shtml

Copyright links:

http://www.prsformusic.com/users/Pages/default.aspx
http://www.legislation.gov.uk/ukpga/1988/48/contents
http://www.youtube.com/t/copyright_education

Knowledge of storytelling techniques and their development through different formats and outputs should be explored throughout the Unit delivery. For example:

http://www.thecreatorsproject.com/blog/the-6-most-innovative-interactive-web-documentaries.

http://www.bbc.co.uk/commissioning/news/becoming-human-inside-a-successful-cross-platform-commission.shtml

http://www.mipworld.com/RM/RM_MIPWORLD/2012/documents/white-papers/miptv-2012-multiplatform-101-lessons-from-channel4-boyd.pdf

http://www.unexpectedmedia.com/

Within Outcome 2 learners should become familiar with scripts, script formats and storyboards understanding how to analyse in terms of production requirements. The purpose and 'real life' need for planning documentation should relate to industry practice. Film locations offices such Edinburgh Film Focus, The Glasgow Film Office or Highlands of Scotland Film office can support/ back up information delivered in classrooms. All production documentation should reflect those used within television and related multi-platform production.

Budgeting should be based on industry rates and working regulations.

For example — **http://www.bectu.org.uk/advice-resources/rates**

For other resources such as equipment, cast, contributors and locations, learners should be encouraged to research a variety of sources.

The understanding of forward planning, timescales, deadlines and the need for back up plans should be reflected within project schedules.

Higher National Unit: Support Notes (cont)

Unit title: Creative Content Generation

Within Outcome 3 learners will demonstrate many of the technical skills developed through the mandatory Units of the Creative Industries: Television Group Award. If this Unit is being delivered as a standalone Unit or as part of another framework it is recommended that learners have experience of the technical processes and workflows involved in producing, shooting and editing content. An understanding of codec in terms of quality and compatibility may be necessary to ensure successful output in the required format(s).

Learners should refer to planning documents throughout the content generation stage to ensure accuracy in terms of meeting the project brief, ensuring all information is correct, up to date, technically, legally and ethically compliant to ensure the project can be fully signed off. **http://www.bbc.co.uk/commissioning/tv/production/delivery/paperwork.shtml**

Learners should showcase their work via the intended format(s).

Glossary of Terms

Format (s) — platform on which the project/content is to be delivered. For example, content may be developed for viewing as a traditional television broadcast, interactive, web, mobile, live and other innovative broadcast distribution formats.

Output — this relates to how the content/project is packaged technically to support the chosen Format (s).

Guidance on approaches to assessment of this Unit

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 the Unit. 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: embed or link media rich work such as audio, video, photographs, project documentation, learning journals, research diaries, online presentation.
♦   Use of VLE's 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.

Higher National Unit: Support Notes (cont)

Unit title: Creative Content Generation

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.

Outcome 1

The brief for this Unit should be developed by the individual centre and should contain enough information and guidelines to ensure the learner can meet all Evidence Requirements.

The Outcome could be assessed using a checklist during the pitching process which is supported by presentation materials and the proposal. Learners should be allocated a timeslot for pitching; the pitch may be recorded as further evidence for the assessor.

Outcome 2

The production file could be submitted in an electronic or online format. Key documentation such as the script, storyboard, risk assessment and call sheets should be available for reference on location during the generation of the creative content in Outcome 3. Appropriate access and/or permission forms should be included in the production file. Access may cover people, property and/or organisations.

Learners should be encouraged to research, analyse, problem solve and justify choices and decisions throughout the planning of the production.

Outcome 3

The completed project should be available in the delivery format(s) agreed in Outcome 1. The updated production file will follow standard industry practice and compliance procedures.

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.

Opportunities for e-assessment

As noted above, e-assessment may be particularly 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**

Higher National Unit: Support Notes (cont)

Unit title: Creative Content Generation

Opportunities for developing Core and other essential skills

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

Communication: Oral Communication at SCQF level 6

Learners will be required to generate ideas in response to a given brief and to pitch their idea for the project to a commissioning editor. Learners will through their pitch need to provide evidence of various aspects of their research for the idea. The research may be complex and learners may also respond to questions or queries from others. Learners may also contribute to debates and discussions all of which will require them to use vocabulary, register and sentence structure appropriate to the audience involved.

Communication: Written *Communication (Reading)* at SCQF level 6

In order to complete the Unit, learners will have to become familiar with scripts, script formats and storyboards understanding how to analyse them in terms of production requirements. This will require them to read written text and summarise and justify choices and decisions throughout the planning of the production.

Communication: Written Communication (Writing) at SCQF level 6

In order to complete the Unit, learners will have to generate evidence to demonstrate that they have achieved all three Outcomes. A production file will be part of the evidence for the completed project. This will include the script, short list and/or storyboard developed from the script, a risk assessment, recce report, copyright clearances and legal and ethical compliance documentation etc. This could take the form of written communication. In this, they will be expected to present their work in a suitable manner using a recognised format. There are alternative ways to present written evidence such as by personal reports or by contributions to an online forum. Whatever approach is adopted, learners will be required to organise a substantial body of material and make use of complex language and specialist vocabulary.

Problem Solving: Critical Thinking at SCQF level 6

In order to complete the Unit, learners will have to interpret/analysis the brief and come up with ideas for commissioning. They will need to pitch preferred idea to a commissioning editor showing consideration of legal and ethical implications. The regulations, standards and process required within the broadcasting sector could provide challenges for learners to solve in terms of their idea.

Problem Solving: Planning and Organising at SCQF level 6

In order to complete the Unit, learners will have to plan their research. This will involve a number of different strands such as deciding on an idea for commissioning, developing and producing the idea from initial concept through production to the final edit and output. Learners will have to identify the type and availability of resources required by the project which is likely to require them to engage in some search activity.

Higher National Unit: Support Notes (cont)

Unit title: Creative Content Generation

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

In order to complete the Unit, learners will be required to carry out research relevant to their given brief. This is likely to involve the use of a range of ICT equipment and learners may need to carry out complex searches for information relevant to the given brief. Learners are also likely to need to ensure that the data for their project is kept secure and well managed.

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

In order to complete the Unit, learners will be required to pitch their idea to a commissioning editor. This may involve the learner using ICT equipment in their pitch.
In the development of their idea from the initial concept through production to the final edit and output, learners are likely to use ICT for a range of tasks including locating and integrating data from a range of sources.

***Working with Others:* Working Co-operatively with Others at SCQF level 6**

Throughout the development of the learners' idea/project, they will be required to work co-operatively with others to ensure the successful completion of the project. Learners are likely to be involved in analysing their own role and the other roles that are required for successful completion of the project. The need to organise themselves and others in the production of their idea/project is likely to be an important aspect of the successful completion of the project. This is likely to involve negotiation with other learners providing services in, for example, camera, sound, and lighting.

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

General information for learners

Unit title: Creative Content Generation

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 will develop your skills in generating creative content for television and/or related multi-platform production. During this Unit you will develop and produce an idea from initial concept, through production to final edit and output. Understanding of the commissioning process, skills in planning and creating content plus knowledge of delivery formats are key to the projects you will develop. You are encouraged to be creative and innovative within the bounds of broadcast regulations.

In **Outcome 1** you will be required to develop an idea suitable for television and/or multi-platform commissioning. You will be required to produce a proposal and pitch your idea, this will form the evidence required for assessment. Communication skills, research techniques, idea development, understanding of format(s), the commissioning process and broadcast regulations are skills you will develop in this Outcome.

In **Outcome 2** you will use the idea developed in Outcome 1 and plan and direct the production of your creative project. This involves understanding how to visualise an idea from script to screen and skills in organising all resources to ensure the production goes to plan and meets the initial proposal.

You will be required to submit the following documentation for assessment:

♦ Script
♦ Shot list and/or storyboard developed from the script
♦ Flowchart if appropriate
♦ Production Schedule
♦ Risk Assessment
♦ Recce Report
♦ Permission forms
♦ Detail and justification of resource requirements (kit/personnel)
♦ Budget
♦ Call sheets

These documents should be presented in a production file.

In **Outcome 3** you will complete the production of your project (the shoot and post production) and output this in the format(s) which meets the initial proposal. This Outcome will showcase your creative, technical, planning and problem solving skills.

General information for learners (cont)

Unit title: Creative Content Generation

You will be required to submit the following for assessment:

♦   The completed project in the agreed delivery format(s)
♦   Logging information
♦   Legal and ethical compliance documentation
♦   Copyright clearances
♦   Final Budget

These documents will be presented in a production file with a copy of or link to your project delivered in the output format(s) outlined in your proposal.