Higher National Unit specification

General information

Unit title: Content Development and Research

Unit code: H4A8 35

Superclass:	KA
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Source:	Scottish Qualifications Authority
Version:	01

Unit purpose

This Unit will develop the learner's ability to analyse the requirements of a research brief and to carry out development and research, from initial commission to finished production.

Outcomes

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

1   Develop a proposal in response to a brief.
2   Apply production research techniques to meet the requirements of a brief.
3   Prepare script research material.

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. It would, however be beneficial if the learner had skills in Communication.

Higher National Unit specification: General information (cont)

Unit title: Content Development and Research

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: Content Development and Research

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 a proposal in response to a brief.

Knowledge and/or Skills

♦ Purpose and target audience of the programme/content
♦ Presentation skills
♦ Limitations and constraints
♦ Timescales and budgets

Outcome 2

Apply production research techniques to meet the requirements of a brief.

Knowledge and/or Skills

♦ Identifying research elements
♦ Identifying potential research sources
♦ Searching internet and other sources
♦ Analytical/critical thinking
♦ Legal implications and constraints, including copyright
♦ Accuracy and precision in recording information
♦ Working within time and budgetary constraints
♦ Working to health and safety requirements

Outcome 3

Prepare script research material.

Knowledge and/or Skills

♦ Selection and collation of materials relevant to brief
♦ Identification of elements with potential for scripting
♦ Simplifying and editing information
♦ Producing clear and concise research briefs
♦ Legal and ethical issues
♦ Time and budget management
♦ Working with a range of others to meet objectives

Higher National Unit specification: Statement of standards

Unit title: Content Development and Research

Evidence Requirements for this Unit

The learner should demonstrate Knowledge and/or Skills by collating evidence in the form of a portfolio of research information for script realisation and research suitable for a production.

This will include:

♦ Proposal in a format relevant to the brief.
♦ Initial list/record of research elements for production with outline of potential sources relevant to brief and audience.
♦ Research briefs for at least two elements of the content (this should be a concise and clear brief representing condensed and relevant information/background on the contributor/location, etc suitable for submission to producer/director and presenter for on air use), including notes on or links to sources, to allow tracking and authentication of information.
♦ A comprehensive record of research which must be updated and added to throughout the production process to show progress/direction of research from initial research through to post production — ie including archive). A brief evaluation of suitability for the programme/content must also be included.
✦ Strategies appropriate for timescales and budgetary constraints.
♦ Store and organise files logically to ensure they are accessible.

Higher National Unit Support Notes

Unit title: Content Development and Research

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

This Unit is primarily intended to allow the learner to experience the production process in the role of researcher, and to understand the broad role of research in factual and non-factual content production, in order to transfer the skills into their own productions.

This Unit is likely to be part of a Group Award which provides learners with technical and professional knowledge and skills related to programme Production.

Outcomes 1, 2 and 3 could be effectively integrated with other Units in the award to allow experience of content generation from development to the production stage.

The use of feedback from assessors throughout this Unit can support learners in research and editorial processes allowing learners to develop their knowledge and skills in the following:

♦   Analysing research requirements appropriate to the target audience for the content
♦   Suggesting strategies which support budgetary constraints and timescales
♦   Outlining and evaluating a range of potential sources of information relevant to the brief
♦   Identifying and evaluating potential contributions for the programme/content
♦   Identifying the need to use archive material, copyright issues and permission for use
♦   Identifying locations relevant to the brief
♦   Efficient presentation of accurate and comprehensive materials and records of information sources
♦   Identifying and checking of inconsistent and contradictory information
♦   Communication and persuasive skills
♦   Team working and collaboration

Files should be organised and stored logically to ensure business continuity.

Higher National Unit: Support Notes (cont)

Unit title: Content Development and Research

Guidance on approaches to delivery of this Unit

Delivery of this Unit might include identification/analysis of the role of research in content generation (ie including contributors, locations, archive material, facts, costume, props, etc). The skills of team working and collaboration are implicitly part of this work and opportunities to enhance these skills occur throughout the Unit.

Formative tasks in searching out and evaluating the usefulness of these elements, particularly contributors, would be very useful in developing the verbal communication skills needed by the content researcher. Online research and written communications will be used, but highlighting the need for direct (verbal) communication with contacts is key.

Guidance on approaches to assessment of this Unit

Evidence for this Unit may be integrated with other relevant Units.

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.

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.

Assessment of the proposal could be assessed in any format relevant to the brief; for example, a written document, a presentation, or a 'taster' of the proposed content.

The remaining Outcomes could be assessed through written or electronic submissions, but key here is logging and tracking of the research process, to allow fact-checking and authentication of sources at a later date.

The learner's record of research could take the form of lists or tables, or posts to a blog or similar online record but must be updated throughout the production process, to show the progress/direction of research from initial research through to post production — ie including archive.

Assessment for this Unit will be open-book.

Opportunities for the use of 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**

Higher National Unit: Support Notes (cont)

Unit title: Content Development and Research

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,

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.

Opportunities for developing Core and other essential skills

In this Unit, learners will develop oral and Written Communication skills, *Information and Communication Technology (ICT)* skills, and *Problem Solving* skills. Where this Unit is integrated with others in a production, W*orking with Others* will also be developed. More detail on these opportunities is noted below.

Communication: Oral Communication at SCQF level 6

Learners will be required to analyse a given brief and present their proposal for production of factual or non-factual content for television or other platforms. Learners will need to provide evidence of various aspects of their research for their proposal. 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 analyse the requirements of a given brief and carry out research. This will require them to read written text and summarise and justify choices and decisions throughout the planning of the production content.

Higher National Unit: Support Notes (cont)

Unit title: Content Development and Research

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. Learners are required to prepare a proposal appropriate to the brief. Learners are also required to collate their evidence in the form of a portfolio of research information for script realisation. They will produce a comprehensive record their research. Throughout this process, 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 analysis the requirements of their target audience and the purpose of the production and come up with a proposal relevant to the brief. They will need to plan a research strategy and generate a research portfolio. This will include identifying potential contributions for the programme/content; identifying locations relevant to the brief and suggesting strategies which support budgetary constraints and timescales.

Problem Solving: **Planning and Organising at SCQF level 6**

In order to complete the Unit, learners will have to plan their research strategy. This will involve a number of different strands such as, analysing the target audience, evaluating a range of potential sources of information relevant to the brief, devising strategies which support budgetary constraints and timescales.

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

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: Content Development and Research

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.

The aim of this Unit is to allow you to experience the role of researcher within factual or non-factual content generation and to analyse the researcher's role in development and in the production process.

The Outcomes will allow you to work on a production and experience, at first hand, the researcher's practical role within content production. You will analyse the requirements of your target audience and the purpose of the production, plan a research strategy and generate a research portfolio of the step-by-step research required to underpin the process.

The research gathered and generated during this process will be the evidence for assessment as well as the finished project.